

ON THE PROBLEM OF THE AIM AND TASKS OF PHYSICAL EDUCATION IN UNIVERSITIES

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ABSTRACT. Physical education in universities is an important social sphere of application of sports. In essence, it is an integral process that combines diverse sporting knowledge, tools, methods and approaches for achieving its goals and tasks. In this sense, the complex-integrative nature of the impact of purposeful physical activity on students in the physical education process predetermines in a sense the need for a wider view of its essence as a social phenomenon and pedagogical process. That is why, the goal we set out was to look into modern aspects of the aim and tasks of physical education in universities. Although it is theoretical, the publication reflects also elements of application purpose of the process with the students. And this process also has a part in solving questions of a philosophical worldview nature, since it affects the personality of the trainees not only physically but also multilaterally. As a result of the analysis, not only the aim and tasks of physical education in the universities are formulated from a contemporary point of view, but also three main components are drawn out for each of the structures of the sport (physical) culture, of the student's personality, and in the content of the educational process in the universities.

Keywords: physical education, Universities, higher education, integrated process, sports knowledge, goals and tasks, social phenomenon, pedagogical process, components

ПО ПРОБЛЕМА ЗА ЦЕЛТА И ЗАДАЧИТЕ НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ ВЪВ ВИСШИТЕ УЧИЛИЩА

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РЕЗЮМЕ. Физическото възпитание във висшите училища е важна социална сфера на приложение на спорта. По същество то е интегрален процес, съчетаващ в себе си разнородни спортологични знания, средства, методи и подходи за реализацията на неговите цели и задачи. В този смисъл комплексно-интегративният характер на въздействието, оказвано от целенасочената двигателна активност върху студентите в процеса по физическо възпитание, предопределя в известен смисъл и необходимостта от по-широк поглед върху същността му като социално явление и педагогически процес. Ето защо, **целта**, която си поставихме бе да разгледаме в съвременната теория някои аспекти на целта и задачите на физическото възпитание във висшите училища. Макар и да има теоретичен характер публикацията отразява и елементи от приложната насоченост на процеса със студентите. А този процес има отношение и към решаването на въпроси с философско-мирогледен характер, тъй като въздейства не само физически, а многостранно върху личността на обучаваните. В резултат на анализа не само са формулирани със съвременен звучене целта и задачите на физическо възпитание във висшите училища, но и са изведени по три основни компонента в структурата на спортната (физическата) култура на личността на студента и в съдържанието на учебния процес във висшите училища.

Ключови думи: физическо възпитание, висши училища, интегрален процес, спортологични знания, цели и задачи, социално явление, педагогически процес, компоненти

Introduction

Physical education in universities is an important social sphere of application of sports. In essence, it is an integral process that combines diverse sporting knowledge, tools, methods and approaches for achieving its goals and tasks. According to Bachvarov (2000), the unity of knowledge from the theory of physical education, pedagogy, psychology, physiology, anatomy, biomechanics and others as a sporting approach would in general be incomplete without the methodological basis of philosophy for the essence of physical exercise. The same author (2000; 2003) believes that the complex-integral nature of the impact of intense physical activity on humans predetermines in a sense the need for a wider view of the essence of physical education as a social phenomenon and pedagogical process. This process has its specific functions and purpose, since it is based on purposeful

motor activity. On the other hand, the process (physical exercise) also has a bearing on the solution of questions of a philosophical-ideological nature, since it affects not only physically but multilaterally the learner's personality.

That is why, the goal we set out was to look into contemporary theories of some aspects of the purpose and tasks of physical education in the conditions of the higher schools.

In modern theory there are different nuances in determining the purpose of physical education in the education system. For example, in the Soviet and subsequently in the Russian education system, which has also reflected on us, the goal of physical education in the universities is aimed at "shaping the physical culture of the personality ... as a concept that characterises the education, physical readiness and physical perfection of the person" (Buyanov, Pereverzeva, 2011). To this end, Zaynetdinov et al. (2009) add "building

capacity for purposeful use of the various means of physical education, sport and tourism to preserve and strengthen health, psychophysical training and self-preparation for future professional activity".

