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The Integrated - Operational Model of Managerial - Legislative - Sports Training of Specialists in the Field of Physical Culture

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Abstract: Currently, the organization of the interaction of higher education institutions and social partners, responds to the "modern challenges" of the information society and knowledge, determining the development trends of the vocational education system. The analysis, generalization and systematization of the literature, the study of modern pedagogical experience, made possible the determination of conceptual bases and approaches for building a pedagogical integrated - operational model of managerial - legislative - sports training of specialists in the field of physical culture and sports. The model is based on systemic approaches, individual activities and research of specialists, the principles and objectives being focused on inclusive skills training and on the orientation of professional training on motivational, value, cognitive and reflexive components. The pedagogical integrated - operational model of managerial - legislative - sports training involves a certain organization of the educational process and the creation of individual or group pedagogical conditions for professional development focused on ways to solve problems identified in professional context, as well as focusing on creative achievement and innovation of professional activities. The professional training of future specialists in the field is focused on an internal process (because a person can acquire skills or learn through his own activity) and an external process (by creating adequate informational and educational conditions). In order to design the integrated - operational model of managerial - legislative - sports training of future specialists in the field, it was important to determine the essence of professional training, its place in the professional development of the personality of a specialist in the field and to identify factors influencing this process.

Keywords: *model, skills, learning activities, assessment.*

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1. Actuality of research

Preparing a specialist in sports management for future activities is a complex result of training not only intellectually and psychologically, but and physically one. In developing this problem, it should take into account the considerable experience of research in sports field. Recently, the experts rightly notice that traditional approach which output the physical qualities largely exhausted their capacities (Creţu, 2001). It was therefore presented the idea that it is necessary to develop the functional capacity of the body (Diaconu & Jinga, 2004).

The solution to the functional training problem is primarily associated with the development of a fundamental model, as well as defining the range of appropriate research methods. Another important condition is a systematic approach, namely emphasizing the result that the body should obtain, in this case the specialist. The first circumstance is identifying key features of professional activities carried out by a specialist in the field, which actually determines toward functional training (managerial - legislative).

The profile of the specialist in physical culture and sports industry, complemented by skills / abilities and competencies specific to other fields of specialization (economics, marketing and jurisprudence, managerial training), skills and experience in the field of theory and methodology of physical culture and sports, theory and the methodology of sports training, pedagogy of physical culture and sports requires not only relevant knowledge, but also a functional training necessary to solve all these tasks (Budevici-Puiu, 2016).

The application of the basic principles of the Bologna Process implies the ideology of the competency-based approach that contributes to promoting the development of innovative and research capabilities in future specialists. At the same time, the modern requirements of the specialist in the field of physical culture (physical education teacher, sports manager, coach) require the development of their personal qualities, important from a professional point of view and part of the system of skills required for employment. In this context, the orientation towards new objectives of competence education requires a change in the forms and methods of organizing the specialized educational process. The modernization of pedagogical technologies was based on integrative methods, self-education and scientific research (Verboncu & Şavga, 2018).

2. The aim of the research is to develop an integrated - operational model of managerial - legislative - sports training of specialists in the field of physical culture, focused on its implementation in the process of initial and continuing professional training from higher education institutions.

3. The research methodology was selected so as to meet the main requirements specific to a finding study. The methodological system was composed of: the survey method; self-observation method; the method of systematic observation and the method of analyzing the products of the activity. In order to obtain the necessary information, we used the questionnaire, but the overall summary of the answers is not claimed to be exhaustive. It provides a significant overview of the situation regarding the analysis of the regulatory framework for the dual career in sport.

The professional training of future specialists in the field is focused on an internal process (because a person can acquire skills or learn through his own activity) and an external process (by creating adequate informational and educational conditions).

