

LLS OF THE PHYSICAL EDUCATION AND SPORTS TEACHER IN PRIMARY SCHOOLS DEPENDING ON THE CURRICULUM

(Review article)

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Abstract

The specifics of some main skills in teachers in primary schools, depending on the educational contents with regard to physical educations and sports were studied through an analysis of literary sources, two enquiries and the exercise of monitoring. 30 teachers from three towns in Bulgaria and 329 pupils from the second, third and fourth grades of six schools from various towns participated in the enquiry. The results of the two enquiries were juxtaposed. 120 lessons were observed for three years as a result of which the leading skills in them and their particularities depending on the subject-matters were exposed. The matter related to the training of the students, future teachers in physical education and sports, was also discussed.

Keywords: *physical education, students, survey, observation, students` preparation, school experience, lessons, range skills,*

INTRODUCTION

Public expectations from the work of teachers and especially from that of teachers of physical education and sports are of adequacy to contemporary needs, philosophy and trends in education.

Since the end of the eighties of last century new accents in the objectives pursued by physical education have been observed. The tendency towards harmonious development of the trained pupils by systematic exercising is put aside and „The emotional side of the nice experience as a function of the activity of taking pleasure in the movement and the preservation of the psychological equilibrium of the attending pupils come to the fore” (Peneva (Пенева), 1994).

A new philosophy is apparent nowadays of the attitude towards and the realization of the objectives of the physical education at school. „From a model in which the teacher is trying to provide the pupil with certain predetermined knowledge, a transition takes place towards a model, in which the teacher helps the pupil to acquire knowledge by himself and to experience it in himself. The traditional pedagogical paradigm of strictly following the contents of the subject according to established methods is replaced by the paradigm of personally oriented education, understanding of the pupils and providing opportunities for their all-round development” (Tsonkova (Цонкова), 2006). With the

democratization of society humanistic pedagogy takes the place of imperative pedagogy. „The new ideas include studying without constraint, based on interest and active worldly attitude; free choice, personal approach, development of the creative abilities of the growing ups.” (Dimitrov (Димитров) & Kadinova-Tsonkova (Кадинаова-Цонкова), 2002).

Dimitrova (Димитрова) (2005), draws four contemporary functions of physical education and sports: realization, regulatory, barrier-preventive and correctional, stimulation-prestigious. According to others (Glazyrina (Глазырина), 1984); Tsonkova (Цонкова), Dzhambazki (Джамбазки), & Petrov (Петров), 2006) those functions are educationally-cognitive (Gnostic), communicative, instructive, constructive, control -organizational, innovative and administrative-economic.

It is evident that changes should be made in the work and the training of teachers. The direction was determined by the new objectives and functions of the subject of physical education and sports and by the membership of Bulgaria in the European Union. Thanks to the European integration and cooperation, to the Bologna Declaration from 1999 and the Lisbon Strategy, it became possible to compare the leading professional competencies of the Bulgarian teachers in physical education and sports to those of their colleagues

from other EU countries and to conform respectively the training of the future teachers to that in the other countries. It is in this respect that Mileva (Милева) (2008), considers as even more pressing the need of comparing and analyzing the educational programs and plans for training and qualification of the teachers in physical education and sports in the European Union.

For us, higher school lecturers, the issue of formation of skills during the training of the teachers in physical culture and sports is significant. The *task* we set was to study the specifics of certain main skills of teachers in the primary schools depending on the contents of the subject in the programs of the Bulgarian schools.

METHODS

1. Analysis of literature sources

Pedagogical and methodical publications have predominantly been studied, concerning the structure, the specifics, the classification and the practical application of the skills as well as their formation in the course of training of the teachers.

2. Pedagogical observation and records

For three years 120 lessons in physical education and sports by seven teachers in the elementary classes have been supervised in five schools in Sofia. The selection of the lessons and the classes was made taking into consideration the balance of the subjects. The activities of the teachers and their results were reported and registered, as well as the activities of the pupils and their marks.

3. The method of inquiry

The method of inquiry was applied to two groups. A semi-standardized inquiry with 30 teachers in physical culture and sports was conducted in the towns of Sofia, Sevlievo and Lom and 329 pupils from the II, III and IV grade in six schools.

