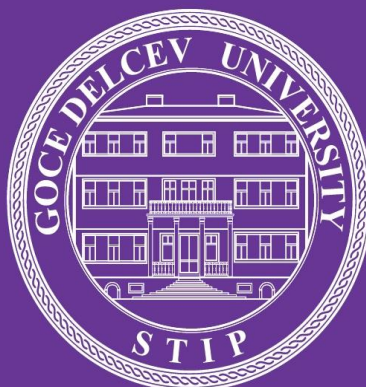


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PRACTICAL TRAINING OF PHYSICAL EDUCATION AND SPORTS STUDENTS IN SOUTH-WEST UNIVERSITY "NEOFIT RILSKI"

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Abstract. In this paper, we present the problem about the practical training of students in bachelor program of physical education and sports. For the experiment's requirement is used an expert assessment on the basis of school teachers-mentors opinion of our students during their sports-pedagogical practice. The results were used for feedback aimed at improving practical training of physical education and sports students. 16 teachers-mentors from 8 schools in Blagoevgrad took part in the research.

Key words: practical training, expert assessment, physical education, teachers

Introduction

The factors influencing the effectiveness of the educational process are many, but the most important of which is the "teacher" factor and its pedagogical preparation [1].

The seeking balance between students' theoretical and practical training is one of the major challenges to the preparation of curricula and programs in higher education institutions that prepare pedagogical staff and is also a prerequisite for their continuous improvement.

In general, the practical training occupies a significant share of the planned activity rate of students in the process of their professional development [3].

"Physical Education and Sport" subject implements training for physical education and sports teachers from first to the twelfth grade in the school system of the Republic of Bulgaria. The training is in accordance with the Classification of Higher Education and Professional Departments and is included in the higher education area *1. Pedagogical Sciences*, Professional Field *1.3. Pedagogy of education in ...* [2].

According to some authors [4] the factors that have directly and indirectly relevance and influence on the training results of students are numerous and can be linked to the:

- distinctly outlined "academic standards on the subject"
- ensuring the necessary which meets contemporary requirements of "educational documentation"
- closely qualified "academic staff" providing a training
- "material and information base" compliant with the current requirements
- good organization and conduct of the learning process
- advanced interactive teaching and learning methods
- realizing a close correlation of the teaching subjects with the latest achievements of science in a particular field
- adequate methods for verifying and evaluating learning outcomes and their systematic implementation
- a "feedback" to inquire the "student opinion" on the process, conditioned by the two parties in the learning activity

- **society and users regular assessment of the quality of education**

In this statement's context, a study was conducted requiring the opinion of basic teachers under whose mentoring the students realize their sport-pedagogical training at school.

2. Research methods

In the study direction the following methods were used:

- analysis of literary sources
- survey method
- expert evaluation
- percentage analysis

The aim of our research is to obtain information about the students' level of practical skills as a result of their theoretical and methodological preparation at the university.

In order to achieve this goal, we have identified the basic sporting and pedagogical training of the students as the **objective** of the study, and as a **subject** the very process of their practical training.

Sixteen teachers of physical education and sports from eight schools in Blagoevgrad took part in the study, where practical training of students - sports pedagogues took place.

3. Results and analysis

The first question from the survey we present is related to a differentiated assessment of the methodological and practical skills of the students in 6 types of sports activities - football, volleyball, basketball, handball, gymnastics and movement games.

How would you evaluate the preparation and performance of "Physical education and sport" students:

On figure 1.1. the assessment of preparation and performance of *football* students is presented. From the obtained data is clear that the highest percentage of students have very good skills to teach sport-technical elements of the football game. It is a positive fact that none of the evaluated students receive the lowest *unsatisfactory* and *satisfactory assessment*, which in turn suggests a very high level of subject teaching included in the curriculum of the students.

The results for volleyball students' training show that a correction could be made to improve their methodological and practical training in this type of sport (Figure 1.2). The same tendency is also observed with respect to the sport-technical and methodical skills of basketball students, which is also an indicator that attention should be paid to the training in this type of sport (Fig.1.3). Further attention should be considered to the results of the handball performance survey (Fig.1.4). There is a small percentage of satisfactory and unsatisfactory assessment of the methodological and practical skills of students in this type of sport.

Compared to sports training, gymnastics has a stronger need for improving the quality of the training of future sports and physical educators (Fig.1.5). It is necessary due to the fact that gymnastics as a sport has a fundamental importance in the overall conduct of the physical education and sports education process in school. The highest percentage of positive grades is observed in the students' training on *movement games*. This is extremely important, as movement games take the lead in physical education and sports lessons from 1st grade. They are also the base for a smooth transition in the training of students in sports games covered in the curriculum and the State Educational Standard.

Overall, from the presented results it is obvious that methodological and practical training of the students is the best in the field of sports games and weakest in *gymnastics*.

Figure 1.1

Figure 1.2

Figure 1.3

Figure 1.4

Figure 1.5

Figure 1.6

An effective physical education training requires the teacher to possess organizational skills related to the specific types, of course, instructions and commands. In this regard, it is clear that future sports educators have a great deal of good and very good assessment of their skills. We note that this result is due the high quality of the practical training of the students (Figure 2).

Figure 2

The pre-graduate pedagogical practice is set in the last eighth semester of the curriculum of the subject and finishes the practical training of the students. Its main objective is to verify the theoretical and, above all, methodological training of future sports educators and their readiness to practice the profession *teachers*.

The opinion of the basic teachers surveyed is that state pre-graduate pedagogical practice, with enough time within 120 teaching hours (Figure 3). It should also be noted that 135 hours of current pedagogical practice are stipulated in the curriculum, which precedes the implementation of state pre-graduate pedagogical practice in a real working environment.

Figure 3

A crucial point is the very high assessment of basic teachers about the ability of our sports and pedagogical staff to compete in the dynamically developing labor market (Figure 4). This, in turn, is an indicator of the high level of overall student training and a guarantee for their successful professional realization.

4. Outcomes and conclusions

The practical training of students, the future sports pedagogues, into the real working environment, is an extremely important for their successful implementation on the labor market. This seems to be the major factor for transfer of the theoretical knowledge into the practical skills, aimed to the optimal planning and conducting the physical education and sports lesson.

The present study served as feedback, aimed at finding weaknesses and improving students' training. In this context, a very good practical training in sports and movement games has emerged, as well as very good organizational skills for producing a physical education lesson. The training of gymnastics has emerged as a weak moment to the students' education which focused on the need to increase the methodological and practical classes in the curriculum of the Bachelor's program "Physical Education and Sports".

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