

REVIEW

on the dissertation of

STANISLAV RUMENOV GRUEV

**topic: IMPROVEMENT OF TEACHING EDUCATION IN SPORTS GAMES FOR
STUDENTS AT THE PRE-GYMNASIUM STAGE**

For the acquisition of the educational and scientific degree of "Doctor", on the grounds of an Order of the Rector of the National Sports Academy "Vasil Levski"

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Professional field: 1.3. Pedagogy of education in...

Doctoral Program: Physical Education in the Education System

Supervisor: Assoc. Prof. Todor Marinov, PhD

Reviewer: Assoc. Prof. Korneliya Naydenova, PhD

Biographical data about the PhD student

Stanislav Rumenov Gruev was born on 09.08.1981. He completed his secondary education in the year of 2000 at "Lyuben Karavelov" Secondary School, Vidin with a degree in "Company Administration". In the period from 2000 to 2004 he acquired a Bachelor's degree at the National Sports Academy "Vasil Levski" with two majors physical education teacher and football coach. During the same period he acquired a certificate of professional qualification with specialization "Sports Journalism". In the academic year 2018/2019 he is graduated as a Master in Physical Education from the National Sports Academy "Vasil Levski", in a program specialization "Sports at School and Leisure".

He started his professional career in 2004 as a teacher of "Physical Education and Sport" at PGHTT "Karl von Linde". Between 2006 and 2018 he worked for Mobiltel, subsequently A1. In 2020, he started working as a teacher of "Physical Education and Sport" again, but at Stoyu Shishkov Primary School. Since November 2022, he has been Chief Expert in Physical Education and Sport at the Content of Pre-school and School Education Directorate of the Ministry of Education and Science. The facts presented in the biographical reference of the doctoral student clearly show the leading motive for choosing the topic of the dissertation.

Topicality of the problem under consideration

By its very nature, physical education is a social phenomenon of great public importance. As such, it has many manifestations in society, the brightest of which is the subject within the educational system, the importance of which is growing daily. The modern way of life that we impose on the student is largely the main reason for this. His daily routine predetermines low levels of motor activity, which in turn allows us to say that within the educational system physical education is the only subject that is related to the daily volume of motor activity of the student, and hence affects some parameters of health and healthy lifestyle.

On the other hand, we notice low levels of motivation on the part of students, especially in those from lower secondary and both high school stages, to participate in the lesson work on the subject. At the same time, these same students visit gyms or personal trainers for the sole purpose of increasing their physical activity. Many observations give us grounds to attribute this contradiction to the application of approaches in the field work, which largely do not correspond to the peculiarities of perceptions and learnability in the modern student, and on the other hand are not consistent with the degree of development of technology and, accordingly, the way of life of the student. Today, subject-based instruction that is based on the assumption that the student is as a rule disciplined and motivated to participate in the training is not effective. The same applies to lessons type teacher

shows students perform or so-called. Copy-paste approach. This requires a search for different approaches in physical education education that are aimed at educating attitudes towards movement and nurturing the interests and motivation of the student to actively participate in the lesson work. In this course of thought, the dissertation developed by Stanislav Gruev examines a topical problem for the theory and practice of physical education, which can be defined as a challenge that is on the agenda not only for teachers but also for us, those responsible for the education and formation of these teachers.

Data on dissertation, abstract and publication activity

The dissertation presented for review is in a volume of 166 pages, developed in three separate chapters and illustrated with 17 figures and 39 tables. To this volume we should add the 30 pages of applications presented, which, together with the main part of the development, constitute a book body. The bibliographical reference presented in the paper covers 163 sources, of which 147 in Cyrillic and 16 in Latin. In terms of content and quantitatively, the paper submitted for review fully meets the requirements for dissertation. Structurally, it follows the standard established at the National Sports Academy for the development and presentation of such developments, including an introduction, three chapters, conclusions and recommendations, literature and applications.

In the introduction of the dissertation, Gruev clearly and specifically describes on the one hand the condition, and on the other the need for changes in training, thus motivating the need to conduct such an experimental study in the field of physical education.

Logically, and as a prerequisite for considering the topic in a meaningful plan, the first chapter of the scientific development is presented. In it, the PhD student analyzes and interprets the accessible literary sources in 4 separate subchapters. A major element of this part of the paper is the detailed and analyzed normative basis of physical education education, which is also a significant contribution to the functioning of the physical education system. The other three subchapters, which clarify the characteristics of the education in the subject, the

peculiarities of the age development of students and the opportunities for improvement of the training are a natural addition to the realized review of literary sources. In unity, the four subchapters thus presented are the main prerequisite for deriving and specifying the working hypothesis of the study presented at the end of the first chapter. It, in turn, sounds logical and at the same time is specific, follows the generalizations made by the doctoral student in the literature review and presented in this way is subject to verification and clarification of the algorithm of the experimental work.

In the development of the first chapter, Stanislav Gruev's ability to analyze and interpret literary sources is clearly visible, which should be highly appreciated. The detailed analysis and interpretation of literary and documentary sources, the ability of the doctoral student to sift out scientific information, as well as his extensive practical experience are the main prerequisites for the detailed and accurately developed by him and presented in an annex training methodology on which the dissertation is based.

