

REFERENCES IN THE TRAINING PROCESS OF THE PHYSICAL EDUCATION AND SPORTS TEACHER

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Abstract

The dynamic development of society leads to an increase in the requirements of education and the teaching profession. University as an institution that generates specialists in various fields is of major importance in the development of society. Academic staff, as trainers of future specialists - in our case, specialists in physical education and sports, must ensure quality education. It is necessary to re-evaluate the university professors, the working method and the programs they propose, to watch if they do not lose sight of what is really important in the students' development process – students becoming teachers in the near future.

The person who will lead and organize the physical education and sport lesson in the future must be able to convey the value system, the beliefs, to counsel, motivate, cultivate moral values, independence and responsibility in practicing physical exercise, persuade and more than that, to become an agent of change in a dimension of contemporary man. So, the qualities of the academic staff can represent the prospective personality model to which students are heading, being in the position of future educators of the younger generation.

The purpose of the research

The purpose of this paper is to emphasize the importance of the role of physical education and sports teacher trainers and to highlight some aspects in improving the "quality" of graduates of the Faculty of Physical Education and Sport, a quality that depends primarily on the quality of the training staff.

Highlights in training physical education teachers

The university has a social value in the community. It must help society and development and must guarantee the authenticity of knowledge and training for it. (Cucoș, C-tin.,1995,p.123). Through university education, it is attempted to make changes on three levels: changes in the structure and content of knowledge - of the cognitive, changes in the area of appreciation - of values and changes in the

individual's own action. (Vințanu, N., 2001, p.35). Over time, the functions of the university have multiplied and diversified to meet the needs of human society, but one of these functions remains dominant: learning (Jinga, I., 2005, p. 163).

The university as an institution who prepares specialists in various fields, it has a great importance in the development of humanity. Academic staff, as trainers of future specialists - in our case, specialists in physical education and sports, must provide quality education so that they can help the harmonious development of society in general and the personality of individuals in particular.

Perhaps in this constant change, the introduction of new and new disciplines that students have to learn, we have forgotten aspects of the general education of future teachers and how it should be done. It is necessary to re-evaluate the university professors, the working method and the programs they propose, to watch if they do not lose sight of what is really important in the students' development process. (Rus, P.,M., 2014, p.319).

There must be a constant concern from teachers to improve their teaching techniques and to keep up-to-date with the latest specialist information, to look at recent papers and, last but not least, to be concerned about personal development as a model to follow for future graduates.

For this purpose, any reform in education sets itself as a goal, improving the quality of "products" (graduates) of schools of different levels and profiles. (Jinga, I., 2005, p.87). Also, Berger, G., (1973), quoted by Dimitriu, E., (2005, p.123) said that „the fundamental value and the supreme criterion for assessing the effectiveness of education, is human quality.”

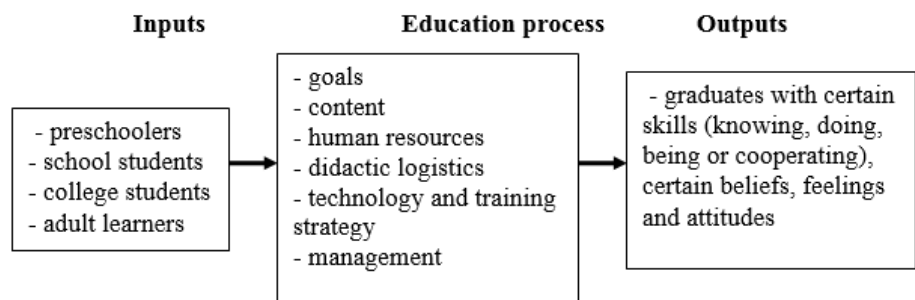


Figure 1 Analysis of improving the quality of graduates (Jinga, I.,2005, p.87)

After Jinga, I., (2005, p.87), the quality of the graduates of different educational institutions depends mainly on the following factors:

- the quality of learners (preschool, school, student etc.);
- the quality of the training staff (educators, teachers, assistants, lecturers, lecturers, teachers);
- the quality of teaching logistics (educational spaces, furniture, teaching materials, technical means etc.);
- the quality of management (at the level of the department, school, faculty and university/academy).

The most important factor of those presented, is the teaching staff, as the author asserts, on the premise that "man sanctifies the place", which i agree with. The teacher is the one who can influence the educational process even if the working conditions are not of the highest quality. The didactic methodology applied, the selection of the means and the establishment of the working strategies belong to the teacher's competence. The quality of the educational process depends on the teacher's ability to do all things good.

But, Cucoş, C-tin., (2002, p.109) said that to define quality in terms of identifiable traits is not conclusive, because man is also defined as potentiality, projectivity. The student can activate his/her value after completing the studies, although the framework will not be an educational one. He himself will now become an educator of education.

If one can argue that a properly applied methodology can bring results into teaching-learning, it is a false belief. The teacher has the role of leading to the discovery of the path, the way to something. Those who have the necessary skills to learn and who know how to capture an audience are very few.

