

ROLE POTENTIAL OF THE PHYSICAL EDUCATION AND SPORT TEACHER IN THE PROCESS OF THE VALUES OF THE SCIENTISTS

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Abstract: As a science-based and dynamic system, physical education takes place in the form of a purposeful process of education and training in the conditions of an educational institution. It aims at the formation and development of the student personality, including its value formation. The indisputable evidence in the pedagogical science that physical education is a structuring component of the content of the educational process gives grounds to claim that its pedagogical model in school includes the purposeful, systematic and specially organized interaction between the main subjects of the process and these subjects with the environment (physical, social and organizational), which favors its effectiveness or not.

When considering the issue of physical education as a process, it is also considered that the personality is not a passive successor to the effects of educational factors. On the contrary, it reverses influence and impact on them, based on its values and orientations

On the basis of scientifically substantiated evidence that an individual's value system has integral functions with respect to other personal phenomena and has a strong influence on his behavioral sphere, the teacher's leading role in the process of forming values in the pupils is highlighted.

Keywords: physical education, teacher, value, value system, process of forming values

1. INTRODUCTION

It is known from scientific and pedagogical literature that physical education is the basic structure determining the formation and development of the personality educational component, which is always up to date, complex and multifactorial. In this capacity, it possesses all the main features of the process of education: complexity, purposefulness, organization, duration in time, contradictory and pedagogical guidance, and contributes to the transmission and acceptance between generations of social experience in its most diverse dimensions. At the same time, physical education stands out as a means of shaping the social qualities of the personality, of forming and developing its value system. As such, it possesses all the main features of the process of education: complexity, purposefulness, organization, time duration, contradictions and pedagogical leadership and contributes to the transmission and acceptance between generations of social experience in its most diverse dimensions. At the same time, physical education stands out as a means of shaping the social qualities of the personality, of forming and developing its value system. Considering that this process takes place as a priority in an educational institution-school, the role of the teacher in physical education and sport should be highlighted in terms of its proper planning, organization and leadership in the formation of values for students.

In order to better reveal the parameters for the development of this role potential, it is necessary to get a deeper insight into the content of the concept of "physical education".

2. THE NATURE OF THE CONCEPT „PHYSICAL EDUCATION“

The concept of "physical education" is complex and ambiguous. It is made up of two words: "**physical**" and "**upbringing**". According to the contemporary vocabulary of the Bulgarian literary language, is something that „refers to a person's body“ (physical health); something that is „related to muscular activity“ (physical effort)²⁴. Unlike the word "**physical**", the term "**education**" is wider and multi-faceted. As a phenomenon, it is studied by different sciences. The main subject of his study, however, is in pedagogy. Therefore, most authors define it as a basic pedagogical concept, a major category of pedagogy. As a social phenomenon, it is also identified and interpreted as one of the main factors for the formation and development of the personality. Not by chance, S. Chavdarova - Kostova notes that "the status of education as a social phenomenon lies in the very definitions of the

²⁴ Burov, St., V. Bondzlova, M. Ilieva, P. Pehlivanova. *Savremenien talkoven rechnik na balgarskia ezik*, Veliko Tarnovo, (1995).

concept of "upbringing" (in so far as the definition of a concept expresses the essence of the relevant phenomenon).²⁵ As a suitable example, the author points out the definitions of P. Petersen, according to whom "education is a process of adaptation, adaptation, more precisely of community life, organic growth through social assimilation, accustom not only to the goods and forms of the cultural world, but also with its values. In this environment, does the person get together with society..."²⁶ and S. Bernhardt, according to whom "the most general definition of education is: the reaction of society to evolution."²⁷ Analyzing the meaningful content of these and other definitions, S. Chavdarova - Kostova concludes that education as a social phenomenon is an objective necessity for society, but it also manifests itself as its responsibility (as a responsibility). The author summarizes this necessity in several main terms: *social experience, transmission - acceptance of experience, social inheritance, intergenerational continuity*, which outlines the main strengths of education as a process of social inheritance, i.e. it is a process "in which the passing of generation to generation of social experience accumulated in the course of human history, in the most varied dimensions (material and spiritual), the formation of the social qualities of the personality"²⁸ and in the course of which human as an "especially biological being" "becomes a member of society"²⁹. According to T. Illina, the complex and multifactorially conditioned meaning that brings up the education is conditioned by the aspect of his consideration:³⁰

