

Opinions Regarding the Professional Training Method of Manager Coaches in Different Specializations

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Abstract

Focusing in its essence on the model or type of personality required by social conditions, the educational ideal includes three relevant dimensions: *the social dimension*, aiming at the general trend of societal development [9]; *the psychological dimension*, which refers to the type of personality that it is required by the society; *the pedagogical dimension*, which refers to the available possibilities or with which the educational action will be invested for implementing the ideal into practice.

Keywords: manager-coaches, professional training, specializations

Introduction. The educational ideal is a theoretical project, term that comes from the Latin word “idealism”, “actual in our mind, possessing the mastery that we aspire for” [12,p.51], whereby the society sets its own aspirations, concretized through basic qualities of its members, it having a motive role in educational act. Its value depends on the equilibrium that contrives to establish it between reality and possibility.

Currently, the educational ideal of the Romanian school consists of the “free, integral and harmonious development of human individual, in formation of an autonomous and creative personality” (Educational Law nr. 84/24.07.1995,p.3). It provides the optimization of the training and development activity of the personality but also axiological opening towards pedagogical aims engaged as actions of social range macro-structurally assumed, at the level of educational policy.

The professional training of students in the field of physical education and sport, future teachers who will help in training the young generation in relation to the basic requirements of society, includes reasonable and philosophical formulations defining the basic personality type, but also those that set the configuration of a teacher with the possibility of expressing his individuality.

The influence of professional teachers on students is expressed through actions, that even if having particular characteristic, take place in agreement with the ideal of physical education and performance sport, whose reference elements related to the factors that influence it were established [6, p.119] as being: *harmonious physical development* materialized in morphological indices; *basic motor abilities (qualities)*; *basic motor habits and skills, applicative and functional* and specific to some samples and sports branches; *knowledge and skills* on independent practicing of physical exercises; *qualities and moral, intellectual and aesthetic features*; *social integration ability* and values recognition generated by the motor activities.

The profession of educator is the result of professional culture accumulation, of some working techniques, training of specific skills which this profession entails. The teacher is the expert of teaching and learning act, is a motivator agent, is the leader of the student group, adviser, model, manager of activity, assuming himself a variety of roles of whose exercise depends on his personality. Moreover, KDUshinsky(cited by Oprescu, 1983, p. 72) asserted that “either a statute or curriculum, neither a mechanism of the education establishment much ingenious and well judicious as it could be, cannot replace the personality in the education field”.

Methods of research. In the present research, the scientific methods used were the following: the analysis of the professional methodical and scientific literature and the documents analysis related to the issues of the professional training of the manager coaches.

Results of research.

The culture of a coach is the result of his education and preparation, his components being the general and philosophical culture, professional and psycho-pedagogical culture. On this line, the coach’s personality requires also

full range of attitudinal, aptitudinal qualities, of thinking, language, attention, memory, etc. According to the attitude towards the students, A. Dragnea[6,p.217] points to the existence of the type of psychologist and dogmatic coach in this way: according the way of establishing the social relations, authoritative and social or familiar and obedient type; the way of leading the training process, empirical type and the one with a systemic scientific preparation; according the way of leading a group, tactical, emotional, flexible type.

The same author mentioned the existence of six types of dimensions that define the personality of the coach teacher: instructive, confident, authoritative, motivator, rational educational. The role of teachers in providing education quality is the one whose recognition has a longer history than that of the curriculum one.

The requirements of a modern educational system require a well-coordinated activity, for regular updating of the professional skills. The term of competence, according to some French authors, replaces the idea of teaching ability.

Competence is the proven ability to select, combine and use appropriately knowledge, abilities and other acquisitions (values and attitudes), in order to resolve successfully a special category of working or learning situations, as well as for vocational or personal development, in terms of effectiveness and efficiency.

According to the *DEX*, competence is defined as one's ability to decide on something, on the basis of deep knowledge of the issue under consideration or as a capacity of an authority to execute certain tasks.

Competence is defined in *Dictionnaire Psychologie* (1995, p.162) as "the remarkable professional capacity, raised from knowledge and practice, giving efficiency, accuracy, safety, allowing to solve different situations in the direction where they were formed".

Pedagogical competence is the ability to behave in a certain way, in a pedagogical situation [3, p.153]. A competence entails reporting personality factors of teachers in pedagogical standard and in formal situational factors, an educator being competent in some situations and not in others.

According to A.Mitrofan (1982, p.68), the teacher's personality is based on four types of skills: political and moral competence, psychological and pedagogical competence, professional and scientific competence, social competence, and according to H.Haag (1991), there are 4 types of competences: sporting, scientific, social-active, teaching.