RESULTS AND DISCUSSION

The pedagogical skills were determined by Ilyin (Ильин) (1987), as „a practical command of methods of performing separate actions or the whole activity conforming to the rules and the purpose of the activity”. These are also defined as „integrated into the whole system of intellectual and practical activities of the teacher, providing the success of the education process” (Kolishev (Колишев) 2003).

Tsonkova (Цонкова) (2006), considers the pedagogical skills as an element of the pedagogical abilities but of a more limited scope.

The publications reviewed lead to the conclusion that the problem of the skills, their specifics and the frequency of their application depending on the subject is not amongst the priorities of the methodological studies. Taking into consideration the broad scope of means and sports included in the educational system, the problem arises whether the work of the teacher on the different themes could be equally successful. Classifications of the multitude of skills which the teacher in physical education and sports should possess

are mostly published, with their gradation by importance and frequency of application. Ilyin (Ильин) (1987), Momchilova (Момчилова) & Ilchev (Илчев) (2008), etc. classified the skills into constructive, organizational, communicative (including didactical and rhetorical), Gnostic (including perceptive), constructive, motive (including applied) and expressive. Dimova (Димова) (1990), dedicated her PhD thesis on the issues of uncovering the structure of the skills of the physical education teacher in the kindergarten. The author concludes that according to the teachers, the most important skill is the demonstration of the exercises and the games. Further follow the skills of combining the demonstration with the explanation; the organization of the motive activities of the children, the requirements and the correction of the mistakes in the course of the motive activity, the regulation of the functional load, the forecast of the difficulties, etc.

Unfortunately no such classification has been made for teachers working with other age groups for the purposes of the comparison. We suppose it would be different.

The National Committee of the USA on the professional standards of education differentiates the skills needed by the physical education and sports teacher into the following groups: sports, motivational, organizational, teaching (What Are Some Skills a Physical Education Teacher Needs? by Freddie Silver, Demand Media).

The paper of Garcia (**Qualities of a Physical Education Teacher**, 2013), specifies that besides a number of qualities, including physical ones, the teacher should possess enthusiasm and communicational and organizational skills.

Certain skills are mentioned in the jobs advertisements. For instance, those published on the site <http://www.careercentre.dtwd.wa.gov.au> demand from the teacher the following:

- engagement to the personal health and physical condition of the pupils
- deriving pleasure from the work with children and young people
- good communicational skills
- enthusiasm and ability to motivate the others
- good skills in a wide scope of physical activities
- high level organizational skills.

Knowing the requirements of the school principals is a serious reference point for the higher schools in the training of the future teachers. The results mentioned by Sandanski (Сандански) (2012), from an inquiry amongst employers, conducted by the Council for Economy and Higher Education with the EU in 2008 show that the 10 most important skills and abilities the students should possess include communicative skills (86%), ability to work in a team (85%), honesty (83%), intellect (85%), confidence (81%), character (75%), etc.

The inquiry conducted by us asked the teachers to classify by significance 10 pedagogical skills preliminarily mentioned, and to add new ones, which they

consider important and which were not included in the attached list. The latter is the one used by Dimova (Димова) (1990).

Skills

- *Using specific terminology* 87
- *Distribution of the attention* 106
- *Correction of the mistakes* 139
- *Showing creativity* 152
- *Demonstration of games and exercises* 156
- *Regulation of the loading* 179
- *Organization of the motive activity* 183
- *Combination of demonstration and explanation* 189
- *Teaching the material in a form within the capacity of the pupils* 192
- *Planning the lesson* 268

The ability to plan the lesson is leading. The preliminary preparation in turn requires the application of a number of skills which guarantee the successful organization of the lesson. The skill classified last could be explained by the fact that in the primary school programs the natural movements predominate which means a limited use of specific terminology. The comparison between this classification and the one in the paper of Dimova shows that there is no resemblance in the first three positions in the two classifications.

Against the background of the continuously increasing demands to the teachers the answers to the question: „Do the working conditions allow the realization of your skills?” cause anxiety. Only one third of the answers are positive.

The inquiry conducted with the pupils gave them the opportunity to classify the qualities and the skills possessed by their teacher.

