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OF THE REPUBLIC OF MOLDOVA**

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**THEORY AND PRAXIOLOGY OF MANAGERIAL-NORMATIVE
VOCATIONAL TRAINING (INITIAL AND CONTINUOUS) OF THE
PHYSICAL CULTURE SPECIALISTS**

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OF THE REPUBLIC OF MOLDOVA**

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CONTENTS

Conceptual points of research	4
1. The analytical framework of the initial and continuous vocational training of the specialists in the field of physical culture from the managerial and normative perspective	16
2. The teleological framework of the initial and continuous vocational training of the specialists in the field of physical culture: managerial and normative perspective	22
3. The conceptual framework of managerial and normative training of specialists in the field of physical culture	30
4. Experimental validation of the initial and continuous training model of specialists in the field of physical culture from a managerial and normative perspective	44
General conclusions and recommendations	65
Annotation (in Romanian, Russian, English)	69
References	72

CONCEPTUAL POINTS OF RESEARCH

The actuality and importance of the topic addressed

Globalization and the expansion of competition impose new requirements in the national economic system, including education. The transition to a new socio-economic formation, the market relations, the changes of the financing bases, inherent to this period, had a negative impact on the whole system of physical culture and sports. In order to survive and develop in the existing conditions, sports organizations are put in a position to identify new ways and approaches to carrying out activities. Thus, it is important to note the modern training systems for qualified staff in the field of physical culture around the world and which can be models of good practice in the field. The transformations taking place in Moldovan society require higher education to train competent specialists, able to meet the requirements imposed at national and European level. In the field of reference, these requirements aim on the one hand to update and modify the contents transmitted to students, teachers, and on the other hand to modernize the way they are presented [1, 4, 25, 54]. The need to create a comprehensive system of vocational education dictates the need to rethink the target functions of education as a system, its internal connections, the revision of traditional ideas regarding the social, historical, cultural and value essence of education, its relationship with other types and forms of social practice, its place and role, as a social institution in the life of a person and society. The national vocational training system in the Republic of Moldova, as well as other international systems is in a process of structural transformation. One of the priority directions of the transformation of the specialized higher education was its integration in the international educational system, first of the entire European one. There is a constant scientific interest in the idea of creating a unique educational space that would facilitate “the convergence of various higher education systems into more transparent, comparable and compatible based on three cycles: bachelor’s, master’s, doctorate” [<https://mecc.gov.md/ro/content/procesul-bologna>], according to the latest resolutions on the Bologna Agreement, which Moldova signed with other European countries in 2005.

A significant element of the postmodern concept of vocational education is multi-level training, as recommended by the Bologna Declaration, including the Qualifications Framework. This desideratum imposed an eloquent restructuring of the study process from the perspective of the content, the forms and the teaching methods approached in this direction. An essential role in the vocational training of future specialists in the field of physical culture and sports for pedagogical, managerial and sports activities is played by academic pedagogical disciplines and internships, which being in a close interdisciplinary connection will ensure the teaching-learning process, a wider space and will extend the area of issues to some related fields (sports management, sports law, sports pedagogy, psychology).

The motivation for selecting the research topic is reflected in the approach to integrated education and the stimulation to future specialists in the field of entrepreneurship generated by creativity, critical thinking with an orientation towards individual studies, scientific research, improvement and continuous training. Also, the sizing of the concept of integrated education through innovative methodologies and technologies (new concepts and models of learning) will certainly contribute to the stimulation of personal reflections and, above all, will support the responsible actions of future specialists in the field of reference for constant concern in the direction of developing their own aspirations and for solving various problems that can be identified during their professional experience. Moreover, the richness of the content and the qualities of the teaching act can be ensured only through an adequate documentation and synthesized from the multitude of information sources, through an organization, restructuring, treatment of problems, elaboration and implementation of a constructive learning model, necessary to be made available to students in their educational path.

The purpose of teaching the subjects provided in the curricula in the context of the introduction of national educational standards is determined in the context of training an educated person, competent in the chosen field of activity, ready to act in non-standard situations, constantly identifying and supplementing knowledge / skills, missing for a successful activity. Thus, the elaboration and implementation of an innovative model in the process of managerial-normative training of specialists in the field (integrated-operational model) and a new concept of learning, contextual (competence-based approach) were fundamental reasons for selecting the research topic. At present, there is no well-founded scientific model to systematically ensure the achievement of the result expected by postmodern society. The training of managerial-normative skills of the specialists in the field of physical culture and sports, the contradictory points of view of specialists on effective ways to train sports managers, teachers and coaches completed the picture of the reasons for this dissertation, contributing to the revision of specific training approaches of students enrolled in specialized higher education institutions.

The scientific-didactic potential of pedagogy, oriented towards practice, is not often realized properly, as there is a mismatch between the possibilities of scientific knowledge and the perception / application of this objective knowledge by the student - future specialist in the field [7]. The analysis of the theory and experience of international, national and area pedagogy allowed us to identify some arguments that define the actuality and importance of the approached topic, as follows:

- the existence in the literature of pedagogical models to ensure the teaching act and the absence of an integrated-operational model, scientifically based, to ensure the successful implementation of the competency-based approach of the specialist in the field of physical culture

and sports (with emphasis on the formation of managerial-normative competencies), which are in a dynamic evolution;

- the need for theoretical and methodological foundations for the design and application of efficient technologies in order to ensure adequate managerial and normative training (initial and continuous) of the specialist in the field, corroborated with the lack of applied research;

- the knowledge gained in pedagogy about teaching management and sports law (as distinct branches from the general ones) in a higher education institution and the lack of a scientifically based technology and theory that could make it possible to train a graduate of such an institution towards the direction of its independent training by acquiring generalized (theoretical), individualized knowledge and their application in a creative and competent way depending on the situation identified and appeared in the instructive-educational process;

- the need for specialized teachers to have effective knowledge in the field of modern teaching technologies and the possibility of using them in a systemic way;

- the role of practice in the training of specialists in the field and the need to integrate different types of student activities (educational, research and scientific research, practical) in the learning logic , ensuring the transition from theory to practice, professional activity of students and selection of the theoretical training content (according to the contextual model of A.A. Verbitsky) and the effective implementation of the competence approach;

- the lack of a methodology for training (initial and continuous) the managerial-normative competencies of specialists in the field, focused on values and principles relevant to the field of reference, including indicators and descriptors for performance evaluation;

- no research was approached in the field regarding the training and development of managerial-normative competencies of students as future specialists in the field.