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The managerial and legislative training of specialists in the field is in a close interdependence, which is argued by the fact that they involve the formation of general and specific skills focused on their ability to address and apply the legal framework governing the management of physical culture and sport, such as adequate understanding of certain issues e.g. : gender equality in sports, free movement of athletes or their mobility, integrity of sport (especially in the fight against doping, corruption and the arrangement of sports matches), autonomy and financial fair play in sport, legal issues regarding sustainable financing of sports activities and the development of policies based on concrete elements and measures, strengthening the mechanisms of financial solidarity between professional and grassroots sports, the rights and obligations of the performance athlete, particularities of the sports contract and partnerships specific in the field, athletes' life annuity, sports arbitration, sports jurisdiction, etc. Moreover, one of the main issues of sports pedagogy, in its practical aspect is the component of sports training. Currently, the role of physical culture and sport in health promotion, disease prevention, leisure activities, life extension and creative activity of the population not only in the Republic of Moldova but also in all countries of the world community is growing, requiring the formation of highly qualified specialists in this field.

The formation of a vocational education system in the field of physical culture and sports, also involves the improvement of sports training in the following aspects:

- ✓ improving the training process and the specialized personnel;
- ✓ development of new study programs, teaching aids for different sports events;
- ✓ practical training of staff not only from clubs, sports schools for children and youth, but also from secondary and higher education institutions;
- ✓ generalization of the best practices of sports training and ensuring its connection with scientific research in the field.

The bachelor who enrolled in a physical education university is already a professional in his sports activity, but he does not yet have a professional education or even a certain sports training. The purpose of sports training is to achieve the highest possible level for individual, technical and tactical, physical and mental abilities of training by practicing sports activities, including for obtaining high results from competitive activity.

4. Problem Statement

The model, in general, is a "set of elements formalized in a logical construction, which presents the mechanism of rational functioning of a phenomenon, system" (Nicolescu, 2011). In management, "the model contains certain categories of processes and managerial relationships, the use of which amplifies the functionality and performance of the organization's management" (Verboncu & Şavga, 2018).

In the process of professional training, it is necessary to include future specialists in different types of theoretical - practical and applied activities that contribute to their motivational and value attitude towards managerial - legislative - sports training. Currently, the organization of the interaction of higher education institutions and social partners, responds to the "modern challenges" of the information society and knowledge, determining the development trends of the vocational education system (Diaconu & Jinga, 2004). When developing the pedagogical model, the organization of practice-oriented training and the development of a vocational education system, in addition to the insertion of young specialists on the labor market were taken into account. In order to design the integrated - operational model of managerial - legislative - sports training of future specialists in the field, it was important to determine the essence of

professional training, its place in the professional development of the personality of a specialist in the field and to identify factors influencing this process.

In designing the process of professional training of future specialists in the field, we relied on the approach personality - activity, on the position that a person's consciousness is inextricably linked to his activities. Activity is understood as a deliberate action of a person, manifested in the process of his interaction with the outside world (Verboncu & Şavga, 2018) and represents the basis and condition for personality development. This approach made it possible to take into account the organization of learning activities of specialists in a certain social context, which contributed to the formation of the necessary personality traits, to the development of collaborative relationships and to the demand on the labor market (Manolachi, 2016).

The pedagogical, integrated - operational model of managerial - legislative - sports training includes the following stages (each stage can be approached individually, but there are essential interconnections between them) reflected in Figure 1.

- ✓ concretization of the degree of managerial, legislative and sports training of the specialists in the field;
- ✓ determining / quantifying the need for their managerial-legislative-sports training;
- ✓ establishing the main ways of managerial-legislative-sports training;
- ✓ determining the selected content of managerial-legislative-sports training oriented towards practice, creativity and innovation in the process of training, learning and research;
- ✓ evaluation of the selected training approach on three components, on the one hand, by ensuring a full concordance between the position held and the work resource employed in terms of skills and, on the other hand, by the quality, efficiency and effectiveness of professional performance.

At each stage, the goal was determined as an ideal, planned and conscious result of the educational process.

