

TRAINING OF PROFESSIONAL AND SPORTS ETHICS OF THE STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF PHYSICAL EDUCATION AND SPORT

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Abstract. At present, sport is a significant social phenomenon, being encouraged by continuous improvement in the general conceptions of life. Physical education is not limited only to physical skills training, as it covers a wide range of skills, some of which are social and emotional as well as cognitive processes, motivation and moral concepts, while having more than a recreational dimension. Involvement in various physical activities brings about a type of knowledge and understanding focused on principles and concepts, such as "rules of play", fair play and respect, tactical and physical awareness and social awareness correlated with personal interaction and team effort, in many of the sports. The field of physical education and sport is a generating and stimulating environment for the formation and manifestation of conduct, capable of highlighting the entire repertoire of human skills, talents and attitudes. The ideal human personality can only result from the harmonization of physical, intellectual and moral development, which is then a basic stimulus and for the activation and cultivation of aptitudinal resources. In some cases, behaviour no longer depends on intellect, but on moral or educational deficiencies.

Introduction. The training of key and transversal competencies requires appropriate strategies, as well as the approach of the multidisciplinary and transdisciplinarity educational process. In the current context in which the university curriculum policies in higher education of physical education and sports institutions are centred on competence development and setting individual learning plans for students, the adequacy of selected teacher strategies to achieve the expected learning outcomes becomes extremely important. Also, in the case of training the professional - sports ethics of the students from the higher education institutions, it is necessary to approach the multidisciplinary of the learning situations, complex of the specialized disciplines that are related to the deontology and professional and sports ethics, which will allow the realization of some new learning circumstances for developing general competencies in curricular areas and key ones, designing the results and knowledge accumulated in real life in which students will develop their professional activity [1, 3].

Competence is the student's ability to solve a particular situation, based on skills and knowledge previously acquired in the instructive-educational process. Thus, taking into account the fact that students acquire different competencies and in informal or non-formal contexts that can be valued, a curriculum can be developed to the decision of the higher education institution that would also allow for transdisciplinary approaches. Consequently, the context in which teachers

work is becoming extremely complex, but the design activities and curricular planning and the evaluation ones, in close interdependence, must be done in teams, on sequences, both at the curricular area and at the entire collective level.

Pluridisciplinarity / multidisciplinary - a superior form of interdisciplinarity, consists in overlapping elements of the various disciplines that collaborate. A theme belonging to a given field is analysed from the perspective of several disciplines, but it keeps its conceptual structure and independence. In the case of our approach, a relevant example can be represented: the professional - sporting ethics of the specialists in the field will be associated with the study of the relevant aspects from the point of view of physical education, biology, psychology and sports pedagogy [1, 3, 4].

The aim of our research is to reflect some aspects of the orientation of education towards the formation of ethical, deontological, personal, cognitive, professional, sporting and social competencies through the multidisciplinary approach of some topics of general interest in the curriculum specific to the study program "Education Sciences". The multidisciplinary approach of content is a superior one, helping to create models based on transfer and integration, beneficial to each study discipline, and to support their higher valorisation, including the learning envi-

Methodology of research. The scientific approach is an applicative research based on the

analytical-interpretive study and consists in processing the processed information from the questionnaires administered to the participants in the study. The research method which we used is the survey based on a questionnaire. The methodological system was filled with the method of the specialized bibliography analysis; the method of systematic observation and the method of analysing the products of learning activities.

The sample of the researched subjects (teachers, coaches, students from the Faculty of Pedagogy of SUPES, Chisinau) registered a number of: 103 respondents, respectively 33 teachers, 26 coaches and 45 students (from the Ist and IInd cycle). The age structure of the respondents categories indicates a majority of the young people - about 65% up to 35 years, 35% of teachers and coaches, their ages are between 48 and 67 years (Figure 1).

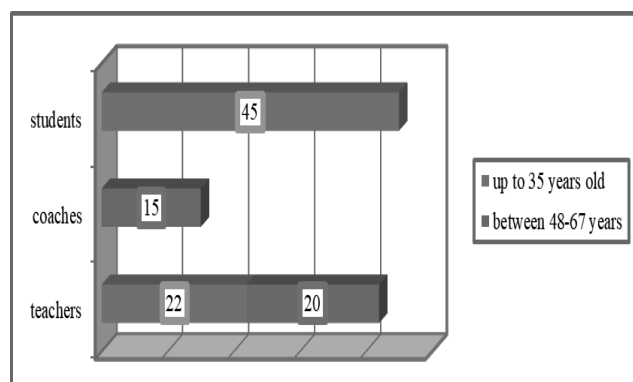


Fig. 1. Age structure of respondent categories

The field of physical education, especially sports, is characterized by the continuous approach of the concept of “Fair play” and which is the word that fully characterizes ethics, conduct, (as a rule, in performance sports).