The teacher of physical education and sport must face a true functional complex, according to I. Cerghit (1997, p.66), including: planning, organizing, managing, directing the students, stimulating them, control and decision, learning orientation, projecting and enhancing promptly the teaching act, research and innovation of the education process. G.Mialaret (1993) identifies and describes the inventory of teaching activity based on roles that the teacher meets them: to teach, train, guide, support, monitor, supervise and evaluate. The strictly didactic functions are divided by Ion Radu T. (M.Stoica 1995, p.82) in three categories:

- knowing learning abilities of students, defining pedagogical objectives, the logical and functional analysis of the training content, conceiving the solutions, preparatory work for the realization of teaching act which includes: the teaching-learning and setting the evaluation processes;
- training and learning approaches, including procedures and techniques of communication the information, structuring of the statement, demonstration, leading the dialogue, organizing and directing the students individual activity;
- processes for assessing the results, performance assessment, processing and interpretation of obtained data, the diagnosis of the process in order to adapt best measures.

The **professional ability** of the coach is a selective organization of the cognitive, affective, motivational and executive components, which allows the successful conduct of all actions that it will lead him towards success in his sports performance. To have skills for coaching means to solve to the optimal performance indices the categories of tasks specific to profession. Since the primary indicator of revealing the ability to train is performance, its structure cannot be reduced physiologically to an amount of innate predispositions and qualities, but should be seen as an integrated set of actions that support a specific behavior. The method of factorial analysis showed that the so-called simple skills, related to solving a limited field of problematic situations, involve the participation of several aspects of cognitive, motivational and affective substructures. As long as this ability has a wider coverage in terms of activity, as the organization becomes more complex, it engages more and more personality dimensions.

In the general system of the coach's personality, an important place is occupied by the special construction of

command and control mechanisms on the reasons, goals and means of pedagogical conduct. There following three groups are identified [11]:

- Normally controlled; it is characterized by a relative equilibrium between reflexive, analytical, critical tendency and tendency toward action, combining in an optimal formulation the principle of freedom with the need one, the subjective imperative with the objective one;

- Under-controlled; it is characterized by overestimating the input towards action and underestimating the objective conditions of their achievement, as a result they behave impulsively, following their heart; for them it is more important to act than to think on the opportunity of the action, thus things seem much more simple for them like in real life;

- Over-controlled (censored); they are characterized by a reflexive type of behavior based on consideration of all pro and against conditions, anticipating not only on the immediately result but also of the consequences derived to him.

Hence, a number of specific features can generate, such as prudence, conservatism, traditionalism, conformism, pedantry, scrupulousness, reservation, shyness etc.

The young graduates want the role of the main "actor", to lead them to self-assertion, to the achievement of social consideration, to socio-professional affirmation.

The mastery of teachers consists in convincing the young people regarding the need to confirm their value, to persist in a continuing systematic training, to prepare the building of "success" through a solid base. The quality of its performance is assessed on the basis of some criteria which, by the way, do not always consider the coach teacher capacity to exercise his assumed role, this one being dependent by other not mentioned situational issues in the assessment taxonomy system. For this reason, it must take into account a number of considerations, such as: development of a explicit and consistent concept on the role and status of the coach teacher, coherence in attracting the most talented students to the coaching career (nowadays the graduates prefer a job in the school, due to failures of the performance sport system, in this way high schools and school clubs are activity ramps in cities); the inclusion in the school curriculum of certain deep knowledge activities of the future profession, before expressing optional training branches; improving the perception of society towards the status and role of the teacher; development of training programs focused on the development of skills needed for future profession, including both professional competences as well as pedagogical, psycho-social and managerial competence.

If we were to paraphrase A.H.Maslow (1970) cited by E.D. Colibaba(2007 p.132), what a coach is able to do "he must be" and the faith in this profession can follow this belief that "being yourself as a human being is a positive process." These are meaningful beliefs for coach involvement in exercising of his social role.

The individual features are also completed by a strong scientific training, which he can program his work, to objectify its content and to adapt it in order to achieve it, to empower the athletes students for understanding sports technique for the independent work, in order to develop motor skills and to encourage them to formulate some creative answers, even original ones. This training is influenced by science knowledge in the field, of the sports branch, the thematic content of curricula and the chosen teaching methods.

