

TRAINING THE PROFESSIONAL SKILLS OF THE FUTURE SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE

Victoria CIREȘ, Mihai Cristian NEGOESCU

State University of Physical Education and Sport, Chisinau, Republic of Moldova

centrul.usefs@mail.ru

Abstract: At present, the field of physical education and sports training is oriented towards the preparation of new, efficient type of staff, open to new experiences, forming the professional skills in culture and sport. The mission that we want to define for specialists in the field is to equip future specialists with scientific knowledge (the learning outcomes of the constituent and covered disciplinary subjects) and the way of forwarding them.

Building a set of knowledge about physical education and sports training involves acquiring skills related to the practice of physical and sporting exercises.

Forming the professional skill of future specialists in the field of physical culture is determined as a complicated complexity of characteristics and states of personality, which integrates per se the pedagogical, physiological knowledge and other disciplines that effectively enable the solving of the instructive-educational tasks.

The competence unit is a coherent and explicit set of skills that express those things the student needs to know, understand or be able to accomplish at the end of an education process. Finally, it is recommended to change the content of the existing curriculum for the discipline "Management of human resources and professional ethics in sport" for the MA students of the first-year of study to ensure an open, perfect training in a formative education focused on stimulating the personality development of the future specialist.

Keywords: *skills, management, professional ethics.*

Background

An institution, irrespective of its subject matter, remains competitive if there is an efficient management of resource use. In this context, it is necessary to continuously improve the activity of future specialists in the field of physical culture management in the process of learning on the following levels: professional training, continuous training of specialists in the field and achievement of the performance in the carried out activities [1, 2, 4, 5]. The current curriculum, traditional through its structure provides the general-guiding framework, but no longer meets the theoretical requirements of master students in the field of physical culture. Starting from this, it was necessary to change the content of the existing curriculum in the subject "Management of human resources and professional ethics in sport" for the MA students of the first-year of study, aiming at interdependence between all the components of the didactic activity, providing an open, improvable training in a formative education focused on stimulating the development of the individuality of each MA student [3].

The aim of the research is the theoretical basis and the scientific argumentation of a new model of learning within the course "Management of human resources and professional ethics in sport".

The research methods were: a survey based on a questionnaire applied to university teachers, master students and sports managers, aiming to obtain information on the need to introduce the new course and based on it the study curriculum,

involving the elements of motivation, learning and research through individual work activities of students; the pedagogical experiment with a sample of master students included in the research: the control group - 14 master students, the experimental group - 14 master students.

Results

The pedagogical experiment was preceded by the organization and conducting of a survey based on a questionnaire, aiming to obtain information on the necessity of introducing the new course and based on it the study curriculum, with the involvement of the elements of motivation, learning and research through individual work activities of students. The questionnaires were distributed to the teachers of higher education of physical education from Chisinau, to master students of the first-year of study who have in their curriculum the study discipline "Management of human resources and professional ethics in sport", as well as to some categories of sports managers.

The questionnaires were completed in number 166 of which were questioned: 32 master students, 54 managers and 80 teachers. Analyzing the answers to the questions in the questionnaire addressed to the teachers – master students - managers we have obtained important information regarding the necessity of introducing the new course with its efficient use.

Responding to the question "Are you familiar with managerial activity in human resources?" (Figure 1), 20% of respondents answered they are familiar

with managerial activity in human resources. Generally we can observe the close levels of the positive answers of teachers and master students, the latter ones having a higher percentage (42%),

and the teachers represented the lowest sample for this question (16%), as they are not direct practitioners of human resources management.

