
FORMATION OF ORGANIZATIONAL METHODOLOGY SKILLS IN STUDENTS FROM THE “PEDAGOGY OF PHYSICAL EDUCATION TRAINING“ SPECIALTY THROUGH GYMNASTICS

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Abstract: The vocational and pedagogical training of the students from "Pedagogy of Physical Education Training" (POVS) specialty at St. St. Cyril and Methodius University of Veliko Tarnovo is multilateral. It is implemented through the theoretical and practical courses included in the curriculum. The theoretical courses give the students basic knowledge, closely related to the specialty, necessary for their future realization as physical education teachers and coaches. Practical courses are designed primarily to improve sports and technical abilities and to learn new motor skills. Moreover, in the process of the professional training of the students, it is necessary to form organizational and methodological skills as a necessary basis for the management of the complex pedagogical activity at a later stage.

In all the sports courses in the curriculum methodological sessions are included, and the students take on the role of future educators in these classes. A major weakness in their performance is the insufficient communicativeness or lack of such in students, the inadequacy of constructiveness in the course of the lesson and also their ability to carry out the necessary social communication [1]. All this has a negative impact on the pedagogical and managerial functions of the students at a later stage of their professional education. It is necessary to cope with a larger number of autonomous tasks in their practice, which would improve the above-mentioned qualities that are so important for the pedagogical activity.

In the current paper the author shares his practical experience in the formation of organizational and methodological skills in students - future teachers of physical education and sports, which experience has been taken out from gymnastics classes.

The main tasks that the author uses in the gymnastics training process contributing to the formation and improvement of the organizational and methodological skills of the students are the following:

- Analyzing student-led gymnastics lessons.
- Training of fellow students in a gymnastic exercise technique.
- Conducting a preparatory part with students from other specialties in the classes of Physical Education and Sport.
- Evaluating the performance of gymnastic exercises by students.
- Conducting a short lecture by students on a predetermined and prepared subject.

Keywords: students, gymnastics, organizational and methodological skills,

ФОРМИРАНЕ НА ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИ УМЕНИЯ У СТУДЕНТИ ОТ СПЕЦИАЛНОСТТА „ПЕДАГОГИКА НА ОБУЧЕНИЕТО ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ“ ЧРЕЗ ГИМНАСТИКАТА

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Резюме: С настоящата научна статия авторът споделя своя практически опит при формирането на организационно-методически умения у студенти - бъдещи учители по физическо възпитание, реализирани в часовете по гимнастика.

Професионално-педагогическата подготовка на студентите от специалност „Педагогика на обучение по физическо възпитание“ (ПОФВ) във ВТУ „Св. св. Кирил и Методий“ е многостранна. Тя се осъществява чрез включените в учебния план теоретични и практически дисциплини. Теоретичните дисциплини дават на студентите основни познания, тясно свързани със специалността, необходими за бъдещата им реализация като спортни педагози. Практическите дисциплини са предназначени предимно за усъвършенстване на спортно-техническите способности и за усвояването на нови двигателни навици. Освен това, в процеса на професионалната подготовка на студентите, е необходимо да се формират и организационно-методически умения, като необходима база за управлението на сложната педагогическа дейност.

Във всички спортни дисциплини от учебния план са предвидени методически занятия, в които студентите влизат в ролята на бъдещи педагози. Основна слабост в при провеждането им е затруднената комуникативност на студентите, недостатъчната степен на конструктивност в хода на урока и способността им за осъществяване на необходимите социални общувания [1]. Всичко това оказва

негативно влияние върху педагогическите функции на студентите в по-късен етап от професионалната им подготовка. Необходимо е да се справят с повече на брой самостоятелни задачи в практиката, които биха усъвършенствали именно тези толкова важни за педагогическата дейност качества. Задачи, които допринасят за формирането и усъвършенстване на организационно-методическите умения у студентите в часовете по гимнастика са следните:

- *Обучение на състуденти в техника на гимнастическо упражнение.*
- *Провеждане на подготвителна част със студенти от други специалности в часовете по Физическо възпитание и спорт.*
- *Оценяване изпълнението на гимнастически упражнения от студенти.*
- *Провеждане на кратка лекция от студенти по предварително зададена и подготвена тема.*
- *Анализиране на проведени уроци по гимнастика от студенти.*

Ключови думи: студенти, гимнастика, организационно-методически умения

Gymnastics is widely used in physical education curricula at school. It is a peculiar tool distinguished by its specific exercises and methodical approaches. The diverse and numerous means of gymnastics are included in all sports courses taught in physical education classes in secondary school. Each class begins with drill elements and activities, continues with a warm-up, aiming at adapting to the subsequent physical stress in the main part of the lesson, using different variants of general exercises. Applied exercises (running, jumping, walking, throwing, skating, climbing, and many more) are present in any other motor activity.

