

ANALYSIS NOTES OF THE SCHOOL SYLLABUS IN THE “THEORETICAL SPORTS TRAINING” DISCIPLINE

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Keywords: school syllabus, theoretical sports training.

Abstract: The document which configures the content of the instructive-educational process is represented by the school syllabus. Although one of the challenges of the transformation was the decongestion of the syllabus, reality does not seem to confirm these expectations. Up to the present, the syllabus in the Theoretical sports training discipline did not suffer any change, although there have been multiple signals from the teachers who were involved in the teaching process of this discipline.

Introduction

The beginnings of the reform in the educational system for the *Theoretical sports training* discipline started with the elaboration of a new syllabus in 2006. The syllabus in the *Theoretical sports training* discipline for primary and secondary school of the high school is addressed to vocational school, sports section, all specializations. There are official documents which describe the educational offer of the discipline for a determinate period of 4 years.

The quality of the syllabus is analyzed by relating it to many criteria (the psycho-pedagogical one being the most important) and they make mention of selecting the content based on: the development state of the subjects to whom this is addressed to, the formative value of the elements of the content, their value for the permanent education of the students, the requirements of becoming professional in a certain domain, the pedagogical possibilities of transmitting a certain content to the students who present themselves in certain states of their intellectual and social development.

The existing syllabuses are elaborated according to the plans of the teachers and aim to project the content of learning as an intercession centered on forming attitudes and capacities, on making a vertical coherence as well as a horizontal one, when talking about the curriculum. The syllabuses are structured into capacities which are specific to every study year (derived from the general capacities), every

specific capacity being associated with contents which contribute to its accomplishment (or it should!), in conformity with the specific logic of the theoretical and methodical sports training domain.

As for the existing content of the syllabuses, the problem is that of conciliating the demand of assimilating the information which is relevant for the culture and practice of the sports trainer profession, on one hand, and the limited power of the mental and physical capacities of the student, on the other hand. Unfortunately, not all these methodological challenges find their materialization in the existing school syllabuses when the discipline in question is concerned.

The analysis of this curricular document in the present discipline has brought forward a number of drawbacks with a major significance:

- almost half of the specific capacities do not completely reflect the associated contents;
- there are situations when a content which is proposed in a syllabus is resumed in the next year's syllabus, of course with following other subjects;
- the scientific content of the syllabuses is not gradually organized both in the interior or the same syllabus and at the school cycle level;
- not every content is selected and organized based on the students' potential of learning characteristic to every age; this leads to work tasks with pronounced complex accents, which address themselves to a single category of students, the rest of them being unable to deal with the quantity and the quality of the information they should handle;
- the syllabuses are addressed only to students who are exclusively motivated to learn, able to interiorize abstract information in a sustained rhythm during the school year;
- not all the contents prove scientific rigorosity , cultural relevance and up to date information ;
- if some contents do not have a high motivational value, proposing knowledge able to trigger and sustain the epistemic and cultural motivation of the students, their taste for study and broadening their horizons in terms of knowledge, other contents are unattractive;

Proposals:

- all specific capacities should be reflected in contents;

- the contents of the syllabuses should represent a natural continuity of the knowledge assimilated in previous years of study so that, at the end of the 12th grade, subjects will have the image of the complexity of the entire phenomena of the training and competition;
- the scientific content should be organized gradually, both in the interior of the syllabus and on the level of the scholar cycle;
- the syllabuses should create the possibility of a differential instruction of the students and the stimulation of those who have special interests and are able to achieve performance;
- clear anticipation should exist for differential treatment;
- interdisciplinary structures should be represented better;

Alternative textbooks, the main teaching auxiliaries which reflect the contents of the syllabus, are an expression of democracy in the education system as well as of the independence of the school units in our country. If in the other disciplines the problem of auxiliary textbooks needs out of the ordinary psycho-pedagogical capacities in choosing the textbooks which adapt the best to the psycho-behavioral characteristics of the students as well as to the own capacities and teaching styles, in the Theoretical sports training discipline the problem remains unsolved, this discipline being one of few (if not the only one!) which has a single textbooks written by the same group of authors, for every level of instruction.

Conclusions

Being largely publicized by the mass-media, contested by critics and eulogized by authors or supporters, the content of the syllabuses and the way of applying it correctly constitutes one of the most controversial issues in the present educational system in Romania.

An educational system gains formative valences firstly by carefully selecting its content. From here, according to the new Law of National Education, the authors of future syllabuses and textbooks should know the difference between what constitutes the essential content of Theoretical sports training and what can be left aside or forgot.

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Titlu: Note de analiză a programelor școlare la disciplina *Pregătire sportivă teoretică*.

Cuvinte-cheie: programe școlare, pregătire sportivă teoretică.

Rezumat: Documentul care configurează conținutul procesului instructiv-educativ îl reprezintă programa școlară. Deși unul dintre dezideratele reformei a fost descongestionarea programelor, realitatea nu pare să nu fi confirmat aceste așteptări. Până în prezent programele școlare la disciplina *Pregătire sportivă teoretică* nu au suferit nici o modificare, deși au fost multiple semnale din partea cadrelor didactice implicate în procesul de predare a acestei discipline.

Titre : Des notes d’analyse sur les programmes scolaires de la discipline *Préparation sportive théorique*.

Mots-clés : programmes scolaires, préparation sportive théorique.

Résumé : Le programme scolaire représente le document qui configure le contenu du processus instructif-éducatif. Bien que l'un des desiderata de la réforme fut celui de décongestionner les programmes, la réalité ne semble pas le confirmer. Jusqu'à présent, les programmes scolaires de la discipline *Préparation sportive théorique* n'ont pas changé, malgré la multitude des signaux de la part des enseignants impliqués dans le processus d'enseignement de cette discipline.