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ANALYSIS OF THE ORGANIZATION AND EVALUATION DOCUMENTS OF THE INSTRUCTIONAL-EDUCATIONAL PROCESS IN THE DISCIPLINE "PROFESSIONAL ETHICS" AND OF THE PRACTICE INTERNSHIPS

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Rezumat. *Articolul dat reprezintă abordarea normativității de conduită deontologică și etică profesională. Principiile eticii sunt normele valorice, operaționale și strategice, scopul fiind conduita eficientă în activitatea profesională a cadrelor din domeniul culturii fizice și sportului. Educația fizică nu se limitează, doar la formarea abilităților fizice, întrucât acoperă a arie mai largă de abilități, unele de natură emoțională și socială, precum și procese cognitive, motivație și concepte morale, având totodată mai mult decât o dimensiune recreativă. Implicarea în diverse activități fizice aduce un tip de cunoaștere și înțelegere axat pe principii și concepte, ca de exemplu "regulile jocului", fair-play și respect, conștientizare tactică și fizică și conștientizarea socială corelată cu interacțiunea personală și efortul realizat în echipă, în multe dintre sporturi. Astfel, aproape toate țările identifică dezvoltarea fizică, personală și socială a tinerilor, ca fiind principalele obiective. Valoarea socială a educației fizice și a sportului a fost, de asemenea, exprimată în diferite documente de către Comisia Europeană.*

Cuvinte-cheie: *etică, principii, norme, cod de etică, educație fizică, deontologie.*

The educational objectives within the "Professional Ethics" study discipline are achieved through formal and informal education strategies centered on independent and group actions reflected in the curriculum for the discipline. The "Professional Ethics" study discipline is included in the curriculum for year II, cycle I, totaling 90 hours and 3 credits. In Table 1 is presented the administration of the "Professional Ethics" discipline, and in Table 1.2 the current content of the university curriculum for the study discipline monitored by us in the research.

Table 1. Administration of discipline

Code of discipline in the curriculum	Year of teaching	Semester	Number of hours			Assessment		Responsible for discipline
			Course	Seminar	Individual work	Credits	Examination	
U06 O023	II	VI	30	15	45	3	Exam	Department of Psycho-Pedagogical and Sociohumanistic Sciences

Table 1.2. The curricular content of the "Professional Ethics" study subject and the allocation of hours for each topic (initial format)

No.	Topics	Hours		Individual work
		Course	Seminars	
1.	Professional ethics - science about professional morals	2	1	4
2.	Morals - science and art	2	1	3
3.	Conscience and moral conduct	2	1	4
4.	Methodology and technology of ethical education and civility	4	2	4
5.	Central concepts in professional ethics	2	1	2
6.	Professional communication and its aspects	2	1	2
7.	Means of communication in the professional sphere	2	1	3
8.	Theoretical and practical aspects of the conflict	2	1	3
9.	Mediation: defining dimensions and coordinates	2	1	3
10.	States of stress in professional activity. Stress management	2	1	3
11.	Professional etiquette. Code of Good Manners	4	2	3
12.	Deontological codes: conceptual aspects	2	1	4
13.	Lesson of totalization, generalization and synthesis	2	1	3
TOTAL		30	15	45

According to the current curriculum for the Professional Ethics study subject, upon completion of the course, students will acquire the following key/transversal and transdisciplinary skills:

1. Learning/learning to learn skills
 - Competencies to master the methodology of integrating basic knowledge about nature, man and society in order to satisfy needs and act to improve the quality of personal and social life.
2. Communication skills in mother tongue/state language
 - Competencies to communicate reasonably in the mother tongue/state language in real life situations.
 - Competences to communicate in a reasoned scientific language.
3. Action-strategic skills
 - Competencies to project one's activity, to see the final result, to propose solutions to solve problem situations from various fields of human activity.
 - Competencies to act autonomously and creatively in different life situations for the protection of the environment.
4. Digital skills, in the field of information and communication technologies (ICT)

- Skills to use digital action tools in real situations.
- Competencies to create documents in the communicative and informational field and to use electronic services, including the Internet, in real situations.
- 5. Interpersonal, civic, moral skills
 - Competencies to collaborate in a group/team, prevent conflict situations and respect colleagues' opinions.
 - Skills to demonstrate an active civic position, solidarity and social cohesion for a non-discriminatory society.
 - Competencies to act in different life situations based on moral-spiritual norms and values.
- 6. Self-knowledge and self-realization skills
 - Critical thinking skills on one's own activity for the purpose of continuous self-development and personal self-realization.
 - Competencies to assume responsibilities for a healthy way of life.
 - Skills to adapt to new conditions and situations.
- 7. Cultural, intercultural competences (to receive and create values)
 - Competencies to orient oneself in the values of the national culture and the cultures of other ethnicities for the purpose of their creative application and personal self-realization.
 - Competencies of tolerance in receiving intercultural values.
- 8. Entrepreneurial skills
 - Competencies to consciously choose one's future area of professional activity.