In this context, several international scientific personalities have described the theoretical and methodological foundations of managerial training of specialists in the field of physical culture and sports [40, 49, 51, 57, 59, 60, 64, 66, 68], which constitutes a basis and a methodological support for the technology of organizing the training and approaching the modern style of the teacher. Significant concerns in the field of sports management can be observed at national level in the works of the authors: V. Manolachi [40]; Budevici-Puiu L. [13, 14, 16, 18]; Budevici-Puiu A. [16, 17, 19]; Triboi V. [62] etc., as well as in the authors' dissertations: Volcu Gheorghe (2018), Volcu Irina (2019), Cires Victoria (2021), Ecaterina Amelicichin (2018), Esanu Marcela (2019) and Popa Ghenadie (2022).

References [24, 53, 33, 34], socio-psychological and sociological studies, reflect the fact that the success of implementing a managerial decision taken by a sports leader involves training future specialists in this field. Moreover, V.I.Gutu, stated that "managers are responsible for creating /

implementing a culture of quality in the organization, and stimulating the development of institutional and procedural mechanisms to ensure, control and continuously improve the quality of training is their prerogative" [31, p. 7]. It is important to note that complete information is a prerequisite for the process of preparing a management decision at all stages. This aspect requires, not only the creation of conditions for the training of specialists in the direction of ensuring the efficient management of the sports organization, but also for increasing their responsibility in implementing and taking decisions [19, 30, 47, 61]. Also, the collection, processing and generalization of various information on the issues identified in the training of specialists in the field, highlighted the fact that it is necessary a good knowledge of the normative acts in force, national and international, local and central government regulations that ensure good development of the physical culture and sports field [9, 11, 64].

Selecting the best solution in modern socio-economic conditions is a difficult and responsible time in the specific activities of the sports manager. Solving complex problems, the manager must anticipate not only the consequences of the decision taken on a specific problem, but also predict the future development of the sports organization. However, given the dynamic changes in the field of physical culture and sport, as well as in other sectors of the national economy, this does not appear to be an easy problem. Therefore, it is necessary to use modern methods of managerial and normative training of specialists in the field, being also recommended to find effective solutions to complex problems in the management of sports entities. The reorientation of physical culture and sport from an administratively planned to a market model, the strengthening of economic motivation and the growth of commercial interests, the change of its general functions, the development of the sports industry, impose consolidated and high requirements for the training of managers, teachers and coaches [45, 56, 65, 68, 70]. At the same time, the integration in the international educational area, the processes of democratization and humanization of the public life, forced the higher institutions of physical education and sports to proceed to essential changes in the structure of the professional training process (initial and continuous) of specialists in this field. At present, it is clear that it is necessary to train specialists in higher education institutions, taking into account the changes that have taken place in the social environment, in accordance with its new requirements, new socio-economic opportunities and socio- cultural and psychological climate. [2]. In this context, the training system for specialists needs to be more flexible and dynamic, being able to respond to the changing demand of the market economy, for intelligence, culture and sustainability, which is inextricably linked to the need to differentiate the educational process, the desire to go beyond the orientation of training towards a certain environment of the profession. The information and reproductive orientation of the existing staff training system should "yield" to the communicative and productive one [8, 12, 15, 20, 38, 50, 63].

In the Republic of Moldova, the issue of sports management has been addressed and implemented by a small number of researchers. Thus, the first textbooks and university courses in this field appeared in 2004, the university course “Management of physical education, legislation in sports. Elements of law” (authors: Budevici-Puiu L., Budevici A., Enache P.) [16] presents a brief synthesis of scientific materials, having a didactic value, based on specialized bibliographical references with the role of methodical guide for students (from full-time and part-time education form), in order to form the general and specific competencies of the study discipline.

Later in 2006 other works were published such as: "Legislative and managerial training of specialists in the field of physical culture and sports" (authors: Triboi V., Budevici-Puiu L.) [62], "Management and legislation in physical education and sports" Vol.1 (author: Budevici-Puiu L.) [14] and Vol.2 “Human resource management in sports organizations” (authors: Enache P., Budevici-Puiu L., 2007) [27].

It is important to note that these works were of a general nature, without sufficiently addressing the aspects of the field of physical culture as a whole, offering students only the opportunity to study in the university environment the research and design resources of the activities that, on the one hand, provided support to create and generate situations for the application of their general educational skills and, on the other hand, less consolidation of skills in their practical activity. The emergence of new economic agents in the field, the development of the business environment, including the non-governmental companies whose object of activity was the provision of sports services, led to the need to train new practical competences of the specialists in the field. The involvement of students in research activities, projects and international mobility, have been for the scientific-teaching staff in the field, an effective means of their self-realization and self-development. Thus, the students' practical learning skills were a priority component in the curricular content of the study disciplines specific to sports management and legislation. New editions have appeared in the field of physical education and sports in the country with the treatment of the reference issue, respectively university [18], textbooks, monographs and chapters in monographs. These works highlight a series of conceptual legitimacies of the managerial training of future specialists in the field. Thus, the main knowledge, qualities and skills of the manager can be grouped into two categories: professional and managerial qualities and skills; professional and managerial knowledge.