They confer professional skills whereby the coach [8, 11]:

- *directly leads the training process - the process of training, guides and directs* athletes to ensure successfully in learning sports technique or some technical and tactical structures, *presents a cultural activity* where athletes identify the true values of sport, *uses social environment*, own experience, in this way the athletes will understand the meaning of sport as a social activity, his world and the world of where he comes from, *creates relationships* with athletes, gets involved also in other common activities like: health food, recovery, recuperation, events of athletes life etc. *promotes the friendships*, team spirit, pride for colors, badges, flags, its emblems, deeply understands the importance of his profession for society, determining him to get informed all the time, to be responsibly prepared for all specific activities - training, training camps, competition.

As a rule, the activity of a coach, in achieving of his social role is appreciated by the results of his athletes, the way they cooperate with colleagues, family and other bodies and organizations affiliated to his general conception, according to the results obtained after training courses. According to these we can also add: the ability of organizing the training area, an initiative in applying new or recent discoveries of science, creativity in the development of some education materials, some based on personal researches or a broad teaching experience.

We must not forget the necessity for a didactic discipline and own discipline of work, which should not be compromising, so more as the athletes are asked sacrifices and like this kind. Punctuality, attitude towards new complementary tasks, professional ethics, principledness and objectivity, enthusiasm, assiduity in work, motivation, dedication, interest for activity, are some of the features that compete for the achievement of the coach professional role.

The sports performance is in the center of the coach activity.

Establishing of the vast sports performance depends on [1,2,11, 15]: *material factor*- material conditions, sports halls, equipment, apparatus, accommodation, sports allowance, events, etc.; *human factor*-athletes and talented coaches, well-educated spectators; *leading factor*-management requiring organization, planning, implementation-achievement, feed-backs, prospecting, improvement, development; *research factor*- that requires diagnosis, outlook, efficiency, optimization; *social factor* –that requires favorable, healthy, motivational psychosocial climate.

All these factors are more or less coordinated by the coach, who is the manager of the process of preparing and of achieving the performance.

Through his status [7, p.29, 16, p.78] the coach is a teacher, technician and, not the least a researcher. Thus, he carries out a complex training and education activity of athletes in a field of quality and efficiency (performance). He takes care of young people, talented above the average of population, which eminently carries out pedagogical process of communication, leadership, training and education, during which shows care and protection for the successful development of his athletes, something which is defined by the same author as " the core of pedagogical vocation " that definitely the coach would be an officer or empiricist technician. Master of physical, technical and tactical training of athletes, in planning and organizing practical actions, always looking for the new and an exigent experimenter of good ideas, the coach is a creator who fights constantly against dogmatism and routine, following the progress of sciences for improving his own work.

Professionally, if the major requirement is competence - the ability of the coach to perform his job duties, pedagogically speaking, the main requirement is responsibility. Both of them form "the coach authority", which allow him to adopt decisions respected by others. By A. According to Dragnea (2000), the efficiency of the coach activity includes a series of steps and namely: leadership style and coach-athlete perceptual identity , self-analysis and reflection, the effective implementation of systematic instruments of observation, examination of the information and content analysis, the analysis of specific situations .

The effects of the closed group on performances and creativity, as well as on some specific psychosocial processes have shown that it is characterized by the interaction of his members, highlighting the role of the group leader. The preferential relations, about sympathy and antipathy or indifference are definitive for the sports group (K.Lewin, 1964).

The sports group is a small number group, has a primary character, un-spontaneously is made, aiming to achieve the performance, has a specific dynamic, heterogeneous composition, its members voluntarily work together, but they have a moral mandatory and absolute duration by maintaining tradition, regardless of the longevity of some of its members.

The coach will follow the achievement of a best atmosphere in achieving the performance by promoting working in group, for the group, through cooperation for organizing the activities, helping the partners, complying the rules, adopting and accepting the responsibilities, assuming responsibility, evaluation of the partner, evaluation of the opponent, respecting him, all competing to achieve common intent of sports group members.

Sports training process requires the skills of the coach to observe, analyze, evaluate and modify his leading style of the work to meet the needs of athletes or the club management. Self-analysis and reflection include collaboration between coach and athlete. The first one plans the lesson theme focusing on new skills; the other one achieves the proposed objective under the direct observation of the coach.

The end of activity involves the evaluation of achievements forward of future training sessions, simultaneously ensuring the learning feed-back.

If we analyze the curricula of higher education, we shall easily identify that a good coach is formed by the contribution of a set of disciplines, which a significant increase have the specialty ones, disciplines included in the psycho-pedagogical module and the ones regarding management, organization / legislation in physical education and sport (see chapter. Professional training of coaches).

The main directions that a coach should satisfy are [1, 2, 8, 12, 15]: *technician*, master of physical, technical, tactical training, in planning and organizing practical actions; *educator*, developing a complex training and education activity of the athletes in a field of performant quality and efficiency, with individuals highly talented; *organizer*, providing and programming the activity by identifying the most effective solutions; *the leader* of the entire process.