Skills

- *Always in a pleasant mood* 43
- *Impartial* 54
- *Makes the lesson interesting* 64
- *Demonstrates the material clearly* 69
- *Corrects the mistakes* 74
- *Teaches different exercises* 76
- *Demonstrates well the games and the exercises* 77
- *Demonstrates and explains* 78

The skills most frequently noticed are connected to the development of the motive concept. Due to the age of the group and the specifics of the subject this could be easily explained. Unfortunately, the atmosphere created by the teachers is not comfortable for the children. According to them the lesson is not that interesting as they would like. In answering the open question: „If it were depending on you, what skills and qualities would you have chosen for the teacher in physical education and sports?”, the leading qualities were „good” and „impartial”. The character of the good and fair teacher is complemented by the wish for his being „considerate”, „understanding”, „helpful”, „amusing”. The pupils also

like the teacher to be „handsome / pretty”, „beautiful”, „good looking”, „not shouting”, etc.

The established difference between the leading skills determined by the teachers and by the pupils could be found in other research papers. Petrovski (Петровски) (1987), presents data that the pupils classify first the personal individual and unique qualities of the teacher, while the pedagogues mention skills connected with the strictly professional routines and qualities.

Some of the great number of skills a teacher should possess are universal to some extent, and they are needed in all the lessons. But there are certain skills which have priority in their application with distinctions and shades of meaning depending on the subject. Being established in the process of observation, these skills will be presented in a sequence corresponding to the contents of the subject (by nuclei) in the programs of physical education and sports in primary school, with qualitative and not quantitative analysis.

Track and Field Athletics

The lessons in track-and-field athletics are conducted in the open. The distances between the teacher and the pupils and among the pupils are greater compared to those in the gymnasium. That is why *the organizational skills* and especially *the skill of the teacher to describe the organization precisely and to give relevant instructions before the signal for execution* prove to be of the greatest importance. When the teacher is not able to do this, he will have to communicate with the children from a distance of 30, 40 or more meters, (for instance, during the runs). The lack of preliminary instructions leads to problems in the throws as well (when taking and returning the apparatuses). This leads to a waste of time and as a result to a lower quality of the lesson. Yonov (Йонов) & Davidova (2002), also report on the importance of the „good organization of the lesson and the order and the self discipline”.

The importance of the organizational skills was confirmed by the qualitative analysis of the verbal work of the teachers of the observation performed by Mateeva (Матеева) (1992), of more than 600 lessons with different contents. It showed that 50% of it goes for organizational instructions and control of the motive activities.

The observation also showed that the lack of this skill is the reason for traumas from the throwing of balls.

The ability to control the activities of the pupils is also important in the throws, and it includes the observation and the right assessment of the moment of signaling, the imposing of the condition the thick balls not to be caught but to be left to fall to the ground and taken then.

Since some of the track-and-field exercises are tests of the physical abilities, *the skills of the teacher to command the start and to work with the measuring devices* are important for the correct estimation. The commands should be clear and loud enough. The quiet and slow announcement is inappropriate because it does not

mobilize the response reaction. Dimitrova (Димитрова) (1971), however established that because of the high psychic tension „at the start even the beginning of the verbal command may provoke a motor reaction and an improper start.” So the intonation of the voice and the velocity of the verbal impact are factors which definitely affect the action of the one perceiving them at the start. The skill (or the lack of it) of the teacher to use properly the measuring instrument (timer, stopwatch) reflects on the mark of the pupil for the relevant index.

We established the frequent use of exercises in movement in the preparatory part. These are characteristic for the lesson of track-and-field athletics and require an appropriate place for the teacher to demonstrate and explain them. *The skill to choose such a place* depends on the type of the exercise. If the exercise requires movement of the body or parts of it back and forth, the teacher should move at the level of the first pupils in a column formation and the distance of the movement should be perpendicular to that of the pupils. In event of side motions, the teacher should move at the level of the first pupils with his back to the direction of their movement, facing them. In the lessons we observed half of the teachers made the rude mistake to move at the level of the first pupil(s) with their back to the rest of the pupils, this means, visibility of the first pupil(s) only. *Skills for the selection of appropriate exercises in movement and in a formation* are needed for this type of preparatory part. Due to the practically preferred one column formation the effect of performing movement back and forth is doubtful because of the needed distance. The small pupils succeed in maintaining such amongst them with difficulty. The correct decision would be, taking the terrain into consideration, to turn left (right) and to work in a row. This allows each pupil to perform the exercises with maximal amplitude and in different rhythm.

