

PLACE OF AEROBICS IN THE EDUCATIONAL SYSTEM OF REPUBLIC OF BULGARIA

(Professional paper)

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Abstract

Physical education in organized form is included in all established pedagogical systems and in the theories of the most famous and renowned thinkers, philosophers, representatives of pedagogique thought in the world. In Bulgaria physical education appeared first in the time of the National revival. Since 1879 physical education "the Gymnastics" (as this subject was called then) was always present in all curricula. Development of curricula passed gradually through several stages. It is well-known that aerobics enables development and maintenance of the physical capability of the trainees and their preparation for systematic sports training and healthy way of living, which are also some of the objectives in the cultural-and-educational area "Physical Culture and Sports", as in this connection we set ourselves the objective to elaborate on the place of aerobics in the educational system of the Republic of Bulgaria.

Keywords: *physical education, lesson plans, curricula, physical skills, healthy lifestyles, sport specific training, teacher, parents, bibliographical method*

INTRODUCTION

Physical education in organized form is included in all established pedagogical systems and in the theories of the most famous and renowned thinkers, philosophers, representatives of pedagogique thought in the world. In Bulgaria physical education appeared first in the time of the National revival. Since 1879 physical education "the Gymnastics" (as this subject was called then) was always present in all curricula. Development of curricula passed gradually through several stages:

First stage 1885 – 1944.

In the first stage of development of physical education in Bulgaria there was no whole and completed system of work. Experience from abroad was made use of, as in 1894 9 Swiss teachers were invited. Thus, the Bulgarian school introduced the systems of the German and Swedish gymnastics, which were of health and recreational character.

Second stage 1944 – 1965. Physical education in the transition period.

After 1944 an experiment was made to introduce curricula in Physical education which were translated from the Soviet curricula. Training was carried out in three basic types of sports: gymnastics, track-and-field athletics, and sports plays. There began a step-by-step improvement of sports facilities and training of teachers in Physical education and research workers, who were to

meet the requirements of the Bulgarian education.

Third stage 1965 – 1992. Physical education during Socialism.

A stage of establishing Bulgarian specialists and researchers, who raise the profile of physical education at higher level, and sports at world top level. Bulgarian books and methodical tools in Physical education were developed for all degrees of education. Curricula in Physical education were enriched with new mandatory types of sports: rhythmic gymnastics, wrestling, skiing, swimming, football.

Fourth stage 1992 - 2000. Physical education during Democracy

A stage characterised by a number of changes in the educational system, in particular in Physical education. An attempt to make education more democratic was carried out by introducing a section "Sports by choice" for all stages and degrees of the Secondary school of General education.

Fifth stage 2000 – 2007. On the road to accession of Bulgaria to the European Union.

Our country's policy for accession to the European Community brought about the necessity of Bulgarian experts harmonising our national requirements in the area of education with those of the leading European and world nations. Worldwide tendencies in the organization of education require availability of State educational

standards as a basis for development of Curricula (Curricula Part..., 2003).

With regard to worldwide tendencies, as well as in demand by the socio-economic changes in modern society, a reform in the educational system became necessary to be implemented. By adoption of a number of governmental documents (State educational..., 2000); Act of Physical..., 1996), a framework of the standards has been set up reflecting the trends in the development of education.

1. Enhance physical and mental growth of the students aiming at their successful orientation, adaptation and realization in society;

2. Create conditions for shaping value orientations related to a feeling of Bulgarian identity, respect for the others, commitment and civil responsibility;

3. Create conditions for development of needs, adjustments to learning, education and long-life self-perfection.

On the basis of State educational requirements (SER) developed and adopted in 2000. Physical education must provide opportunities through sports learning to achieve:

- initial sports literacy and physical capability at the primary degree I – IV grade;

- all-sports awareness and general physical training at the junior high school level of the primary degree V – VII grade;

- sports awareness and special sports training at the high school level of the secondary degree VIII – XII grade.

Objective, tasks and methods

It is well-known that aerobics enables development and maintenance of the physical capability of the trainees and their preparation for systematic sports training and healthy way of living, which are also some of the objectives in the cultural-and-educational area “Physical Culture and Sports”, as in this connection we set ourselves **the objective** to elaborate on the place of aerobics in the educational system of the Republic of Bulgaria.

