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### APPLICATION OF THE INTERVIEW FOR THE SELECTION OF THE SPORT-PEDAGOGIC STAFF

*In the current study, the specifics of job interview for sport-pedagogic staff are shortly reviewed. The recruitment of such specialists is of crucial importance for each organization (school, club, federation, alliance, etc.), which requires specialized preparation from the managers in the human resources. On the other side, the candidates for such job require additional information, training and communication skills in order their presentation to be successful. This is the main reason for this note – the candidates to be introduced to the different types of interviews, the methods that are applied as well as the classification and examples of the types of questions that the interviewers ask.*

**Key words:** interview types, selection of sports pedagogical staff. methods in interviewing physical education teachers, managers, school, club, sports federation, coaches.

#### **Євгеній Цвєтков Застосування співбесіди для відбору спортивно-педагогічного персоналу.**

*У цьому дослідженні коротко розглянуто специфіку проведення співбесіди для спортивно-педагогічного персоналу.*

*Відбір таких фахівців є надзвичайно важливим для кожної організації (школи, клубу, федерації, альянсу тощо), що вимагає спеціалізованої підготовки з боку менеджерів з управління персоналом. З іншого боку, кандидати на таку роботу потребують додаткової інформації, підготовки та комунікативних навичок для того, щоб їхня презентація була успішною. Це і є основною причиною дослідження - ознайомити кандидатів з різними типами співбесід, методами, які застосовуються, а також класифікацією та прикладами запитань, які ставлять інтерв'юери.*

**Ключові слова:** типи співбесід, відбір спортивно-педагогічних кадрів, методи проведення співбесіди, вчителі фізичної культури, менеджери, школа, клуб, спортивна федерація, тренери.

During the last years the business environment in Bulgaria is constantly changing and it seems that this will continue to be so. The closure of some of the industry, the increase of the unemployment, the lack of realization for the young professionals led to stable labor market competition. The recruitment of specialists is of great importance which requires specialized preparation from the managers in the human resources department.

The term "interview" comes from the French language and its root "entrevue" derives from the verb s'entrevoir, meaning to behold, to foresee. With time it has underwent a number of terminological combinations, and synonyms appeared in the different languages. As this term finds application in many other areas of the social life, not only in the business, different types of interviews can be established.

They find application in the journalism, sociology, public relations, education, justice system, investigation, etc. Full review of the types of interviews has been made by Mavrodieva (Маврудиева) (2002).

From the review it is revealed that there is a vast variety of interview types, using different terminology, with specific peculiarities. The author suggests her vision of the types of interviews, which, according to us, is comprehensive classification of the main types of interviews for recruitment (Table 1).

As the common elements of the communication are part of the job interview, it is necessary to establish the particular elements of an interview.

The interview is official, structured or semi-structured communication. We can also assume that in its nature it is a purposeful conversation. Its purposefulness is characterized by that it is in the basis of the activities of every organization for recruitment and development of its employees. The information gathered in the interview will be later used for evaluation of the candidates, while in the conversation we have only an exchange of information. This is the essential difference between interview and conversation.

Usually the preparation of the interview includes three moments: defining the main goal and the targets of the interview; formulating the strategies, techniques and methods for carrying out the interview; formulating the questions, with which the goal and the targets can be achieved.

Table 1.

*Classification of the main types of interviews for recruitment.*

	Criteria	Interview types
1.	Number of participants and communication roles	Face to face interview Group interview Interview jury
2.	Channel and means of communication	Direct Indirect – by telephone Video interview

3.	Place of the interview in the recruitment process	First Second Salary negotiation
4.	Goals and conditions of carrying out	Informational interview Stress interview Situational interview
5.	Method of preparation of the questionnaires	Structured Non-structured
6.	Method and mean of carrying out	Real Simulative

