

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП  
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ  
UNIVERSITY “GOCE DELCEV” SHIP  
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК  
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА  
НАУЧНА КОНФЕРЕНЦИЈА  
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY  
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC  
CONFERENCE  
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015  
Shtip, September, 24-25, 2015

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Штип, 2016

**Издавач / Publisher**

Универзитет „Гоце Делчев“ Штип      University "Goce Delcev" - Stip  
Факултет за образовни науки      Faculty of Educational Science

**За издавачот / For publisher**

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**Дизајн / Design:**

Славе Димитров

CIP - Каталогизација во публикација  
Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

37"20"(082)(048.3)

МЕЃУНАРОДНА научна конференција (2015 ; Штип)

Образованието во XXI век [Електронски извор] : состојби и  
перспективи : книга на апстракти / Меѓународна научна конференција,  
Штип, 24-25 септември, 2015 = Education in XXI century : conditions  
and perspectives : book of abstracts / International scientific  
conference, Shtip, September, 24-25, 2015. - Текст во PDF формат,  
содржи 100 стр.. - Штип : Универзитет "Гоце Делчев", Факултет за  
образовни науки = Shtip = University "Goce Delcev" Shtip, Faculty of  
educational sciences, 2015

Начин на пристап (URL): <https://e-lib.uqd.edu.mk/naslovna.php>. -

Наслов преземен од екранот. - Опис на изворот на ден 29.12.2015. -  
Фусноти кон текстот

ISBN 978-608-244-275-4

1. Насп. ств. насл.. - I. International scientific conference  
(2015 ; Shtip) види Меѓународна научна конференција (2015 ; Штип)

а) Образование - 21 в. - Зборници - Апстракти

COBISS.MK-ID 100254474

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## LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

**Ladies and Gentlemen,**

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,  
Prof. d-r Sonja Petrovska  
24. 09. 2015., Stip

**ПОЧИТУВАНИ ...**

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

#### **Почитувани присутни,**

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип



## TABLE OF CONTENTS

1. СО КВАЛИТЕТНИ ПРОМЕНИ ДО ПОКВАЛИТЕТНО УЧИЛИШТЕ <b>Блаже КИТАНОВ</b> .....	5
2. LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION <b>Violeta NIKOLOVSKA</b> .....	9
3. RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA <b>Elizabeta TOMEVSKA-ILIEVSKA, Emilija SIMONOVSKA JANACKOVSKA, Sadudin SADIKI</b> .....	15
4. USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS <b>Anna GLAZKOVA</b> .....	23
5. THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM <b>Nikita RAVOCHKIN</b> .....	27
6. FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN'S FOLKLORE GAMES <b>Julia DONCHEVA</b> .....	32
7. FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES <b>Stanka RINKOVA</b> .....	36
8. THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP <b>Tsvetana KOSTADINOVA ANTIPESHEVA</b> .....	41
9. INTERACTIVITY IN TEACHING STUDENTS MODERATORS <b>Kosta KOSTOV, Silvia KYUCHUKOVA, Hristina MILCHEVA</b> .....	45
10. EVALUATION OF STUDENTS' LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES <b>Teuta SHABANI, Suzana NIKODINOVSKA BANCOTOVSKA</b> .....	49
11. COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION <b>Valentina VASILEVA</b> .....	57
12. PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN <b>Filip SHABANSKI</b> .....	60
13. MACEDONIAN LANGUAGE IN SECONDARY EDUCATION <b>Liljana MAKARIJOVSKA, Zhaklina GJORGIJOSKA</b> .....	64
14. STUDENTS' ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM <b>Vesna KOCEVA, Marija TODOROVA</b> .....	69
15. FOREIGN LANGUAGE CLASSROOM ANXIETY <b>Marija TODOROVA, Vesna KOCEVA</b> .....	75
16. TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS <b>Svetlana PANDILOSKA GRNCHAROVSKA, Fadbi OSMANI, Gordana STANKOVSKA</b> .....	82
17. INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES <b>Svetlana NIKOLAEVA</b> .....	86

18. THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL <b>Ardita CEKA, Rabije MURATI</b> .....	89
19. ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS <b>Katerina PANEVA</b> .....	93
20. THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS' COMPUTERIZATION <b>Olga SAMARDJIKJ JANKOVA</b> .....	99
21. THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN <b>Mujeser ILJAZI</b> .....	105
22. THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL <b>Silvia KYUCHUKOVA</b> .....	110
23. INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSIC EDUCATION <b>Lence NASEV</b> .....	113
24. LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI" – BULGARIA <b>Georgi IGNATOV</b> .....	116
25. PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS' LEISURE TIME <b>Despina SIVEVSKA, Biljana POPESKA</b> .....	122
26. METHODOICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL <b>Zhivorad MILENKOVIC</b> .....	129
27. A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON <b>Milena RISTOVA-MIHAJLOVSKA</b> .....	136
28. SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST <b>Angele MIHAJLOVSKI</b> .....	142
29. IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS <b>Kristinka OVESNI, Emina HEBIB, Vera RADOVIĆ</b> .....	148
30. THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGODY <b>Alina SZCZUREK-BORUTA</b> .....	157
31. TEACHERS' ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL <b>Milan MATIJEVIĆ, Siniša OPIĆ, Goran LAPAT</b> .....	162
32. THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS <b>Ljuben TEVDOVSKI</b> .....	172
33. THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES <b>Ivan PRSKALO, Anamaria RADIĆ</b> .....	178
34. THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE <b>Maja RAUNIK KIRKOV</b> .....	182
35. CONTEMPORARY ADULT LITERACY MODELS <b>Elena RIZOVA, Zoran VELKOVSKI</b> .....	188

36. COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE <b>Kiril BARBAREEV, Alma TASEVSKA</b> .....	196
37. INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS <b>Sonja PETROVSKA</b> .....	203
38. THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS <b>Eleonora MILEVA</b> .....	210
39. POSTMODERN CONCEPTS OF FOUCAULT'S EDUCATION AND ITS RELATIONSHIP WITH DISCIPLINE <b>Kushtrim AHMETI</b> .....	215
40. ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON <b>Oliver CACKOV, Tatjana GREGOVA</b> .....	219
41. THE ISSUE OF RESPECTING THE DEVELOPMENTAL POSSIBILITIES AND ACTIVITY-PLANNING IN EARLY CHILDHOOD DEVELOPMENT <b>Alma TASEVSKA, Kiril BARBAREEV</b> .....	223
42. INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION <b>Tatyana V. NIKULINA</b> .....	228
43. WHAT SHOULD MODERN SCHOOL LEARN <b>Snezana KIROVA, Dragana KUZMANOVSKA, Biljana IVANOVA</b> .....	233
44. EDUCATIONAL FUNCTION OF THE SCHOOL IN CONTEMPORARY SOCIETY <b>Emilija PETROVA GORGEVA, Mitko KOCEV</b> .....	238
45. SOME METHODS IN TEACHING PHYSICAL AND HEALTH EDUCATION <b>Marjan MALCEV</b> .....	243
46. REVIEW OF ADOLESCENT LITERATURE THROUGH COMPARATIVE ANALYSIS OF THE NOVELS "THE BLUE PATH OF LOVE" BY METODI MANEV AND "VOICE OF LOVE" FROM GROZDANA OLUJIC <b>Jovanka DENKOVA</b> .....	247
47. INTERPRETATION OF A LYRIC POEM IN IV AND V GRADE <b>Blaze KITANOV, Irena KITANOVA</b> .....	253
48. TRAINING EFFICIENCY OF CYCLISTS SPECIALIZED IN ROAD CYCLING <b>Ivan KOLEV</b> .....	258
49. PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES <b>Veselina IVANOVA, Galena TERZIEVA</b> .....	262
50. PROTECTION OF IMMOVABLE CULTURAL HERITAGE THROUGH EDUCATING STUDENTS OF PRIMARY AND SECONDARY EDUCATION <b>Trajce NACEV, Dragan VESELINOV</b> .....	265
51. FORMATION OF TOLERANCE IN ADOLESCENTS <b>Valentina VASILEVA</b> .....	271
52. NEW EDUCATIONAL POLICIES AND THEIR REFLECTIONS ON SOCIAL DEVELOPMENTS <b>Daniela KOCEVA, Snezana MIRASCIEVA</b> .....	275
53. PRESENCE OF ENTREPRENEURSHIP IN PRIMARY EDUCATION IN MACEDONIA <b>Lulzim MEHMETI</b> .....	280
54. CONSONANT /J/ IN COLLOQUIAL SPEECH AND ITS IMPACT ON WRITING <b>Blaga PANEVA</b> .....	284
55. METHODOLOGICAL STRUCTURE OF A LESSON FOR INTERPRETATION OF A FAIRY TALE <b>Irena KITANOVA</b> .....	289