This refers to simple gestures towards the teammate, opponent, referees or spectators, and to the most complex situations involving (the help) of an opponent fallen on the sports ground, the recognition of a misconduct, the solidarity towards an action, the fight against doping, etc. In all cases, regardless of the sport or other field of activity, the respondent categories have identified that this notion implies respect for oneself, for others, towards occasional partners in the profession. As far as the educational phenomenon is concerned, it is not enough just a simple juxtaposition of the ideas about education com-

ing from different sources, but it is necessary to interrelate and integrate all didactic approaches into an interdisciplinary scientific model, able to ground a specific science of education. Without the principle of interdisciplinarity, pluridisciplinarity is meaningless and ineffective.

Analysing the data gathered from the responses of the respondent categories after the application of the questions set we identified the necessity of training professional-sports ethics, the acquisition by specialists in physical education and sports field of general and specific skills that can complete its referential on the labour market (Figure 2). Thus, scientific and didactic staff gave positive answers in a percentage of 45%, coaches over 38%, while students in a percentage of 17%. At the same time, it is important to note that the need for ethics is an objective fact, but ethical compliance is intrinsically imperative in the world of sport, if we take into account the “irresistible growth of aggression”. In this sense, the opinion has already been expressed that to the educator, as any practitioner, either physician, engineer, architect, is not possible and not allowed to perform his profession without a serious and deep knowledge of the principles and laws that guide the realities which they work with

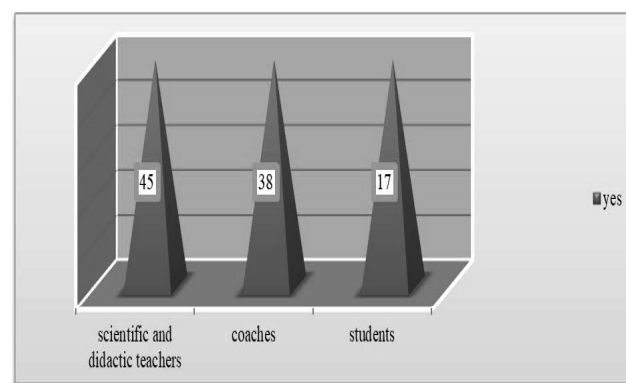


Fig. 2. Graphical reflection of the answers regarding the necessity of training professional - sports ethics of the specialists in the field

Moreover, the field of physical education and sport is a generating and stimulating environment for the formation and manifestation of conduct, capable of highlighting the entire repertoire of human skills, talents and attitudes. Ideal human personality can only result from the harmonization of physical, intellectual and moral development, which is then a basic stimulus and

for the activation and cultivation of aptitudinal resources.

To the question “Do you think that the professional responsibility of the specialist in the field must be in accordance with his professional consciousness?” most of the respondents responded positively to this question (over 69%), negative ones accounted for 16%, and for 15% of those interviewed it was difficult to answer at this question (Figure 3). In the context in which we refer to the issue of practical ethics or professional deontology, of the actual pedagogy, it is certainly important to highlight some aspects regarding the moral profile of the teacher, the content and

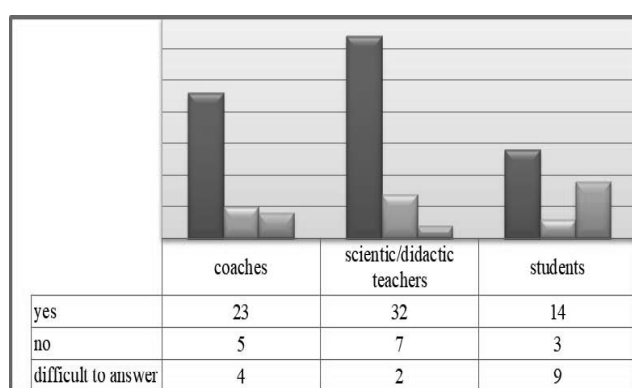


Fig. 3. Graphical reflection of responses on the responsibility and professional awareness of the specialist in the field

Also, in the circumstances, where the professional awareness of the specialist in the field is not in accordance with the imperatives of professional responsibility - part of social responsibility, a state of conflict between professional

performances and normative of legal awareness can be identified. Education takes place not only in school, in higher education institutions, in the family but also wherever individuals work, work together, respectively in communities, teams where they achieve professional or sports excellence, as necessary. In the field of physical education and sport, reality proves that it is not enough for the coach's deviations to be sanctioned only morally and ethically, but that the coach and / or the teacher should also be aware of the legal consequences of conduct that is not in accordance with professional deontology.

