

THE IMPORTANCE OF THE HOLISTIC LEARNING MODEL IN TRAINING THE PROFESSIONAL SKILLS OF THE PHYSICAL EDUCATION FACULTY STUDENTS WITHIN THE DISCIPLINE «MANAGEMENT OF COMMUNICATION»

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Abstract: *The problem of training physical culture specialists towards acquiring adequate communication skills to exercise their profession in the best possible conditions, as evidenced by the results of the specialized literature study has concerned many scholars. Currently educational process is in a strong evolution stage of material and informational resources and there is the risk - from our point of view - to neglect human resource. Hence there is the need to firstly revalorize the teachers and students human pedagogical resource. In this context, the professional training of students for the purpose of forming knowledge, skills and competences specific to managerial communication, is reflected in the basic study subjects, materialized in courses, course notes, methodological and theoretical elaborations.*

Key words: *holistic model, skills, vocational training, communication.*

1. Introduction

Managerial skills training and development is a career-long process that involves specialized training, both within the organization and in the entire professional and social environment [5, 6]. In the context of international, national and institutional dimensions, the quality of professional training of future

specialists in the field of physical culture and sports starts from the criteria such as: the quality of teacher professional training, the quality of academic research, the promotion of mobility and European openness, the permanent relationship between the university and labour market, student satisfaction, quality of general and professional knowledge and graduates skills [1, 2, 3, 4].

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2. The purpose

This study aims to scientifically justify the need to update and modify curricular content and to implement the holistic learning model within the «Management of Communication» course for Physical Education faculty students.

3. Hypothesis

Through the formative experiment we wanted to demonstrate **the general hypothesis** according to which: the integrated design and implementation of a holistic model of the students Cycle I, specialty "Physical Education and Sport", determines the development of written and oral communication skills, attitudes of valorisation of performances obtained through the use of complex interactions in the course "Management of Communication".

3.1. Specific hypothesis

The elaboration and implementation of the theoretical-practical course «Management of Communication in Physical Education and Sport" addressed to the students, determines the structure of a coherent ensemble of individual study

knowledge and skills through active and creative involvement in the learning process.

3.2. Specific hypothesis 2

The development and use of the holistic model and the interactive methodology for the development of critical thinking within the interdisciplinary scientific research program contributes to the development of oral and written communication skills.

4. Methods of Research

Method of study the specialty bibliography, the observation method, the questionnaire survey method, the pedagogical experiment and the statistical-mathematical method.

4.1. Content of the experiment

At present, the study discipline "Management of Communication" is intended for the first cycle of studies, Faculty of Sports, the Chair Management of Physical Culture (MPC) of the State University of Physical Education and Sport.

The theme of the indicative distribution of hours is shown in Table 2.

Table 1

Administration of the discipline "Management of communication"

The disciplinary code in the learning plan	Year of study	Semester	Number of hours		Evaluation	Responsible for discipline
			Course	Seminars		
S 05 O 045	III	V	15	15	Exam, colloquium project	Chair MPC
					Exam	

The theme and indicative distribution of hours

Table 2

No. of/h	Learning units	Hours	
		Course	Seminars
1	Communication-content, structure, functions	2	2
2	Oral communication. Forms of oral communication	2	2
3	Non-verbal communication and its role in sports activity	2	2
4	Communication and leadership. Chief - Subordinate Communication	2	2
5	Communication in preventing, reducing and resolving conflicts	2	2
6	Mass Communication	2	2
7	Communication within groups. Negotiation	3	3
Total		15	15

The university curriculum through its structure provides the general-indicative framework, but it needs to be updated continually, so as to meet the theoretical training requirements of students in the field of physical education.

Thus, the content of syllabus and the course existing in the discipline "Management of Communication", by factors: "freedom" from the methodological point of view, the volume of theoretical knowledge, imposed the necessity of their change in order to establish the fulfilment of the objectives, as well as the evaluation methods of the knowledge gained by students. The necessity of changes in the structure,

content and implementation of the holistic model of learning was argued, including the results of a questionnaire, applied to a sample of 188 people, including: 65 students, 34 graduates, 57 teachers and 32 employers.

4. Interpreting the Obtained Data

We will reflect the answers to the most relevant questions in the questionnaire. Thus, in the study, the respondents were asked, "Do you think that the curricular content of the Management of Communication course should be changed?" (Figure 1), majority responded positively.