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56. THE INFLUENCE AND THE EFFECTIVENESS OF FORMATIVE ASSESSMENT AND THE FEEDBACK IN STUDENTS' SUCCESS AND ACHIEVEMENTS <b>Valdeta ZENUNI-IDRIZI</b> .....	294
57. AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE <b>Valentina PAJAZITI, Vlora MARKU-TUQI</b> .....	299
58. SOCIAL AND COMMUNICATIONAL-INTERACTIVE COMPETENCES OF TEACHERS AND STUDENTS IN EDUCATION <b>Florina SHEHU</b> .....	302
59. INFLUENCE OF MEDICINES ON THE COGNITIVE SKILLS OF CHILDREN WITH CHRONIC DISEASES <b>Elena IVANOVA BUYUKLIEVA</b> .....	308
60. THE SPIRITUAL ASPECT OF HUMAN DEVELOPMENT AND THE EDUCATION IN XXI CENTURY <b>Eleonora PENCHEVA</b> .....	312
61. RESEARCH IN TEACHING PRACTICE <b>Snezana JOVANOVA-MITKOVSKA</b> .....	316
62. HOW ARE PEACE AND TOLERANCE REPRESENTED IN HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY EDUCATION <b>Todor CEPREGANOV, Sonja NIKOLOVA</b> .....	324
63. ETHICS AS TEACHING <b>Trajce STOJANOV</b> .....	330
64. RISK ASSESSMENT OF HYGIENIC AIR QUALITY UPON PRESCHOOL CHILDREN'S HEALTH IN KINDERGARTEN "VERA CIRIVIRI TRENA" IN SHTIP <b>Snezana STAVREVA VESELINOVSKA</b> .....	335
65. ABOUT SOME EDUCATIONAL GOALS IN TEACHING-SOCIO-CULTURAL PROBLEM OR A CHALLENGE MODERN EDUCATION <b>Snezana MIRASCHIEVA, Emilija Petrova GJORGJEVA, Daniela KOCEVA</b> ....	339
66. ESCAPE FROM THE WAR –TIME IN THE UNCERTAINTIES OF LIFE TO REFUGEE IN BULGARIA. FUNDAMENTAL RIGHTS OF PERSONS SEEKING INTERNATIONAL PROTEKTION IN TERMS OF THE BUREAUCRATIC SYSTEM IN BULGARIA <b>Pavlin PETROV</b> .....	344
67. HIGHER EDUCATION IN THE PERIOD OF TRANSITION <b>Verica JOSIMOVSKA</b> .....	353
68. RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE <b>Julia DONCHEVA</b> .....	356
69. CLASSROOM SOCIAL CLIMATE <b>Despina SIVEVSKA</b> .....	360
70. COMPATIBILITY OF PRESCHOOL AND PRIMARY SCHOOLA IN R. MACEDONIA <b>Snezana JOVANOVA-MITKOVSKA, Biljana POPESKA</b> .....	366
71. THE IMPORTANCE OF THE CAREER CONSELING PROCESS <b>Tanja ATANASOSKA, Biljana CVETKOVA DIMOV, Ana GJORGJEVA</b> .....	376
72. ROLE OF MANAGEMENT IN IMPLEMENTING EDUCATION INCLUSIVE POLICIES <b>Sadete TERNAVA-OSMANI, Voglushe KURTESHI</b> .....	380
73. WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN <b>Voglushe KURTESHI</b> .....	385