Another aspect that has been addressed in our research is violence in sports. Violence in sports has various causes and manifestations in the behaviour of participants in such activities. It can be identified both in verbal and physical form. Violence is not only about what happens internally and / or in the sports arena on the occasion of the competition. It also manifests itself outside the competitive framework, focusing on both preparatory and organizational activities.

Starting from the sports managers' attitudes, of the coaches about sports' performances, their evolution over a certain period of time, we could notice in our research (according to the score schedule developed by us with a maximum of 100 points) that to the question regarding the aptitudinal and ethical tendencies of a good athlete or, in our case, of a specialist which will work in this field, of the 5 items presented in Table 1, Figure 4, the capacity for motivation and the sense of responsibility have signifi

Table 1. Score schedule

Personal features	Items	Professional features	Items
Cooperation capacity	16,5	Praxiological knowledge	19
Analytical and solving capacity	15,7	Sporting technical and tactical knowledge	21
Motivation capacity	30,7	Psychological training	23
Responsibility feeling	25,8	Ethical knowledge and behaviour	27
Adaptability and initiative	11,3	Managerial training	10

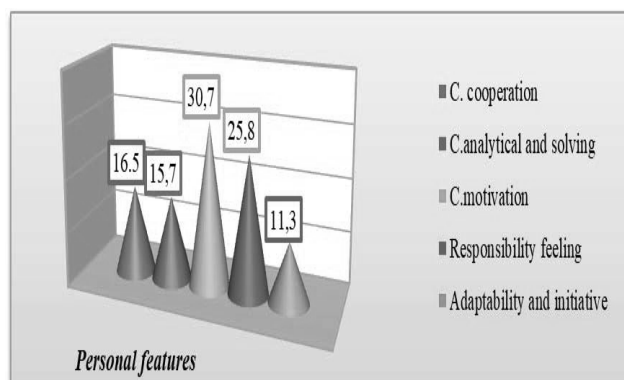


Fig. 4. Tendencies of the personal characteristics of sportsmen / specialists

As far as the tendencies of their professional characteristics are concerned, we can see from Figure 5 that psychological training and the accumulation of ethical and behavioural knowledge are necessary for the training of the specialist in the field.

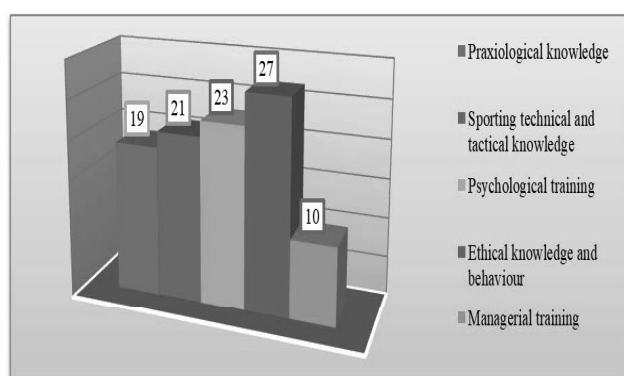


Fig. 5. Professional characteristics of sportsmen / specialists

In conclusion we can state that the training of specialists in the field of physical education and sports deepens and concretises the analysis of the need for responsibility, ethics, motivation and behaviour by placing them in the real framework of exercising the profession, the job and the actual duties that each post requires from the qualified persons in order to occupy it. At the same time, we can mention that the sense of professional orientation is the preparation of the individual / group for choosing the profession, the option and the decision to prepare itself for the useful and rewarded community work. The process of professional training being a cultural act specific to the capitalization in the useful activities for the practitioner and the community, will give the specialists in the field the knowledge and skills necessary for the chosen profession [4]. Through the formation of professional-sports ethics, students develop a way of thinking, redefining their interests, professional activity is motivated by changing behaviour according to learning situations, developing and growing up the personality in relation to competence and performance requirements, with deontological standards (professional ethics), with the responsibility of social affirmation by profession. Banciulescu V. asserts that sports and especially physical education essentially contribute to knowing the others and self-knowledge; other forms of sporting activity also contribute to the “affective, ethical and aesthetic development of the individual through the feeling provided by the vast physical reality and natural harmony with the universe” [2].

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