The gymnastics training of the students of the Pedagogy of Physical Training Specialty has two stages: sport-technical and methodical training. In these practical classes, the students have to learn the correct technique of the gymnastic exercises included in the curriculum of "Physical Education and Sports". Then they have teaching practice in this subject with previously assigned educational tasks and objectives. This aims at the formation of sufficient knowledge, skills and special habits necessary for their future careers as teachers.

A skill is an action, "the basis of which is determined by the practical application of the knowledge obtained that leads to success in the given type of activity". [3]. Skills and habits are the practical application of knowledge from a particular field of practice [2]. When certain individual operations are performed based on a skill, mistakes can be made, with the use of redundant, greater efforts. Skills that grow into habits at a later stage are seen as two successive stages for performing a type of activity. Mastering skills and special habits in the course of the methodological and practical training of students in gymnastics classes ensures their successful realization as educators in the field of physical education and sports.

The aim of the gymnastics training is to contribute to the overall physical development of the students, to enrich their general and special motor culture, to give them theoretical knowledge about the technique and the methodology of gymnastics, and to prepare them for practical application of its means in their future sports and pedagogical practice in the system of physical education and sport.

During their training, students learn the gymnastics terminology, master the technique of the exercises and also study training methodology. They become familiar with the curriculum of physical education at school, with the teaching methods of the different parts of the lesson in physical education when gymnastics is to be taught. They learn to how teach a gymnastics lesson themselves.

When they conduct a lesson with gymnastics character, they demonstrate the acquired skills and knowledge from their theoretical training. Analyzing the conducted lessons, a number of weaknesses have been identified, mainly due to the inadequate practical experience of the students. Descriptive and communicative abilities on a particular topic or activity are the weakest part of the training. Often, a student faces the group as a teacher, unable to start the lesson due to "lack of words". Many students find it difficult to explain the nature of an exercise briefly, precisely and clearly - some are too detailed in their explanations and others fail to highlight the most important parts. Insufficient organizational experience is the cause of poor training performance and sometimes chaos in the performance of the educational and practical tasks of the lesson.

To develop their organizational and methodological skills in the classroom, each student needs to practice a number of times to guide the movement of his fellow students. Every future educator must face his audience (the group) without any worries or concerns, and feel free to communicate - to give commands, explain, make remarks, and guide. This will only enrich the students' organizational and methodological skills. Therefore, more tasks with leadership functions for students are needed in the learning process. At a later stage, in the students' training as future educators, it will contribute to their improvement and the achievement of the necessary pedagogical mastery.

In order to increase the efficiency of the students' methodological preparation, we assign some additional tasks to them to solve. They are of organizational and methodological nature and include an individual performance - leading a group or audience. They are performed after the students have covered certain training material and have done a specific assignment for self-study. The objective is for the students to acquire further

practical experience directly related to their future professional duties and to improve their speaking and communicative abilities.

This student activity is not necessarily assessed, but in case of a good demonstration of knowledge and skills, there are bonuses in their final score in Gymnastics.

The additional tasks that contribute to the formation and improvement of organizational and methodological skills of the students are the following:

1. Analysis of student-led gymnastics lessons

After a student-led gymnastics lesson, an analysis of his/her performance as a teacher is made by his colleagues. The purpose of these analyzes is two-way. On the one hand, the students demonstrate knowledge of the teaching methods in gymnastics and, on the other, the active participation and concentration of the participants in the lesson are guaranteed. In order to make a good analysis it is necessary for the participant to have been active and careful during the lesson, to know the basic theoretical formulations of the lesson organization and the teaching methodology. Students express their opinion in front of the group. In the analysis, an experience of speaking in front of an audience is gained, with an emphasis on the correct communication techniques and use of terminology.

Analyzing the lessons with relevant conclusions and recommendations will allow optimized and targeted management of the complex pedagogical system.