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74. THE PHILOSOPHICAL PARADIGM OF SIGMUND FREUD <b>Slobodan MARKOVIC</b> .....	370
75. EDUCATIONAL NEEDS AND ACHIEVEMENTS OF ROMA CHILDREN AND OTHER CHILDREN FROM MARGINAL ETHNIC GROUP IN RM <b>Stevan ALEKSOVSKI</b> .....	377
76. COMMUNICATIVE-PEDAGOGICAL FEATURES OF COMMUNICATION IN THE EDUCATIONAL PROCESS-COMMUNICATIVE COMPETENCE <b>Biljana GRAMATKOVSKI, Jasminka KOCHOSKA</b> .....	387

UDK: 37.013:796(497.2)

## THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS

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### Abstract

*The development and enhancement of sports science and the gradual extension of the pedagogical knowledge leads to pedagogic reflection and interpretation of the complex processes and phenomena in the field of physical education, training process and recreation activities. A need for global understanding and analysis of the education phenomena in the subject areas and the development of complex sports pedagogic theory is necessary. Pedagogy of physical education and sport is interpreted as a self-discipline, as a separate theoretical, practical and educational field. This report offers a modern perspective of the status, dimensions and areas of application of pedagogy of physical education and sport based on different theories, concepts and interpretations. There is a field for discussion to generate new innovative ideas and research in the context of the studied content. The separation of the pedagogy of physical education and sport is logically connected with professional training and qualification of specialists in physical education and sport. Their education and training is underlined in the approved European criteria and practices for qualification of this type of professionals.*

**Keywords:** Science, pedagogy, physical education, sport, theories.

### Introduction

The development and enhancement of sports science and the gradual extension of the pedagogical knowledge leads to pedagogic reflection and interpretation of the complex processes and phenomena in the field of physical education, training process and recreation activities. A need of global understanding and analysis of education phenomena in the subject areas and development of complex sports pedagogic theory is necessary. Pedagogy of physical education and sport is interpreted as self-discipline, as separate theoretical, practical and educational field. There is a field for discussion to generate new innovative ideas and researches in the context of the studied content. The pedagogy of physical education and sport is differentiated as a separate theoretical, research and professional practice area. It has a leading importance for the realization of the objectives and the content of activities in school physical education, as well as of the training process in high level sport and sport in leisure time.

Nowadays sports pedagogical theory lags behind educational training and pedagogical practice. The regularities of the functioning of educational phenomena in sport, and the methodological basis of the pedagogy of physical education and sports as a separate scientific field are not clearly identified.

The **aim** of the theoretical research is to study some of the various theories and concepts about the status of pedagogy of physical education and sport and to discuss the subject, dimensions and areas of application of pedagogy of physical education and sport based on different theories, concepts and interpretations. The main **research methods** that have been used are analyzing of literature sources and comparative analysis.

### Theoretical analysis and discussion

The first who introduced the term "Sports Pedagogy" is Baron Pierre de Coubertin – "Pédagogie Sportive"(fr),"Athletic education" (en) in his lecture of January 26, 1889 as secretary of the Association for reforms in school education in France. He defines the sport pedagogy as an educational system with a specific objective to "shape the man" and as a specific method with its own laws (J. Lucas).

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In 1922 Coubertin publishes his work "Sports Education" - "Pédagogie sportive" (Open Library). In 1928 he found the International Bureau of Sports Pedagogy (Bureau international de pédagogie sportive et Institut olympique). In this way he works out the philosophy of pedagogical sport (J. Lucas).