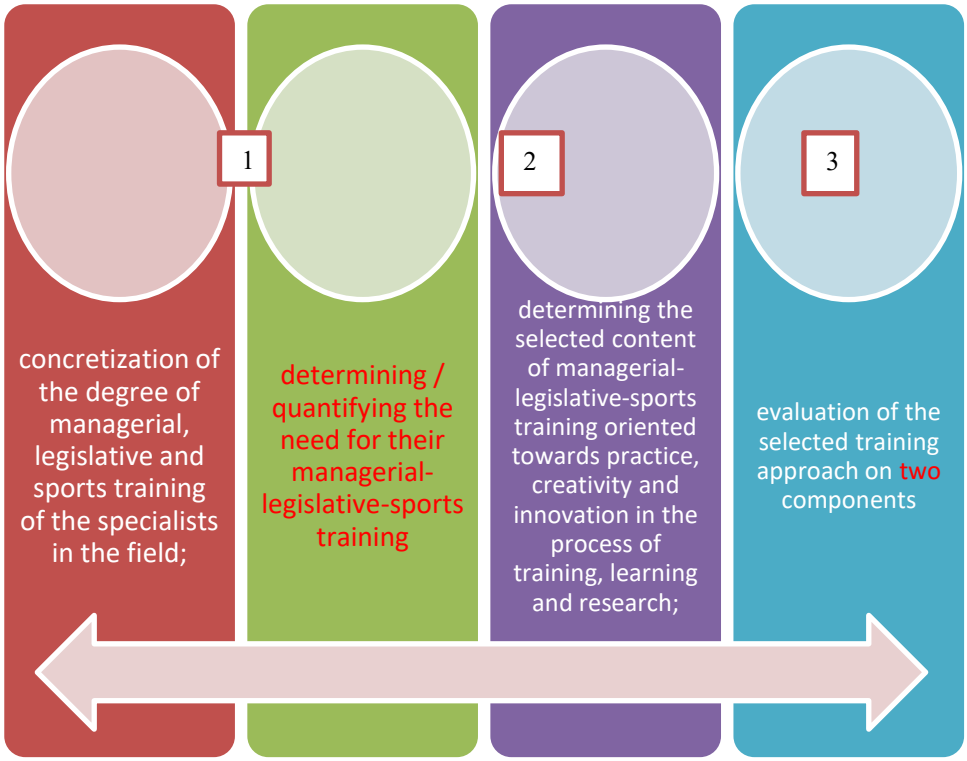


Figure 1. Stages of the integrated - operational model of managerial - legislative - sports training of the specialists in the field (elaborated by us based on the specialized literature)

The purpose of the integrated-operational model (Figure 2) is to improve the professional training of future specialists in the field based on the interaction of the three components (managerial, legislative and sports) necessary for creative and innovative professional activities, able to effectively combine research activities, design and entrepreneurship.

The result of each stage was correlated with the purpose (effective component), performing the analysis of the content, forms and methods of training and assessment of knowledge,

The result of the training of managerial - legislative - sports training of future specialists for the proper exercise of their professional activity consists in their understanding of their essence and significance in the process of training and improvement of professional training.

Moreover, the motivation to carry out activities to form and develop skills in the individual or group training process, to acquire skills for

reflecting, generalize and disseminate practical experiences in the direction of creative self-realization, must in fact be important objectives in the professional training of specialists in the field (Vinarchik & Kazanin, 2015).