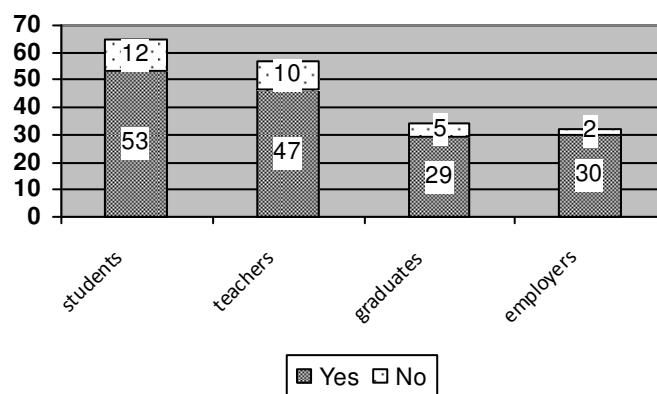


Fig. 1. Graphical reflection of responses on the need to change the curriculum content of the "Management of Communication" course

Teachers also mentioned that employers have an important role in developing curricular content, so their opinion is essential. At the same time, the most important possible innovation from the perspective of competence didactics is that of signaling in the general design of key competency areas, in a form that can be adapted to each subject, according to the correspondence between these competences and the availability of the discipline.

Regarding the answers to the question

"In what form is necessary additional training: theoretical, practical or methodical", 25% of the interviewed teachers answered that additional student training is required, 23% of the graduates agreed with teachers, 16% of the students considered that practical training would be an additional, efficient method for deepening the taught theory, while employers consider the additional practical training (23%) to be important during the internships achieved by students (Figure 2).

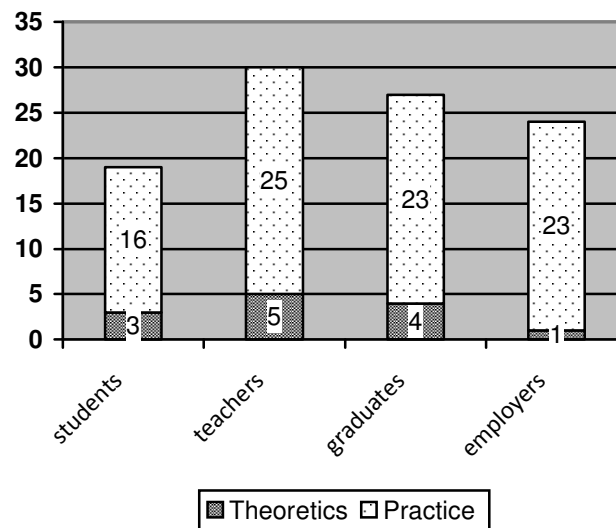


Fig. 2. Graphical reflection of responses to additional training in the "Management of Communication" course

Regarding the question "Do you think that the existing Management of Communication program is sufficient for the acquisition of the transversal communication competence under the conditions of the current specialist of physical education and sport?" (Figure 3) among the respondents, both the students and the graduates noted the insufficiency of the existing program, and in the answers given by yes, a percentage

with small differences, respectively 24% and 26%, was partially registered, while 8% of the teachers considered the existing curriculum as sufficient for the professional training of the students. Employers mentioned that curricular content should be updated and modernized at all times to cope with the changes imposed by the knowledge society - 30%.

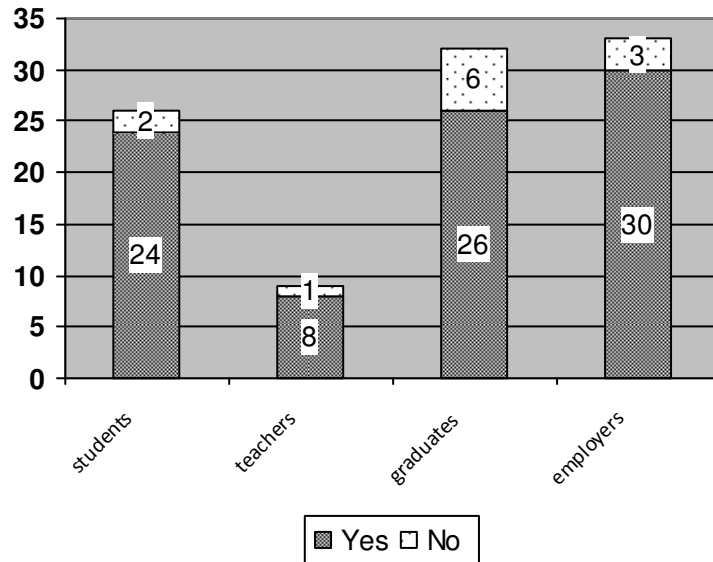


Fig. 3. Graphical reflection of the answers to the existing Management of Communication program