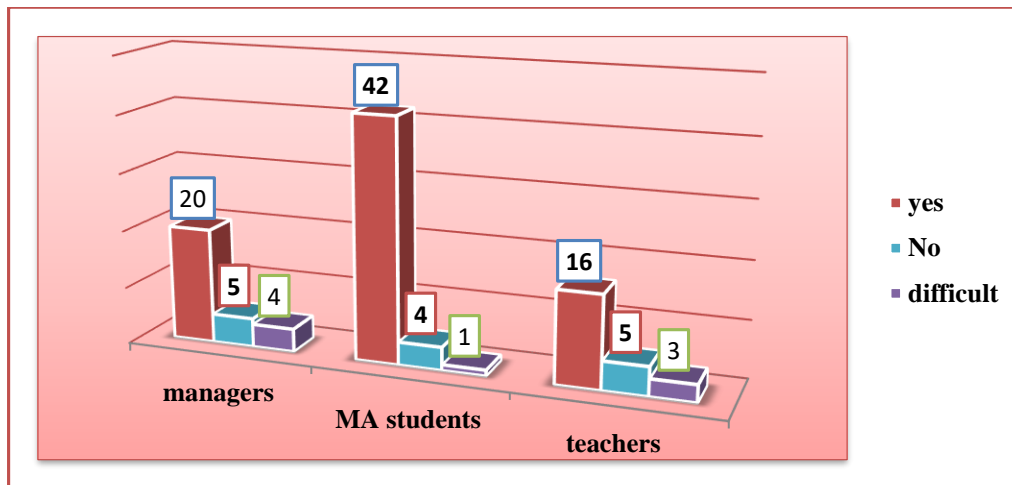


Fig. 1. The results of the investigation of managers, master students and teachers regarding the need to develop the course "Management of human resources and professional ethics in sport"

To the question "In what form is necessary the supplementary training?" (Figure 2), 14% of the surveyed teachers answered that a supplementary practical training of students is required, 13 and namely 12% of the master students claimed the point of view on the motivation and coaching, while managers in a percentage of 10 % considered that practical training would be an supplementary, effective method for deepening the theory taught during classes.

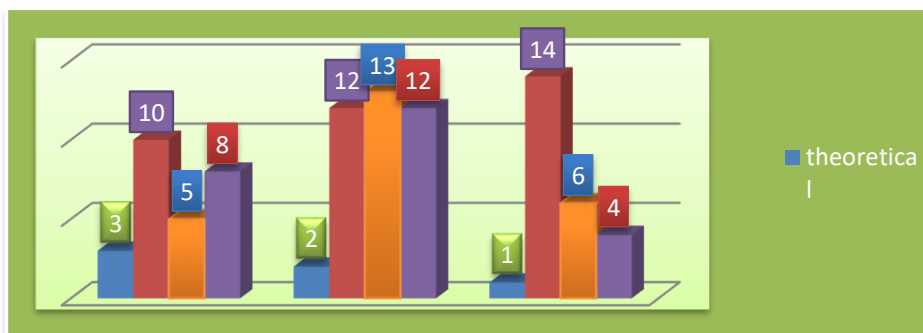


Fig. 2. Distribution of responses with reference to the form required for supplementary training

Regarding the answers given by the respondents questioned to the question: "Can any specialist in the field also be a good manager?" (Figure 3), the teachers answered negatively 29% and the managers 38%, master's view was reflected in a percentage of 20%. The affirmative responses were insignificant, amounting 9%.

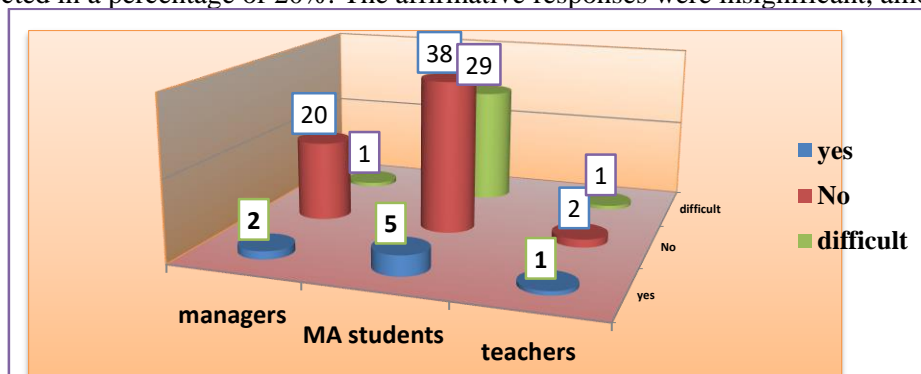


Fig. 3. Responses to the ability to become a manager

Regarding the answers received from those surveyed to the question "Do you think that the existing program of M.H.R. is sufficient to achieve managerial training?" (Figure 4), the teachers responded positively in a percentage of 24%, but the managers' share was 7% with positive responses, while the most able to appreciate the need of a new and more efficient university curriculum have been the specialized master students who have already trained in the subject matter, succeeding in imposing its importance in managerial professional training (40%).