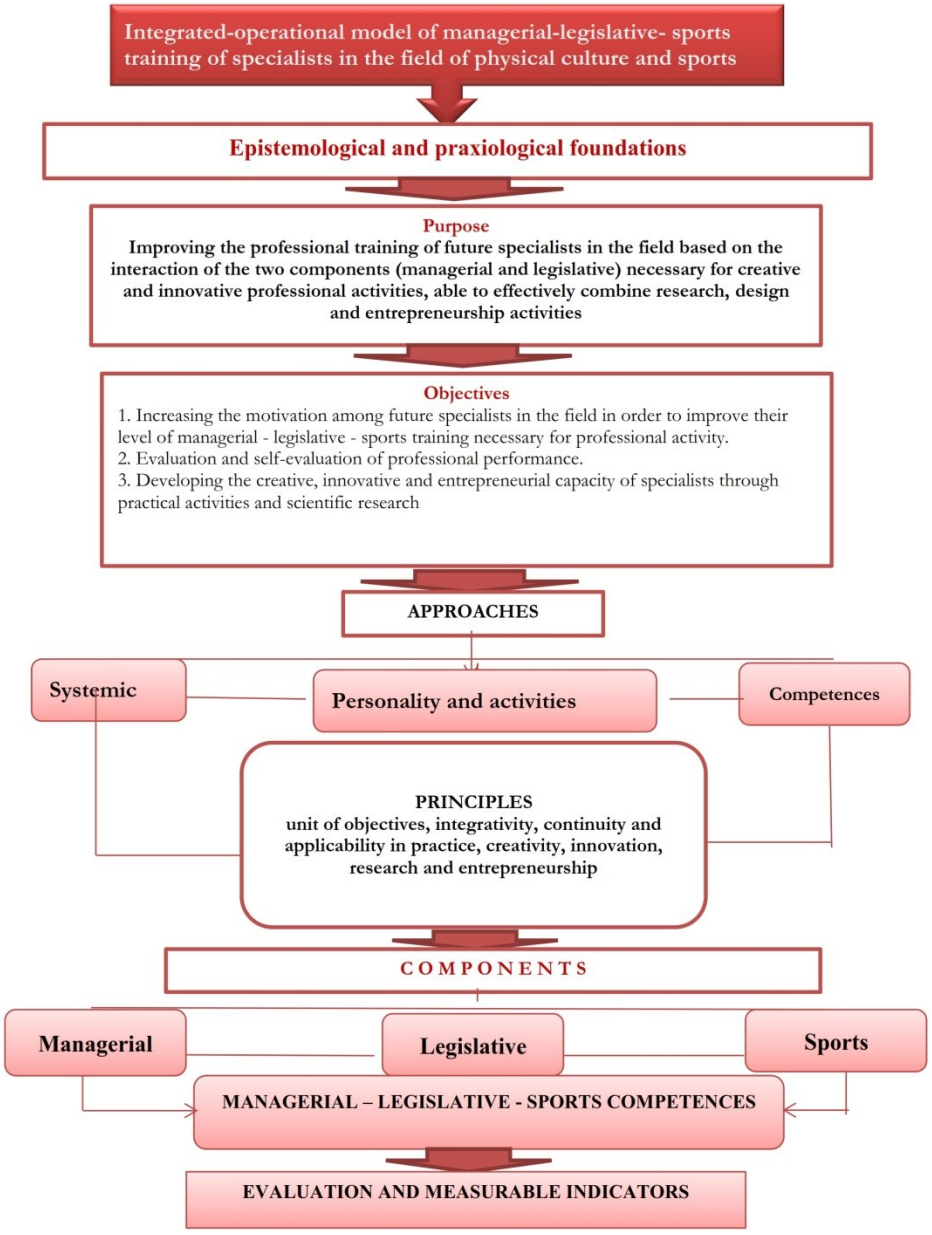


Figure 2. Integrated - operational model of managerial - legislative - sports training of specialists in the field (elaborated by us based on the specialized literature)

The objectives of the model are:

- ✓ Increasing the motivation among future specialists in the field to improve their level of managerial - legislative - sports training necessary for professional activity.
- ✓ Evaluation and self-evaluation of professional performance.
- ✓ Development of creative, innovative and entrepreneurial capacity of specialists through practical activities and scientific research.

