

APPLICATION OF ORGANIZATIONAL METHODS IN PHYSICAL EDUCATION AND SPORTS CLASSES

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Abstract: This report attempts to establish the application of organizational methods in physical education and sports lessons. These methods can be defined as a guide to achieving the main objectives set out in the State Educational Requirements at the end of each stage of education. The main method used was pedagogical observation, carried out in a real practical environment, for which purpose more than 70 lessons were observed, delivered by students, future sports teachers, and current teachers in schools in the city of Blagoevgrad, Bulgaria. The analyzed pedagogically observed lessons present information related to the application of organizational methods in various aspects of the lesson. We can mention that future and current teachers most often apply three organizational methods in their lessons: frontal, group, and streaming. The results show that for the motor elements included, regardless of the stage of training, the most commonly used method of organization is the flow method. This would cause some of the research contingent to rethink and restructure future lessons to increase density.

Keywords: methods of organization, training, students, physical education and sports, workload and lesson density, methods of organization, training, students, physical education and sports, workload and lesson density

1. INTRODUCTION

To deliver physical education and sports classes, current and future sports teachers use specific tools, forms, and different types of methods to help students master the curriculum. Depending on the topic and type of lesson, the teacher selects the tools and methods that will help achieve the main objectives of the lesson and, at the same time, ensure optimal workload for the students.

Following our scientific research in the report, which is directly related to methods in physical education and sports, and more specifically those of organization, we examined some key authors who define methods as the ways or possibilities for learning the prescribed exercises, as well as the ways to achieve a certain level of physical fitness in students (Rusev, 2000; Margaritov et al., 2009; Elmazi & Koci, 2015; Tsonkova, 2014; Kostov et al., 2019; Marinov, 2020; Peneva, 2021). In other words, they serve as a guide to achieving the main goals set out in the State Educational Requirements at the end of each stage of education.

Authors from nearby countries, like Milanovich (2020), point out these ways of working during the main part of the class: start, extra exercises, stations, training ground, and circuit training. Which methodological and organizational form of teaching work the teacher will apply depends on several factors: the learning task, the nature and specificity of the learning unit, the number of students, the material conditions of work, etc., Aksovič et al. (2021). In other words, their application and effectiveness in the learning process can be influenced in one direction or another by the factors listed above. This is why "increasing the effectiveness of the learning process, which directly influences the knowledge, skills, and competencies acquired by students, depends on and will be the result of the continuous modernization, upgrading, and optimization of teacher training" (Rumenov, 2025: p. 151). This also includes the selection of appropriate and innovative teaching and organizational methods that would successfully support teaching.

The application of organizational methods by current and future teachers has a single purpose: to organize students for the upcoming performance of assigned exercises. The way in which they are organized directly affects the workload and density of the lesson. It is recommended, where possible, to use an organization that leads to higher workload values in the respective lesson. In other words, when performing the exercises, the teacher must structure and organize the class in such a way that the students themselves do not waste much time waiting for their turn to perform, do not interfere with each other, and prevent chaos during the performance of the exercises for the realization of the educational or training task.

With a well-thought-out and planned organization, depending on the topic of the lesson, the necessary number of sports equipment and aids, and specific material resources, current and future teachers can calmly observe and support the lesson without wasting unnecessary time on rearrangements and explanations, while effectively completing the set tasks.

The organizational methods used by current and future teachers should, on the one hand, support the optimal assimilation of educational content and, on the other hand, succeed in realizing and developing the physical abilities of students.

2. RESEARCH METHODOLOGY

Object and subject:

From all of the above, it is logical, in view of our scientific research, to define the methods used in the teaching process in physical education and sports as the object of the study, and the application of organizational methods and their effectiveness in teaching as the subject.

Goal and objectives:

The main objective of this scientific report is to examine how, when, and why current and future physical education and sports teachers use certain organizational methods in their lessons.

To achieve this goal, the following **objectives** must be met:

- To study and analyse literary and Internet sources directly related to teaching methodology, and more specifically, the main types of teaching methods.
- Observe physical education and sports lessons, analysing how, when, why, in what way, and to what extent the specified methods of organization are applied in the learning process.
- Structure the application of organizational methods in lessons by current and future teachers according to key indicators.

To conduct the study and accomplish the set objectives, we used the following methods:

- theoretical analysis and synthesis-analysis of scientific and methodological-applied sports-pedagogical literature concerning the types of teaching methods and their application in the educational process;

- pedagogical observation – carried out in a real practical environment in schools in the city of Blagoevgrad. Over 70 physical education and sports lessons conducted by current and future teachers with students at different stages of education were observed and analysed.

- Percentage analysis of the results obtained.

Research contingent:

The observed lessons were conducted by students, future sports educators, and six physical education and sports teachers, 66% of whom have over 15 years of teaching experience in the field.