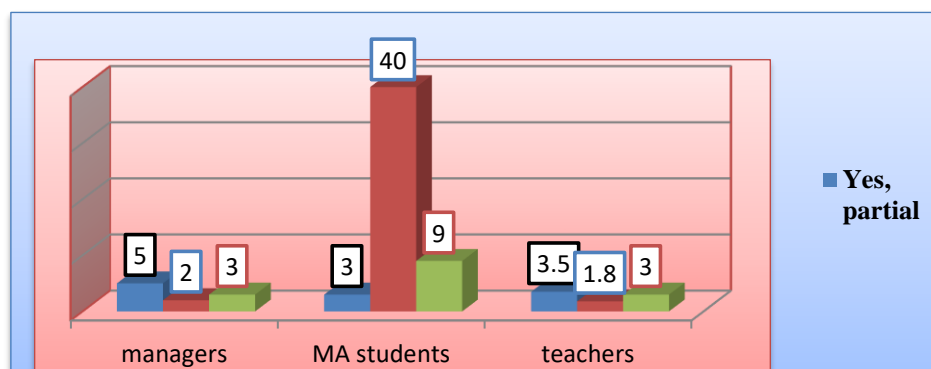


Fig. 4. Answers on the effectiveness of a new university curriculum

As a result of the analysis of the specialized literature, the opinion of the specialists and the questionnaire results conducted at the level of the experimental group, a new experimental program was developed for the course "Management of human resources and professional ethics in sport" based on the contents of the motivational theories, as well as the theoretical and practical contents of the subject discipline studied by master students.

The pedagogical experiment (with a sample of master students included in the research: the control group - 14 master students, the experimental group - 14 master students) was conducted in three stages:

In the first preliminary stage, the program for the systematization of the knowledge and skills necessary for the master student who studies the discipline "Management of human resources and professional ethics in sport" was established. The results of the study of the group of subjects allowed us to develop projects of the university

curriculum, the new university course in the subject "Management of human resources and professional ethics in sport" and the methodical - practical guide for the acquisition of professional skills according to the qualification requirements.

The second stage of the experiment focused on the application of the university curriculum to the study discipline "Management of human resource and professional ethics in sport", including the theoretical course.

At the final stage of the experiment the appreciation of the effectiveness of the newly developed academic curricula, the theoretical course and the functionality and operability of the newly developed university course was carried out, having as a novelty the development of professional competences, starting from the national and European qualification requirements. Table 1 presents the indicative distribution of curricula hours.

Table 1. Managing the curriculum discipline in a new format

Name of discipline	Sem.	Number of hours			Evaluation	Resp. of discipline
		Cours e	Sem.	Individua l work		
Management of human resources and professional ethics in sport	II	20	40	120	Exam	MPC Chair

The difference between the old and the experimental curriculum consists in the fact that the whole issue of the educational management has to be understood and approached from lines of two strategic parts: quality and change, which were taken into account by us for the managerial planning of the new didactic activity, specific to the discipline "Management of human resources and professional ethics in sport".

At the same time, the probability that one of the indicators, *the quality*, to appear as a result of the entire management act, has increased, as the other parameter, *the change* was considered by us, the premise and the indicative vector of the managerial approach.

In conclusion we mention that the realisation of the final obtained results demonstrates the importance of the pedagogical carried out research, the conducted discoveries, having the capacity to open up new perspectives in the field of human resources management in sport and the scientific knowledge of the field.

In the new model of learning in the discipline "Management of human resources and professional ethics in sport" the theoretical content was modified in the sense of decreasing the number of hours in favour of the practical classes. Thus, the future specialists in the field of physical culture have been integrated into practical activities, as a result of which they have acquired teambuilding and coaching skills.

The scientific research activity led to the formulation of the conclusions and practical

recommendations, starting from them, it will be possible to carry out practical action projects in the respective academic field.

We recommend applying the experimental program of the course "Management of human resources and professional ethics in sport", which is based on the contents of the motivational theories, as well as the theoretical and practical contents of the subject disciplines, studied during the two years of masters' studies.

References

- [1]. Armstrong M., (2003). Managementul resurselor umane. Manual de practică, Ed. Codecs, ed. a 8-a, p. 23.
- [2]. Chișu V., (2001). Manualul specialistului în resurse umane, București, Editura IRECSO, p. 74.
- [3]. Cires V., (2017). Elements Specific to Occupational Analysis in Physical Culture and Sport. In: Bulletin of The Transilvania University of Brasov, Vol 10 (59), No.2, Series IX – Sciences of Human Kinetics, p. 137-144.
- [4]. Vărzaru M., (2005). Sistemul de evaluare și orientare a personalului, În: Roșca, C, Vărzaru M., Roșca I. Gh. (coord.). Resurse umane. Management și gestiune, București: Editura Economică, Cap. VII, p. 189-228.
- [5]. Vlăsceanu M., (2003). Organizații și comportament organizațional, Iași, Editura Polirom, p. 24.