

ELEMENTS SPECIFIC TO OCUPATIONAL ANALYSIS IN PHYSICAL CULTURE AND SPORT

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Abstract: *The necessity to ensure the functioning of a mechanism for cooperation between providers of professional training and the actual requirements of the labor market has generated the international introduction of a trend of adopting tools able to do this work. Such tools, which describe in a standardized way the content of an occupation/ job, have different names in international practice, such as: standards of abilities, occupational standards (Romania and Republic of Moldova), skill standards, professional/ occupational areas. The purpose of the occupational analysis of the physical culture and sport is to collect information about the occupational area in this field and to present them in a format to allow the development of national occupational standards. Also, for developing the qualification requirements is necessary to design the project model of knowledge, skills and abilities necessary to the specialists from the field.*

Key words: *occupational area, physical culture and sport, analysis, knowledge, skills.*

1. Introduction

In the Republic of Moldova and Romania, occupational standards are documents on practical skills, theoretical knowledge and the understanding necessary for an individual to meet the standards required for employment. They also describe occupational activities specific to occupations from an occupational area and the qualitative landmarks associated with their successful completion in accordance with the requirements of the labour market in one or another field. The Occupational Standard in physical culture and sports is a tool that establishes the link between labour market requirements expressed by

the skills and competencies needed to practice a profession in the field of aimed field and vocational training, expressed through: knowledge, qualification level, educational level, plan and programme of theoretical and practical training, access conditions, promotion conditions, personal development, diplomas / certificates, on terms of quality assurance the education system and vocational training [1], [3].

The elaboration and the re-examination of occupational standards established according to the laws in force in the Republic of Moldova, is in our research as the basis for developing the projects - model of occupational profile for some categories of human resources in physical culture and sports.

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The respective study has the following objectives: conducting occupational analysis in the field of physical culture (list of specific positions in this field, namely physical education teacher and sports, coach, sports instructor), the occupational standard (according to the European model consisting in describing certain professions or occupations in this field, duties and responsibilities materialized in job descriptions established by occupational analysis of the physical culture and sport, competence units for each position in this field) in accordance with the Classification of occupations in Moldova, and the establishment of specialties from the researched [5].

The occupational analysis is a tool for developing occupational standards and whose process includes:

- a) gathering of information about occupational area
- b) analysis and presentation of information gathered in a format that will facilitate the editing of the project models of occupational standards for occupational field in the fitness centres.

The aim of our research is to collect information about occupational area in the field of sports and to present this information in a format that will allow us to achieve project models of national

occupational standards for occupational area of the field of physical culture.

2. Work Methods

There were used scientific methods in this research:

- ❖ direct observation and visits at different sports centres;
- ❖ studying job description;
- ❖ analysing existing standards, including those used in European countries (Romania);
- ❖ sociological survey;
- ❖ Mathematical and statistical method.

3. The Results of the Research

The study was conducted through the application of the sociological questionnaire to the categories of respondents (physical education teachers, coaches, sports' instructors), interpretation of statistical data to determine the need to know the occupational area in the field of physical culture and sport. The quantitative study was conducted in randomly selected sports organizations (sports high schools, sports schools, sports federations and sports clubs from Chisinau), on samples whose sizes are presented in Table 1.

Table 1

The sample of respondents according to categories

Categories of respondents	Size of sample
Physical education teachers	30
Coaches	48
Sports instructors	50

Below we will reflect the most significant questions regarding the subject of our research from the questionnaire applied to the respondent categories.

Regarding the question "Do you know the national occupational standards in the

field of physical culture and sports", the respondents responded positively in a percentage of 42% but 58% did not know / know partially these standards.