Few lessons with vault were observed. The school conditions for this exercise are not good and the teachers plan it more rarely in their lessons. Yonov and Davidova (Йонов, & Давидова) (2002) published data that most of the pupils (38%) encounter difficulties in performing this exercise. They report that the lath is a psychic barrier for many of them. According to us, the teacher should possess *skills to provide the needed sparing conditions* for overcoming this barrier. As Silver pointed out in his paper „What Are Some Skills a Physical Education Teacher Needs”, published in the Demand Media, the teacher should be able to recognize the pupils who need to be encouraged and to motivate them, if needed. This could be achieved by giving the pupils the chance to determine themselves the height they would try to overcome. For instance, 2 or 3 stands with different heights of the lath could be placed for the pupils to choose one according to their own decision. On the other side, the teacher should develop *skills to use optical illusions*. In this exercise laths could be used with greater length so that the distance between the stands is greater, or mattresses could be placed behind

the lath. The pupils will perceive the height as smaller then. Nothing like that however was established in the observed lessons.

Gymnastics

Gymnastics as an activity includes artificial movements. They have their names, determined initial and final position and way of execution. Their description uses specific terminology. Some authors like Vasileva (Василева) (1981), consider the use of terms in the process of gymnastic training mandatory. Because there is a risk of over-loading the children with a great number of terms, we consider significant the *skill of the teacher not only to use the terms correctly, but also to introduce them gradually* so that the pupils could learn them best. The observation showed that the terms are learned most easily when the information about the exercise is increased and is supported by a demonstration. Unfortunately, a number of terminological errors of the teachers were established. The most frequent one was using main position, instead of position. Creeping instead of crawling, jump over instead of step over, main knee position instead of knee position, etc. were wrongly used.

The skill to select (invent) appropriate exercises is needed by the teacher in all the lessons. We shall mention two reasons. The first one is that the teacher composes and demonstrates to the pupils a set of gymnastic exercises for general development by himself, deciding on their number, the muscle groups they include, the time, their sequence, etc. Unfortunately, the lessons we observed showed that a limited set of exercises is in use, with no consideration of the age and the following tasks. Still the old concept prevails that these exercises should be present in the preparatory part of all lessons.

The second reason is that an assessment should be made of the eventual benefits and damages of the selected exercises. Some of the exercises most frequently used in the mass practice and included in the school programs are in the list of contra-indicated exercises of the International Dance Federation. These are knee pivot scale, chest swing, inclination from sitting position etc. If these are still offered they should be executed in a fast rate, sharply and with a great number of repetitions. And the advice of Peneva (Пенева), Nikolova (Николова) & Dyakova (Дякова) (1994), is to avoid them, in order to avoid the risk of traumas.

The skill to compose stationary combinations and gymnastic combinations is necessary and characteristic for the gymnastic lessons because these are the main ways of assimilation and perfection of the exercises. The lack of skill to combine the exercises in the right sequence could hinder the assimilation of the exercises and lead to traumas. We found out during the observation that there were classes where the pupils had to perform balanced walk after a sphere or after strength related exercises for the legs, climbing after drawing on a bench, and other similar combinations. When constructing the gymnastic combinations the connections are the most

important and the transition from one element to another, taking consideration of the amplitude and the time for execution, that is, observing the numbers in the eights.

As for the use of apparatuses in the gymnastics lesson and the work with them, *the skills of the teacher to put them in order, to determine use, the safety and to collect them back* could be considered as some of the most important. The preliminary keeping, the place they have to be put in and the sequence, the place to take them back correspond to the estimation of the teacher of the pupils who could be engaged with different parts of the organization. The observation showed that in the primary school age if such tasks are not specified personally and in detail (who is responsible for which apparatus, where to put it, when to take it, etc.), all pupils think the command concerns them and start doing what is required. The result is disorganization. The safety of the pupils, the rationality, the motor loading as a result should all be taken into consideration. These skills are a part of the organizational skills which, with the formation exercises, according to an inquiry amongst teachers in the first class, which are the most embarrassing (Bazelkov (Базелков), (2007).