3. ANALYSIS OF RESULTS

The pedagogical observation was conducted in 2024-2025, and the tables below show how, when, and to what extent the various organizational methods are applied in the observed physical education and sports lessons. This study is important because it is precisely these methods that have a positive or negative impact on the workload and density of the lesson, as well as on discipline during the lesson.

Arranged by subject area, the largest percentage of lessons were on volleyball (38%), followed by basketball (29%) and athletics (23%). Future and current teachers conducted a total of 7% of all observed lessons on soccer and handball, while only 3% chose to conduct lessons on gymnastics, which is a compulsory subject.

In this regard, Table 1 presents the results of the organizational methods used according to the subject area of the lessons. In volleyball-themed lessons, the most applicable method of organization is the sequential method, followed by the game-based and mixed methods. Given the specific nature of most of the motor elements of volleyball, this method seems to be the most logical choice for achieving the objectives set in the lessons. For basketball-themed lessons, future and current teachers again chose the flow method of organization as the most applicable, followed by the game method and the semi-game method. In other words, the order is the same as for volleyball-themed lessons, only with differences in the percentages. In football-themed lessons, we observe almost equal percentages for the methods used. The game method is 33.1%, followed by the sequential method with 28.6% and the semi-game method with 27.4%. The frontal method is in fourth place with 8.3% and last is the circular method of organization with 2.6%. These results show that in these lessons, much more time is devoted to educational games and game activities. Lessons with an athletics theme are most often implemented again with the help of the sequential, game-based, and game methods of organization. Here, the lessons observed were generally conducted with third and fourth-grade students, where mobile and sports-preparation games are often used as the main means of implementing the tasks set in the lessons.

Table 1: Organizational methods used according to the subject area of the lessons

volleyball in %	methods	basketball in %
15,9	frontal	18,2
0	group	0
1,6	circular	2,4
19,4	shifted	20,8
37,5	flow	31,3
25,6	game	27,3
football in %	methods	athletics in %
8,3	frontal	17,1
0	Group	0
2,6	Circular	4,8
27,4	Shifted	26,4
28,6	Flow	28,2
33,1	Game	23,5

Source: Author's research

Analysing the most frequently developed motor skills in lessons, we conclude that the most developed motor skill is speed, 55%, followed by explosive power of the lower limbs – 17%, overall strength with 10%, endurance with 9%, explosive strength of the upper limbs, agility, and flexibility with 3% each. These observed components of the lessons will serve as a starting point for further analysis, specifying the degree of application of the organizational methods.

Table 2 presents the results of the observed lessons related to the organizational methods used by future and current sports teachers to achieve the most frequently set motor quality in their lessons. The most frequently used method was the flow method, followed by the shift method and the frontal method. The game method of organization was the least used, with 2.8%. These percentages give us a clear idea that it was much more difficult for the subjects to perform more repetitions of the planned motor exercise for speed, as the level of density in the flow method is relatively low due to waiting for classmates in the columns. It is impressive that nearly 20% envisaged an organisation in which everyone performed the motor exercise for speed at the same time. In this way, there are no waiting or resting people, and the repetition method for developing the quality will be implemented in a much shorter time, leaving more time for the other educational tasks in the lesson.

Table No. 2: Methods of organization for achieving the motor quality of speed

Methods used to achieve motor quality speed	%
Frontal	19,2
Shifted	32,8
Flow	45,2
game	2,8

Source: Author research

The macrostructure of the lesson consists of three parts: preparatory, main, and concluding. The following tables show the duration of each organizational method used in each part. Table 3 shows the results of the preparatory part, where the most frequently used organizational method is frontal teaching—86.3%. This high percentage was achieved because almost all the main activities included in this part, such as lining up at the beginning of the lesson, corrective, running, and general development exercises, are performed at the same time by all students. In some of the lessons, we also observed improvisations using a different type of method, but at the expense of density and faster warm-up of the students.

Table No. 3: Application of organizational methods in the preparatory part

Methods of organization used in the preparatory part	%
frontal	86,3
shifted	10,5
Flow	1,8
Game	1,4

Source: Author's research

The results in Table 4 show the organizational methods used in the most important and longest part of the lesson. Here, the most frequently used and longest method is the sequential method of organisation, 46.2%. Given certain subject areas or the available material resources, it is quite normal for a large part of the educational tasks to be carried out using this method. Although more time is lost waiting for one's turn, and discipline among the students in the columns is disrupted, the majority of future and current teachers firmly rely on this form of organization in their lessons. We can share that the group method of organization is not implemented at all in the observed lessons. Our observations are that this method is quite often neglected by teachers.