In recent years, physical culture has been seen not as a single phenomenon but as a sustainable quality of the personality (Marinov, 2014). It is a natural bridge that makes it possible to connect the social and biological development of man in the best way possible. The individual educational, educative and healing tasks of physical education in universities are determined by the structure of the physical culture of the personality, which is composed of three components, according to Ilinic (2001): A. Operative. B. Motivational. C. Practical. They are united and related to the professional orientation of this type of culture and the formation of the personality (Marinov, 2014). The individual tasks are limited to:

- Awareness of the role of physical exercise in personality development, in the preparation for professional activity.
- Understanding the scientific-practical foundations of physical exercise and healthy lifestyle.
- Formation of motivational-valued relationships in students and the need for regular exercises.
- Mastering a system of practical skills and habits for preserving and strengthening health and developing psychophysical abilities.
- Provision of the professional-applied physical training of the students for their future profession.
- Acquiring experience of using sporting activities to achieve professional goals.

The development of the personality through physical education in universities is seen as an active impact not so much on the physical abilities of the student but on his/her feelings and consciousness, psyche and intellect which provide the following socio-psychological manifestations: positive motivation, value orientation, interests and needs in the sphere of physical activity and healthy lifestyle. In this direction, Nikitina (2006) concludes that "the essence of a person's physical culture lies not so much in the acquired knowledge, skills, habits, abilities, and above all human attitudes towards self-knowledge, self-development, self-improvement, self-regulation, the transformation of their nature into the process of deliberate and systematic execution of various physical exercises, hygienic and quenching procedures based on the social experience everyone gets in the process of physical education ...".

Here is the place to emphasise, as Bachvarov (2000) asserts, that physical education as a particularly useful activity has its own bio-social nature. The importance of motor activity (labour, dances, tourism, sports, etc.) in all its types and forms of realisation in human development has been proven for a long time. On the other hand, the realisation of this natural-biological need for movement in the form of purposefully organised motor activity in various sports-pedagogical (lesson and out-of-focus) activities has underlined social functions. These are not only health as a social necessity but also the contacts between individuals, groups and societies. The social dimensions and importance of sporting activity can also be understood through its role as a factor in a healthy lifestyle and a way of counteracting the negative phenomena in society - alcoholism, addiction, prostitution, crime and others.

As far as the Bulgarian education system is concerned, in historical plan the purpose of physical education in schools was formulated in 1897 (Mateeva, 1992). In the "Programme for the 5th Grade Girl Schools and the Lower Grammar School", then, the Ministry of National Education formulated the objective of the discipline "Gymnastics" (as the subject was called then) as follows: "The gymnastics' goal is to strengthen the body; to establish natural and correct movements and proper state of the body".

The given definition of the goal has evolved over the years, where on foreground besides the esthetical, also the healing effect from the activities is being presented. This priority of physical education among students became more pronounced in the later curricula in 1922, 1925, 1933, and in 1964 when education reform was carried out. And if until then, in none of the formulated goals, there was specialised knowledge, later on in the programme of the discipline "Physical Education" of 1973/74 that omission was corrected. The matter of adding the applied and scientific knowledge in the curriculum content, which enhances the activity of the students in the process of physical education, was seriously covered.

In the specialised literature (Rachev et al., 1984; Mateeva, 1985; Ilvanov, 1996; Tzolov, Ivanov, 1998; Bachvarov, 2000; Ivanov, 2004; Ignatova, 2006; Slavchev, Slavchev, 2007; Slavchev et al., 2010; Gavrilov et al., 2016) there are many complementary formulations of the goal of physical education in higher schools. For example, one of the authors Ivanov (1996) has the most complete view of this objective by formulating it in three directions in the following way:

1. Objectives arising from the public nature of physical education and sport in the overall socio-economic system.
2. Objectives arising from the personal nature of physical education.
3. Objectives arising from the specifics of the teaching-pedagogical activity and the teaching of the discipline.