To achieve this objective it was necessary to solve the following **tasks**:

1. To trace back the appearance and development of aerobics in Bulgaria.

2. To determine the basic factors for introduction of aerobics at school.

3. To reveal the place of aerobics in the system of the secondary education in Bulgaria.

To solve our tasks we used **the bibliographic approach**. We subject to study Bulgarian references, as well as official school documents, which formed the curriculum of education at every stage of its development.

RESULTS

Roots of gymnastics with a musical accompaniment were discovered in one of the varieties of the Greek gymnastics, or „orchestrics”. Specialists note that mod-

ern varieties of motor activity, such as: sports, rhythmic gymnastics and their related types of sports and health activities have their origin in the four “Ds”. This is decoded as the initial letters of the family names of the four founders of the music-and-rhythmic branch of gymnastics: George Demeni, Francois Delsart, Isadora Duncan, Jack Dalcroze.

Origin of Aerobics

Initiated in the late 1970’s aerobics has spread with unprecedented speed in response to the needs of people for motion. It is subject to the laws of both business and advertising with all subsequent consequences for itself and the people practising it. The aerobic industry evidenced the presence of not only sports experts, but also famous actresses like Jane Fonda, Sydnie Rom, Lara Saint Paul, with whose help aerobic gymnastics became popular all over the world.

Long-year researches of Bulgarian specialists contributed to creating a Bulgarian model of aerobic activities. As a result of intensive creative, instructor’s and scientific activity, the foundations of the Bulgarian experience in the area of aerobics were laid down (Mineva, 2001). The pursuit of promoting aerobics amongst different layers of population and introduction of this type of motor activity as widely accessible, applicable and effective form of popular and systematic practising of physical exercises has been supported by governmental organizations even till present. Regulated forms of aerobic activities are carried out in various gym clubs, secondary and higher schools.

Introduction of Aerobics in the Bulgarian School

In the late 1980’s and the early 1990’s aerobic gymnastics was only present in the methodical books for training in Physical education at the secondary degree. Authors describe it as composed of rhythmic exercises, steps and runnings. Included in the section of Rhythmic gymnastics it was assumed as a supporting type of sports and means to develop motor qualities mainly with girls, what gave an untrue idea for this type of activity.

By adoption of new curricula in the period 1992 - 2000 aerobics has been given the opportunity to be practised at all degrees of education with the newly introduced section „Sports by choice“.