Regarding the answers to the question "Do you think that in the elaboration of curricular content in the study discipline" Management of communication in physical education and sports" it is necessary to take into account the opinions of the learners?" we can observe from the answers received from the categories of respondents that most of them are positive (Figure 4). Both students and graduates responded positively to 23% and 22% respectively, while teachers 28% and employers 16%. In this context, we can mention that the wishes of the beneficiaries of educational services are important in the elaboration of the curricular content of the reference discipline, since the efficient communication of the specialist in the field is not equivalent to speech. As a rule, uneducated speech is an ineffective communication. However, the specialist in physical education and sports must

communicate efficiently so to produce constructive messages in the sense that he/she must know to be correctly understood, to know convincing through arguments or by persuasion about the importance and / or usefulness of what it communicates. It is also essential to receive effectively messages in the sense that it must be able to understand exactly what is communicated to it, to evaluate the content and consequences of received messages, and to consistently integrate its meanings into a personal thinking structure and action. In fact, it is to manifest these capacities and attitudes in relation to any form of communication (written, oral, electronic, etc.) and in all the encountered hypostases in carrying out professional or sports activities. The teacher should take into account all these aspects in drawing the learning content in the discipline "Management of Communication in Physical Education and Sport".

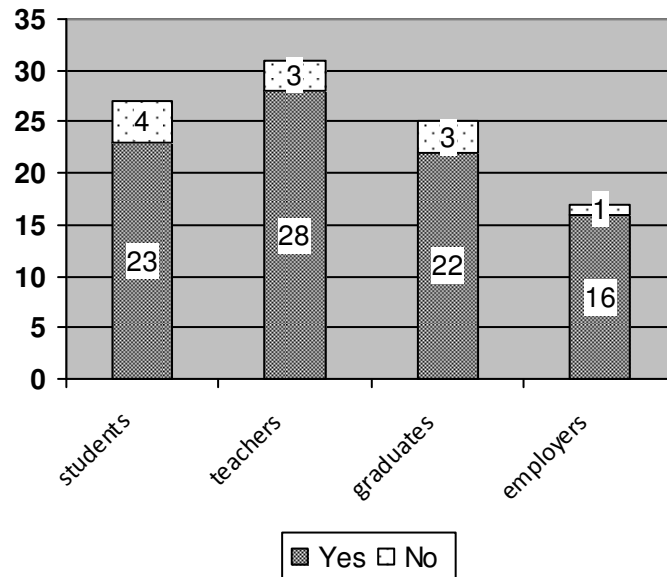


Fig. 4. Graphical reflection of responses on curricular content to the Management of Communication discipline

On the question "Specify the importance of adapting the Management of Communication course to technology of change on a scale of 1 to 5 values".

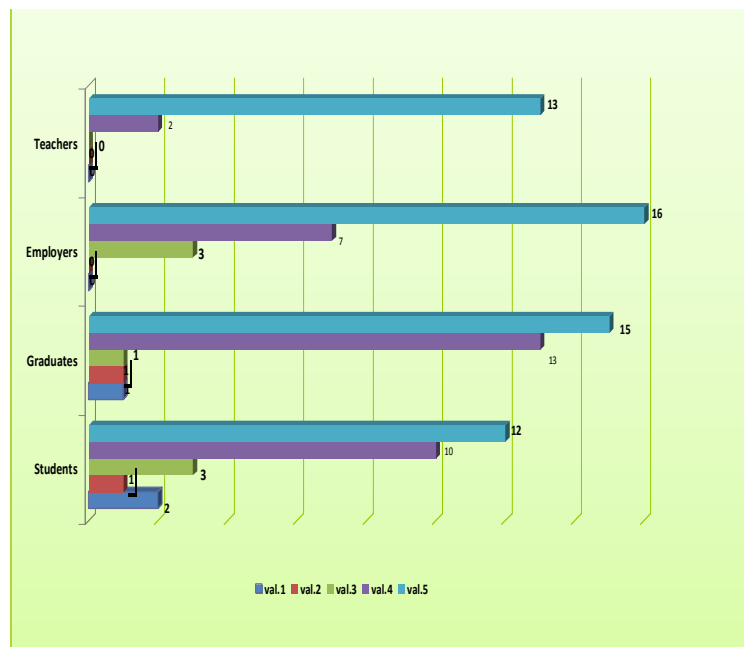


Fig. 5. Graphical reflection of responses for adapting the course Management of Communication to the Technology of Change

From the opinions mentioned by the respondents, it can be seen from Figure 5 that most of them ranged between 4-5 points, which means even a necessity of this aspect. The technology of change asks the student for a rational, creative thinking approach and effective communication actions.