The model was developed through the prism of three fundamental approaches:

- ✓ Systemic (methodologically focused on activities, methods and forms of activities).
- ✓ Personality and activities (profile, professional program, practical and research activities).
- ✓ Skills (managerial, legislative and sports).

Assessing competencies and establishing performance indicators.

The ascertaining experiment was applied by a commission of experts (consisting of 3 specialized teachers and 2 managers), to the categories of respondents was given an evaluation form of the knowledge accumulated through initial training, research or professional programs (Cycle I, II, III), in the framework of continuing education programs and through informal activities (Annex) in order to establish the level of training on three components.

The theoretical and methodological strategy was developed based on the integration of conceptual approaches and the principles of managerial-legislative-sports training, respectively on:

- ✓ the personalized approach in the system of training and individual development of the specialist and implemented in the context of the socio-cultural paradigm;
- ✓ the essence of the personality-oriented approach in the direction of growth and acceptance of the specialist as one of the topics of training and improvement throughout life;
- ✓ determined, value-oriented approach, as education is conditioned by the existence of universal values: public (truthfulness, humanism, aesthetics, equality), personal (health, life, healthy lifestyle) taking into account modernism (preserving cultures and traditions, prosperity of society and personality, work and solidarity);
- ✓ the essence of the activity approach reflected by the inability of specialists in the field of physical culture to be formed and developed

in interaction with the environment: paradigm shift (humanization) in the modern process of physical education (social updating and development in training and own activities);

- ✓ a systematic approach is characterized by structures, elements, connections and relationships that provide existentialism, action and evolution of the physical education system, taking into account a certain set of means, methods and interdependent processes aimed at creating and consolidating specialized knowledge;
- ✓ competence-based approach (managerial-legislative-sports) in the training and improvement process focused on the formation of new skills in the professional sphere, which motivates the specialist to be independent, characterized by initiative, creativity, self-determination, self-updating, improvement and self-realization, socialization and development of individual learning capacity, able to make the right decisions in order to achieve concrete results, and last but not least by an innovative and entrepreneurial spirit;
- ✓ a sport-friendly approach that provides the necessary support to create optimal conditions for unlocking individual potential, maintaining health and developing self-learning and self-improvement of one's personality, thus helping the future specialist to build his personal positions in life (values, an individual system of knowledge) to identify and find the right ways to solve various professional and scientific problems.

During the implementation of the model, the following principles were applied: socialization, humanistic orientation, accessibility, consistency, diagnosis, differentiation, adequacy, optimization and grouping. The background and technological block of the model includes pedagogical conditions that provide methodological support for improving the managerial-legislative-sports training of specialists in the field. The educational modeling is focused on an individualized design, which will provide support in the development and implementation of the applied educational technology and in the use of the whole complex of conditions of managerial - legislative - sports training (Vinarchik & Kazanin, 2015).

In conclusion, we can say that the elaboration and implementation of the integrated-operational model on the managerial-legislative-sports training of specialists in the field had a special impact in the training and development:

- ✓ individual personality (improving the profile of the reference in the field, the professional program, increasing the practical and research activities);

- ✓ competencies (managerial and legislative in sports).

The specialist in the field as an employed human resource (coach, teacher of physical education and sports, manager) deals with organizational issues in accordance with the position held, administrative, economic and financial (as appropriate). He must be a person versed in all the nuances of the sports industry, have organizational and communication skills. The success of the athlete or of the whole team depends on the talent of the sports manager, qualities and abilities that could be developed by implementing the integrated-operational model. Thus, at the end of the training program completed by the participants focused on the content of the integrated-operational model of managerial-legislative training, specialists can work efficiently, both in a specialized organization and to collaborate with an athlete / sports team. The experience of a specialist is also important in the commercial / entrepreneurial sphere, as often sports managers are involved in promoting sports clubs, including other similar units and which could be strengthened by knowledge gained through the implementation of the integrated operational model and participation in the supplementary training program.

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