

## ROLE AND PLACE OF THE SPORTS-PREPARATORY GAMES IN THE HIGHER SCHOOLS' PHYSICAL EDUCATION AND SPORTS LEARNING PROCESS

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**Abstract:** The “Physical Education and Sports” course curriculum in Bulgarian higher education is focused on improving both professional and general students performance in order to compensate the negative effects of the increased mental load. At the same time, the discipline differs in styles, methodologies and practices due to the autonomy of Bulgarian higher education institutions and its place in the university curricula. Frequently, due to differences in the form of education (mandatory, optional, optional-mandatory with profiled education), different teaching methods and tools are applied. In this regard, a survey was conducted among teachers from 13 universities in the country, aiming to summarize their experience and thoughts on the role and place of sports-preparatory games in the training of students in volleyball, basketball and football specialized groups. As a result, it was discovered that the sports-preparatory games are taking significant application in sports classes. According to experts, the targeted use of different sports and preparatory games enrich motor culture and develop students creative and mental performance. The games are successfully used as an additional method for strengthening sports technical elements in the new constantly changing environment, together with opportunities for complex development of the motor skills. The survey results show that preparatory games during a class, for achieving a full warm-up of the whole body and increasing the psycho-emotional attitude and mood, have the greatest application. The preparatory games diversify the sports activities and have a positive effect on the general mood during the physical education classes. They stimulate pleasant emotions, competitive mood and an opportunity for both individual and team performance. The sports-preparatory games provoke the students to demonstrate their emotionality, teamwork and activity to greatest extent.

**Keywords:** sports-preparatory games, students, training, benefits

### 1. INTRODUCTION

Increasing of the effectiveness of the educational process on Physical culture and sports at higher schools is a task set in the everyday work of teachers. In the recent years, efforts have been made for perfection of forms of organization of Physical culture and sports at higher schools, so that to face to a great extent the dynamic way of life of the new generation and its needs. It imposes the looking for new and efficient methods of work in the field of Physical culture with the aim of creating of optimum conditions for physical activity of students. In reference to it, experts like Lazarova (Лазарова, 2014), Nedkova (Недкова, 2016), Georgiev (Георгиев, 2021) offer various approaches, forms of occupations and innovations in the content of the educational classes, that could increase the interest of students to the subject “Physical culture and sports”. The state and perspective of Physical culture and sports at higher schools is an object of study of Bulgarian experts Ivanov (Иванов, 1995), Georgiev (2020), who directing the attention on using of training tools and methods for increasing the interest of students to the sport occupations. According to them, the efforts should be directed to development of a higher level of practical skills of sport-technical and tactical character, which enriching the motor activity of students, assist for their versatile physical development. This trend is also supported by the recent survey made among 250 students from the Moscow University in Russia (Антипов, А. & кол., 2017), where 68,7% of the inquired ones prefer educational classes, offering sport games with content for extending and enriching their motor potential.

For many experts, the sport-preparatory games are an excellent way of multilateral influence on the organism with its specific characteristics: functional loading, high activity, communication abilities, emotion, creative skills, initiative and etc. In many cases they are used as additional means, which assist the settlement of certain motor tasks at continuously changing situations. It is also underlined by Kavdanski (Кавдански, 2019), of whom the special sport-preparatory games could be used in the educational process as a way of mastering and perfection of motor skills at variable situation. According to him, the games bring “purposeful dynamic influence of variable intensity to conditioned possibilities, development of psychic processes, moral-volitional and ethic qualities”. Such position of the role of games is also shared by Yordanova (Йорданова, 2002), according whom, „The active participation of perceptions, thought, imagination, memory and will eases mastering and perfection of various on character motor actions“.

Another specific advantage from applying of games at the educational process on Physical culture and sports has been developed by the Bulgarian expert Simeonov (Симеонов, 2019), for whom the manifested deliberate motor activity with games, „creates not only possibilities for satisfaction of the motor necessity of students, but also for an

adequate social communication between each of them“. Such advantages are revealed by the Bulgarian expert Ivanov too (Иванов, 2012), who applying new and untraditional approaches at the education of students from profiled on football groups, reports an increasing of the personal responsibilities and micro-social relations in the respective team.