- „education” in the broader social sense when it comes to the educational impact on man of the whole social system and the surrounding reality;

- „education” in a broad pedagogical sense, given the purposeful upbringing carried out in a system of educational establishments covering the whole educational process;

- education” in a narrow pedagogical sense, understood as a particular educational work aimed at forming a system of certain qualities, views and beliefs of the students;

- an „education” that is even more important when it comes to solving a certain educational task, related to, for example, the formation of moral qualities (moral upbringing), aesthetic ideas and tastes (aesthetic upbringing), etc.” It is a peculiar kind of interrelated human activity, which differs from the other types of activities of the people in society, mainly with the conscious (pedagogical) impact, as a result of which changes occur not only in the psyche but also in the behavior of the alumni. In this case, conscious influence means the manifestation of activity not only on the part of the educator but also on the part of the alumni. An understanding that gives rise to education as a two-way process of influence and interaction in which both subjects of education (teacher and student) mutually enrich themselves, express their views, beliefs and preferences, evaluate and self-assess their actions and actions.³¹ It is the definition and consideration of education as a joint activity, as a process of interaction, which gives it grounds to define it as one of the main factors by which the formation of the personality during its different ages is directed.

3. EDUCATION AS A PROCESS FOR THE DRAWING OF QUALITIES AND VALUES OF INDIVIDUAL PERSONALITY

As a socially and personally determined phenomenon, upbringing takes place most often as a process of forming a multitude of qualities and values of the individual and as a process of forming relationships in society as a whole. It is for this reason that a number of scientists in our country, including L. Dimitrov, Chernev, M. Belova, K. Sapundjieva, N. Chakarov, E. Rangelova, S. Chavdarova - Kostova and others, define it as a dynamic and complex system, which is composed of equally complex subsystems. Most often in this aspect of consideration, education is associated with the educational institution - a school that accepts and fulfills the public responsibility to form and develop socially responsible persons.³² And this is not a coincidence, because it is "the school" is called to give not only information from the different spheres of knowledge, to train, but at the same time to constantly educate the civic position of the individual; to teach the child in the broad, narrow sense of the word, to teach him to master a

²⁵ Chavdarova – Kostova, S. *Vazpitaniето kato socialen fenomen*. /Teoria na vazpitaniето, p. 58, Sofia, (2005).

²⁶ Ibidem

²⁷ Ibidem

²⁸ Chavdarova – Kostova, S. *Vazpitaniето kato socialen fenomen*. /Teoria na vazpitaniето, p.59, Sofia, (2005).

²⁹ Ibidem

³⁰ Dimitrov, L. *Nauchen statut na teoriata na vazpitaniето* /Teoria na vazpitaniето, Sofia, (2005).

³¹ Chernev, St. *Vazpitatelen proces* /Teoria na vazpitaniето, Sofia, (2005).

³² Ibidem

system of skills and habits for life, to master the moral culture of modern personality as a basis for mastering all kinds of culture - esthetic, physical, legal, environmental, labor, etc. „³³ School is the environment that forms the students' „minimum collective identity, that determines them beyond all personal social, cultural differences to live together, to form a nation. „³⁴ School is what prepares children for both the present and the future, highlights the importance of the content taught in the school, which should always be up to date, in keeping with the dynamics and essence of social processes, as well as with the specifics of the stage at which finds society in its development.

The perception and consideration of the educational process as a kind of connection and dependence (as a transition) between the macro- and the micro-environment is argued, according to S. Chavdarova - Kostova, on the one hand with the fact that the „society (the macro environment) generation „, and on the other - that „the impacts of the macro environment break through the microenvironment, ie, through the immediate environment with which the individual is in direct contact and performs his social activities. „³⁵ It is this circumstance that explains the fact that in scientific literature particular attention is paid to the mediated nature of the „educational influences and the selective attitude of the personality towards them: external influences, educational influences, public demands are broken through the inner world of personality, through its setting, motivation, views, beliefs, criteria and experience. „³⁶

Based on the meaningful clarification of the word "*physical*" and the concept of "*education*", the following conclusions can be made:

- physical education as a public need and as a task set for society to be implemented by the school institution should be considered and implemented as a comprehensive system of rationally organized components;
- physical education in the school should be considered and implemented as a purposeful and organized process of education and training (as a tool for the overall formation and development of the student personality, including for its value formation (a process that takes place under the leadership of teacher(s)