The university curriculum includes the presentation note; administration of discipline; general and specific skills; performance descriptors; methodological suggestions; didactic strategies; evaluation strategies; the collaboration of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program; bibliographic sources and annexes. The curriculum is published periodically and made available to students in electronic format (Moodle platform) and on paper. The university curriculum is the main didactic document in ensuring the achievement of the study goals included in the study plan. The curriculum for the "Professional Ethics" discipline provides for individual work (laboratory work, graphic-analytical work, reports, projects and case studies), which contributes to the active learning of students. The completion of works and projects contributes to the formation of specific skills. The close collaboration with sports entities, pre-university education institutions and economic agents in the field allows to develop master's theses on current and necessary issues in the field of physical education and sports in the country.

The curriculum for practical internships reflects the general objectives and skills, the structure, the methodology of the organization and implementation of pedagogical internships within the State University of Physical Education and Sport, for students of the Faculty of Pedagogy, cycle I, according to the regulations of the legislation in force in the Republic of Moldova, mandatory and essential component of university professional training.

Objectives and curricular content of internships:

• *A) the psycho-pedagogical internship* involves training the skills necessary to exercise the teaching profession, namely:

- scientific competence (requires skills necessary for the use of knowledge, the ability to transmit knowledge, skills for research, experimentation and control, as well as initiative and objectivity in activity);

- managerial competence (requires planning and design skills, ability to organize and coordinate the collective, correct administration of reward and punishment, etc.);

- psycho-pedagogical competence (requires the ability to determine the degree of difficulty of a content, the ability to make information accessible, the ability to understand the student's personality, empathic ability and pedagogical tact, etc.);

- psychosocial competence (requires the ability to establish relationships with children, parents, colleagues, ability to use authority, variation of the freedom-authority ratio, etc.).

Within the pedagogical practice, the following objectives are pursued:

1. The valorization and application by students of the knowledge, skills and skills acquired within the pedagogical and methodical disciplines of the curriculum regarding the organization and management of the instructional-educational process in the field of physical education and school sports.

2. Knowing the particularities of age and gender of students in schools or high schools and influencing them in terms of physical development and training, the formation of basic motor skills, applied and specific to some sports branches provided by the program / curriculum in physical education.

3. The formation of didactic work skills and the ability to organize and lead groups of students of different ages, within the forms through which physical education is carried out (lessons, sports classes, daily gymnastics, mass sports activities, etc.).

4. To teach students the following types of pedagogical activities in the discipline of physical education:

- planning and designing the instructive-educational process in "Physical Education" per semester, lesson cycles distributed for the realization of concrete themes;

- carrying out different types of lessons in primary classes using different methods (frontal and group) to organize students' activity in secondary classes as well;

- organizing and conducting extracurricular activities in physical education; mass health measures and sports competitions; occupations in sports sections and circles; directing the activity of the physical culture group;

- pedagogical analysis of the physical education lesson and other forms of organization of occupations and the assessment of their effectiveness;

- the application in practice of the assessment methodology of healthy-hygienic insurance in physical education with the aim of developing methodical recommendations, psycho-pedagogical research, etc.

To inform the students of the following types of activity of the class leader:

- developing plans regarding the educational work;
- the basics of organizing and conducting educational actions outside of class hours;
- carrying out psycho-pedagogical observations with the aim of determining the individual capacities of the students.

To develop students' skills and abilities to systematically record the results of their own activity, analyze and appreciate their own pedagogical experience, using it for the purpose of perfecting the instructive-educational activity with the students.

The managerial internships aim to achieve the following objectives:

1. Familiarization of students with different leadership and management structures in the field of physical education and sports, such as:

- sports associations and clubs;
- sports schools of different ranks;
- sports federations.

2. Consolidation and deepening of management and leadership knowledge, as well as their transformation into managerial skills and abilities.

3. Formation of ethical and management qualities of the manager according to contemporary requirements.

4. Consolidation of the management and organization experience of future managers in the current links.

5. Consolidation of professional interest, as well as stimulation of interest in independent and creative activity.

6. Development of managerial skills and the ability to apply acquired knowledge in various conditions.

7. Accelerating the process of placing students in the respective function and subdivision.

8. Deepening practical knowledge through professional activity.

9. The study by the coordinator and the leader of the capacity internship and student intern skills in order to effectively frame them in the field of specialization of the chosen profession.