For a long time, it is known in the practice that the clever using of various on character and content sport-preparatory games has a positive influence on the spirits during Physical culture and sports classes. Basing this fact, for us it is important to understand if sport-preparatory games have their place as additional means at the realization of aims and tasks in teaching and learning process, with students from various on profile and character higher schools.

## 2. AIM

The aim of the inquiry study is to generalize opinions and positions of teachers from the higher schools in Bulgaria, regarding the applying of sport-preparatory games, their place and role in the process of education of students, as well as specific for them aims and advantages with their using.

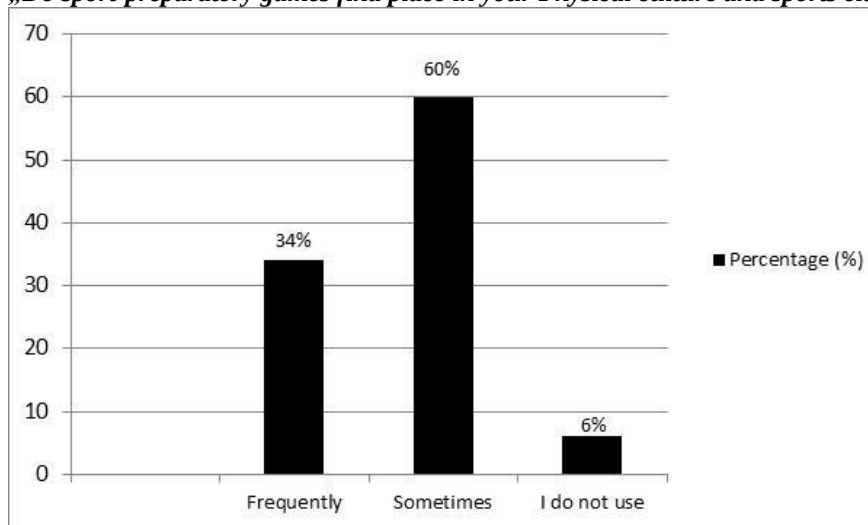
## 3. ORGANIZATION AND METHODOLOGY

Study has been realized through holding an anonymous inquiry with 51 teachers from 13 higher schools in Bulgaria. The issues set in the inquiry are 6, requiring concrete replies. Questions have been directed and selected so that to get a clear idea of the place, role, specifics, character and benefits of applying the sport-preparatory games in the Physical culture and sports classes at the higher schools. The data got has been processed by the method for characteristics of frequency distributions and is presented in percentage.

## 4. RESULTS AND ANALYSIS

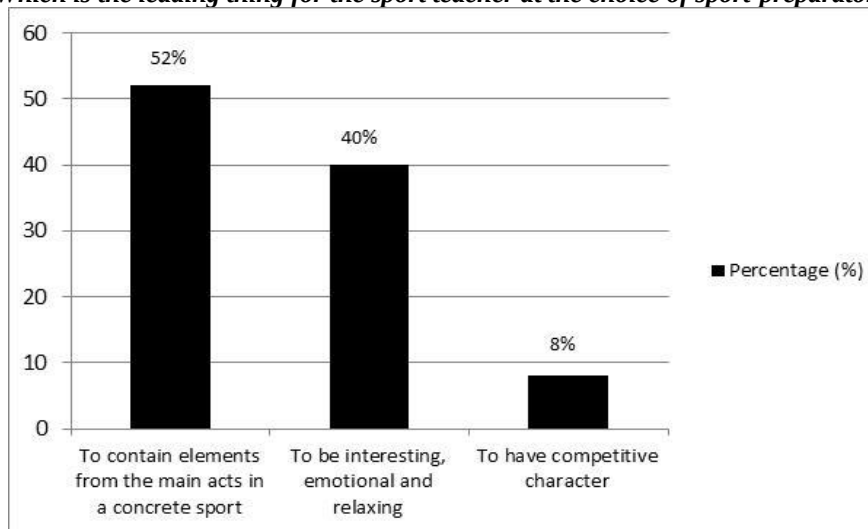
In the anonymous inquiry, lecturers from higher schools in the country of different pedagogical length of experience have participated. Lecturers with length of service up to 5 years are 6%, with pedagogical experience from 5 to 15 years are 36% and those over 15 years – 58%. From the above data, it is apparent that participants in the inquiry possess experience and qualification giving a reason for confidence to the replies of the questions asked.