These conclusions are also based on the opinion of authors such as S. Chavdarova - Kostova that "the meaning of physical education is derived from its necessity for the society" ³⁷, i.e that the „modern state, providing conditions for a good physical development of its growing members, creates for itself better opportunities:

- to provide working people for their different industries;
- increase labor productivity;
- reduce social problems caused by various illnesses, accidents, congenital disability and premature aging. „³⁸

It is not by accident that, as a socio-pedagogical phenomenon, physical education is defined as: „a process of multi-purpose, purposeful interaction of the alumni with all the factors of physical influence, in order to form in man the physical appearance desired by society and the individual. „³⁹ Such concretization is associated with the need for daily, purposeful and systematic physical education and training by the teacher / teachers to achieve optimal, functional and morphological equilibrium of the organism in its interaction with the environment, ensuring the physical and mental health of the personality. ⁴⁰

Based on the understanding and consideration of physical education as a relatively autonomous process, within the overall educational process and as a factor in the value of students' formation, it can be considered justified and appropriate to separate and study it in taught autonomous stages, by analogy with the stages, proposed by T. Illina⁴¹:

- Stage one - acquainting students with the general requirements and norms of physical activity and healthy lifestyle (formation of values - knowledge and values - consciousness);
- Stage two - forming students a positive attitude to norms, awareness of the necessity of their observance and systematic application (values - attitude and value motivation);
- Stage three - Formation of views and beliefs (value position), expressed in person's readiness for physical activity and a healthy lifestyle;

³³ Ibidem

³⁴ Chavdarova – Kostova, S. *Vazpitaniето kato socialen fenomen*./Teoria na vazpitaniето, p. 71, Sofia,(2005).

³⁵ Chavdarova – Kostova, S. *Pedagogika*, Sofia, (2012)

³⁶ Ibidem

³⁷ Chavdarova – Kostova, S. *Pedagogika*, Sofia, (2012)

³⁸ Ibidem

³⁹ Strakova, L. *Fizicheskо i zdravno vazpitanie i razvitie*./Teoria na vazpitaniето, Sofia, (2005).

⁴⁰ Ibidem

⁴¹ In Dimitrov, L. *Nauchen statut na teoriata na vazpitaniето* /Teoria na vazpitaniето, Sofia, (2005).

- Stage four - Establishing a system of habits for physical activity and healthy lifestyle and rules of physical activity and healthy lifestyle through (value orientations), which are expressed in the manifestation of sustainability in the daily behavior of the personality;
- Stage five - presence of self-assessment and self-control of one's own physical activity and a healthy lifestyle based on self-education and self-improvement of the personality (value behavior and skills for changing the personal value system).

4. PHYSICAL CULTURE AS A PURPOSE AND TASK OF PHYSICAL EDUCATION

From a pedagogical viewpoint, as a physical culture formation process, physical education has both basic and specific functions: forming function (educational and educative), developing function, recreational (holistic) function information function communicative function corrective function diagnostic function .⁴²

The level of physical personality culture is determined by the level of physical education. Here we should pay attention to the fact that in the content of the term "physical culture" all the organizational - managerial, sport - pedagogical, normative, material - technical and spiritual achievements of society are included.

And this is because in itself in the process of forming the physical culture of the personality „can be distinguished as its structural components: basic, behavioral and social values.“⁴³ The basic component of physical culture is the development of the basic physical qualities formed at school age through the upbringing of habits for systemic exercises and the observance of an optimal motor regimen. The behavioral component includes the formation of skills for independent physical education in the sphere of everyday human activity, based on the acquired organizational and methodical skills. The social-value component reveals the person's striving for harmonious physical development and physical training that meets the requirements of all spheres of her life, and is characterized by a certain system of value orientations to physical culture (manifestation of interest, motivation, need, beliefs, etc).⁴⁴

The content of most definitions of physical culture includes the set of special knowledge, the determined volume of motor skills and habits and the degree of development of physical qualities and abilities. This content, however, does not exhaust the overall forming and developing side of physical activity, since the development of man depends not only on his physical, but also on his intellectual, aesthetic, moral, and so on. development.⁴⁵ In this aspect of reasoning, the opinion of A. Nikitina can be fully justified, that „in the physical culture of each individual, the level, the depth, the completeness and the basis of the knowledge about the nature and the rules of the physical preparation, methods of organizing physical activity, ways and means of physical improvement, the laws of functioning of the human organism in the process of physical activity, etc“. The physical culture of a person is determined by the combination of his / her personal physical and motor skills (physical qualities, motor skills and habits, working ability, etc.). and finally, „the level of physical personality culture is determined by the structure and focus of the motivation for physical activity underpinning the physical education.“⁴⁶