We have to deal with a majority of students who want to become physical education teachers, disinterested in the learning process and who often have no models. An american teacher (Emdin, C., 2014) said that in vain we focus on content and others on theory, because content and theory in the absence of the talent to teach, is nothing.

So, Jinga, I., (1981,p.170) said that being a university professor implies having a suite of qualities and skills including:

- good specialized and cultural training;
- aptitude for research;
- the passion for the new;
- the vocation of the educator;
- the ability to have a permanent dialogue with the students;

- the ability to stimulate students' interest in study and research;
- creativity and self-indulgence;
- the desire for self-refinement;
- the ability to train active students in their own professional and general training.

All these qualities of the university professor can represent the prospective personality model to which students join, and they as future educators of the younger generation. So, through a cyclical process of transmission of values, the development of society can be achieved.

In the process of training the future teachers, it is necessary to insist on the same level on the personal side (character, model) as well as on their professional side (curriculum methodology, the methodology of learning different content etc.) After Cucoş, C-tin., (2013, pp.17-20) being a competent professor means:

- the existence of a varied cut (multidirectional general culture);
- sociability and empirical capacity;
- academic disciplinary competence;
- psycho-pedagogical didactic competence;
- psychological and relational competence;
- self-reflexive competence, critical of its own educational activity.

Education policies and strategies in Europe are very different both in terms of teacher education and of students or students. Cucoş, C-tin., (2013, p.267) said that it is necessary to structure a unitary training device, as is the legal or economic framework at European level. If we are talking about convergence, recognition and equivalence of diplomas, free movement of workers, structuring a single market for services, etc., we should also be tempted by a unitary teacher training system.

In Romania, the reform aimed mainly at higher education, compared to the standards with which it operates in the countries of the European Union, and as Jinga, I., (2005, p.56) said „the new national curriculum creates the premises necessary for the complex development of the human personality, in accordance with an educational ideal centered on creativity, on the individual's ability to design and lead their own evolution, in their professional career and in life (...) teachers are to fulfill new roles.”

Indeed, teachers have many roles in fulfilling this ideal of personality improvement, and not just being a transmitter of knowledge and commands (specific to the lesson of physical education). To be able to claim that physical education is an aspect of education who contributes to the formation of students' personality, the teacher must be able to

convey the system of values, beliefs, habits, counseling, motivating, cultivating independence and responsibility in practicing physical exercise, persuading, and becoming a agent of change in a dimension of contemporary. (Jinga, I.,2005, p.57).

Regardless of his specialization, "the teacher must devote himself to the transmission and cultivation of moral values, the development of positive feelings towards himself and others, the behavioral cooperative skills, free, creative manifestation." (Cucoș, C-tin., 2009, p.654). The teacher has to fulfill the functions of educator, partner and organizer of education, mentor and counselor.

Conclusions

The modern vision of the role of physical education and sport in the formation of human personality must also be directed towards teachers, educators who are mediators in education, where they themselves become models and transmitters of information, customs and cultural values. We can not talk about an evolution and innovation of the educational process, unless we look at the role of teachers. In the formation of the harmonious personality encountered as an educational ideal, not only the physical education, as a form of integral education to this goal, but also the teachers.

People are the ones who create an institution, in our case the school or the university - as the main factor of education, so they have the moral and professional duty to help students, prepare them for the future, cultivate their skills and guide them in obtaining personal and professional performance.

The teacher has to give up the delivery of content and combine training with training and learning and focus more on the needs of education, motivation, counseling and guidance of young people (Teodorescu, L., L.,2009, p.227), because as Vințanu, N., (2001, p.26) said „the lack of consideration for the art of living, for joy, for the free being performing activities without a strict utility, the misunderstanding of man as a part of the constantly becoming nature transforms knowledge into a barren activity limited to the human being.”

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REPERE ÎN PROCESUL DE FORMARE A PROFILULUI VIITORULUI PROFESOR DE EDUCAȚIE FIZICĂ ȘI SPORT

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Rezumat

Dinamica dezvoltării societății duce la creșterea exigențelor față de educație și implicit față de profesia didactică. Universitatea ca instituție generatoare de specialiști în diverse domenii are o mare însemnătate în dezvoltarea societății. Cadrele didactice din învățământul

universitar, ca formatori ai viitorilor specialiști - în cazul nostru specialiști în educație fizică și sport, trebuie să asigure o educație de calitate. Necesitatea de reexaminare a formatorilor, a manierei de lucru și a programelor pe care le propun, trebuie să urmărească dacă nu cumva acestea scapă din vedere ceea ce este cu adevărat important în dezvoltarea studenților - viitori profesori.

Cel care în viitor va media și manageria lecția de educație fizică și sport trebuie să fie capabil să transmită sistemul de valori, de credințe, să consilieze, să motiveze, să cultive valori morale, independență și responsabilitate în practicarea exercițiilor fizice, să convingă și să devină agent al schimbării într-o dimensiune a omului contemporan. Astfel că, calități cadrului didactic universitar pot reprezenta modelul prospectiv de personalitate spre care să adere studenții, și ei în ipostaza de viitori educatori ai tinerei generații.