**Fig.1 „Do sport-preparatory games find place in your Physical culture and sports classes?“**



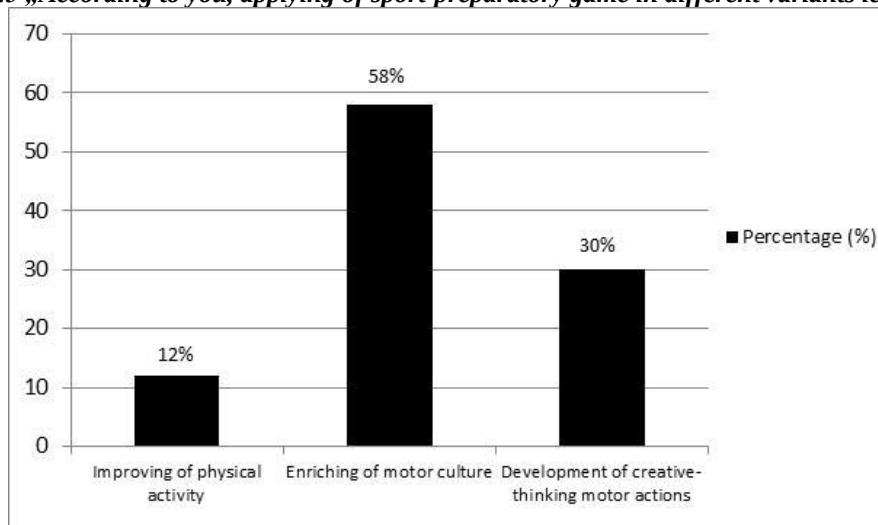
From the reply to the question „Do sport-preparatory games find place in your Physical culture and sports classes?“ (Figure 1) it has been established that for 94% of the inquired individuals, sport-preparatory games find place (although of different frequency of applying) at Physical culture and sport classes. Only 6% of experts indicate that they do not use sport-preparatory games in the process of education of students.

**Fig. 2 „Which is the leading thing for the sport teacher at the choice of sport-preparatory game?“**



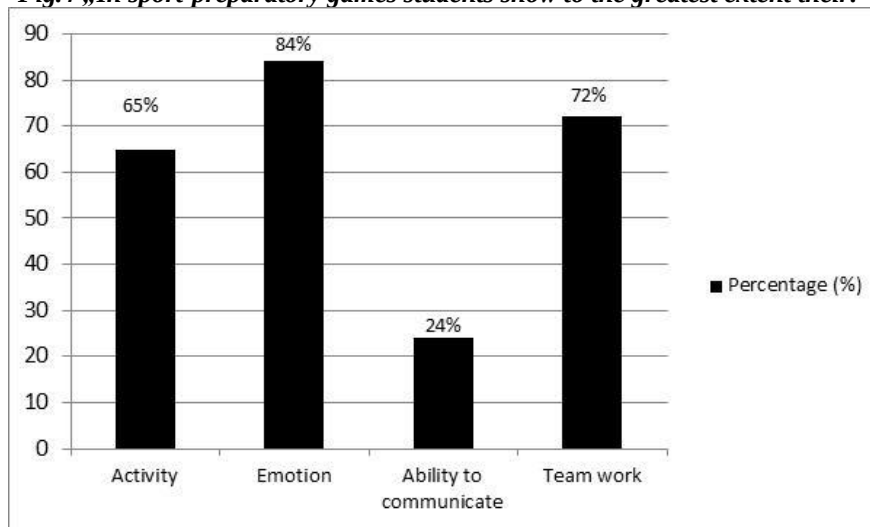
To the question „Which is the leading thing for the sport teacher at the choice of sport-preparatory game?“ (Figure 2), for a greater part of experts (52%) of importance for it is to contain elements of the main motor actions in a concrete sport. This reply is logic, because it is dictated by the adopted and imposed in the recent years, sport-profiled occupations in most of higher schools. A considerable part of experts (40%) indicate that at the choice of sport-preparatory game, it is more important for it to be interesting, emotional and relaxing. These differences at the choice of character of sport-preparatory game are both due to personal vision for a style and methodology of preparation on the part of sport experts, and the differences in the form of education at the higher schools and place of the subject “Physical culture and sports“ in their educational curriculum.