According to M. Damyanova and R. Hristova-Kotseva, „the goal of physical education in school age is based on the basic components placed in pre-school childhood and follows the age trends of development. It is oriented towards strengthening and improving motor skills and habits, awareness of the importance of physical exercise for the health of the body and the formation of a need for systematic exercises with exercise and sports.“⁴⁷ Because of this circumstance, any educational goal, incl. and physical education at school must be clearly formulated and reflect the particular state of „personality and social unity, the changes that must occur in personality or in unity for the given

⁴² Grudeva, M. *Vazpitanie i humanizam*, Varna, (2004).

⁴³ Nikitina, A. *O sushnosti definicii „fizicheskaja kultura lichnosti“ vav fizicheskom vospitanii studentov.* / Zurnal „Vestnik Baltiskogo federalnogo universiteta im I.Kanta“, br. №5, (2006) - <https://cyberleninka.ru/article/n/o-suschnosti-definitsii-fizicheskaya-kultura-lichnosti-v-fizicheskom-vospitanii-studentov>

⁴⁴ Ibidem

⁴⁵ Nikitina, A. *O sushnosti definicii „fizicheskaja kultura lichnosti“ vav fizicheskom vospitanii studentov.* / Zurnal „Vestnik Baltiskogo federalnogo universiteta im I.Kanta“, br. №5, pp 31-32, (2006) - <https://cyberleninka.ru/article/n/o-suschnosti-definitsii-fizicheskaya-kultura-lichnosti-v-fizicheskom-vospitanii-studentov>

⁴⁶ Ibidem

⁴⁷ Damjanova, M., R.Hristova – Koceva. *Fizicheskoe vazpitanie i razvitie. Cel i zadachi. Sredstva za fizicheskoe vazpitanie. Formi na rabota.* /Pedagogika. Teoria na vazpitanieto (parva chast), p 108, Sofia, (2007).

period of time.⁴⁸ Achieving the main goal (physical education goals) is based on the formulation of sub-goals (tasks). On this basis, it can be argued that the formation of physical culture as a value is the basis of the goal of physical education.

Achieving the goal of physical education is based on the fulfillment of specific tasks, which should be adequate to the contemporary needs of society:⁴⁹

- „Providing normal physical development on the basis of which to develop and improve the physical appearance, body structure and functions of the organism, to achieve proportionate harmonious development of the human body. Increasing the body's defense forces by hardening and forming the physical resistance of the body. adverse effects, resulting in the strengthening of the health and physical forces of the organism”;
- forming basic motor skills and habits, such as speed, agility, dexterity, accuracy, strength, stamina, speed, and more.
- implementing physical education so that it manifests itself as an integral part of health, emphasizing on the formation of habits with immediate healing effect.”

The quality of these tasks, according to L. Strakova, depends not only on the performance of various physical exercises and sports activities, but also on the acquisition of "diverse knowledge from the history of aesthetic culture, anatomy and physiology, data from anthropological research; knowledge that assists the smooth and ever more perfect performance of physical exercise.⁵⁰ The tasks of physical education are usually divided into three groups: educational, rehabilitative and educational. Educational tasks relate to the satisfaction of the need to obtain "knowledge, related to physical education: the benefits of exercise and sports, their importance, the methodology of their conduct, the rules of the various games, the healing effect of exercises.⁵¹ The healing tasks point to the formation of skills to maintain a good general condition of the body, a proper posture; to the creation of conditions for the full functioning of the whole organism of the student. As far as the educational tasks are concerned, it can be argued that they contribute to the mental development of the children as they activate all psychic processes and thought processes. They teach students' autonomy, wits, courage, resourcefulness, solidarity. In addition, physical education favors the realization of aesthetic, labor, moral and health education upbringing. It also „contributes to psychosocial development and gender socialization of adolescents.⁵²

Achieving the goals and tasks of physical education is done by various means. As the main among them, in pedagogical literature, the most common are: physical exercise, natural and hygienic factors. Under „physical exercise” are usually understood as „motor activities, specially organized and consciously practicable in accordance with the norms and tasks of physical education.⁵³ According to V. Slashtenin, I. Isaev, E. Shiyonov, because of the variety of these exercises, it is difficult to include them in a single classification. Different approaches are, therefore, used in practice. The most common among them is the historical approach. The main components in the classification of physical exercises based on the historical approach are: gymnastics, games, tourism and sports.⁵⁴