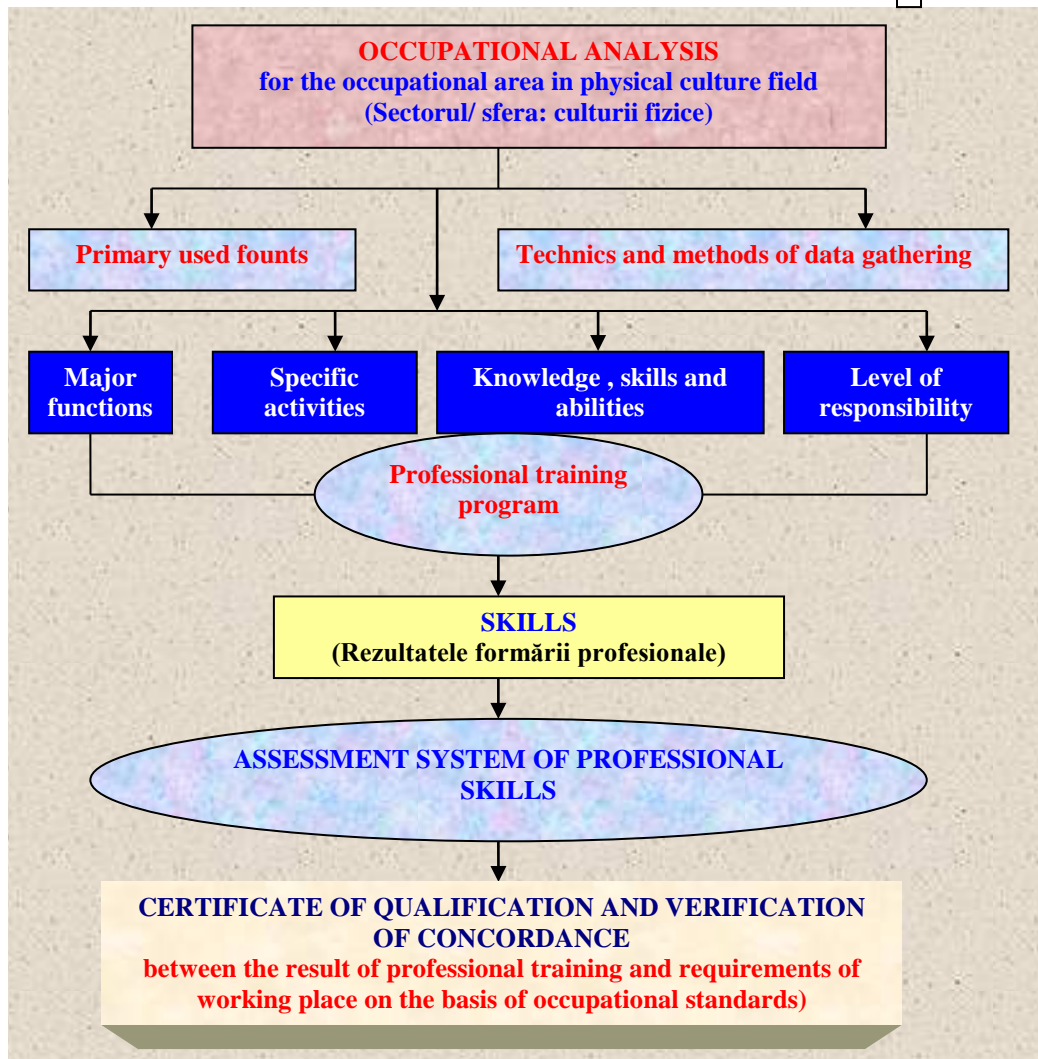


Fig. 1. Stages of development model of qualification requirements for occupational area (physical culture field)

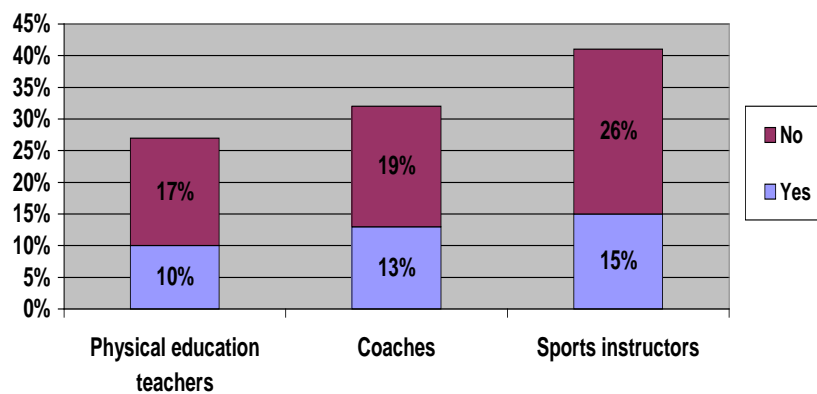


Fig. 2. Respondents' answer regarding the question "Do you know what are the elements of occupational analysis in the field of physical culture and sports?"

Regarding the question “Does the job description correspond according to the position of your current social-economic requirements?” respondents gave significantly negative answers (69%) towards the affirmative ones (31%).

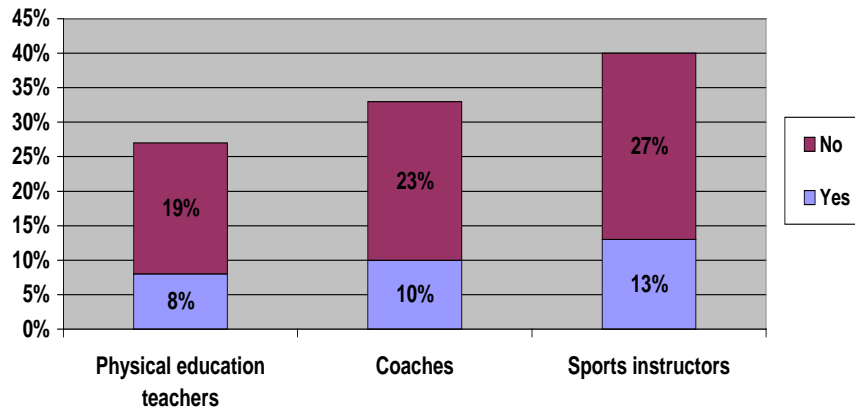


Fig. 3. Respondents' answer regarding the question "Does the job description correspond according to the position of your current social-economic requirements?"