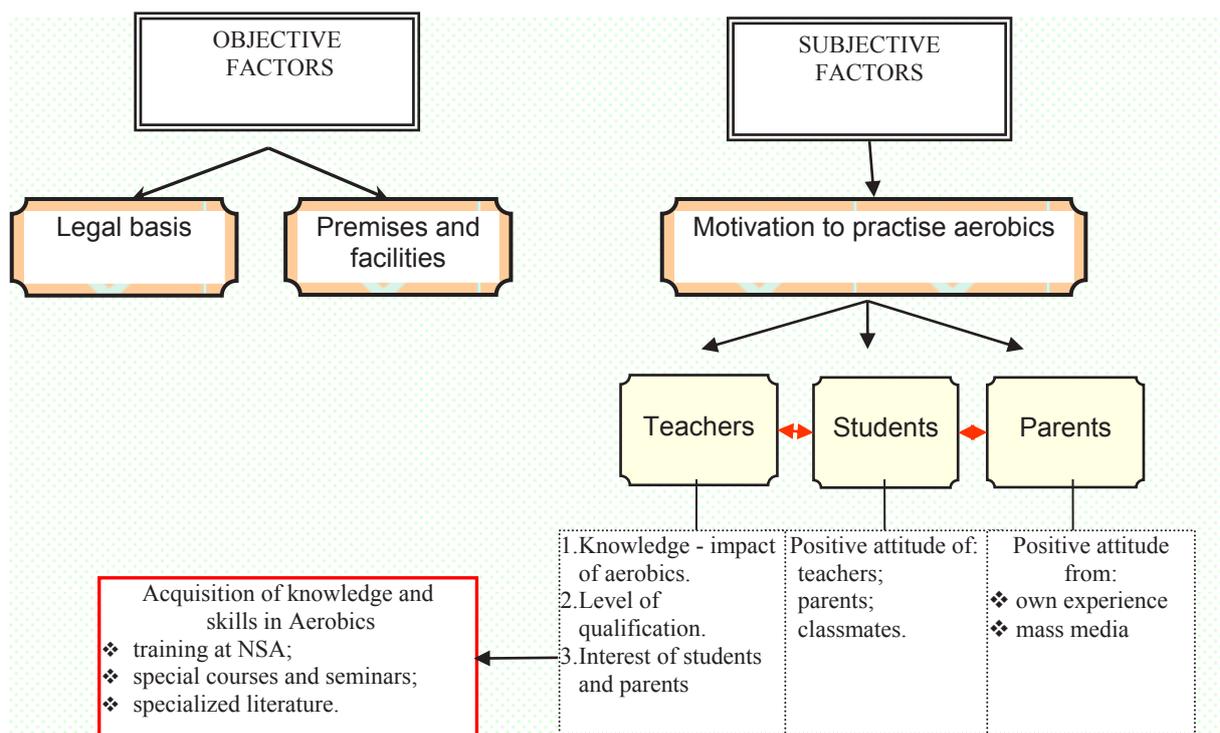
In the beginning of 21th c. through the outline of new tendencies and requirements to the educational process aerobics is once again searching for a place at school. By adoption of State educational standards and development of new curricula (Curricula Part..., 2003), the world trends in the reform of the educational system have been met by:

1. making it a gymnastic subject in the core of “Gymnastics”;

2. a fitness subject in the supplementary group of “Fitness and Bodybuilding”;

3. a module training – “Gymnastics and Dances”.

So far, curricula for the secondary degree of gen-



Scheme 1. Factors for en masse inclusion of aerobics in the academic content of Physical

eral education 8 – 12 grade have been prepared, as well as methodical books for teaching and training of Aerobics.

Factors for Implementation of Training Process in Aerobics

The prerequisites for en masse introduction of aerobics in the secondary and higher schools can be allotted and reviewed in two main groups: objective and subjective factors (Scheme 1).

The objective factors include the legal basis and the available sports facilities and premises, which ensure the conduct of the academic process in Physical education.

Subjective factor is the motivation of all people, whose part for inclusion of this type of gymnastics in school is crucial, that is teachers, students and their parents. We consider this factor as crucial for achievement of greater efficiency in the academic process of Physical education.

Teacher - The basic factor for his/her motivation to teach aerobics is found in the confidence of positive results in solving the tasks of physical education, level of qualification, specific knowledge related to application of specific means and methods. The teacher is stimulated for self-perfection through additional acquisition of qualification, attendance at courses, seminars, etc.

Students - Another reason for this type of gymnastics to be included in the curriculum is found in the students' interest.

Parents - Undeniable is the parental impact on the grown-ups, which is to be taken into account in the ped-

agogic occupation. Culture, value orientations in family invariably affect the quality of living of the grown-ups.

It is well-known that aerobics has a complex in its character impact on human body. It simultaneously develops the physical and motor capacity, balances the psycho-emotional background, and reduces the negative tension in the organism by neural-and-humoral regulation as a result of practising aerobics. Use of a musical accompaniment further contributes to education of rhythmic and aesthetic values in trainees. These features stimulate a successful introduction of Aerobics in the secondary and higher school.

CONCLUSION

1. Aerobics is well-known and popular subject in the Republic of Bulgaria since 1970's.

2. The legislation of the Republic of Bulgaria has secured all necessary prerequisites for an effective training in Physical education and aerobics sessions in conformity with the European requirements in the area of academic education.

3. Curricula in Aerobics for the secondary degree of general education (9-12 grade) have been developed, as well as methodical books for teaching and training.

4. Development of scientifically reasoned curricula for the primary and junior high school degree is forthcoming. This will lead to introduction of Aerobics in all levels of general education.

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