5. PHYSICAL EDUCATION - A PERSONAL FORMATION FACTOR

Based on the understanding that physical education is a factor in the value of students' formation, it is also necessary to consider its meaningful aspects.⁵⁵

Firstly, depending on the purpose and specific tasks of physical education, its content includes the formation of basic motor skills in the personality, such as: speed, strength, flexibility, etc. Particular attention is paid to the perfection of perceptions, the development of observability, visual analyzers, memory, attention, and so on.

⁴⁸ Rangelova, E. Metodika na vazpitatelnata deinost v uchilische, p 171, Sofia, (2002).

⁴⁹ Strakova, L. Fizichsko i zdravno vazpitanie i razvitie./ Teoria na vazpitaniето, p 325, Sofia, (2005).

⁵⁰ Ibidem

⁵¹ Damjanova, M., R.Hristova – Koceva. *Fizichsko vazpitanie i razvitie. Cel i zadachi. Sredstva za fizichsko vazpitanie. Formi na rabota.* /Pedagogika. Teoria na vazpitaniето (parva chast), p109, Sofia, (2007).

⁵² Ibidem

⁵³ Slashtenin, V.A., I.F.Isaev, E.N.Schianov. *Pedagogika*, p 326, Moscow, (2008); (Damjanova, M., R.Hristova – Koceva. *Fizichsko vazpitanie i razvitie. Cel i zadachi. Sredstva za fizichsko vazpitanie. Formi na rabota.* /Pedagogika. Teoria na vazpitaniето (parva chast), p 112, Sofia, (2007).

⁵⁴ Slashtenin, V.A., I.F.Isaev, E.N.Schianov. *Pedagogika*, p 327, Moscow, (2008).

⁵⁵ Strakova, L. Fizichsko i zdravno vazpitanie i razvitie./ Teoria na vazpitaniето, pp 326-327, Sofia, (2005).

Secondly, emphasis is placed on the development of the proportions of the human body (most often in the sense of harmonious development).

Thirdly, the content includes knowledge of the history of aesthetic culture, anatomy and physiology, as well as the methodology for a more complete performance of different physical exercises.

Fourthly, they put the knowledge about the need for physical movements with concrete possibilities for differentiation at the theoretical and empirical level, whose rationale bases the formation of a value relation to the physical education.

The fifth aspect of content is the relationship and dependence of physical and health education. Physical education is seen as an integral part of the overall system of health education, education and development of children. That is why it also includes the so-called sports-rehabilitation procedures, ie. Physical upbringing is used as a therapeutic factor, especially in children with mental, social and moral disorders and deformities.

The last, sixth, aspect focuses on the components of the organization of the school sports environment. An important point here is the idea of integrating the various physical activities, exercises and procedures into a unified system that has the task of developing students' ability to adapt quickly to the changing environment.

The content of physical education is that part of the socio-historical experience, which includes knowledge (norms, rules), skills habits, ensuring the preservation and strengthening of human health and its motor culture for their practical application.

Depending on the goals, the tasks and the content of the physical education, a variety of forms for its practical realization are selected as a factor for the formation of values. The term „form” comes from the Latin (formal) and literally means a "structure".⁵⁶ On the basis of this definition, the forms of study are defined and treated as "class synthesis in didactics."⁵⁷ The organizational forms characterize the type of pedagogical interaction between the subjects conducting the training. They are a relatively stable (invariant, stable) structure that is the result of a concerted involvement of the teacher and the pupils in the educational activity in its programming and realization through relevant parameters.⁵⁸ They are varied and therefore can not be represented by a single classification. Normally, different signs are used to classify organizational forms. According to L. Churoukova, the most commonly used forms of study can be distinguished: lesson, lecture, seminar, homework, excursion, project protection, practice, olympiads, etc. For the implementation of physical education in a school environment, the lesson is defined as the main organizational form. The lesson is a form that allows the learning process to take place within a group or class of students for a defined (statutory) time, based on approved curricula, under the guidance of qualified specialists (pedagogues). Each lesson performs certain functions: „learning (cognitive) developing, educative, stimulating,”⁵⁹ which are realized in unity. The lesson is also characterized by a particular structure that is most commonly referred to as a "pedagogical construct that is created by the interaction of the teacher with the students." There are a number of factors influencing the choice of one or another structure: the learning objective, the learning content, the forms of organization of cognitive activity, the opportunities of the pupils, the resources available for training, etc.