At present, physical culture and sport are considered a systemic object of management, which is characterized by a special construction and classification of management relationships, as well as changes in their direction, in the specific activity of a sports manager, all related to transition of the Republic of Moldova market economy. Unfortunately, at present, many sports specialists are not ready to change the culture of their managerial activity, they are not able to adapt quickly to

changes in the external environment [40, 46, 58, 68]. The traditional technology of training students in higher education institutions of physical education does not contribute to the formation of independence and initiative, which are important qualities of a modern specialist and which must have a profile capable of ensuring the effective direction and management of team activities, to make informed and competent decisions, to implement a system of rewards and sanctions, to anticipate the development trends of the "Physical Culture and Sports" industry. A holistic approach to the training of the postmodern specialist can be developed only on the basis of the concept of "managerial-normative competence", which combines the activity and individual aspects of work with experience in organizing sports activities. Moreover, the specialists who have trained and developed these skills are highly qualified staff, representing one of the key factors in reforming the movement of physical culture and sports in Moldova. Unfortunately, the training of such specialists is clearly in line with the needs of the practice, and its improvement depends to a large extent on the development of new university courses, modern information technologies and innovative teaching methodologies. Organizational and pedagogical aspects are objective and subjective factors that determine the content and order of human activity under constant specific conditions of the existence of a system that unites a community for joint actions. Such conditions give a person a clear idea of his rights and obligations, the organization's plans, the system of control over work performance, etc. The managerial-normative training of the students from the specialized faculties has a significant importance for the national system of physical culture and sports, as a mandatory and constant element of their future activity is the organization and development of competitions and sports events, physical trainings, management, ensuring the management process of the sports entity. In the contemporary period, an important section of the activity of specialists in the field of physical culture and sports was the provision / delivery of health improvement services in conditions of competition with similar organizations. In order to operate successfully in postmodern conditions, specialists in the field are required to have knowledge on the labour market, to have knowledge regarding sports management, sports legislation, sports entrepreneurship, sports marketing, whose training elements are provided by specialty scientific- method content within the bachelor's and master's degree studies from specialized faculties. Moreover, postmodern sports management generates new requirements for human resources engaged in this field, which must therefore fulfill new functional tasks (determining the financial policy of the sports entity; managing the activity of the sports organization, analyzing and evaluating financial risks, development and implementing measures to minimize and ensure institutional control, etc.). This issue has been addressed by a number of well-known personalities in the field: Pochinkin A.V. [53]; Zuev V.N. [71]; Seyranov S.G. [56]; Litvishko O.V. [39]; Manolachi V. [40]; Budevici-Puiu L. [10].

The purpose of the research

Substantiation of the students / specialists' theory and praxiology of managerial - normative vocational training (initial and continuous) and determination of the integrated - operational model and of the Concept of training managerial - normative competencies and their implementations in the process of constant improvement of specialists in the field of physical culture.

Research objectives.

1. Analysis of the specialized literature regarding the knowledge of the most important epistemological landmarks of the professional and continuous training of the specialists in the field of physical culture, including also the national and international good practice models .

2. Studying the teleological framework of the initial and continuous vocational training of the specialists in the field of physical culture from a managerial and normative perspective.

3. Determining the conceptual framework of managerial-normative training of specialists in the field of physical culture

4. Elaboration and implementation of the integrated operational model of managerial-normative training in the process of improvement of specialists in the field.

5. Determining the profile and profессиogram of the sports manager.

6. Evaluation of managerial and normative competencies formed in the process of implementing the new methodology.

7. Experimental validation of the initial and continuous training Model of the specialists in the field from a managerial and normative perspective (the Concept of managerial-normative training and the integrated-operational model).

Research hypothesis. It was assumed that the substantiation of the theory and praxiology of managerial-normative vocational training (initial and continuous) of specialists in the field of physical culture by determining and implementing the integrated-operational model and conception (training of managerial-normative skills) will contribute to completing and consolidating the effective specialist framework (profессиogram and profile) on the specialized labor market.

The scientific novelty and originality consists in:

- substantiating the theory and praxiology of managerial-normative vocational training (initial and continuous) of specialists in the field of physical culture;

- improving the quality of physical culture management and sports organizations, with priority for management staff from a managerial and normative perspective;

- determining the need to improve the managerial-normative training of specialists in the field;

- determining and implementing the integrated - operational model and the Concept of training (initial and continuous) managerial - normative (in postmodern view) in the process of

training and improvement of competences (managerial and normative) of specialists in the field of physical culture and sports;

- need to create organizational and pedagogical conditions to ensure adequate training of management staff through innovative, integrated and operational methodologies and technologies;

- determining the framework of the managerial -normative training concept of the physical culture specialist;

- elaboration of the integrative matrix of the specific competences - PST formed and perfected according to the praxiological algorithm to improve efficiency and professional performance (EPP) in sports organizations;

- determining and applying the didactic approach in the process of training managerial-normative competences in the conditions of perception of managerial and legal education in sports, as special activities of knowledge dissemination (learning units) and for which several innovative means, didactic and methodological strategies are used ;

- determining and evaluating the managerial and normative competencies of the specialists in the field, trained in the process of implementing the new methodology and establishing the performance indicators and descriptors;

- experimental argumentation of the Model of initial and continuous training of specialists in the field from a managerial and normative perspective (the Concept of managerial-normative training and the integrated-operational model);

- developing the profile and profессиogram of the effective sports manager in the new economy.

The new research direction: Theory and praxiology of managerial-normative training of specialists in the field of physical culture. This new research direction substantially improves the knowledge in the field of reference and can contribute to the improvement of human capital, to the increase of the competitive advantage in the society through innovative, original, useful methodologies from a practical point of view and by disseminating scientific results. The phenomenon of globalization generates technological changes and creates new jobs / professions that will produce the replacement of some of the existing ones on the labor market. Thus, new jobs / professions stimulate the formation of new skills and competencies. In this context, the literature reflects that “the human factor has a significant impact on direct and indirect economic progress through interaction with other factors” [36, p. 375], and education has a key role in the economic growth of a state [5, p. 12]. Also, the issue of the adequacy of the skills trained in specialists, in accordance with the requirements of the labor market is of particular importance, if we refer to their efficiency in conjunction with the productivity of the activity carried out. According to McGowan A. and Andrews D. [42], much of the productivity differences between states can be explained by

skills gaps (European Commission, 2013, Bonthuis et al. [6], Cedefop, 2010 [23], Hobijn B., Şahin A. [32]), and information regarding the dynamics of the human capital stock reflects a decrease in its growth (Braconier et al., 2014, citat de McGowan A. și Andrews D. [42]). As a result, we believe that conducting additional research in the field of sports management and legislation, insufficiently addressed currently, can ensure the formation and development of new competences (managerial and normative in the field specialists), as well as the identification of innovative work styles in competence, as well as the formation of skill categories (which is in fact a complex and time-consuming process, the effects and results which may occur over a longer period of time).