During the execution itself *the skills of the teachers to protect and to render first aid to the children*, as a frequency of application are incomparable to any other lessons. We have in mind both the participation of the teacher and the inclusion of the pupils. This type of skills Ilyin (Ильин) (1987), classifies into the group of the motive skills. (He also classifies there the application skills, manifested in repairing the sports equipment). As for the formation of motive skills in the students, who are future teachers, Kostov (Костов) (1981), considers that they learn the theoretical material more easily than they acquire motive skills and discipline.

The skills of protection and help are connected with the *skills of the teacher to recognize the fears of the children and to help them to control those fears*. The studies of Jonas (according to Kukuris (Кукурис), 2000); Hadzhiev (Хаджиев) (1965), Dzhambazova (Джамбазова) (1999) and others show that the gymnastic apparatuses, the fall from them, the balance exercises, the vaults over, the sphere, etc. are the sources of the greatest fears of the pupils and long after they graduate from school these provoke unpleasant memories. By observing the mimic, vocal and behavioral reaction of the pupils, the deviations from the technique of the exercises and its reduction in the course of the work, the teacher could recognize the fears of each child. In the rare incidents when this happened, the fear of the respective pupil was made public and the whole class heard about it. This approach does not help to control the fear.

With a view to the frequent work in groups, stations, with apparatuses and on apparatuses, and the relevant risks of falls and injuries, it is mandatory the teacher to develop *skills of distribution of attention and sweeping the whole class with a glance*.

Games

It is known from methodology that prior to offering the pupils a game, they should have got acquainted with and made the main movement/s included in it. It is a controversial issue up to when these movements should be made in the form of exercises, game exercises or station combinations prior to being included in a game and in which game exactly. The tendency established by Schewe (Шеве) (1985), after an examination of the processes of training in the individual kinds of sports for over 100 years is that emphasis is placed more over the game related emotionally tinted elements, putting the pleasure of the game in the foreground and not paying enough attention to the techniques. Our observations indicate that when the main movements of the game are not mastered, the pupils may not get successfully involved in it. A part of them crowd around the ball and the other part remain aside. No game results of this at all (especially when the matter is about the sports-preparatory and sports games), and the pleasure of the game remains doubtful. Its successful conduct will depend on *the skill of the teacher to assess which time of the training of a certain movement to include a game* because of the lack of unified standpoint.

As a whole the communication in the physical education lessons differs from that in the other training lessons with regard to the distance the pupils stand from each other and with regard to the teacher. And pupils constantly change their places in the lessons with games. There is excessive emotional excitement in most of the events. All this determines the specifics in communication. Non-speech communication is needed in priority aimed at their understanding each other with this distance, without interrupting the game, and the speech communication should be clear, precise and short. *The skill for non-speech communication* is also subordinate to certain regulations for managing the game by gestures. According to Ivanov S. (Иванов, С.) & Ivanov (Иванов, М.) (1991), the phrases in speech communication in similar events "are incomplete and they are understandable solely within the context of the created situation". They consider that it is necessary, after investigations, to determine optimal "models" of non-speech behavior of the teachers in the process of professional pedagogical communication.

A multitude of opinions of Grancharov (Грънчаров) (1906); Sevev (Севев) & Geshev (Гешев) (1965), Drazhev (Дражев), Mateeva (Матеева), Gavriyski (Гаврийски), & Georgiev (Георгиев) (1972); Popov (Попов), Hristova (Христова), & Buyukliev (Буюклиев) (1979), Yordanova (Йорданова) (2002), are known in methodology about the course of the actions of the teacher in getting acquainted with a new game. Regardless of the resemblances, there are also differences in the names of the actions and the proposed order for their implementation. In view of the great diversity of games (movable and relay race), however, and of the impossibility ensuing from that to apply the same sequence in the actions of the teacher in their studies,

his skill to select the algorithm at teaching each new game and implementing each step of it is of essential significance. The following are included here:

- *Skill for selection of a leader* – this selection should be motivated, it should guarantee that the person selected for the part will cope with the task aimed at the successful conduct of the game;

- *Skill for distribution of the players in teams* – it will guarantee equivalent teams, competition aspiration and uncertainty of the result;

- *Skill for combination of demonstration and description* – the most important features of the game should be presented in words prior to its first playing, those without which it is impossible to play it. The continuous and comprehensive description of the game in details burdens the players with information, they get bored and finally they do not remember the main things they should do.