Regarding the question "Could you make a more complete description of the

professional skills of the Management of Communication in Physical Education course?" most of the respondents gave approximate answers (46%), while 34% did not know how to answer this question, and only 20% responded positively, mentioning the professional skills to be acquired by students at the end of the course study monitored in Figure 6.

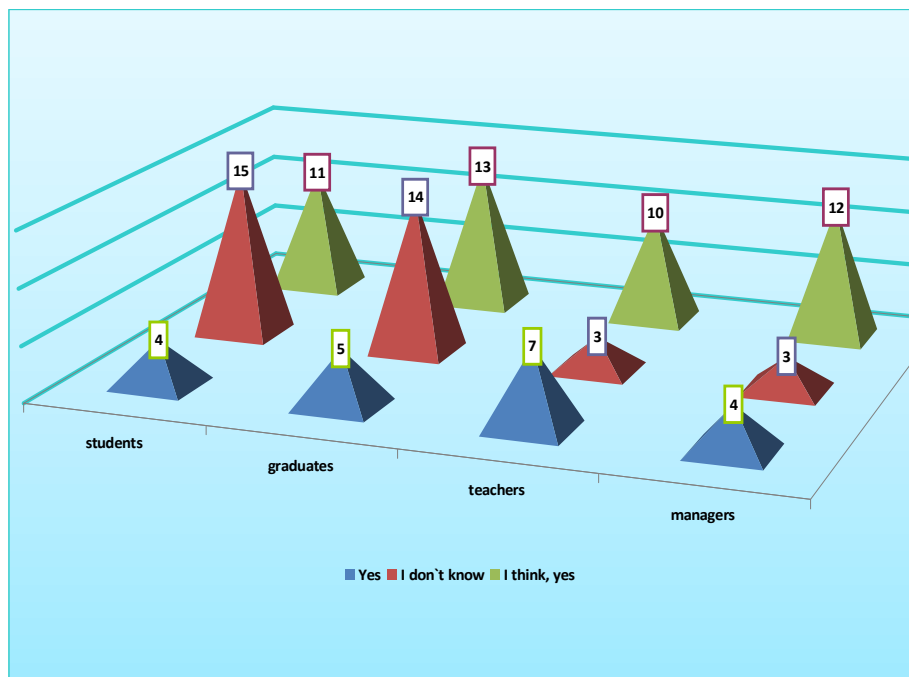


Fig. 6. Graphical reflection of responses on the professional skills of the Management of Communication in Physical Education course

5. Research results

Based on the findings of the study, we proceeded to elaborate the new curricular content in the subject of *Management of Communication* and whose subject matter is specified in Table 3, being distributed the curricular hours orientated towards the improvement of the teaching-learning-evaluation process. The

difference between the two thematic contents is that in the newly developed format the concepts and practical applications have a wider aspect, which assures the students a more efficient process of learning focused on their needs according to the expected results.

Theme and indicative distribution of hours are reflected in Table 3.

Theme and indicative distribution of hours

Table 3

No. of/h	Learning units	Hours		
		Course	Semi-nars	Individual work
1	Information and communication management (concepts and applications)	2	2	4
2	Managerial communication (interpersonal, organizational)	2	2	4
3	Improving communication in sports activities	2	2	3
4	The role of communication in preventing, reducing and resolving conflicts	2	2	4
5	Communication and social success	2	2	3
6	Communication and communication in sports (concepts and applications)	2	2	6
7	Approaching communication in negotiation (negotiable and non-negotiable situations) and stress (concepts and applications)	3	3	6
Total		15	15	30

At the same time, the content of learning has been developed taking into account the levels of integration, namely intradisciplinarity, multidisciplinarity, pluridisciplinarity, interdisciplinarity and transdisciplinarity, which will aim at obtaining the skills necessary for the physical education and sports specialist with reference to abilities, which must be able to communicate effectively regardless of the hypothesis encountered by professional and sporting activities.

Starting from the levels of knowledge integration in the theoretical lesson in the field of physical education and sports we developed the holistic model of teaching

and learning it, presented in Figure 7.

The holistic model elaborated and implemented in the process of teaching - learning the subject of study *Management of communication* requires an integrated curriculum, focusing on the application of the scientific research in the teaching process, on formulating proposals and suggestions of the didactic staff in the learning process in order to increase the efficiency and improving it, increasing student outcomes as a result of current and final assessments, and using innovation, new teaching methods (focusing on aspects, models in practice).

