

BASIC RULES IN CREATING APPROACHES FOR PHYSICAL ACTIVITY

*Assoc. Prof. Dimkova Rositza, PhD,
Valkov Iliya MD, PhD*

St. St. Cyril and Methodius University of Veliko Tarnovo

Abstract. *Benefits of physical activity for the prevention of ill-health has been recognized in numerous epidemiological studies dealing with children and young people practice, behavior and habits. There has been a surge of research in promoting physical activity in schools over the last decade.*

Keywords: *physical activity, sports pedagogy, research in promoting health for the family*

Our focus in research in a wide range of cover, physical education and movement studies and sport pedagogy. Given the huge percentage of children, limited physical activity, for various reasons, have the need to present information important to the family and the family environment, establishing

effective approaches to improving health and motor activity of children. For this purpose, our attention is directed to the nature and function of these areas, therefore we chose the following two topics:

- Health and Physical Activity
- Sport Education and Physical Activity

Health and physical activity. Benefits of physical activity for the prevention of ill health due to weight gain has been recognized in numerous studies dealing with children and young people practice, behavior and habits. There has been a surge of research in promoting physical activity in schools over the last decade. There are publications on intervention programs and models for the environment (ie, schools, sports clubs and local community) in areas where they can be taken physical activities related to health and health development. There are signs of physical education programs, but little is known about effective ways in which to overcome inherent obstacles to widespread adoption. Studies show that overweight as individual responsibility requires regarding public health pedagogies. Most importantly, the children of the neoliberal model of individualized learning is successful line, which are based approaches to public health. Thus, it is best for children to be viewed as "carriers" of a healthy lifestyle [5]. Studies included in the program, reviewed new operating practice for the "Health Education", assuming that it will be decentralized schools. It is necessary to distinguish the community to work as a medical society in the form of health educators.

Our study found that the school as an institution for training prevailed in participants' understanding of health and sports, and we believe it is best for future viewing. This approach actually supports increasing the number of researchers who argue for a more critical approach to health through sports and games in schools, which can lead to a change in current discussions within the increasingly dominant global culture. It is important to know that the focus will actually be on children and the parents who have the opportunity to realize how young people define and perceive the relationship between their body and most precious in life - health.

Sport Education and Physical Activity. Pedagogy in sport and physical activity increases the rate during the last decade and reached a key focus for teacher attention. The issue of "child physical activity" remains an important topic in recent years. The power of participation in sports schools and sports clubs are expanding to cover the development of children in their real world of reality, through sport and physical activity. In general pedagogy recognizes its social and cultural field, located and reflects body guidelines and issues related to health for certain periods of time. Made many studies underline the complexity and pedagogical challenges related to the understanding of this process in the guidelines for sport and physical activity. Pedagogy in sport is socially constructed and influenced by a range of actors, such as parents, teachers, friends, colleagues, the media and others. In addition it should be mentioned, finding that the environment influences the formation of appropriate discussions of practice can create the physical activities. Studies identify and demonstrate how different individuals and relatively homogeneous groups that see themselves in different spaces feel comfortable after physical activity over time. They contribute positivity to the debate about the identity of the individual, which is an integral part of the physical setting for the activity [6].

One of the defining characteristics of the built areas are concepts, principles and methods. A number of discussions in academia, the whole concept of learning to concentrate and focus on teaching methods, results and basic psychology. One detail is particularly interesting because it focuses on perceptions on physical education teachers in the use of different types of games - mobile, sports preparation, games and more understanding. in educational programs. Study revealed the difficulties of teachers in the planning and execution of these games. For example, teachers initially reported feelings of uncertainty about their teaching experience and knowledge about teaching and knowledge of the rules of some games. In order to better success for physical education teachers, special courses were organized for further training and professional development. After an active part in these courses, teachers share your sense of greater satisfaction from their work. At the same time, they found that by improving their education, become more confident in their business. In view of this, in this assessment mentions two interesting theoretical fragment:

- The first, that the basis of physical education teaching methods such specialized schools is narrow, not fully deployed, but it works. That is why it is necessary to propose a more democratic label promoting understanding, creating structures that allow better information and mode of knowledge, while, in turn, have the power to move the field of sport pedagogy in -progressivna direction.

• The second point is based on a complex theory that requires conceptualized understanding in the field of physical education in the postmodern world. In practice, this means that teachers should take advantage of several pedagogical strategies ranging from traditional pedagogies to work together to self-organizing approaches.

An interesting and important point is made pedagogical study of teachers' opinions of parents, which found that among them there earlier practiced sport "Handball". Based on their training, parents are offered and accomplished games for the kids to:

1. Forming a very general idea of the game, through conversations, explanations, examples of famous athletes, world achievements of teams ranked prizes and more.

2. Building skills for activities through which children experience the pleasures of entertaining action handball ball (catching, passing, keeping and others.). Through them, children develop valuable qualities such as focus, flexibility, accuracy, speed, agility, endurance, and flexibility). Furthermore, children master the practical skills such as active physical activity team, assistance, peer activities, etc.).

3. By casual action game, kids create their relations to handball as a sport. Based on the manifest curiosity about the game, show curiosity, interest, oriented to the search of peers who also have a need for an active physical activity and increased involvement in sport handball.

Created conditions for sports and preparatory games handball, sparked the idea for the project "Children and parents, friends of the handball game." Realization of the idea includes promotion of games "Klinbol" and "Pass". By any game will move from formed a general idea of the game "Football" to its specific characteristics, namely:

- game "Klinbol" where the goal is each team possessing the ball, dribble and pass through to reach the field of opposing teams shooting and hitting the fixed posture.

- game "Pass" where the goal is distributed in an equal number of players, the team possessing the ball, make a number of passes, such as the pursuit of the opponent to take the ball and immediately begin to achieve the target passes. The game can be subject to the rules of the sports game "Handball" [3].

Prerequisites for the project are created by textbook for the youngest fans "I play handball" [1]. Project presented in this way, with economic efficiency for the family because parents become coaches, partners and friends. The project has a social significance because it brings together parents from all backgrounds who prefer activities with this sport and contribute to its work and healing effect.

Studies of sports pedagogy has remarkable variety and richness. Most importantly, the rejection of traditional narrow views of the sports field, in favor of more complex, socially constructed understanding. The extent to which these ideas find their paths in the "real world", in fact, for every teacher is different. Really needed is a preparatory stage before the performance, in which to reflect on the upcoming responsibilities, then these ideas are conceptualized in a form and language that are accessible and relevant to practitioners.

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