The results obtained that determined the solution of a scientific, applied problem of major importance for the reference field were introduced in the theoretical-methodological results of the research, being implemented in **7 projects** (6 national and 1 international), in bachelor's degree (teaching "Management and Legislation in Physical Education and Sports"; "Sports Law"), Master's degree (specializations: "Physical Culture Management"; "Marketing and Legislation in Sports"; "Education, Management and Marketing in Sports") and PhD degree (533.04. Physical education, sports, kinetotherapy and recreation), training courses for physical education teachers, coaches and sports managers (by ensuring the teaching of the discipline "Legislation in sports"), as well as in the scientific events organized for this purpose (National Scientific Conference "Promoting sports values in the school community through good practice models", Chisinau, 2019; "Autonomy, Integrity, Combating Doping and Corruption in Sport", Scientific Conference with International Participation, Chisinau, SUPES, November 5, 2020; Scientific Symposium entitled "National and International Practices on the Regulation of Physical Culture", Chisinau, 2021).

The list of results of didactic and scientific performance, recognition and impact of the activity carried out is quantified in a number of 52 scientific-didactic works (on the research topic) including: **2 monographs single author** ("Management and sports law", 2016; "Law, ethics and deontology in sports", 2018), **2 collective monographs** ("Good governance in sports", 2020; "Sports industry and the autonomy of sport", 2021); **4 chapters in collective monographs** dealing with issues in the field focused on improving the legislative framework of physical culture and sports, strengthening the technical-material and financial basis of physical culture and sports in "Strategy for the development of physical culture and sports in the Republic of Moldova (2013 - 2020)"; **8 scientific articles** published in Web of Science journals, SCOPUS and BDI databases; **9 scientific articles** published in journals from the National Register of specialized journals (Index B and C); **9 scientific articles** published in the proceedings of international scientific conferences; **11 scientific articles published** at international scientific conferences; **2 methodological guides** (Promotion of sport and national sports values in the school community through good practice models, 2019; Sports law, 2020); **5 university courses** (Management and legislation in physical

education and sports, 2016; Project management, 2020; Theoretical foundations of state and law, 2021; Entrepreneurship in sports, 2021).

The theoretical significance consists in:

- substantiating the theory and praxiology of managerial-normative vocational training (initial and continuous) of specialists in the field of physical culture;
- elaborating and implementing the new *Concepts of managerial-normative training and the integrated-operational model of the specialized specialists*;
- determining the scientific-practical contexts regarding the improvement of the efficiency and performance of the specialists in the field in order to improve the managerial and normative competences;
- determining the role of managerial-normative training in achieving group performance and sustainable development of sports organizations, the praxiological algorithm to improve efficiency and professional performance focused on the approach based on specific competences (managerial-normative);
- establishing the need to develop managerial and normative training of specialists in the field, the level of managerial and normative training of students in bachelor's, master's degree programs, including specialists participating in continuous education programs;
- elaborating the concepts of the new profессиogram and the profile, specific to the specialist in the new economy.

The applicative value involved the dissemination of scientific results and the validation of experimental data on the evaluation of managerial and normative skills formed in the process of implementing the new methodology based on descriptors and indicators for their evaluation.

Implementation of scientific results. The theoretical-methodological results of the research were implemented in 7 scientific projects, in bachelor's, master's and PhD studies, training courses for specialists in the field, in national scientific events (Chisinau and Balti) and international (Bucharest, Iasi, Galati, Targoviste), during the methodical seminars with the National Sports Federations.

Synthesis of the research methodology and justification of the chosen research methods

The selection of the methodology depended directly on the purpose and objectives established in the research from which the methods actually used were identified. Thus, the dynamics of scientific knowledge simultaneously with the study and *analysis of the literature*, ensured us the differentiation of sources, depending on their degree of importance, reliability and scientific recognition. The scientific literature allowed us to compile the research bibliography, to determine the main scientific concepts and theories, which were taken as a basis in the scientific approach. The understanding of theories and concepts was also conditioned by the fact that in science there

are science schools, which sometimes develop the same problems, but from different positions and directions. The analysis was used to identify the main trends in the development of the professional training of specialists in the general system of physical culture and sports, its general and particular provisions and which required a relative, individual consideration. Thus, we resorted to the synthesis of scientific material, in order to combine the facts obtained with the new format developed and implemented in the training process of students, in their capacity as future specialists in the field.

Moreover, ***abstraction***, as a scientific method used in research, has been the basis for the formation of concepts, the recognition and classification of objects of study at all levels of knowledge training. We associated the elements of abstract thinking with the development of communication and the presentation of concepts in a new format.

The use of ***comparison*** has made it possible to study the occurrence, formation and development of processes and events in chronological order to determine internal and external connections, patterns and contradictions. This method, in connection with the ***analogy***, allowed us to study the emergence and development of managerial and normative training of specialists in the field, to identify the particularities of their training, from an organizational point of view and directing the instructional-educational process in order to highlight the stages and the main trends of its improvement.