The activity and concrete work of a coach embrace a wide range of issues, reaching out besides the technical aspects also the secondary fields, but often essential, organizing, administration, guidance, management or even financial accounting.

Developing these directions, the coach activity includes [12]: *management of training*; *development of schedules* (meso-cycles, macrocycles, micro-cycles); *participation in competitions*; training evidence and the results of athletes; *continuous improvement of vocational training*; *collaboration* with other specialists from other fields; *information and continuous documentation* with the news from the sports training field; collaboration with the specialists team from other fields and with athletes; continuing selection of talents.

The relationships of the coach with all components of sports activities are much closed, which helped by them solves the organizational, administrative and material issues, this one calling for their help in most cases. The Coach cannot do without the contribution of people who help him in his work. The teaching ability and tactfulness fully are manifested in the way where the coach does manage to polarize the actions of all people around the team for its benefit, but in spirit of his ideas and conceptions. According to his ability, he must achieve a unity of views and demands in sports activity which he performs and leads it. There are many kinds of these relationships (Popescu 1979): with supervision and central control higher bodies - (federal office, college of coaches, local committees, media); with local governing bodies - (department office, executive club, management, fans); with collaborators team - (stander-by, assistants, physician, psychologist, methodist, researchers, financial organizer).

The purpose of higher education studies in physical education and sport is to prepare, train and perfect physical education teachers specialists (Figure 1.1.- Epuran 1990), coaches, physiotherapists, with a corresponding personality to the educational ideal, able to exercise a teaching activity by promoting cultural values of sports and to assume his role determined by his social status.

Defining the content goals of sports branches, selected for preparing the students, to the ones mentioned above it is necessary to consider some of its essential features: it has a character of action supporting the educational policy; it has a strategic character by respecting the pedagogy directions, for a medium and long term of period, supporting the entire education system; with a tactical character, elaboration criteria of the general objectives being kept also in the discipline, supporting the project of curriculum, in this way the training of students should be achieved in accordance with the educational ideal, methodically the training model should be correlated with the practice of the field, the obtained results should be valued for approaching expression alternatives of sports branches with the new opportunities and progress.

As micro-structural teaching goals, educational objectives provide the orientation of educational and didactic activity at the educational process level, reflecting the value dimension of macro-structural goals.

To set the goals, the analysis of society is necessary, of the learner, contents, compatibility with the education philosophy and with the learning theory that we aim at. In this regard we express our orientation towards a systemic and holistic perspective, which we adopt because, starting from the aims of education, this perspective aims at the beginning of a circular reaction while considering the interaction of the process components and its articulation.