The idea of Coubertin about sports pedagogy has been developed in the 60s of the 20th century. During this period the interest to the sport as a social phenomenon from pedagogues, psychologists and sociologists has increased. The field of sport science issues is expanded and in this relation the term physical education is extended. The process of gradual accumulation and differentiation of scientific knowledge about the sport has emerged in new scientific disciplines such as pedagogy of sport. The term **sports pedagogy** has been used in Germany since the 1970s. – O. Grupe, H. Haag, E. Meinberg, P. Röthig, J. Dieckert, etc.

**O. Grupe** is the first scientist who includes the term Sport Pedagogy in the title of his book "*Foundation of Sport Pedagogy*" (O. Grupe, 1984). The book deals with the fundamental aspects of physical education. The author underlines that the term Sport Pedagogy continued a tradition of the 19th century of physical education or "theory of physical education" in different countries and especially in Germany. According to Grupe the term Physical Education is a term of pedagogy. The term Sport Pedagogy in comparison with the term Physical Education introduces additional meanings and concepts. It explains two perspectives – one of the practical educational actions in sport and other of the theoretical reflection of sport education practice.

From contemporary point of view Grupe has worked out the main spheres of sport pedagogy. He has outlined that sport pedagogy does not refer only to physical education in schools. According to the author it is directed to sports practices in various sport clubs, private fitness centres, dance schools, gymnastics schools and rehabilitation institutions (O. Grupe, 1984). One of the most important ideas of Grupe has been that sport pedagogy is not directed only to children, adolescents and youth. It is for all age groups (from children to adults), for special groups with different disabilities, etc. According to the author "the practice of modern sport pedagogy is characterized by the variety of sports and movement forms, the multitude of people reached through sport, and the complexity of sports pedagogic topics resulting there from" (O. Grupe, M. Kruger, 1994, p. 19) O. Grupe has discussed the place of sport pedagogy as an independent field in the group of individual sport science disciplines. He has used the term "pedagogization" of sport. In this way sport pedagogy must offer a forum for discussion of all sports pedagogic actions and movements.

**H. Haag** (1996) has focused on self-understanding of sport pedagogy taking into consideration statement by Grupe. According to Haag, sport pedagogy is an applied sub-discipline of pedagogy and one theoretical field of sport science. It is concerned with functional and intentional possibilities of education of and through movement, play and sport. It relates to all age groups as well as outside of federal educational institutions, including the complete range of people from poor performers to groups oriented to high performance. Two main areas of sport pedagogy are curriculum and instruction. Curriculum theory and instruction theory contain information for directing action to achieve theory guided, optimal formation of educational practice oriented to movement, play and sport.

**E. Meinberg** (2001) has pointed out the reasons for the emergence of sport pedagogy as a scientific field. He has stressed that it to a large degree belongs to the competences of the general pedagogical theory. The problems of physical education and training are connected with the general pedagogical problems. Based on these considerations the author has concluded that the modern pedagogy of sport grows gradually from the general pedagogy. However, according to the German researcher, the sports pedagogy is related to the sports science. The main categories of sports science have been a central place in the examined scientific field.

E. Meinberg has thought that the pedagogy of sport must be priority developed as a normative science. At the same time the author has searched and justified the links between the pedagogical theory and the practice.

According to **P. Röthig** the difficulties in clarifying of the theoretical model of sports science influence the sports pedagogy (P. Röthig, 1987). He has supported the notion that if the sports science has been perceived as a set of different disciplines, the sports pedagogy is only part of it. The author has summarized that sports pedagogy is interpreted mainly as an integrative science. Positive moment of the Röthig's theory is the emphasis on the contribution of sports pedagogy for the pedagogical practice.

Another German researcher **J. Dieckert** has considered the pedagogy of sport as a social pedagogy (J. Dieckert, 1985). The reasons for this are that the sports pedagogical actions contain in themselves socio-pedagogical characteristics in the broadest sense.

It is clear that representatives of the German school definitely accept the sports pedagogy as an independent scientific field and interpret it differently. It can be concluded that the German scientists outline the place and the significance of the pedagogy of sport in the modern scientific knowledge. They point out their attention to characteristics of this science and its importance for explaining of the processes of education and training in different motor and sports activities. However, the authors justify the purpose, objectives and development of pedagogy of sport as highlight the areas of its application. It is clear that German researchers broadly interpret the expression's field of sports pedagogy, and not limit it solely to the practice of physical education in school.