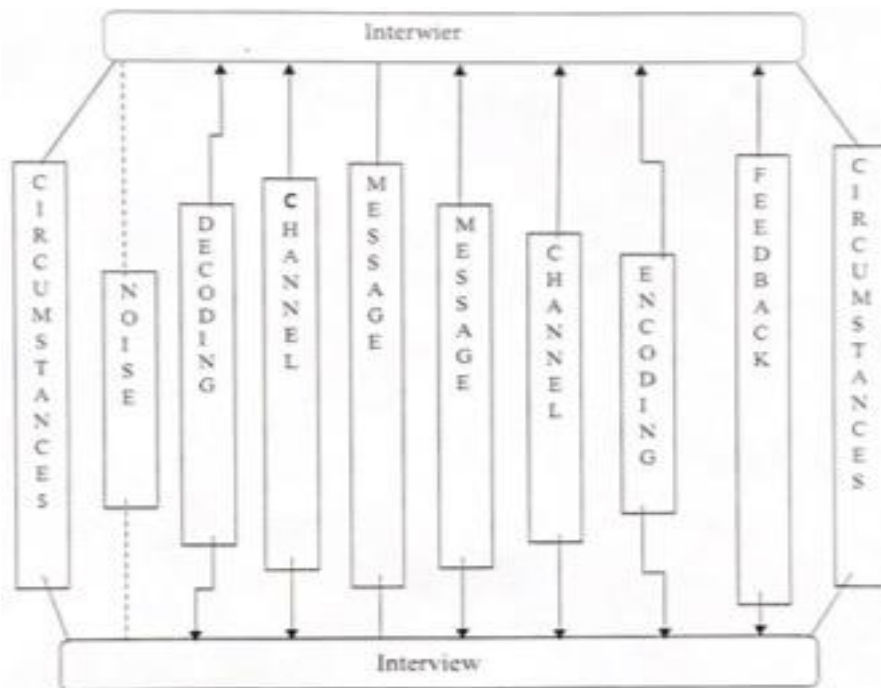


Fig. 1. The elements of the communicative situation on business – interview for recruitment

It is the right of every organization to define the goal and targets to achieve the end result. There should be no limitations as in defining the goal, as well as in the number and contents of the targets

Table 2.

Classification and examples for types of questions, adapted for physical education teachers.

№	Criteria/classification	Type of questions	Example
1.	According to function	1. Proper questions 2. Improper questions	When did you achieve your bachelor's degree? What do you understand by marketing?
2.	According to form	1. Open 2. Closed	Did you work during the education? Did you receive scholarship? What do you know about MES? What does the teaching profession hide?
3.	According the thematic area	1. Salary 2. Education 3. Professional experience 4. Skills 5. Age 6. Hobbies 7. Motivation 8. Values 9. Reflexes	Do you know what the teacher's salary is? In which university did you earn your bachelor's degree? Have you worked as a teacher? How do you accept responsibilities? Will you continue your education? Do you like hiking in the mountains? Which is your biggest stimulus in the profession? Are you tired?
4.	According to the time direction	1. Past 2. Present 3. Future	Do you have scientific works? Does your work on the subject continue? Do you see yourself in science?

		4. Introduction 5. Directions	Have you worked in team? What were your responsibilities?
5.	According to the communication goals of the interviewer	1. Supportive 2. Data extraction 3. Clarification 4. Verification	Did you have other duties besides teaching? What is your experience as a teacher? In what competitions have you taken part? What place did you achieved?
6.	Ethics	1. Ethical 2. Unethical	Do you find support in your family? By whom the most – parents, significant them?

Table 3. Classification and examples for types of questions, adapted for coaches of different sports.

№	Criteria/classification	Type of questions	Example
1.	According to function	3. Proper questions 4. Improper questions	How long have you worked as a coach? What does sponsorship mean to you?
2.	According to form	3. Open 4. Closed	Have you trained during education?
3.	According the thematic area	10. Salary 11. Education 12. Professional experience 13. Skills 14. Age 15. Hobbies 16. Motivation 17. Values 18. Reflexes	Do you expect a limit in your salary? Where did you ear your coaching profession? What is your experience as a coach? Your managing style? Do you like cars? Do the successes of your athletes motivate you? Record or a bonus? Do you reply to offensive words?
4.	According to the time direction	6. Past 7. Present 8. Future 9. Introduction 10. Directions	What are your best results at competition? Do you compete at the moment? Will you work on new methods? Have you participated in the functioning of a federation? Of which commission you are a part?
5.	According to the communication goals of the interviewer	5. Supportive 6. Data extraction 7. Clarification 8. Verification	What have you developed in the commission? Have you worked as a coach? In which federations have you worked? Your best achievements?
6.	Ethics	3. Ethical 4. Unethical	Do you educate your athletes? How much do you earn to get a protégé in the team?