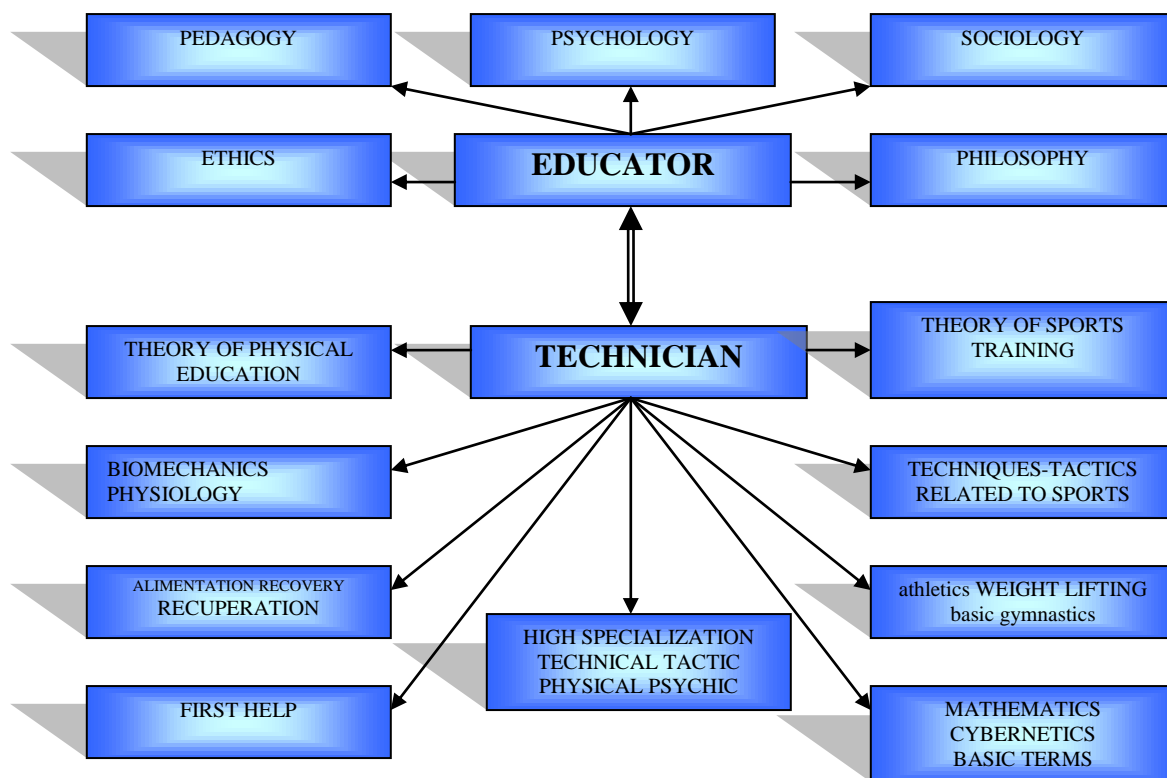


Fig. 1.1. Coaches' Poly-Specialization (Epuran M. 1990)

The objectives aim at the justification of the pedagogical approach for streamlining the pedagogical act. They are general objectives of the curriculum, specific objectives of education disciplines and training cycles and operational objectives, specifically formulated by teachers for a particular year of study and level of education - bachelor, master.

Conclusion. The performance sports is the most dynamic activity sector in the field of sport, in this way the specialists should use modern technologies in the field of cybernetics, to learn to communicate, to find new information, to analyze and evaluate it, to take efficient decisions, and use what they creatively gained, to become responsible, knowledgeable and involved in their activity.

Usually, the coach becomes the manager of the training process and obtaining of performance and must coordinate several factors, such as: material factor - material conditions, halls, equipment, apparatus, transport, accommodation, sports allowance, contests etc.; human factor - athletes and educated viewers; leading factor - management which involves organizing, planning, conducting and implementation, feed-backs, prospection, exploitation, development; research factor - which involves diagnosis, prognosis, efficiency, optimization; social factor - which involves a favorable psycho-social, healthy, motivating climate.

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Creativity and Innovation - Premises for Performance in Higher Education Studies in Physical Education and Sport

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Abstract

This article focuses on creativity and innovation as premises for performance in higher education studies in physical education and sport. At the present stage, the creative approach is the most efficient means in solving the problems of complex, social, economic, educational etc. The development of the creative potential of the future specialists in the field of physical education and sport as a necessity in order to make their professional preparation in accordance with current requirements and for life.

Keywords: creativity, creative learning, creative thinking, innovation, higher education, performance

Introduction.

Under the present circumstances, where the changes are fast and unpredictable, the fierce battles competitions and accelerated which influence life, we turn onto our environment, we require further determinations, which cause us to a new way of thinking about the systems and the economic and social structures, between the national identity and globalization, it is necessary to make efforts of adaptation of the company to the requirements of the world of tomorrow. We live in a world based on competition and efficiency, whose braking force lies in knowledge.

In recent decades, science and technology have seen an unprecedented development reaching its peak at the beginning of this century. It is known that humans have a tendency to dominate the universe, which is due to the curiosity and thirst for knowledge, ingenuity and creativity of the human being. The progress of human society is based on the understanding of science and art, mostly, on the science of personality development. The structure of creativity expressed the interdependence existing between the product creator - the process creator – creative personality. Starting from this, the focus is on intelligence, thinking, imagination, skills and general skills, encouraging creativity as a product and as a process. In this respect, it highlights the idea of creativity the students of the faculties of physical education, topic less investigated in the Republic of Moldova. The training of creativity in the field of physical culture, as a dimension of personality, is paramount to student through fundamental purchases, with the overall objective to stimulate the creative potential of intuition and imagination. By creativity we understand the activity of transposition of new and original ideas in the product creator. The process of implementing the ideas in the product creator involves several components: knowledge, abilities, skills, attitudes, talent, techniques and procedures specific to each kind of creation [1, 3].

Efficiency in the field of physical education and sport is determined by a number of attributes, such as imagination, spirit of observation, teamwork, ability of selection and a host of innovative attitudes which are created over time through various creative activities.

At present, one of the objectives of the educational process consists of the formation of creative personalities with imagination and spatial thinking, with a spirit of observation, accuracy, and precision work, initiative and independence in thought, aesthetic taste, thus aiming to capacity building at the level of maximum potential. The fate of mankind depends largely on the school, of education of youth with dissenting and pragmatic thinking.