**Fig.3 „According to you, applying of sport-preparatory game in different variants leads to:“**



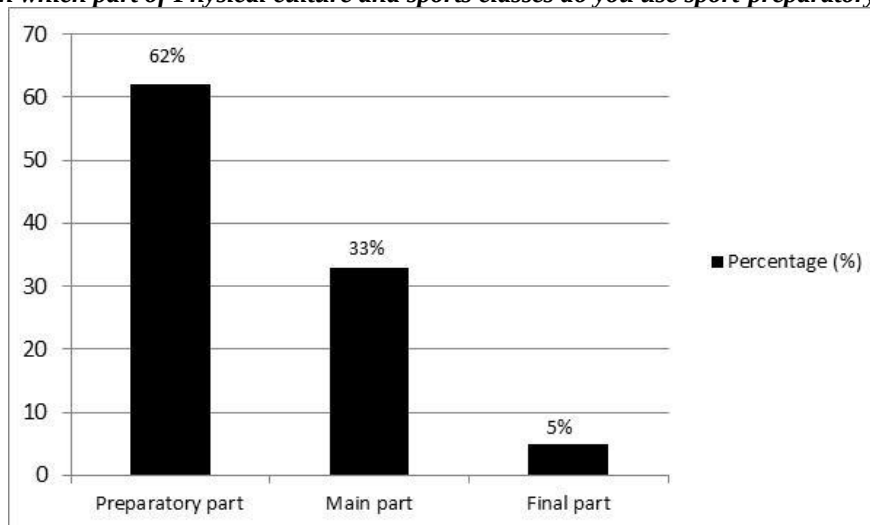
To the question „According to you, applying of sport-preparatory game in different variants leads to: development of creative-thinking actions; enriching of motor culture; improving of physical ability“(Figure 3), different opinions have been established. The biggest percentage of experts (58%) deems that applying of various variants of sport-preparatory games leads to enriching the motor culture. Less percentage of the experts (30%) is of the opinion that creative-thinking motor actions are developed. A small part of the inquired individuals (12%) deems that the physical ability is improved. As a result of the replies, it could be concluded that experts perceive the sport-preparatory games mostly as a possibility for enriching the motor culture.

**Fig.4 „In sport-preparatory games students show to the greatest extent their:“**



To the question „In sport-preparatory games students show to the greatest extent their: activity, emotion, ability to communicate, team work“ (Figure 4), three positions have been outlined. The biggest percentage of 84% is on the opinion that with sport-preparatory games students show their emotion. This reply is expected and supported by the position of Kavdanski (Кавдански, 2019) that the natural atmosphere of the game breaks up the classes turning it into a pleasant occupation, bearing a positive emotional experience to its participants. Settlement of a certain game motor task charges with emotion and satisfaction, influencing all cognitive components: sensation, perception, imagination, thinking and etc. The team work shown by the students during the games is on the second place by 72% according to the experts. It shows that games requiring collective actions, subjected to a certain tactical intention, are used. Team work is an extremely valuable quality and it is well to be developed through sport-preparatory games too. The activity shown by the students at their participation in the games comes third by 65%. This high percentage too, shows that sport-preparatory games are taken in positively by the students, provoking them to be active participants during the classes.