In the pedagogical practice, different types of lessons are used that are differentiated depending on the dominant didactic function.⁶⁰ The following types of lessons are most often used: learning new learning material; lessons to strengthen knowledge, to form skills and habits; lessons to summarize and systematize students' knowledge; combined lesson.

6. CONSCIOUS ASPECTS OF THE ROLE SPACE OF THE PHYSICAL EDUCATION AND SPORT TEACHER IN THE PROCESS OF VALUES FORMATION

As a structurally identifying content of the educational process component, physical education is in close relation and interaction with the other constituent components: intellectual upbringing, moral upbringing, aesthetic education, labor education which gives grounds to speak, in our opinion, about the role of the teacher physical education and sport.

⁵⁶ Churukova, I. *Urokat./Teoria na obuchenieto. Didaktika*, p 206, Blagoevgrad, (2009).

⁵⁷ Ibidem

⁵⁸ Ibidem

⁵⁹ Churukova, I. *Urokat./Teoria na obuchenieto. Didaktika*, p 206, Blagoevgrad, (2009).

⁶⁰ Ibidem

On the one hand, there is a close relation between the physical and intellectual upbringing of the student, which is based on the unity of the physiological and mental processes taking place in the human organism. It has been shown that there is an immediate link between the practical actions of man and his thought activity. This means that a systemic performance of physical exercise improves the structure and function of the nervous system. It is the understanding and taking into account of this connection in the process of forming values among students, through physical education and sport, which helps to build such qualities as: concentration, sensitivity, initiative, resourcefulness and others.⁶¹ By recognizing and realizing this relationship, the teacher establishes the formation of values-knowledge.

From the pedagogical literature it is known that the connection between physical and moral education is conditioned by the possibility of forming the basic moral traits and qualities of adolescents through physical education and sport: collectivism, humanism, discipline, diligence, fidelity, behavior culture and a number of others.⁶² This relationship and interdependence are also conditioned by the fact that physical education takes place in a clear interaction between the subjects involved (teachers and students). This circumstance emphasizes both the real pedagogical guidance of physical education and the ability to form the abovementioned qualities. Through the relationship between physical and moral upbringing, the formation of moral values is achieved.

The connection between physical and an esthetic upbringing, which „arises from several sources: a healthy, slender, harmoniously developed human body, is clearly expressed; the beauty of the movements - precise, informal, free and expressive; beauty of relationship between competitors; the external environment of the physical education classes and of the training and competition activities.“⁶³ Physical upbringing contributes to the aesthetic experience of the beauty of the various movements that are characterized by accuracy, originality, expressiveness, logic, technique and style of performance. Aesthetic delight is also provided by the development of humane relationships between participants in physical education, sports or competition. Taking into account and respecting this link make the formation of aesthetic (cultural) values.

The link between physical and occupational education is determined by the purpose and content of physical education to provide a versatile preparation for participation in work based on physical development, quenching, motor culture and moral-volitional qualities that are built up in the process of physical education. From the pedagogical point of view, it is extremely valuable, based on the connection between physical education and labor education, to determine the work „connected with the organization and conduct of sporting activities. The very link between physical and labor education favors the formation of a value relation to labor activity.“⁶⁴

7. CONCLUSION

Based on everything that has been said so far, it can be concluded that physical education is a truly complex, complex phenomenon that relates to the overall formation and development of the personality, and for this reason can be considered as an important factor in the formation and values of students. And this is because the result of its planning, organization and implementation as a continuous, purposeful and guided process within the educational institution - the school is the formation of a high level of their physical culture. Physical culture itself is a set of physical and spiritual values that focus on physical improvement and the harmonious development of the individual. In this sense, active physical exercise and sports support not only the formation of knowledge, skills, habits, qualities to improve the physical development and ability of students, but also moral values, aesthetic taste, humanity, justice, honesty, striving for self-development, knowledge of physical activity, methods of health preservation, interpersonal communication, personal self-assurance, healthy lifestyle, etc. Moreover, in the process of physical education, the students form relations to certain values of physical training: values values, values values, values values, values values, values values, value behavior, value system. All this depends on the good professional training of the teacher on physical education and the possibilities of mastering and realization of his multi-role potential.

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