- *Skill for the selection of an appropriate order and place of the teacher at presenting the game* – it is best for the participants to be in this order, which the game will start up from. If it assumes big distance, and will make the perception of the description difficult, location will be used which will allow for the quick occupation of start-up positions.

The next group of skills should be included in the group of *skills of the teacher for leading the games*.

The skill for reaction in due time in event of violations is related to the knowledge of the rules, the careful keeping a watch over the game, the objectivity in leading it and the rapidity of the response. When this does not happen, a part of the players continue to play, others stop in expectation of a signal, additional violations are committed and at last it does not become clear why the game was stopped. The participants are confused and full of doubts. Time is wasted in clarifications and from there the pleasure of the game is also lost.

The skill for *stopping the game aimed at stimulating the tactical thinking* is of significance for the study of the tactical actions. The younger the pupils are, the more difficult it will be for them to perceive the needed actions only through effects stated in words. In real game related situation, the stopping of the game and the brief analysis of the location of the players, of the possible combinations between them would result in the understanding for the needed actions.

Complex interactions are performed in the games. Their competitive nature, the desire of the participants to win, the participation in teams and the emotional intensity of the game activities create conditions for conflicts. *The skill to settle conflicts* is defined by Andreeva (Андреева) (1998) as the main communicative skill. The successful conduct of the game and also the desire of the pupils for their further participation in it depends on the fact whether the teacher will settle them in a fair manner. The application of this skill by the teacher will contribute on its part to the successful formation of skills in the pupils themselves for coping with conflicts.

The conduct of the games is accompanied by

emotional intensity, The range of the experiences will depend on the built-up *skills of the teacher to exercise control over the emotions* of the pupils.

Tourism

The tourist activities will be implemented in out-of-school conditions, which requires *good skills of the teacher to select a route of movement*. It should be conformed both to the tourist shape and to the possibilities of the pupils. This route should be preliminarily passed by the teacher, with determination of the locations for rest, aimed at assessing the effect it will exert over the pupils, the time it will take and the hazards it contains. (It is inadmissible to undertake a route which is not known to the teacher.) These skills of the teacher also correspond with the *skill to detect the signs for encountering extreme situations* aimed at their prevention just prior to their origination.

The environment, which the tourist activities are implemented in, requires that the teachers should possess *skills for teaching the pupils for applied dexterities*: overcoming natural obstacles, placement and carrying rucksacks, throwing away natural materials, orientation in the directions of the world and in conformity with tourist marking, recognition of road signs, vegetation and animal species, safeguarding and assistance.

Our observations indicate that the tourist activities are organized and implemented mainly by companies, which professionally deal with this. They do not know the students and the syllabuses of the schools, this is why occupations are conducted which are full of activities not conformed to the age of the pupils and aiming at impressing the children, taking photographs hanging on ropes over a river and others of the kind, predominantly with advertising objectives. According to us the teacher is the person who knows the children, the person whom they trust and whom they turn to in events of problems arisen. This is why he may not rely on external specialists solely but he should have the skills needed for this kind of activity.

Dances

The lessons with contents of „core of dances” pass in the accompaniment of *music*. The solution of the motive task depends to a great degree on *the skill of the teacher to select the appropriate music*. Grigorova (Григорова) & Stoyanova (Стоянова) (1986) indicate the following requirements to the music: it should be artistically composed as work of arts and performance; it should be with a beautiful melody, simple and with rhythmic structure accessible for the age of the pupils, clear, pleasant and understandable; the music material should coincide in structure, time proportion and general duration with the selected type of exercises and movements; it should be moderately diversified and keep the interest and the active participation of the pupils.

