

SPORTS ETHICAL VALUES: PEDAGOGICAL AND TRAINING DEONTOLOGY ASPECTS

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Rezumat. *Actualmente, sportul este un fenomen social semnificativ, fiind încurajat de îmbunătățirea continuă a concepțiilor generale despre viață. Mass-media a făcut din sport nu numai un liant care poate reuni și aplica aceleași reglementări diferitelor culturi și tradiții, dar a proiectat personaje și mostre din fiecare grup etnic din țările cele mai îndepărtate.*

Cuvinte-cheie: *valori etice, sport, aspect deontologic.*

Currently, sport has been established in the human world as a means of moral raising, because physical effort to overcome his opponent or a face of the perfect opponent, develops inner qualities such as determination, courage, self-sacrifice, spirit of sacrifice and perseverance, all these qualities given the good order of a beautiful and good sports performance. Today, sport is a significant social phenomenon, being encouraged by the continuous improvement in general conceptions of life. The media has made sports not only a language that can bring together and apply the same regulations to different cultures and traditions, but has projected characters and samples from each ethnic group in the most distant countries. Physical education is not limited to the formation of physical skills, as it covers a wider range of skills, some of an emotional and social nature, as well as cognitive processes, motivation and moral concepts, while having more than a recreational dimension. Involvement in various physical activities brings a type of knowledge and understanding focused on principles and concepts, such as "rules of the game", fair play and respect, tactical and physical awareness and social awareness related to personal interaction and team effort, in many of the sports. Thus, almost all countries identify the physical, personal and social development of young people as the main objectives. The social value of physical education and sport has also been expressed in various documents by the European Commission.

The field of physical education and sports is a generating and stimulating environment for the formation and manifestation of behaviors, able to highlight the entire repertoire of skills, talents and human attitudes. The ideal human personality can result only from the harmonization of the physical

development with the intellectual and the moral one, a combination that later becomes a basic stimulus and for the activation and cultivation of aptitude resources. In some cases, behavior no longer depends on the intellect, but on moral or educational deficiencies. Thus, this category includes those who have discovered neither honor nor good manners, being themselves triggers of conflicts in relation to the public and/or colleagues. All these behavioral deficiencies have multiple causes, but the weight is held by the absence or insufficiency of cultural education and its lack of organization at the level of the intellect.

In this context, we can mention that, in fact, the completeness of the value of the performing person (in any field) necessarily includes an acceptable level of culture and civilization that is consistently manifested in conduct.

Returning to the field of sports, "Fair-play" is the word that fully characterizes the conduct, as a rule, in performance sports. It refers to simple gestures towards a teammate, opponent, referees or spectators and to the most complex situations that involve saving (helping) an opponent who has fallen on the sports field, recognizing a deviation, solidarity with an action, fighting doping, etc. In all cases, whether we are talking about sports or another field of activity, the notion of self-respect, towards those around us, occasional partners, within the profession is at stake. Regarding the educational phenomenon, it is not enough just a juxtaposition of ideas about education from different sources, but it is necessary to interrelate and integrate all approaches in an interdisciplinary scientific model, able to substantiate a specific science of education. Without the principle of interdisciplinarity, multidisciplinary is meaningless and ineffective.

The need for ethics is an objective fact, and the observance of ethical norms intrinsically is necessary, as urgently as possible in the world of sports, if we take into account the "irresistible increase of aggression". The principle of fair play cannot be qualified as an ethical principle, as it has an inherent legal connotation. Thus, codification is not used to give legal force to a principle, but is probably intended to ensure a more explicit and obvious vital importance of the whole exercise. "Fair play means more than just playing by the rules. It incorporates the concepts of friendship, respect for others and sportsmanship. Fair play is a way of thinking, not just a way of behaving. It includes the fight against deception, against borderline conspiracies, the fight against doping,

violence (physical and verbal), exploitation, unequal opportunity, excessive trade and corruption"[2] and which can often be classified as criminal offenses when identified as unlawful acts, imposing sanctions in this regard. Moreover, this principle has already been included in many normative acts specific to sports legislation. An example is Article 6 of the Basic Principles of the Olympic Charter, which states: "Sports clubs and sports associations shall be subject to order and shall carry out their activities in a sporting manner, respecting the principles, rules and practices of sport and guaranteeing their people function, the educational, social and cultural development of sport"[6].