The use of ***the modeling method*** in the present research, supported the conviction, that the integrated-operational model and the conception of the managerial-normative training of the specialists in the field are necessary for the study of the research object. At the same time, the newly developed model thus became the object of testing and study, being argued and validated by ***the statistical-mathematical method***, thus characterizing its structure and operation. ***The pedagogical observation*** allowed us to carry out a systematic study focused on a certain goal on the instructive-educational experience. ***The sociological questionnaire*** was necessary in order to accumulate, compare and interpret data and research hypotheses with reference to the researched issues. ***The method of the interview*** involved, like the survey, the creation of an interaction situation between the interviewer and the subjects participating in the interview in order to obtain information (facts, opinions, etc.) and necessary data on the research issue. ***The method of analyzing the portfolios / products of the learning and improvement activity of the students (specialists in the field)*** involved monitoring and analyzing the final learning product, in terms of specific elements of the training / development of skills (managerial-normative) and some parameters determined in correspondence with the purpose and objectives of the research, the information reflected by the elements of the portfolio made by students (specialists). Subsequently, ***the pedagogical experiment*** allowed us to determine the efficiency of the integrated-operational model and the concept of

managerial-normative training, applied to students / specialists in order to determine the knowledge gained in the process of training and development of specific competences (managerial and normative). ***The test method*** was a research tool based on certain categories of items, which aimed to determine the curricular, training and improvement content of the investigated subjects, mainly to identify the existence / lack of knowledge, skills, attitudes, competences, etc. ***The expert evaluation method*** was used to determine the opinions of specialists regarding the evaluation of the priority directions of the mechanism for developing the managerial and normative training of future specialists in the field, which subsequently formed the basis of the integrated model developed and implemented in the their training process. To measure the data we used ***the graphical and comparative method***, and by applying ***the correlation method***, we calculated the simple correlation coefficient (denoted by r), respectively the Bravais-Pearson correlation coefficient that allowed us to determine the correlation between the results expressed as grades or averages.

THE ANALYTICAL FRAMEWORK OF THE INITIAL AND CONTINUOUS VOCATIONAL TRAINING OF THE SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE FROM THE MANAGERIAL AND NORMATIVE PERSPECTIVE

(basic content of Chapter 1)

The Republic of Moldova wants to join the European Union, respectively to enter this great family in the age of knowledge, with all that it implies for cultural, economic and social life. The patterns of learning, work and life are changing rapidly. Under these conditions, education and training systems need to be changed in the direction of the developing lifelong learning. The common European space for higher education regulated by international legal documents: the Bologna Declaration, the European Qualifications Framework, the ISO9001: 2008 and ISO9001: 2015 quality standards, to which the Republic of Moldova has also acceded, have led to the adoption of the national reference framework, becoming a strategic direction for quality assurance in higher education, explicitly provided for the Education Code (2014) and in the National Strategy “Education 2020”. Thus, national universities are put in a position to adapt to the essential changes in order to become sustainable, respectively to determine the concrete modalities in this respect, a fact that is also mentioned by reflecting the existing premises in this direction: “the technical-scientific revolution that generated the phenomenon globalization and facilitated indirect communication; the predominance of economic interest on a regional / global scale in relation to national ideological provisions; intensifying social mobility; the demographic crisis in Europe; appreciation of education as the main source of overcoming economic crises; internationalization” [http://erasmusplus.md/sites/default/files/media_file/2019-10/tendinte_heres_0.pdf]. The adoption of an institutional and normative framework in relation to the requirements of the government and beneficiaries presupposes its realization, so as to allow the development of a better communication between the partners involved in the initial and continuous training process of the specialists. The role of interface between these partners belongs to the managers (managerial framework), as a meeting place for the training and professional development of students as future specialists in the field of physical culture. They act for the horizontal and vertical diversity of the academic structures specific to the higher education system, respectively. The differentiation, diversification and institutional development specific to the national higher education system, aim at complex issues such as the level of its orientation on the axis of initial and continuous training, respectively on the praxiological, applicative one. Thus, it is noted that the issue of diversification and institutional development of vocational training mainly involves, from a managerial point of view: defining the mission of the higher education institution and, implicitly, its aims and objectives focused on training highly qualified specialists; improving university management and marketing; the infusion

of capital for the establishment of the infrastructure corresponding to a quality professional training; initiating appropriate system, evaluation and accreditation procedures for initial and continuous training programs, appropriate to a modern and flexible education system; expanding collaborative relationships, international mobility of students and teachers. Also, the infrastructure and logistics factors were important managerial variables to determine the success in the initial and continuous training of specialists. The conceptual framework of vocational training, highlighted by the structure of the education system and its specific elements of its fulfillment at different stages, is established in the Education Code of the Republic of Moldova no.152 of 2014. This code regulates the functioning of the education system, concretized and determined: the mission of each level of professional training, the principles of functioning the managerial structures, the particularities of the professional training, the conditions for assigning the qualification, as well as the access to studies. Higher education policy documents, including the Strategy for the Development of Long-Term Education, present a number of legitimacies reflected in the identification of training priorities, its strategic objectives, and ways to achieve them. Vocational training represents the level of qualification of specialists obtained in a certain specialty within a higher education institution, carried out through an appropriate study program and formally confirmed by the university graduation diploma. Education Code of the Republic of Moldova, No. 152 of 17-07-2014, amended by Law 46 of 10.03.22, published in the Official Gazette 80-87 of 25.03.22, establishes in art.77, para.2 that “higher education programs include educational and research activities or artistic creation, which provides training in an advanced academic or professional field”. The initial vocational training of specialists in the field of physical culture is characterized by aims, respectively competencies formed and which can be defined by a set of knowledge, skills / abilities and attitudes. Also, the professional qualifications that are made available to future specialists through initial vocational training programs, based on vocational training standards are developed according to occupational standards that contain learning outcomes grouped into learning units and correlated with level descriptors in the National Qualifications Framework. This approach has enabled the implementation of the European Credit System for Vocational Education and Training - ECVET (including Physical Education and Sport) in higher education. Improving the professional skills of physical education and sports specialists plays a central role in increasing productivity, which is directly reflected in the quality of life. Professional competence is in a direct connection with the labor market, as employers require specialists, in their capacity as employed resources, to have a range of professional competences in accordance with the occupation / position exercised and the obligations set out in the job description according to a certain level of specific responsibility and requirements. Thus, professional skills must be formed according to the needs of the labor market and according to their description of the occupational standards that formed the

basis and formulation of the skills standards used for higher education qualifications (level 6-8 CNCRM).

The managerial framework of the initial professional training of specialists in the field is closely linked to the provisions of the Qualification Standard. Vocational qualifications in the field of physical education and sports are the basis for the conceptualization of initial and continuing vocational training programs. The initial professional training process from a managerial point of view starts with the creation of the conditions for access to studies of future specialists (top management of the higher education institution in collaboration with the studies department) in order to establish the admission requirements. The initial training process is organized and carried out based on the curriculum related to the program conceptualized according to the legal requirements in force. The initial training activity of the specialists in the field is carried out within the higher education institution, in an organized and systematic way, based on a program, in order to fulfill some instructive-educational purposes. The management of the Universities of the Republic of Moldova focuses on the following principles: university autonomy; public responsibility; strategic leadership; efficient management; transparency.