The second chapter of the dissertation is presented on 16 pages and meets the requirements for presenting a methodological formulation of scientific research. The goal is correctly formulated, and the five tasks presented by the author directly correspond to it and imply its achievement. Commenting on this part of the work, we should note that Stanislav Gruev has fully complied with the recommendations made when discussing the dissertation in the primary unit.

The object and subject of study are defined correctly. The contingent of research is clearly presented. The methods applied in the different stages of the study are specifically and in detail. The selection of methods presupposes the achievement of the set goal and tasks and provides an opportunity for a comprehensive consideration of the scientific problem. The organization of the study is comprehensively described. The development and presentation of this chapter clearly shows the high level of research preparation of Stanislav Gruev.

In the third chapter of the dissertation, the doctoral student presents and analyzes the results of the conducted survey and sports and pedagogical tests

before and after experimental work, which check the effectiveness of the developed and approbated methodology. In this part of the scientific research, the data obtained from the conducted survey and sports and pedagogical tests are analyzed consistently and through appropriate and correctly applied statistical tools. At the beginning of the analysis, the author presents an interpretation of the results of the survey conducted with 153 active teachers in physical education and sports, which, together with the literature review, is the starting point for the development of the methodology and the subsequent experimental work.

The remaining four subchapters third chapter Analysis of the results obtained presents the actual results of the methodo-pedagogical experiment. The selection and presentation of the research information here is entirely based and reflects the actual experimental work. The presented short analysis of the variational analysis data is correctly commented and is the basis for the selection of the following statistical indicators. We can also positively evaluate the choice of the doctoral student and supervisor regarding the tabular presentation of the results of the variational analysis, which should be referred to the applications of the dissertation, without further aggravating the third chapter. The tabular visualization of the results of the comparative analysis meets the requirements for presenting the data from the said statistical method, and the figures developed by Gruev perfectly visualize the results of the research work. The analysis of the results of the method of hypothesis verification or the so-called. Comparative analysis is skillfully made, and the commented statistical indicators, such as the high value of the guarantee probability in the comparison between the experimental and control groups, clearly demonstrate the effectiveness of the author's methodology. Valuable from a practical point of view are the summaries made at the end of the second and third subchapters of the results obtained and analyzed as a result of the experimental work.

The selection of a statistical criterion for carrying out the correlation analysis of the results of the experiment is correct, and the data are well illustrated tabularly. The effect of the application of the experimental methodology is clearly

and correctly distinguished by the eight figures presented, analyzed and interpreted by the author in the correlation analysis. In the interpretation of the data, the changes in the four groups differentiated in the analysis and the changes in the achievements in terms of the indicators of the study and the interrelationships between them are clearly distinguished.

The analysis of the results of assessing the ability to participate in football and volleyball is an assessment approach that is rare not only in scientific developments, but also in the practice of physical education and sports education. The analysis of the results clearly shows the practical experience of Stanislav Gruev in the implementation of such an assessment, which allows it to be largely objective. As an essential contributory moment this part of the dissertation we can define the developed and presented in tables with numbers 34 and 37 evaluation criteria for the application of the motor abilities of students in game activity, which relate to the sports of football and volleyball.

The 6 conclusions presented at the end of the paper fully reflect the work done during the study, correspond to the set goal and objectives and have a purely practical focus, the same can be said with regard to the 4 recommendations made.

In the developed dissertation, the following contribution points are clearly visible:

1. The literature review analyzes the normative basis of physical education education, which has practical significance in relation to the professional activity of the teacher.
2. A methodology for training in football and volleyball has been developed and approbated, which is based on the specifics and variability of the two sports, and on the other hand the knowledge about them is at the heart and the base, which is a prerequisite not only for the motor but also for the cognitive development of students.
3. Criteria for assessing the motor abilities of students in game activity are developed and presented.

In connection with the outlined contribution moments in the dissertation to the doctoral student, I have a question that will allow him to clarify to a large extent one of the current problems in education and in particular the training in "Physical Education and Sport".

Knowing the modern formulations for reaching competences at the outcome of the educational process, is it possible to enrich the methodology you have developed by including special accents in relation to the formation of knowledge and relations in students and, if so, what approach to training would you choose?

The abstract meets the requirements and carefully corresponds to the content of the dissertation. The 3 independent publications presented by the PhD student are entirely a consequence of the research work related to the dissertation. We should also positively appreciate the fact that one of these publications is in English.

Conclusion

In conclusion, I believe that the scientific paper submitted for review has the necessary scientific and practical value and meets the requirements for such developments. The developed and approbated methodology, as well as the criteria developed by the author for the assessment of students in game activity, have contributed to both the theory and the practice of physical education. This allows me with conviction to propose to the Honorable Members of the specialized scientific jury to award the educational and scientific degree "Doctor" to Stanislav Rumenov Gruev in professional field 1.3. Pedagogy of teaching...

03.11.2023г.

Sofia

Reweuer:

(assoc. Prof. K. Naydenova)