Regarding the question “Do you assess the importance of occupational analysis in the process of training the future specialists in the field of physical culture and sport”, most of the respondents (78%) highly appreciated the importance of occupational analysis in curriculum design in the training of future specialists, 22% of respondents underestimate its importance.

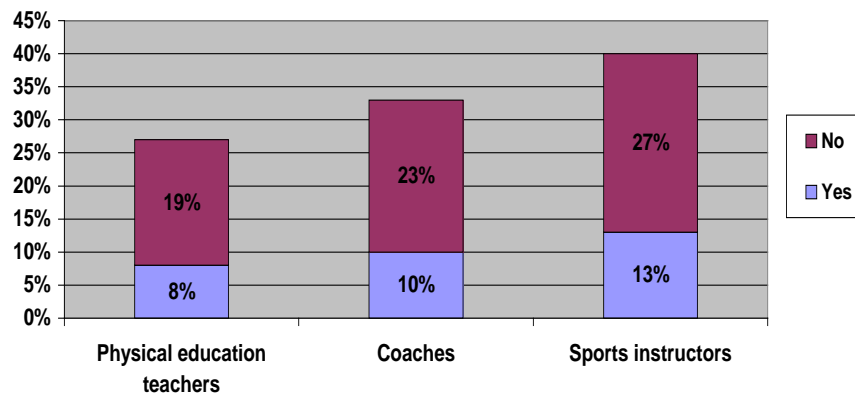


Fig. 4. Respondents' answer regarding the question "Do you assess the importance of occupational analysis in the process of training the future specialists in the field of physical culture and sport"

The results obtained from the application of the questionnaire allowed to identify the following issues:

1. Insufficient knowledge of occupational standards in the field of physical culture and sports;
2. The discrepancy between the job-specific activities and the current socio-

economic requirements in the country and abroad;

3. The need of connecting the results of the occupational analysis in the field of physical culture and sport and the process of training the specialists in the field.

Analysis and presentation of gathered information in a format that will facilitate the editing of project models of occupational standards for occupational area of the physical culture, that involves

defining and describing of the following items (Table 2 and 3) [1, 3]:

- ❖ major functions;
- ❖ specific activities;
- ❖ knowledge, skills and necessary abilities;
- ❖ levels of responsibility.

Table 2

Elements of occupational analysis of activities in the field of physical culture and sport

Crt. No.	Major functions according to occupational profile	Specific activities	Levels of responsibility according to European Qualifications framework (EQF)
1.	Teacher of physical education and sport	Practitioners of such occupations carry out teaching - learning activities according to a program developed for the searched objective. This component contains essential information about the environment where practitioners of an occupation exercise activities aimed in achieving the due tasks involved and the possible risks to which they are exposed. The teacher carries out its most activities in the gym, office, etc. depending on the program / basic specialization	The exercise of any occupations requires a certain education or training path completed by a qualification. There a 8 levels of qualifications (N1-N8) according to European Qualifications framework (EQF) This occupation requires specialized higher education • Level of qualification: N6
2.	Coach	Practitioners of such occupations establish - together with the managers of club and / or specialized federation performance goals of squad / team for a short and long term (championship, other events or sports competitions)	This occupation requires specialized higher education • level of qualification: N6
3.	Sports Instructor	The instructor in Sports trial carries out his activity in areas /sport halls especially equipped with professional equipment. Practicing the occupation of sports instructor requires knowledge of some skills related in identifying clients' requirements, determining the types of programs for body maintenance and types of exercises appropriate for these requirements, and to establish the required sports equipment and accessories depending on the types of physical	This occupation requires specialized higher education • level of qualification: N6

		<p>exercise which should be carried out by athletes, providing all the time the functionality of available sporting equipment. For practicing with great results the occupation, sports instructor is constantly concerning in developing its own professional training, forming a performance "team", in order to work effectively, using a permanent style of open, polite and constructive communication, throughout specific training activities and monitoring of clients. In his activity, sports instructor uses a complex of specific equipment (apparatus and sports accessories), ensuring their permanent functionality (by verification and current maintenance), respecting the specified conditions in the internal rules of the institution. Responsibility, thoroughness, efficiency, communication ability, ease of communication in a foreign language, discernment, attention and skill represent some absolutely necessary abilities in practicing the occupation of sports instructor.</p>	
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Table 3