Table No. 4: Application of organizational methods in the main part

Organizational methods used in the main part	%
frontal	9,0
group	0
circular	2,5
shifted	20,2
flow	46,2
game	22,1

Source: Author's research

In the final part, the most commonly used method is again the frontal one – 61.7%, followed by the game-based one with 34.5%. Table 5 shows that the mentioned and the current methods of organization are almost inapplicable here. The main goal of this part is to lower the heart rate and bring it back to approximately the same level as at the beginning of the lesson. For older students, this is most often achieved through stretching exercises, walking laps around the playing field, breathing exercises, etc., and for younger students through calming movement games.

Table No. 5: Application of organizational methods in the concluding section

Organizational methods used in the concluding section	%
frontal	61,7
shifted	1,2
flow	2,6
game	34,5

Source: Author's research

Each physical education and sports lesson contains at least two educational tasks, with each motor element undergoing three stages of motor training. In this regard, the following three tables present the organizational methods applied by future and current sports teachers observed, according to the respective stage of training of the motor element. Table 6 presents the results of the pedagogical observation of lessons in educational tasks containing the stage of initial learning of the respective element. In its implementation, the most commonly used method of organization was the flow method – 39.3%, followed by the mixed method with 26.1%, the game method with 22.4%, and the frontal method with 12.2%. The use of the game method of organisation in the initial learning stage is striking here, which is a gross mistake on the part of teachers.

Table 6: Methods used in the initial learning stage

Organizational methods applied at the initial learning stage	%
frontal	12,2
group	0
shifted	26,1
flow	39,3
game	22,4

Source: Author's research

The results in Table 7 show the organizational methods used during the in-depth study stage of training. Once again, the flow method of organization is the most widely used – 41.7%, followed by the game method with 29.3%. The other two are the mixed and the frontal methods. The planned motor elements for the in-depth learning stage were not implemented using the group method of organization. Future and current teachers prefer to use the game method of organization very often to implement the educational tasks in their lessons. At this stage, the frontal method has the lowest percentage of application, which is probably due to the specifics of the lessons, the material base, and the relevant equipment and aids necessary for the implementation of the tasks.

Table 7: Methods used in the in-depth study phase of training

Organizational methods applied during the in-depth study phase	%
frontal	7,1
group	0
shifted	21,9
flow	41,7
game	29,3

Source: Author`s research

Table 8 presents the results of the methods used to study motor elements in the last third stage of training. The flow method of organization is the most preferred by future and current teachers. About 50% used it in the implementation of an educational task with a motor element in the third stage. At this stage, it is recommended that training be carried out in a playful environment using the variable method. The game-based method of organisation is the second most preferred with 34.9%, followed by the cooperative and frontal methods. When it comes to motor elements at this stage of training, the group method of organisation is again neglected and unused by future and current teachers.

Table 8: Methods used in the training, consolidation, and improvement stage

Organizational methods applied during the consolidation and improvement stage	%
Frontal	4,6
Group	0
Shifted	12,3
Flow	48,2
Game	34,9

Source: Author research

4. DISCUSSION

Discussing the results obtained, we can share that future and current teachers most often apply three methods of organization in their lessons. Excluding the game method, these are the frontal, semi-frontal, and streamlined methods of organization. As we shared and as can be seen from the tables, the group method of organization is not used in lessons. This type of organization may be difficult for future and current teachers, and they prefer not to use it. However, the workload and density of the lesson, when properly and structurally planned using the group method of organization, are quite high. The results show that, regardless of the stage of training, the most commonly used method of organization is the flow method. The analysed pedagogically observed lessons provide information related to the application of organizational methods in various aspects of the lesson. This would cause some of them to rethink and restructure future lessons to increase density, improve discipline, and prevent chaos and wasted time during rearrangements, waiting for turns to perform exercises, and explanations.

5. CONCLUSION

Every teacher faces a dilemma: which methods to choose for the upcoming lesson, which ones will be most appropriate for the task at hand, and which ones will help deliver the learning content. That is why they must plan the organization and course of the lesson, striving to implement the planned motor element using a frontal method of organization, as this method provides the highest load and density values. If the specifics of the lesson do not allow for the application of this method, it should be planned with the latter. If this type of organization of the motor elements in the lesson cannot be implemented, then the flow method of organization should be applied. Although, according to pedagogical observation, it is the most commonly used by future and current teachers, in the future, they may avoid implementing this type of organization of motor elements due to the low load and density values of the lesson and the possibility of chaos and disruption of discipline.

Based on the results obtained, we can draw several main conclusions:

- None of the future and current teachers surveyed planned to implement the motor elements in the lesson using the group method of organization.
- The most commonly used method of organization in the main part, where educational and training tasks are solved, is the flow method.
- In all three stages of teaching motor elements, the flow method of organization is the most applicable.
- When implementing the educational task and the set motor quality, it is advisable to strive to use a method of organization that will achieve maximum repetitions in minimum time, and thus high pulse rates in students.

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