The managerial framework of the initial professional training of the specialists in the field is also reflected in the didactic, methodical, scientific research and technological transfer activities that must be provided and carried out by the scientific-didactic staff. In this context, the evaluation of the professional performances of the teaching staff trained in the efficient assurance of the study process, occupies an important place in the managerial strategies of the higher education institution.

The normative framework of vocational training in higher education (Framework Plan for Higher Education, Curricula, Regulations, Methodologies, Guides, etc.) for each level of vocational training regulates the specific elements of the vocational training process reflected in components (temporal, formative, accumulation, assessment, etc.), how to enter, exit and return to studies, training programs, procedural aspects of monitoring the education and training process, requirements for promotion and evaluation of learning outcomes, including those awarding the qualification. The content of the study process is regulated by the National Qualifications Framework in Higher Education, the Curricula and the Curriculum of the units / modules that can be modified, updated and implemented only after the beginning of the next year of studies and only subject to adjustments made at the end of the previous year of studies and made public through the information system of the institution. The Regulation on the organization of undergraduate (cycle I) and integrated higher education lays down the requirements for the organization of initial training in the framework of integrated, dual study programs, joint undergraduate and integrated higher education programs and studies in two specialties at the same time. The normative dimension of

initial training is reflected in the forms of organization of higher education (full-time, part-time and distance) and in the normative duration of undergraduate studies.

According to the opinion of Professor Gutu Vl. [30, p. 3] “currently, the priority direction in education is the competency-based approach, and the main task of the competency-based approach is to prepare a competitive graduate who can easily adapt to modern society”. The author stated in the methodological guide “Educational Management” (2013), that educational standards represent a fundamental curricular product that guides the elaboration of other curricular documents, such as: Curriculum, curriculum by subjects, textbooks, docimological tests, etc. ” Also, the synthesized approach of skills training by Octavian Mandrut and Luminita Catana in 2011 and the gradual extension of the issue of innovation dimensions, respectively the design of an innovation model that can be highlighted by disciplinary examples (environmental education, evaluation, etc.) opened the way to the realization of a “generalist” work [41]. Later, in 2012, the literature reflects a synthesis of experience in this field, materialized in the form of an important practical work "Didactics of skills training" and which is a "modern reference" for all teachers of different specialties (Ardelean A., Mândruț O. [3]).

In this context, Professor Vladimir Gutu (2015) mentioned that the design and implementation of the university curriculum in all cycles of higher education is an approach of utmost importance for the efficient functioning of the entire system, as well as of each institution. This approach needs a scientific, professional approach, but also experience” [29]. According to the author, the university curriculum in terms of content must include a system of study subjects, a system of knowledge and values, as well as a system of competencies.

Continuing vocational training is an important topic in national and European policies in the field of lifelong learning, with a view to developing competitiveness and providing the necessary support for a knowledge-based society. The dimensions of continuing vocational training are achieved through accredited qualification programs, advanced training and requalification organized by authorized vocational training providers, in compliance with the legal requirements in force and quality standards. The process of continuing vocational training for adults is still changing, being connected to the national and European framework. Thus, in order to ensure the training needs of specialists and their compliance with market requirements, amendments were made by government authorities to the Regulation on Continuing Adult Education. These changes are reflected in the establishment of continuing vocational training programs and the quantification of hours in transferable study credits by level, according to the European Commission's ECTS / SECT Credit Transfer and Accumulation User's Guide (www.wdu.gov.md). The decision also states that the development of new skills valid for the professional and social activity of adults is required. Thus, the beneficiaries of these programs will have Certificates confirming the obtaining of a

qualification / improvement (issued on paper and in electronic format) with the possibility of verifying their validity at the Center for Information and Communication Technologies in Education, so as to ensure recognition of documents of studies in the context of bilateral agreements signed by the Republic of Moldova with other countries. The introduction of the notion of certificate of professional competence (mentioning the acquired professional competence), obtained at the end of adult training programs, will facilitate employment, according to the offers proposed by the National Agency for Employment (www.wdu.gov.md).

The managerial framework of continuing vocational training lies in the policy of the higher education institution, as an authorized provider in this regard, its long-term development strategy, its annual plan, as well as the implementation of operational plans specific to the specialists continuing vocational training objectives and actions, including the quality of accredited study programs. Innovative forms of the continuing vocational training process are presented in international documents: Memorandum on Lifelong Learning (Brussels, 2000); Lisbon European Council, 2000; Education Forum held in Dacar, 2000; Education for active citizenship in the European Union OPOCE (Luxembourg, 1998); Lifelong Learning and Life wide Learning (Stockholm, 2000); Classification base of ISCED etc. The need and conditions for the standardization of the continuous vocational training process also turned up at national level, so being reflected in a series of normative acts: the Constitution of the Republic of Moldova; Education Act 1995 (now repealed); Government Decision no. 253, Labor Code, etc. Currently, the normative framework of continuous vocational training is ensured at national and institutional level by the Education Code, by G.D. of RM 193 of 24.03.2017 for the approval of the Regulation on continuous adult training, by G.D. of RM no. 616 of 18.05.2016 for the approval of the Methodology for external quality assessment in order to authorize the provisional operation and accreditation of study programs and institutions of technical, higher education and continuous training and the Regulation for calculating fees for services provided during the external evaluation of study programs quality and institutions of technical, higher and continuing vocational education in conjunction with the regulation of non-formal and informal education, approved by MECC Order no. 65 of 24.01.2019, the practical guidelines for the validation of the competencies acquired in contexts of formal and non-formal education, framework and institutional regulations.