In the framework of managerial practice, students must know and pay special attention to the following areas of activity of the sports organization:

- the conception and mission of establishing the sports organization;
- the organizational-legal form of sports organization operation;
- the content of basic administrative documents;
- branch membership of the sports organization. The character of the interrelationship with the Ministry of Youth and Sports of the Republic of Moldova, the National Olympic Committee;
- collaboration with other sports profile organizations.

Coaching practice ultimately reflects the following competencies of the students:

At the end of the internship, the student will be able to:

- to carry out the selection in the preliminary training groups in accordance with the level of their motor training, their psychological, anthropometric particularities, medical anamnesis. Also, to be able to effectively complete the training and training groups, the 1st and 2nd years of training.

- to compile and correctly complete the documents for running sports competitions;

- to organize and hold sports competitions at the sports event specific to the organization it represents;

- to carry out the pedagogical analysis of the training and training session, its timing and pulsometry, to calculate the general and motor density of the lesson;

- to correctly select, prepare and apply the inventory and sports equipment;

- to evaluate: the condition of students based on the indices of pedagogical, medical-biological, psychological control, etc.; the influence on the physical effort on the students' body, and depending on this - its correction;

- the application of different variants of conducting the training sessions, in accordance with the individual morphofunctional and psychological characteristics of the students, the level of motor and sports training, the state of health, etc.;

- to apply different technologies for training motor acts and development of motor skills;

- to analyze the technique of motor acts, to correctly assess the causes of the appearance of typical mistakes and to determine in time the effective options for their liquidation;

- to evaluate the training process based on the effectiveness criteria (norms of the level of motor training, sports results from the competitive exercise, etc.);

- to diagnose the state training of young athletes (motor qualities, functional possibilities, degree of acquisition of motor skills and skills, etc.);

- to forecast the results of the training and competition activity, the appearance of difficulties and the determination of ways to remove them;

- to carry out operative, current and prospective planning of training, competitive, educational, scientific-methodical activities, etc. compartments of the coach's activity;

- to program the content and forms of organization of the trainers training process in the training cycles of different duration;

- to carry out the control and dosage of training influences in accordance with the particularities of bender, age of the athletes in concrete situations of the training sessions.

The activity of students - interns in practice will be carried out in the following directions:

1. Familiarization and organizational activity;
2. Instructional-methodical activity;
3. Mass sports activity;
4. Educational activity;
5. Research and instructional activity;
6. Promotional propaganda activity;

7. Administrative activity - logistics.

In conclusion, we mention that ethical behavior must be an integral part of the institution, a way of living that must be deeply rooted in the collective body of the institution; it must be a way of its existence that is transmitted from one generation to another.

The results of the observations allowed us to determine the need to develop a new theoretic course that will contribute, through its practicality, to the formation of theoretical/practical knowledge in accordance with the need to acquire the general and specific skills of professional and sports ethics necessary for the specialist in the field.

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PRINCIPLES AND METHODOLOGICAL APPROACHES OF PROFESSIONAL-APPLICATIVE PHYSICAL TRAINING OF POLICE OFFICERS

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***Rezumat.** Pregătirea fizică profesional-aplicativă a polițiștilor cu destinație specială va deveni mai eficientă dacă se bazează pe metodologia dezvoltării integrate a calităților semnificative din punct de vedere profesional. În același timp, natura complexă implică dezvoltarea tehnicilor de luptă, deținerea de arme de serviciu, precum și pregătirea fizică bazată pe dezvoltarea calităților de putere, viteză, coordonare motrică, dar cu un accent semnificativ pe îmbunătățirea vitezei și abilități de forță. Un nivel ridicat de dezvoltare a abilităților motrice necesare profesional ale angajaților va contribui la creșterea eficienței îndeplinirii sarcinilor lor de serviciu și operaționale.*

***Cuvinte-cheie:** pregătire fizică profesional-aplicativă, polițiști, principia, metode.*

The process of training the professional-applicative physical training (PAPT) of police officers should consist of general and special training. This requires the use of targeted means of mastering the martial arts technique and improving the priority physical qualities necessary for professional activity [9, 18, 22].

The professional-applicative physical training of employees of special purpose units aims at:

- to promote the full manifestation and development of the necessary motor skills,
- expands and maintains the body's functional capacities for these activity conditions,
- intentional development of physical qualities,
- to develop skills of overcoming opposition to the criminal when performing technical and tactical actions,
- to improve skills for their most complete implementation in the structure of basic technical and tactical actions,
- creating a dynamic stereotype.