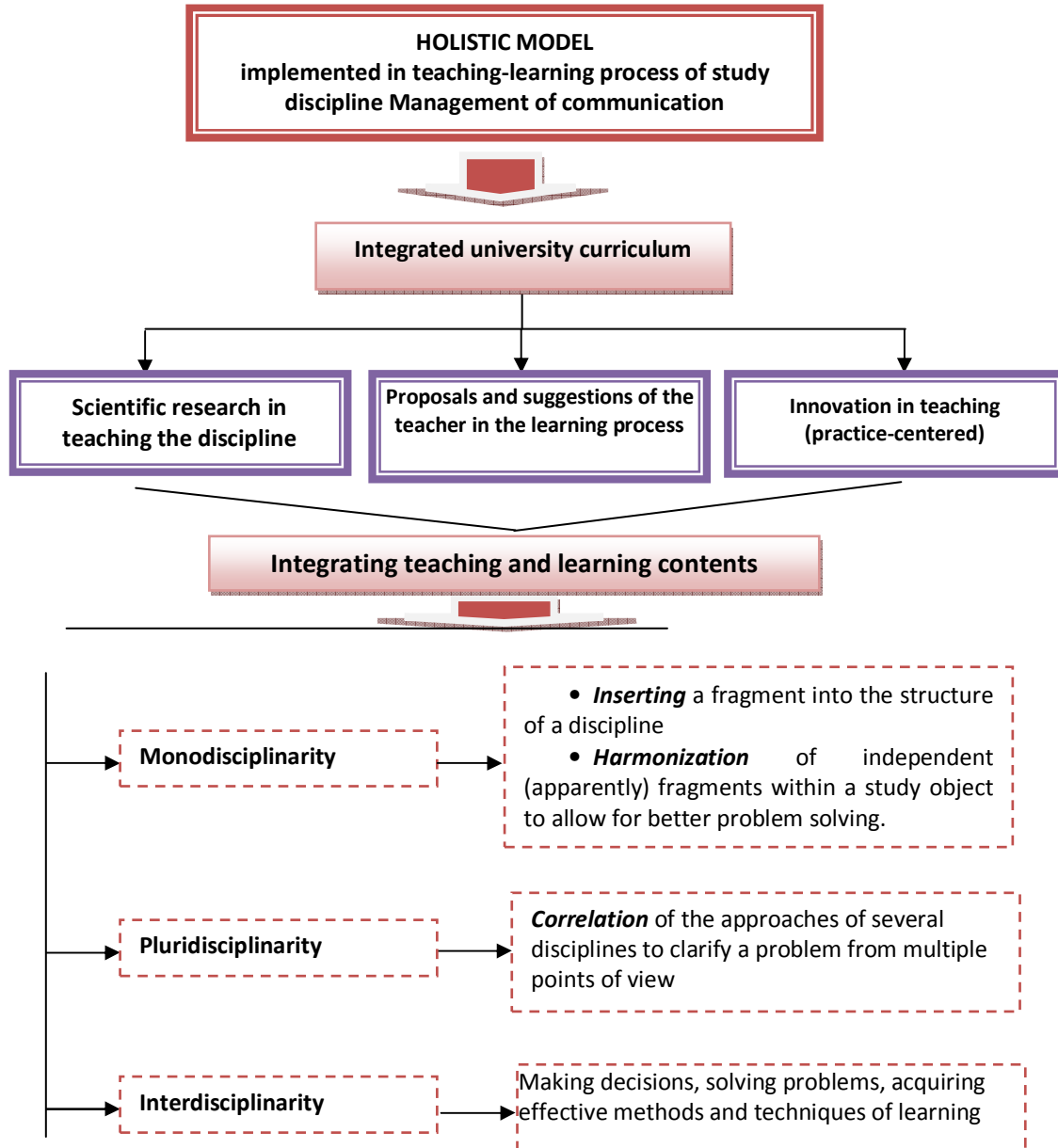


Fig. 7. *The holistic model of teaching and learning theoretical course “Management of Communication” in higher education with profile*

6. Conclusions and recommendations

We can mention that by applying the integrated curriculum in higher education of physical education and sport, prerequisites are created for

transdisciplinarity. Thus, students collaborate in groups, help each other, enjoy together their successes obtained collectively or individually, understand and assume roles based on context and personal skills. At the same time, by

applying the holistic model of teaching and learning the theoretical course in the higher education with profile, special practical skills are formed and developed, they contribute to the development of students' organizational spirit and critical thinking, their effective communication in various forms (oral , with the use of specialized, non-verbal terminology) and, last but not least, it ensures the awareness of the situations or ways in which individual decisions can affect their own person, the group to which it belongs and the community.

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