



USE OF INNOVATIVE METHODS IN THE TEACHING OF PHYSICAL EDUCATION AT TRAKIA UNIVERSITY-STARA ZAGORA AND THE PRACTICE OF RUGBY

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ABSTRACT

Innovative methods represent new approaches to teaching and learning in all disciplines of higher education. Until now, they have remained largely isolated in sports activities in higher schools. A set of methods is presented, with the aim of better feedback between participants in the educational process, strengthening interest and increasing motivation to participate in classes. The contribution of innovations in the development of the thinking of female students is assessed. Conclusions are made about the place of innovative approaches in education.

Key words: innovation, improvement of the motivational system, development of physical qualities and cognitive processes

INTRODUCTION

An innovation is a new idea or change in a given process, object or phenomenon whereby it, more or less radically, differs or distinguishes itself from its original state. In the educational sphere, there are two mutually complementary and interdependent components: active side - the expectations, opportunities, responsibilities of the human element: teachers-students-society, and conservative side - laws, regulations, changes in curriculum and programs, which by their nature require time to prove their effectiveness. Teaching methods related to both components appear as a complementary element.

In the new, informational society, traditional methods cannot fully fulfill their functions. The use of only such methods rather leads to an inadequate attitude towards educational subjects, alienation from the educational process, reluctance to perform the assigned tasks and a general lowering of the success rate. The "one man show" position of the teacher and the strict hierarchy in education and the information provided do not hold the attention of the learners.

New approaches are needed, charged with commitment and emotion in learning. A large part of modern educational methods rely on less formality in training (2).

PURPOSE

Innovative practices are impossible without the involvement of the old methods from which they actually originate. Innovation is breaking boundaries and changing attitudes in the educational process.

In the field of sports at higher education institutions, the application of innovative approaches is mostly related to the training process - new tactics, strategies, training characteristics. Less attention is paid to the purely theoretical aspects of training in sports and increasing the interest of students.

Interactive methods are combined with group work. Through them, students are placed in situations where there is interaction based on dialogue, discussion, and cooperation.

METHODS

Such methods that are applicable in the field of training in physical education and sports are (1):

-consideration - through it the teacher and students exchange information, share experiences and ideas, thoughts and feelings. Asking questions is allowed not only by presenters. This is a basic method for group work when solving tasks set before the training - for example: science, sports, etc.

-discussion – learning by resolving controversial issues and problems, clarifying contradictions, building a thesis and antithesis, summarizing and systematizing the results.

-visualization – schemes, photos, excerpts from media coverage of certain sports competitions or meetings are used for easier remembering of events, processes, facts. This method provokes new, critical and creative thinking in students.

- brainstorming - the method organizes the student group during theoretical classes to express ideas freely and quickly in response to a question posed by the leader. The proposals made by the participants for their allotted time are evaluated through discussion, after which the correct thesis is presented. This method is used to stimulate students' creative activity on a given topic. This technique can be used as an aid to: define the task being worked on; identifying specific problems; finding sample solutions and investigating how reliable they are.

-exercise – the most frequently used method. The training is oriented towards the development of personal and social skills.

- case study – a description of a real decision-making situation as close as possible to reality. There is no one right solution, but various alternative possibilities that have advantages and disadvantages. Students must distinguish important from unimportant information, analyze the situation and develop solutions to the problem.

- role-playing game - successfully combines the cognitive activity of the learners and the atmosphere of relaxation and fun. The teacher participates together with the students. It is mandatory that each game ends with evaluation and discussion of what has been done.

-simulations – these are teaching and learning strategies in which students actively participate in decision-making. The simulation is an event, the

students are participants in it and shape it. They have roles, functions and duties - for example: a student becomes a teacher, a student becomes a coach, a student builds a strategy, etc.

-projects – this is a system of activities aimed at working on a specific problem. This method enables students to generate ideas, consider, plan, ie. to complete the entire activity, with little, guiding help from the teacher (3).

RESULTS

In the context of the forms of organization of students' activities, there is also the approach of equality of organization and self-organization in education. The education of independence is a long process in which the needs and capabilities of students are interwoven. Once this quality is built, it helps them to set goals for themselves and take adequate actions for their realization, to evaluate themselves and, if necessary, to take corrective actions themselves .

The entry of various innovative methods into the learning process (visualizations and social media, interactive textbooks, e-tests to verify knowledge, collaborative/collective solving of tasks/case studies, gamification, etc.) is part of the modern changes in higher education. The effective application of these methods has a positive effect on both the students' motivation for learning and the results of the learning process, which affects the attractiveness of the relevant study discipline or specialty and the higher school institution as a participant in the educational process and provision of the educational service.

CONCLUSION

Modern problems facing universities have already been clearly outlined in recent years. Declining student numbers, rising costs and tuition fees are key features of the environment, in which universities activate the application of innovations in the educational process. The working role of the teachers includes the application of innovative methods in the learning process, which is accompanied by an increase in the requirements for the knowledge, skills and performance of the teachers in this field.

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