This is their main merit. However, different interpretations of the German scientists about pedagogy of sport and extension of its subject area, create difficulties in defining its scope, aims and objectives.

In the European context many other authors have used and have maintained the concept of Sport Pedagogy – **M. Pieron, M. Cloe**, etc. In most cases, they have identified Sports Pedagogy with the notion of Physical Education (M. Pieron, 1994). The area of sports pedagogy is mainly confined to the theory and practice of physical education in school and school sport. Its objectives are identified with the objectives of physical education.

The vision about place and significance of the pedagogy of physical education and sport has been discussed in **the Bulgarian sports science**. From the 60s years of the 20th century until now different aspects and topics of Sport Pedagogy have been worked out. Special attention has been divided to personal development of the athletes in the condition of motor and sport activities.

Subject of study are different direction of education in PE and sport. A lot of researches and theoretical statements have been devoted to moral development of the athletes and the problem of sports ethic. The role of physical education and sport for creation of important volitional qualities and getting over obstacles for their bringing up has been outlined. The problems of intellectual and aesthetic development of the pupils and the athletes in PE and sport have been studied.

In the recent years in Bulgaria there is tendency to accept the pedagogy of physical education and sport as an autonomous science (A. Тодоров, 1984; А. Тодоров, Е. Милева, 2001; Е. Милева, 2009). Attempts for outlining its subject, purpose and tasks have been made. Its place in sports sciences has been searched.

In modern aspect still discussed is the question about the scope and areas of application of sports pedagogy and about its methodology and methods of scientific research and other important fundamental issues that characterize it as a separate scientific discipline.

Despite numerous discussions that have been leading there are compelling reasons to state that pedagogy of physical education and sport or sports pedagogy is **established as a general pedagogy of sport and different motor activities**. In this context, it may be interpreted as an integrative, interdisciplinary science, which is also autonomous within the overall sports science. Sports pedagogy or pedagogy of sport is defined as "science-mother" (by E. Meinberg, 2001) or a kind of meta-theory regarding scientific disciplines such as theory of physical education, sports training theory, methodology of teaching different sports disciplines. It sets up basic principles, and performances, which have their own specific manifestation in school physical education, in coaching process of different sports disciplines and in sports for health, recreation and leisure.

Therefore there are all preconditions pedagogy of physical education and sport to be considered as a separate system of knowledge with its own subject of study and with established terminology, principles, methods, forms and means of influence. Pedagogy of physical education and sport or sports pedagogy studies the characteristics and regularities of formation of the personality in terms of physical education and sports activity. Its main task is to study the specifics of education of personality in and by means of physical education and sport, and in this meaning working out of the most effective forms, methods and approaches of educational work.

The tasks of pedagogy of physical education and sports are determined by the subject matter, facts and phenomena that it has been studied. It should provide scientific pedagogic system of education and sports training corresponding to the age, interests and needs of pupils and athletes in modern socio-economic realities (A. Тодоров, 1984; А. Тодоров, Е. Милева, 2001; Е. Милева, 2009). Sports pedagogy studies the issues of education and training in different educational and sports environment and reveals the mechanisms of pedagogical relationship between coach and athlete, and PE teacher and student.



Significant is the problem of the scope and fields of application of pedagogy of physical education and sport in modern scientific space. This science has increasingly expanded its area of influence. Sports pedagogy under no circumstances can be simplified to a mere didactics or be associated only with physical education and school sports. Its interest is naturally directed to the field of educational and training process in coaching, to sports recreation and leisure.