Approaching the issue of practical ethics of education or pedagogical deontology, also involves studying aspects related to the moral profile of the educator, the content and quality of educational work. In this context, we will further address some aspects regarding the responsibility of the coach, in his capacity as pedagogue, manager, technician and why not researcher. The coach's *teacher* quality is found in the process of carrying out his complex activity of training and educating athletes, in a field of quality and efficiency (performance), the development and application of a wide range of allowed actions, of course, in the context of need increasing his consciousness and conscientiousness as a man and professional of education. The pedagogical process of communication and leadership, training and education is done individually and in groups, at different levels of training and aspiration of athletes [3, p. 17]. His quality of *technician* corresponds mainly to that of master in the physical, technical-tactical training of athletes, and that of *manager* in planning and organizing practical actions specific to sports training, leadership styles approached according to behavior. *Researcher* Quality is reflected with priority in the actions undertaken in the direction of discovering and applying innovation and creativity in training, being thus a demanding experimenter of good ideas, always fighting against dogmatism and routine.

The attribute of creator corresponds to the efficient coach who proceeds to orient his actions towards results and performance that is achieved in close connection with the motivational satisfaction of athletes, their feeling of "satisfaction", orientation of values towards action and promotion of innovative climate. Through his actions, the coach must encourage athletes to develop their ideas, to be creative, to have initiative and lastly to tolerate possible failures [7, p. 3].

In some cases, in which the professional conscience of the coach is not in accordance with the imperatives of professional responsibility-part of social responsibility, it can have as an effect a state of conflict between professional performance and the norm of legal conscience [4]. Education is achieved not only in educational institutions and in the family, but in any framework of society where two or more members of society live, work together or meet - therefore, also in sports communities where excellence in sport is achieved. In the field of physical education and sports, the reality proves to us that it is not enough for the coach's deviations to be sanctioned only morally and ethically. It is necessary for the coach to be aware of the legal consequences of conduct that does not comply with professional ethics. Such a responsibility belongs to those who train the trainers of performance athletes. Any deviation from the exigency of the scientific and pedagogical content both of the training and of the evaluation of the future teachers of physical education and sports and coaches can constitute a favorable framework for the illicit conducts on the "sports field" [1].

The responsibility and ethics of the coach is the main factor that determines the image of the athlete or the team, ahead of a number of other factors, such as the quality, reputation and foundations of sports training. The most important elements of social responsibility and ethical behavior in sports activities are reflected in Figure 1.

| ELEMENTS OF SOCIAL RESPONSIBILITIES AND ETHICAL BEHAVIOR IN SPORTS ACTIVITIES |
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| <ul style="list-style-type: none"> · Ethical values · Sports team management · Attitude towards athletes · Attitude towards employees · Financial transparency · Ethical approach of sports activities · Investments for athlete or sports team · Relations with those involved in sports activity · Impact on environment · Dialogue with sports club associations · Relations with NGOs |

Fig. 1. Elements of social responsibility and ethical behavior in sports activities

Sports activities must be organized scientifically, respecting the discipline of sports work, the value of the training and competition model, the recovery

system, the training and competence of the coach. Moreover, sport is defined as a formative science of man only insofar as it will use the data of anthropology, genetics, physiology, psychology, pedagogy, biomechanics, mathematical sciences etc., otherwise it remains "just a simple limiting practice that, given current progress, can no longer meet performance requirements "[5,p.181].

The deontology of the profession of coach and/or teacher of physical education and sports, as well as of any educator must be based on a system of norms, rules, requirements, moral, professional obligations, as well as on legal, administrative and technical - professional regulations who orient their activity towards fairness and efficiency. It is unanimously acknowledged that performance, victory, which entails the laurel wreath, always has an ethical and social function. At the same time, it is known that, not infrequently, in the world of sports, the protection of the subjective rights and legitimate interests of athletes does not prevail.

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