The formation of skills in the teacher for work with the technical means which will reproduce the music is needed further to the selection and the arrangement of

the music performances. The state-of-the-art possibilities of the technology for seeking appropriate performances on the Internet, for rewinding recordings to repeat them allow this to happen without any superfluous waste of time. The monitoring exercised indicated that a part of the teachers use solely their own and those of the children singing abilities. We are of the opinion that this approach is appropriate only in some events because when the teacher sings, he may not simultaneously provide for instructions as well. And interference in words with one or several words prompting direction, movement or something else in the course of the performance of music would constitute a serious support in the training. Further to that, if pupils sing, this will disturb their breathing in more dynamic motive assignments and they will get tired soon.

In view of the various complexity of the educational material, the training may be conducted in a different manner from the point of view of the entirety and the sequence of its elements. For instance in dancing horos (round dances) such as Samokovsko, Plovdivsko and Tragna Stanka za Voditsa (Stanka Set out for Water), their disjointing into their composite motions and individual studying is indispensable. As Geraskov (Герасков) (1946), says „their showing once could not be remembered by the pupils”. This is why he recommends the synthetic approach in studying such training material. On the other hand, because of some common for the three round dances movements (for instance: movement to the right, in front and jump) the pupils will get acquainted only with the new steps during the studies of each following round dance.

Regardless of the fact that no sports apparatuses are used and that in most events the initial arrangement of the pupils is not changed, the successful training in dances and horos (round dances) is *also a function of the organizational skills of the teacher*. The monitoring exercised indicated that with very rare exceptions the teachers use a round order for studying a new round dance on a mass basis. It is convenient from the point of view of the time for the arrangement as it required comparatively short time for its differentiation. But this arrangement not only does not help, but it also harms the pupils because there are other pupils opposite each pupil during all the time, who play in the direction opposite to his, and with the other leg. This additionally troubles the teacher and makes his efforts for teaching the appropriate movements pointless. We consider that the appropriate location of the pupils for initial studying of horo (round dance) is a row(s), an arc(s) or scattered order. With this arrangement the pupils who cope with the dance better will be placed in the more foreground positions, so that those who find them difficult could get orientated observing them.

CONCLUSION

From the stated hereinabove, the following question is logical: is it possible that each teacher should have mastered so many skills and satisfy the great number

of requirements and how to train the future teachers. Kostov (Костов) (1981) shares that the students learn the theoretical material in an easier manner than the motive skills and habits. The disputes whether the so called specialists or the primary teachers should teach in the lessons of physical education and sports in the primary schools are unabating. Andrews (Ендрюс) (1988), quoted the address of John Evans to the National Conference on Physical Education in the distant year of 1969, in which he said that the training of teachers with special knowledge and motive abilities in the traditional kinds of sports such as track-and-field sports, gymnastics, sports games and swimming is an almost impossible task. He emphasized that „through the wide-profile training of the specialists in physical education we will avoid the hazard of being left aside from the general tendencies of education in schools. With too close specialization there is hazard that the teachers of physical education will turn into coaches for a specific kind of sports with limited knowledge about the physical education as an educational subject and therefore with small contribution to the education of the future generations. Would this really be progress?” According to Dimkova (Димкова) (2006), even when the matter is about coaches in a kind of sports, „versatility stand prior to specialization”

Whilst according to others as Artyushenko (Артюшенко) (1989) it is more rational that the students should study profoundly one kind of sports from those which are included in the physical education syllabus.

Momchilova (Момчилова) & Ilchev (Илчев) (2008), note down that there is no universally accepted structural model of the needed capacities, which should be developed in the methodological classes during the training of the teacher, and Georgieva (2012) reported „that owing to the acquired autonomy of the Universities, the Ministry of Education, Youth and Science rejected to be the Declarant of the basis vocational training of the teachers and thus there is no possibility for participation in the guaranteeing of its quality. In most countries there is a national examination for teacher’s qualifications which guarantees the quality of training of the teachers.”

The commitment for building up skills in the students, future teachers in physical education, remains for the lecturers in the higher educational institutions and for the students themselves, motivated by the great competition in search of work.

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