Three relatively autonomous areas of applying of pedagogy of physical education and sport have been outlined - physical education and sport at school, high level sport and sport for health and recreation in leisure time (A. Тодоров, Е. Милева, 2001; Е. Милева, 2009). Each of these areas has its own specific pedagogical objectives, tasks and features. Physical education and sport at school is aimed at accomplishing complete and harmonious physical development of pupils and improvement of their health condition. Among other goals that must be achieved are formation of a positive attitude towards sport, appropriate enrichment of physical culture of children, development of positive personal qualities and others. Coaching process and sports activities in high level sport are aimed at achieving top sports results, mastering the techniques and tactics of the sport, formation of motor skills and abilities, improvement of physical/motor qualities and holistic development of the athlete.

The processes of education and training in high level sport are often characterized by intense physical and psychological stress, extremes situations and high emotionality. The main tasks of sports pedagogy in this regard is to explore and optimize the relation coach - athlete in a difficult predictability of pedagogical situations in the process of sports training and competitions. Key issues of importance are related to the impact of intense training on the health condition of the athletes, the dangers of increased physical activity, the reduced age limit for participation in sports competitions and more.

Sports pedagogy as a science deals with contemporary problems of education and training for health, recreation and leisure. The main problems that sports pedagogy as a science deals with are associated with training for health, recreation and leisure. The increased interest towards Wellness and SPA services can be explained by the desire of people to improve their health condition, preservation of high vitality and good mental health, better adaptation and integration to various social conditions, establishing of new social contacts. Activities in terms of sport recreation are characterized by voluntary choice, spontaneity and simplicity of expression, active communication and effective stimulation between participants, high emotional intensity between participants, etc. The above mentioned features set specific requirements for sports and SPA specialists in sport for health and recreation and implementation of different kind of pedagogical interactions.

Modern theory of sports pedagogy incorporates an element of uncertainty, which is associated primarily with the variety of methodological approaches to sports education and various perceptions and concepts for sports education (И. Геращенко, А. Шамардин, 1989). Increasingly is discussed the issue of current topics and problems of sports pedagogy and therefore broadening of its dimensions. Pedagogy of physical education and sport should develop current problems of modern physical education and sports, as in-depth and detailed examines and interprets the various social phenomena in the areas of pedagogical perspective.

The process of commercialization of sport and the introduction of economic realities have a significant influence on the organization, performance and quality of the educational and training process. Thus pedagogical realities enter into relations and interactions with other realities of nature and order (A. Тодоров, Е. Милева, 2001). These new aspects are connected with the training, nurturing and development of the athlete and they can affect the coach-athlete communication and interaction with other individuals involved in the implementation and coverage of sport achievements. Sports pedagogy can improve its content as a science and raise its quality level by detailed study and exploration of these topics. The separation of pedagogy of physical education and sport is logically connected with professional training and qualification of specialists in physical education and sport. Their education and training is underlined of the approved European criteria and practices for qualification of this type of professionals.

Processes of the European integration and signing of the Bologna declaration give a strong influence on the development of common European concept of education of physical education teachers and coaches and the definition of leading professional competences. In European aspect exists variety of curricula and learning programmes for professional qualification of PE teachers (Е. Милева, 2012; К. Hardman, 2008). Over their structure and content influence many factors as social and economic conditions in the country,

traditions in education, system for professional qualification of sports pedagogues, work of ministries, state institutions, etc.

The development of the Bologna process and the creation of the European education puts the question of the balance between the process of harmonization of curricula and the training of specialists at European level, on the one hand, respecting the autonomy and identity of education in various universities, on the other hand (E. Милева, 2007; E. Mileva, B. Peneva, 2006). Modern sports educators must cover a wide range of professional knowledge, skills and competencies. Some of them have a pedagogical character that relate to other specific educational areas and types of education.

The main task, which is to be decided in future studies is to clarify the scientific status of pedagogy of physical education and sport and outlining of its methodological basis. In this connection important is the problem of the scope of sports pedagogy as a science. Once again it is necessary to emphasize that it should not be confined to a mere didactics related to teaching of a particular sport or physical education at school. Its benefits and influences are much broader and encompass the complex and dynamic educational interactions in sport in general. Pedagogy of physical education and sport should find its own modern scientific equivalent and become a dynamic and actual theoretical and practical science.

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