

## CURRENT ISSUES REGARDING THE NEED TO TRAIN SPECIALISTS IN HIGHER EDUCATION ESTABLISHMENTS

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**Abstract.** *The training procedures of specialists are varied in all cases, however, requiring an examination or a certificate to access the profession. The one that tends to become more prominent in the training of specialists is the University that has made special efforts to include physical education and sports in the academic community. In all European countries, the importance and the extreme need for physical education in schools is recognized as a value-based basis for performance sports. There is also a unanimous agreement on the individual objectives and the social goals to be pursued through this education, with many similarities in the content of the programs as well as in the general pedagogical concepts.*

**Keywords:** *physical education, teacher training, higher education, training system, European universities.*

### Introduction

Determining the development of a sector both because of the achievements of scientific knowledge or the actions taken in this respect and as a result of the real social commands, directly influences the content of the programs developed for the future preparation of the teachers necessary to carry out the activity.

The aspect has a dynamic character but also a particular one when it is made for the training of teachers. The requirements of primary and secondary education, mainly the promoted educational policy, will dictate the meaning of their formation, the content of the programs and even the number of cadres corresponding to the insertion capacity. In all European countries, the importance and the extreme need for physical education in schools is recognized as a value-based basis for performance sports. There is also a unanimous agreement on the individual objectives and social goals to be pursued through this education, with many similarities in the content of the programs as well as in the general pedagogical concepts[1,2,5].

### Methods of research.

In the started research, the scientific methods were: the analysis of the specialized methodical-scientific literature and the analysis of the documents related to the problems of the teacher training, the higher education.

### Results of research.

Physical education and sport is becoming increasingly important in modern society. Every day, more and more people practice sports and are interested in this activity. In this context, it is very important to train teachers in the field of physical culture.

The training procedures of specialists are varied in all cases, however, requiring an examination or a certificate to access the profession. The one that tends to become more prominent in the training of specialists is the University that has made special efforts to include physical education and sports in the academic community. France, Germany, Belgium, Denmark, Great Britain, the Netherlands, Romania, Hungary have adopted the university education system, the nature of studies allowing access to similar titles and functions.

Belgium was the first to achieve this integration in many other countries, with impediments due to the ambiguity of the term physical education. In Luxembourg, there is no university education in PES, candidates for the post of professor obtaining their university diploma abroad, after which they have to pass the employment test and complete their training with a pedagogical traineeship before being appointed to the post.

In Spain, Portugal, Greece, Hungary, and recently in Romania, institutions preparing teachers for physical education and sports have been awarded the right to give bachelor's or master's

degrees as well as doctoral or aggregation degrees. In other countries, there is a Higher Physical Education and Sports Institute which attests the training through secondary education diplomas such as Italy, the Netherlands and the United Kingdom. In the undertaken study in 1991 by P. Carrere, there was a quick overview of the training curriculum in 12 European countries, an overview that had little change following the decisions known as those required by the Bologna Process [1,2,5].

In Germany, after three years of university education, a diploma is obtained in a sector of monovalent activity, in a sport or secondary 1 with 3-4 years of study and secondary 2 with 4-5 studies with bivalent intervention sectors.

In Belgium, with the Higher Pedagogical Institute with 3 years of study, a qualification for the lower secondary cycle with the regent title is obtained, but by university studies plus 4 years of pedagogical training the title of teacher is obtained.

In Denmark, two-year studies in teacher-training seminars give the qualification to teach at the grades 1, 2, and 3. Through the duration of the 4-year studies in the same seminars the qualification for popular schools at all levels is obtained. Within the Higher University School, the qualification of a sports teacher with duration of 4 years of study and the possibility of teaching in the secondary education of monovalent education in all classes is obtained.

In Spain, the teacher of physical education and sports obtains qualification after attending courses of the National Institute of Physical Education, with duration of 5 years for secondary education in all classes.

In France, a university degree is awarded as a certified professor with 3 years of study and after another 2 years an PES "certifie" is obtained, licensed with the possibility of teaching in secondary and higher education. The same sector of intervention can be provided by the "PES associate" professors with 4 + 1 years of training, in

universities being "maitrise" CPR. Apart from the teacher of physical education and sport that works in high schools and colleges, state or private, the "sports educator" who teaches a sports discipline is the holder of the State Patent of Sports Educator - SPSE, which requires joint training of all sports and a training specific to the sport that constitutes its technical specialization. The SPSE first degree is an educator in the chosen discipline for initiation; the second degree ensures the training of the practitioners and the training of the cadres in the chosen discipline; the third degree gives the opportunity to hold high-level positions - national coach or technical director in the chosen discipline. The sports coach can also work with athletes if he is the holder of the NIPES Diploma - National Institute of Physical Education and Sport, the option of "sports training".

In Greece, physical education teachers are formed after a four-year tuition period and the possibility of teaching in primary and secondary education.

In Ireland, the College of Physical Education and Sports prepares teachers after a four-year tuition period for bivalent secondary education.

In Italy, the Higher Institute of Physical Education and Sport prepares for 3 years secondary education, physical education and sports teachers.

In Luxembourg, teachers are trained in foreign universities with duration of 4-5 year studies, after which they hold selective competitions and perform a 3-year pedagogical training to support their secondary education and normal schools.

In the Netherlands there is an Academy for Higher Professional Training that prepares specialized teachers for secondary education after 5-year training.

In Portugal, Physical Education teachers graduate after 5 years the Higher Institute of Human Motricity in order to work in secondary education.

- In Switzerland, generalist teachers are trained in normal schools for teaching physical educa-

tion where teachers are formed. First degree for the preparation for teaching in compulsory education, second degree in continuation of the first one for teaching in higher education, the duration of the studies being of 4 years comprising the formation of in-depth knowledge in the fields of: - biology and sports medicine; the sciences of movement and training; social sciences and the behaviour. Evaluation aims practical, methodological, scientific exams and exams in the field.

In the European countries the number of hours allocated for the training program varies between 2240 and 4170 hours, their distribution between practical and theoretical activities, being different as follows:

Robert Osterhoudt in his analysis of didactic programs mentions the need for sports education programs to fit in the most appropriate way into a comprehensive plan that envisages a rigorous, objective and comprehensive reception of reality in general and of sports in particular. Academic studies should include general academic studies that include full knowledge of the reality of the phenomenon to cover "pure forms of understanding" knowledge of quality in general all other forms of knowledge being their sub-disciplines. According to the author, the following subjects are required [1,3,2,6]:

- Methodological disciplines concerning the means and the way in which the entire succession of events is linked, the principles of formal order on reality, logic, mathematics and linguistics are mentioned;

- disciplines of natural sciences which concern the objective character of reality, including physics, chemistry, geology, biology;

- disciplines of social sciences that endow the objectivity of natural sciences with conscience and include psychology, sociology, political science, economics, geography, history;

- humanist disciplines that regard the self-consciousness of reality in which philosophy, arts are included.

**Conclusion.** It is known that at present there are some negative aspects in the training of specialists, which need to be resolved as quickly as possible in order to bring us in line with international requirements. Among these negative aspects we can list: poorly developed methodologies on areas and non-correlated with those existing at international level; inadequate training offer; lack of modernization of didactic practices; a lack of program flexibility and curricular correlation with professional training standards; a slowness in the more courageous promotion of modular training of thematic courses.

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