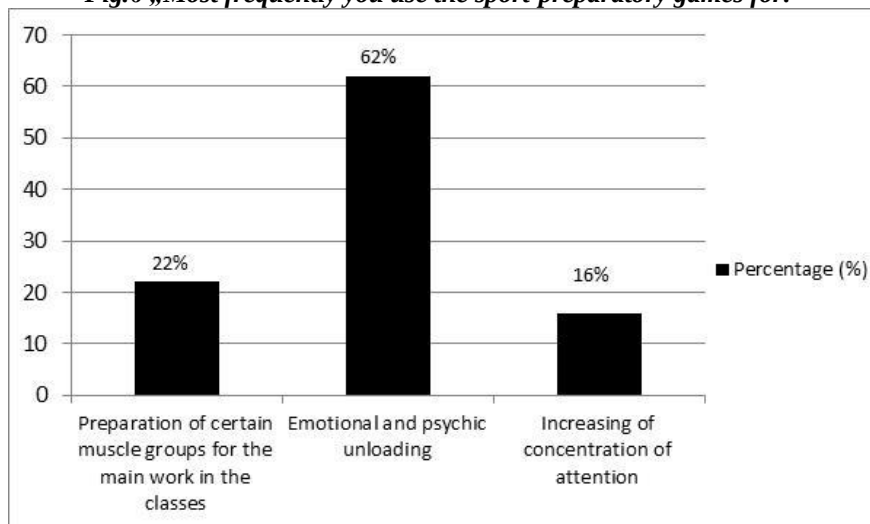
**Fig.5 „In which part of Physical culture and sports classes do you use sport-preparatory games?“**



To the question „In which part of Physical culture and sports classes do you use sport-preparatory games?“ (Figure 5), outlined is the opinion that games are used mostly in the preparatory part of classes (62%). This high percentage shows that by their using, the experts aim to get a general warming up of the whole organism and increasing of psycho-emotional adjustment and mood for the classes. At the same time, 33% of the inquired individuals use sport-preparatory games in the main part of the classes, and only 5% of them apply them in the final part. Of course, the structure of the classes is subjected to the immediate tasks for settlement during the classes. In this sense, each one

teacher alone, estimates and decides in which part of the lesson he could use the sport-preparatory games most successfully.

**Fig.6 „Most frequently you use the sport-preparatory games for:“**



As a reply to the question: „Most frequently you use the sport-preparatory games for: preparation of certain muscle groups for the main work in the classes, emotional and psychic unloading, increasing of concentration of attention “ (Figure 6), 16% of the inquired individuals indicate that they use the same for increasing of concentration of attention. A bit bigger part of the experts (22%) indicate they use them for preparation of certain muscle groups related to the main work in the classes. The biggest percentage (62%) of the experts, indicate that they direct to using of sport-preparatory games for emotional and psychic unloading. This high percentage is logic because it conforms to the wish of students to charge with positive energy for the day, to help them overcome the mental fatigue from the strenuous educational process at the university, more easily.

## 5. CONCLUSIONS

Data from the inquiry study show that the sport-preparatory games are actual and applicable in the process of education on Physical culture and sports at higher schools. As a result of the inquiry analyses made, we could summarize the following:

- In Physical culture and sports classes at higher schools, most applied are the sport-preparatory games containing elements of the main motor actions in a certain sport;
- The skillful applying of sport-preparatory games in different variants varies and enriches the motor culture of students;
- Sport-preparatory games provoke the students to manifest at the greatest extent their emotion, team work and activity;
- The sport-preparatory games find the biggest application in the preparatory part of the classes, for achievement of adequate general warming up of the whole organism and increasing of psycho-emotional adjustment and mood for the classes.

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