For each group of objectives, he points out in detail the expected results from the learning process.

Other authors (Bachvarov, 2000; Margaritov et al., 2003; etc.) summarise the goal of physical education with students as a content of four elements: A. Use of physical exercises as a useful and complete tool B. Developing emotional and psychosocial qualities, C. Developing useful physical qualities and motor skill habits, D. Developing and maintaining high physical and functional fitness.

Bachvarov (2000) summarises that under the conditions of higher education physical education as a learning process must pursue three main goals (tasks):

1. Developing endurance as the basis of human vitality.
2. Providing maximum knowledge for personal usage of physical exercises for durability and reactions until the end of life.
3. Knowledge to control physical fitness in an age aspect.

During the course of physical education, students must be convinced of the need to maintain and control their physical fitness. This means that lessons should help to increase the educational content of the "Exercise for Life" motto.

On this basis, Tzolov, and Ivanov (1998; 2004) perhaps most fully have formulated the purpose of the physical education learning process in higher schools. They state it in the following way: "giving students the necessary knowledge about the effective use of physical exercise and sports in their lifestyle, forming them with practical skills and habits for

physical exercise and sports, helping to improve psychophysical working capacity and the general motivating of their motor culture, strengthening their state of health, preparing for future performance of their work and socialisation in society".

Davidov and Davidova (2008) point out that "strengthening the health of students, building vital motor habits and developing physical qualities and abilities, building hygienic habits, acquiring knowledge in the field of physical culture and sports, education of moral and volitional qualities are the main tasks placed through physical education in the university".

The authors mentioned here elaborate in more detail the individual tasks in three directions:

1. *Educational tasks*, which consist in giving theoretical knowledge about the use of physical exercise and sport by students, the formation of practical skills and habits for exercising and sports, enhancing the motor skills culture, forming the basic motor skills of the technique of the chosen sport and more.
2. *Health tasks*, which are meant to help the physical development of the students, to improve their functional capacity, to strengthen their health and to maintain their high working capacity, to healing and prophylactic means, etc.
3. *Upbringing tasks* that involve the development of moral and volitional qualities, the formation of spiritual and aesthetic values, a sense of duty and collectivism, friendship and mutual assistance and socialisation. Tzankova (2008) confirms this by transforming these tasks in the following directions:
 - *Educational field* - the formation of the necessary knowledge, skills and habits in the students in order to increase the general functional training, by widespread use of the means of physical education at home and the preparation for work and creative realisation.
 - *Hygiene* - helping to strengthen health and maintain the proper functioning of bodies and systems to ensure employability during training.
 - *Professional applied application* - forming in students special knowledge, motor habits and motor skills to ensure physical fitness for the upcoming professional activity

In this direction Stoev (2013) outlines the following three components in the content of physical education: socio-psychological, intellectual and motor.

- *Socio-psychological education* is related to the process of formation of philosophy, beliefs and needs for the assimilation of the values of sports culture.
- *Intellectual education* is related to the formation of a complex of philosophical, medical-biological, pedagogical and other knowledge related to physical education and sport.
- *The motor activity* is aimed at forming motor skills and habits, increasing the level of physical training and the possibilities for rational use of the motor's own potential.

Conclusion

The achievement of the designed goal and the tasks of physical education in the Bulgarian universities can be achieved by effectively solving the many problems faced by the educational process, among which are the necessity of: improvement of the curricula and the methodology for conducting the lessons; increasing the number of hours required by the subject; raising the educational content of the subject and raising the interest in it, by giving the students more knowledge about the purposeful use of physical exercises as a means of health, vitality and beauty, for counteracting negative situations and active socialisation in society, etc.

An important point in the learning process is, however, as pointed out by Tomova et al. (2010) the goals and tasks to be solved in unity: "They must ensure the successful learning of the educational content, create the necessary personal fitness and readiness for the subsequent, systematic self-exercise of the physical exercise and sport necessary for the lifelong maintenance of the healthy way of life, viability and employability".

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