2. Teaching a fellow student a gymnastics exercise technique

Each student is assigned a partner whom he / she has to teach the technique of performing a particular gymnastic exercise. The trainer identifies and points out the trainee's mistakes and tries to avoid them when doing the exercise himself. / herself. He / she also makes his/her first attempts to master the techniques of guarding and helping. Success of the training is achieved if the trainee performs the exercise without any mistakes. The trainer forms confidence in his / her abilities, self-confidence as a teacher and the desire for future similar events. An important milestone in achieving this goal is the students' desire for additional gymnastic exercises, realizing the specific and demanding work in the training of gymnastic exercises. This increases the activity in gymnastics classes, the effectiveness of the training, as well as students' motivation to do well as teachers. An important milestone in doing this is to create a competitive environment for students to win the "best teacher" award.

3. Conducting the preparatory part of the physical education and sport classes with students from other specialties.

These classes are carried out as extra-curricular activity of the students of the Physical Education Training Specialty. The task is accomplished with an unfamiliar learning group, and the aim is gaining experience in a real-life environment and situation. The student conducting the preparatory part should use proper gymnastics terminology, apply appropriately the methods of organization and drill elements in the lesson, as well as select a suitable set of general exercises and meet the methodological requirements. This would guarantee that this part of a physical education and sports lesson is properly conducted and, therefore, the student would gain an exceptionally good practical experience. This part of a physical education student-led lesson is supervised by a lecturer from the Department of Physical Education and Sport. It is desirable that this lecturer made a brief analysis and gave recommendations for future similar activities of the student.

4. Evaluating the performance of gymnastic exercises by students.

The aim is to give students the knowledge of objective assessment of gymnastic exercises or combinations and give them the opportunity to analyze with the exact gymnastic terminology. Of course, the students have been familiarized in advance with the criteria and ways of evaluating in gymnastics.

Initially, students evaluate the performances of their colleagues, and then the teachers make a detailed analysis of the performances and give their evaluation. The detailed analysis of the performances by the lecturer gives additional knowledge about the technique of performing the gymnastic exercises and their evaluation.

The concurrence of students' and lecturer's assessments is an indicator of acquired knowledge of the qualitative characteristics of gymnastic performances.

5. Giving a short lecture by students on a previously assigned and prepared topic.

The aim is to develop the students' communication skills, as well as skills for speaking in front of an audience. Each student prepares to speak on a previously assigned topic from the subject area. He or she presents the main points of the content his / her work in a nutshell (in a matter of minutes). The requirement is for the student to speak to the group freely without reading.

From discussions with students, we can say that they are happy and interested in participating in such practical tasks. For most of them, the most important point is the opportunity to express and prove their abilities while they are still in their learning phase.

As the most important task for their professional development, they define "Teaching fellow students techniques of a gymnastic exercise". In this activity they train a colleague to practice the technique of a certain gymnastic exercise, gaining self-confidence and confidence in their own abilities. And the visible result is an

objective indicator of their work. Students correctly identify this task as meaningful because teaching and training are the foundation of their professional activity.

Future educators encounter the largest amount of difficulties in fulfilling the task of *Giving a short lecture on a previously assigned and prepared topic..* The reason that is recognized by them is the fear they have of talking in front of an audience. Oral communication is a major weakness of most students. They determine as a difficulty the very preparation for this task: the search for appropriate materials and the extracting of the essence of the assigned topic.

Another task that turns out to be difficult for the students is the analysis of a student-led gymnastics lesson by a colleague. Only those who are familiar with the training methodology, the organization of the activity, and the techniques of the gymnastic exercises can analyze the lesson, indicate the mistakes made and systematize them by their type and significance.

As the most interesting task, students point out "Evaluating the performance of gymnastic exercises by students". To assess correctly and objectively a given gymnastic performance, knowledge of the performance techniques, the peculiarities and the criteria of the evaluation is needed. Only then can the student be objective in this responsible activity.

The students consider that it is easy to be in the role of assessor of gymnastic exercises, and the majority of them are confident that they are objective in their assessments.

The above-mentioned activities for the formation of organizational and methodological skills are successfully applied by the author in his practice as a gymnastics teacher. They are exemplary (prototype) and can be enriched or diversified. The sports practice offers too many opportunities to optimize this kind of skills of the learners. This is a matter of creative vision of teachers and the activity and desire of self-improvement of students.

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