The management of the initial and continuous training of specialists in the field is exercised from a strategic point of view (at national level in accordance with the educational policies adopted by the Ministry of Education and Research of the Republic of Moldova), tactical (conducted at territorial and university level) and operative (provided by faculties and specialized departments). Also, in the conditions in which the teacher-student relationship is a democratic one, and the training methods are more and more participatory, the study process, at the level of the work

formation (student groups) must be directed by the scientific - didactic staff, which performs in a specific way, practically, all managerial functions. According to Ershova N.G. [28, p. 44], the main purpose of vocational training in the field of physical culture is "the training of highly qualified specialists for all levels of the physical education and sports system, based on real demand and high quality pedagogical support." According to A.S. Zapesotsky [67], the content of the specialized higher education process must be aligned with international educational standards, being in line with personal and professional development strategies. The training of a specialist in the field of reference involves solving three categories of problems: initial and continuing training; training personality qualities and skills; knowledge of effective learning technologies.

Acmeology highlights the professionalism and the factors that influence the construction, development and improvement of professional skills training systems. Such systems / programs of study are specialized (initial and continuous training of specialists in the field of physical culture) and accredited for use in specific activities (pedagogical, sports, vocational acmeology), including for their realization in a generalized form with praxiological applicability of all purposes. The managerial dimension of professional acmeology reflects not only the specific features of acmeological knowledge, but mainly the points of reference in the presentation of modern vocational higher education. Thus, the essence of the problems solved by modern education can be defined as the complex arsenal of multiple opportunities that a young specialist could have at a given time [74]. Professional acmeology versus managerial dimension acquires its ontological certainty due to the fact that it is focused on identifying, describing, analyzing the phenomenology of acme forms in a person's life, organizing and planning actions aimed at personal development and continuing education, application and implementation results / performances in professional, psychological, creative and successful practice in a certain social framework of career activities. An integrated combination of knowledge, skills and optimal attitudes for the fulfillment of professional functions by the specialist working in the field of physical culture, could be represented by the connection of managerial and normative skills. In this context, we consider that it would be appropriate, for the model of initial and continuous training of the physical culture specialist, to include groups of skills (managerial and normative) that can be correlated with those academic disciplines (and types of educational activities) in which they can be formed, in addition to the general, specific and transversal ones. This will allow, from our point of view, the concretization of the model in relation to the specialists in physical culture and sports by comparing it with the curricular format approved for this specialty. At the same time, the managerial and normative competencies should be attributed to some general social factors, of the competitiveness of the physical culture specialists. The professional competencies, related to the training of physical culture specialists, integrating the educational spheres (psychological and pedagogical), as well as

the scientific-praxiological ones, can also be oriented towards the formation of competencies that approach general theoretical, socio-economic, organizational, managerial and legal problems in the field of physical culture and sports, in the specialized educational, in planning and organization of teamwork, in providing the necessary support for the allocation of financial resources, in those specific to the quality management system, etc. The professional competencies trained and developed in physical education specialists will be implemented into professionalism and availability to solve various problems that can be identified in the exercise of duties, respectively in performing the professional functions of specialists in the field (teachers, coaches, managers of a sports organization, employees of the governing bodies of physical culture, methodologists (instructors) in physical culture, organizers of sporting events and competitions, members of sports committees (municipal, regional or international), therapists who ensure the implementation of rehabilitation, recreational, leisure and sports entertainment functions.

In developing acmeological concept of the managerial and normative dimension in the initial and continuous vocational training of the specialist in the field of physical culture, a significant role was given to the integrative approach of the study process (managerial and normative) that allowed to establish the elements of the holistic acmeological model in the diversity of its systemic, structural and spatio-temporal relations (Table 1.1).

Table 1.1. Elements of holistic acmeological model of the managerial and normative dimension in the initial and continuous vocational training of the specialist in the field of physical culture

Stages	Process content	Implementation method	Form of technologization
Gnoseological	Setting objectives	Consciously expressed attitude towards the process of knowledge, development, self-realization	Knowledge and ways to develop them in the context of educational and professional tasks to be solved
Theoretical and applicative	Carrying out and implementing the necessary operations, approaches and necessary actions	Design, management, forecasting of phenomena, processes, relationships	Qualities, abilities, skills, competencies
Practical	Professional technological art and craftsmanship	Mastery of technological methods and their application in educational practice	Availability of experience from the theoretical level to the specific independent and praxiological one

2. THE TELEOLOGICAL FRAMEWORK OF THE INITIAL AND CONTINUOUS VOCATIONAL TRAINING OF THE SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE: MANAGERIAL AND NORMATIVE PERSPECTIVE

(basic content of Chapter 2)

Competence is a common concept in both scientific and daily language. In this context, the Anglo-Saxon literature attributes to this concept the name of "ability" and "skill" (through the English skill), and according to French literature, the term is defined by the term "capacity" [55]. Etymologically, this term, including its use in practice (besides the education system), is reflected in the categories of "knowledge" and "responsibility" [3]. At the same time, competence can also be defined as the specific configuration of knowledge, attitudes, skills that lead to new behaviors and that allow an individual to perform a given action / task, in a given context, in a certain role and given specific criteria [3]. The relevance of the European higher education regulations, approved in accordance with the Bologna Process, is identified by the definition of competences for each cycle of studies: Cycle I competences (license); Cycle II competences (master's degree); Cycle III competences (doctorate) [3]. In Figure 2.1 we present schematically the systemic analysis of the instructive process in the context of approaching the concept of managerial-normative training of specialists in the field.