Actual activities of the specialists of sports institutions according to position and job description

Crt. No.	Major functions according to occupational profile	Actual activities of the specialists of sports institutions according position and job description
1.	Teacher of physical education and sport	<ul style="list-style-type: none"> • Plans, evaluates and reviews the curriculum, lesson content, teaching materials and methods of training. • Selects and uses textbooks, teaching materials, sports equipment / accessories needed in lessons and teaching projects carried out in the gym. • Establishes operational objectives of the lesson in regard to the intended purpose and according to the time of affected instruction. • Organizes the content of the learning activity in the school curricula and chosen textbooks and carries out the lesson teaching project. • Determines the training requirements of the clients or students, chooses appropriate teaching strategies and create interactive learning situations. • Provides instructive and educational information selected and adapted to the objectives of the curriculum and the learning opportunities and the training level of the student. • Observes and evaluates the progress and gives grades. • Organizes extracurricular activities / additional training plan of the students in relation to their development needs. • Organizes the excellence potential of students and proposes topics of study for those who have an interest in teaching program.

2.	Coach	<ul style="list-style-type: none">• Checks the correct assimilation of the information submitted by the students by administering the tests or performance and analysis of achieved results.• Revises methods and learning strategies in relation to progress made by students and develops alternative learning strategies.• Advises students or beneficiaries of sports organization about educational and / or professional alternatives depending on their interests, abilities and individual choices.• Develops and carries out activities out of the curriculum.• Takes part in courses and training programs aiming in personal development and instructive and educative activities.• Sets - together with the administration of the sports institution club and / or professional federation - the beneficiaries targets or the performance of the squad / team for a short term (championship, other sports events or competitions) and long term;• Prepares with co-workers (coach, physician, fitness coach, psychologist, etc.), training plans in order to achieve performance goals set.• Provides training management, with encouragement and motivation to prepare the athletes for the games, competitive events and / or tournaments; when athletes will achieve the specific training process;• Uses training techniques based on qualities, referred to weaknesses of clients or athletes;• Assesses the skills of beneficiaries, athletes and reviews the records of their performances in order to determine how good they are and the kind of potential they have in practicing a particular sport;• Assesses the degree of assimilation of knowledge and skills of beneficiaries and athletes;• Edits reports detailing the findings of a client or player and makes recommendations on the selection of athletes, when is necessary;• Constantly gets informed, studying the professional literature, the changes in the rules, techniques and training methods relevant for the concerned sport;• Plans, organizes and leads the training sessions;• Explains and demonstrates how to use sports and training material;• Analyses the strengths and mistakes of opposing teams to perfect their game strategies; as for clients analyses the mistakes applied in the conducting of maintenance programs and calls for proposals to streamline them;• Takes part in the training sessions of the squad / team accompanies the athletes during the scheduled competitions;• Carries out technical and tactical training sessions with athletes or clients;• Discovers and selects potential athletes according to their skills, their potential and performance criteria specific to the field;• Coordinates the work, done by the assistant coaches, trainers and subordinated physicians;• Regularly informs the management of the fitness centre or club by reports regarding the stage of achieving the aimed goals;• Appeals to the club or centre managers the material support (sports equipment) and financial for conducting sports training and organizing the training camps.
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3. Sports instructor	<ul style="list-style-type: none"> • Collects information on carried out professional activity. • Provides information about their required information and their quickly and rightly providing. Providing the information will be done through specific means, using the correct professional terminology and a communication proper to the aimed goal. The means of providing the information that are used are the information boards, telephone; methods of communication: verbal and written communication. • Takes part in group discussions that must be constructive and aim to fulfilment the tasks of the group. • Organizes activities with beneficiaries of sports services or athletes: constantly observing the share of beneficiaries, their training; • Checks and maintains apparatus or sports equipment; • Establishes a sports program; • Uses protective equipment, maintaining and keeping it safely according the current rules; • Uses quickly the emergency and evacuation procedures, properly and soberly, in evacuation the predetermined order, following the procedures specific to workplace. Insuring quickly the first aid, depending on the type of accident, using specific hygienic tools.
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We present below the Occupational Analysis model (physical culture area) emphasized in the development stages of the qualification requirements.

4. Conclusions

We can say that, tackling the drafting of professional training curriculum should be done starting from: the functions, tasks and activities characteristic for an occupation, determined after occupational analyses. Knowledge and skills necessary in achieving them should be defined in two dimensions [2]. One dimension may represent the level of particularization, namely: economic sector, occupational field, activity. The second dimension can be represented by the nature of knowledge and skills, namely: academic, technical and transversal.

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