As to the techniques, applied in an interview, it is impossible to establish straightforward solutions or that standard directions and requirements can be applied. The right of choice is entirely of the management of the given organization and the defined interviewers.

The methods, that are applied in interviewing are also various and different, which is determined by the different types of interviews. We will examine one of the wide applicable methods in the practice of carrying out interviews.

Among the most applicable methods are:

*Directing method* – preliminary formulated questions; answers only “yes” and “no”; gathering factual information.

*Non-directing method* – the initiative is in the interviewee; much personal information is gathered, as well as their ideas, preferences, possibilities and expectations; there is a risk of “blurring” of the conversation.

*Inductive method* – ranking the questions in importance as the more concrete are asked first, and the more abstract and general questions to follow.

*Deductive method* – in this method there is the exact opposite arrangement of the inductive method. First the general questions are asked, and in the and they are more specified to concrete facts and details.

Regardless of the mentioned methods, there are no rules in the practice for their use. Again, all is in the hands of the interviewer and depends on the goals of the organization. It is common to see multiple methods applied at once, as long as it does not confuse the candidates and doesn't render the interview meaningless.

The formulating and categorization of the questions in the interviews is maybe the most important moment of their preparation. The preparation of the questions obliges the interviewer since his/her choice, the type of questions and their sequence affects the performance of the interviewer. The aim of the job interview is recruitment of the most prepared, motivated, and responsible and perspective employees. This requires knowledge about the verbal business communication and question-answer system of communication.

Out of the known classification of question types, we perceive the developed by I.Mavrodiya (2002). Ground for reviewing in details this classification is the possibility to adapt it to job interviews for sport-pedagogical staff. The main majors that are studied in the National Sports Academy “Vassil Levski” in bachelor degree are Physical education teacher and Sports coach. In the next tables we will present the types of questions and examples, adapted to each of the majors (table 2 and 3).

In conclusion such interviews can also be prepared for the master's program. This will not complete the topic for the variety of the recruitment and evaluation of the employees. In following works, we will be examining the main stages of carrying out interviews: preparation, proper and conclusive. In each of them the both parties (interviewer and interviewee) have a number of principle requirements, which they have to know and apply during the interview. Only the good preparation on both sides, studying the rules and specific peculiarities of the different types of interviews is a warrant for achieving a positive and lasting success!

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#### МЕТОДИКА ОЦІНЮВАННЯ БІОЛОГІЧНОГО ВІКУ УЧНІВ-ПІДЛІТКІВ

**Мета статті** – обґрунтувати та розробити методику оцінювання біологічного віку учнів-підлітків. **Методи дослідження:** антропометрія, соматометрія, соматоскопія, тонометрія, спірометрія, динамометрія, проби Генчі та Штанге, індекси Руф'є та Робінсона. Взаємодія результатів різних способів оцінювання біологічного віку проводилася на одній статеві-віковій вибірці за допомогою факторного аналізу (метод головних компонент). Досліджувались хлопчики 14-15 років ( $n=102$ ) і дівчатка 12-13 років ( $n=101$ ). Вибір даних вікових груп пояснюється наявністю найбільш суттєвих індивідуальних розбіжностей морфофункціональних ознак у цих учнів. **Результати дослідження:** серед запропонованих у літературі способів оцінок біологічного віку учнів-підлітків немає жодного, який у статистично достатній мірі був би пов'язаний з рештою методик. Це стосується як хлопчиків, так і дівчаток. Як мінімум, біологічний вік підлітків може бути надійно визначений за допомогою комплексу трьох компонентів: оцінки рівня фізичного розвитку, індексу гетерохронності та ступеня прояву вторинних статевих ознак (для хлопчиків з вірогідністю 90,2 %, для дівчаток – 92,1 %). Відсоткове співвідношення зазначених компонентів має статеві особливості. Запропоновано методику оцінювання біологічного віку для використання в наукових цілях та експрес-оцінка для застосування в практиці фізичного виховання та спорту. Показниками експрес-оцінки є довжина тіла й ступінь розвитку волосся в пахвовій западині. Вірогідність експрес-методики складає для хлопчиків 81,4 %, для дівчаток – 83,2 %. **Висновок:** розробка адекватних