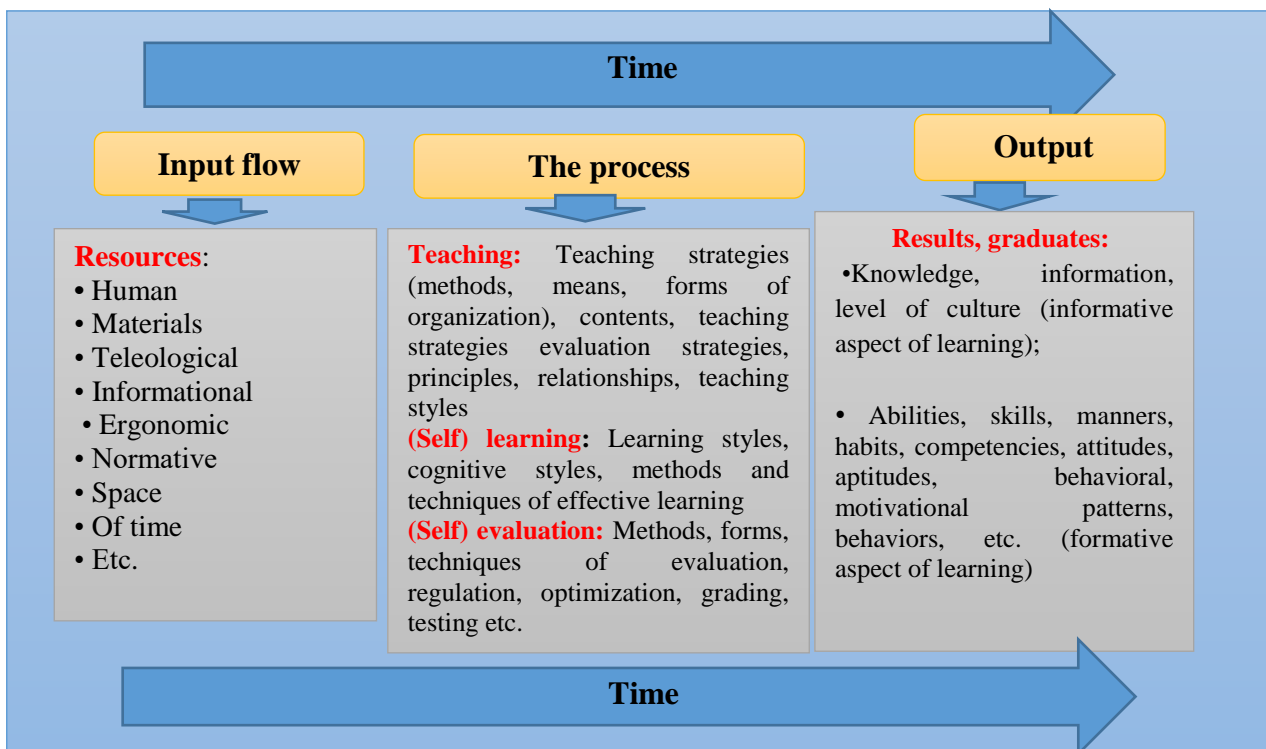


Figure 2.1. Systemic analysis of the instructional process in the context of approaching the concept of managerial - normative training of specialists in the field (Developed by us according to Mogonea F.R. [44])

Thus, we can establish that in fact, competencies are a dynamic combination of knowledge, understanding and skills, and their promotion can be expressed by the purpose of the educational programs that develop them through courses, lectures, seminars being evaluated in different stages. UNESCO documents and materials outline the range of skills that should already be considered by the vast majority of trainers as the desired outcome of education. The report of the International Commission on Education for the 21st Century states that "Education is a hidden treasure" but Jacques Delors formulated the "four pillars" on which education is based, in fact defining the main global competences: learn to know; learn to do; learn to live together; learn to live. At the same time, Jacques Delors notes that it is important not only to acquire professional qualifications but also, in a broader sense, to develop skills that will enable them to cope with various complex situations and to work as a team. Characteristics that distinguish competence from traditional concepts - knowledge, skills, experience: its integrative character; correlation with the semantic characteristics of the personality; practice-oriented orientation. The concept of "competence" includes personal qualities (motivational, qualitative, volitional, etc.) being defined as a broader concept that is correlated with the humanistic values of education, motivational, ethical, social and behavioral. This concept includes learning outcomes (knowledge and skills), a system of value guidelines and habits, etc.

The teleological framework of the initial and continuous vocational training of the specialists in the field of physical culture from managerial and normative perspective, constitutes a set of actions, objectives and finalities oriented towards their qualitative achievement within the higher education system in order to ensure the professional training (initial and continuous) of the reference necessary for its insertion on the labor market. The teleology of initial and continuous vocational training (TICVT) from a managerial and normative perspective is based on: initial and continuous vocational training (from a managerial and normative perspective) in the specialized universities and faculties (from the country and abroad); the values of modern society and international educational practice; development of the principles of constitution and development of the structure of the axiological concept of initial and continuous training in universities and faculties; identifying the initial and continuing training needs of specialists in the field (from a managerial and normative perspective).

In Table 2.1 we present the key characteristics for the field of Physical Education and Sports in accordance with the Qualifications Framework for Higher Education. The study plans were harmonized to the requirements of the labor market by accrediting the study programs reflected in Table 2.2. At the same time, the curricula were updated and revised by introducing the relevant disciplines for the training of professional skills, necessary for the labor market.

**Table 2.1. Key characteristics for the field of Physical education and sports
(according to the Qualifications Framework for Higher Education)
(source: V.Calugher, [21])**

Level	Bachelor's degree (cycle I)	Master's degree (cycle II)	Doctorate (cycle III)
Duration of studies	3- 4 years	1,5 or 2 years	3 or 4 years
ECTS study credits	180-240	90 or 120	180 or 240
Form of organization	Full-time or part-time education	Full-time education	Full-time or part-time education
Conditions of access	BAC, colleagues, higher education	Bachelor	Bachelor Master degree
Prerequisites	Special skills	When changing the field	As needed
Internships	Compulsory title	Compulsory title	Not achieved
Examination and evaluation rules	Examination in the subjects provided in the curriculum (current and final evaluation)	Examination in the disciplines provided in curriculum (current and final evaluation)	4 preliminary exams and 2 for graduates from a field other than PCS Defending the PHD thesis at the Department level, the Specialized Scientific Seminar and within the Specialized Scientific Council

Table 2.2. Initial and continuous training of students through bachelor's and master's programs (accredited / authorized study programs at the State University of Physical Education and Sports

No.ct.	Study programs accredited by SUPES	General field of study
1	Specialty 0114.16 Physical education, 180 ECTS credits, cycle I	<i>011 Education sciences</i>
2	Specialty 1000.1 Sports training, 240 credits ECTS, cycle I	<i>100 Sports sciences</i>
3	Specialty Education, management and marketing in sports, 120 credits ECTS, cycle II	<i>100 Sports sciences</i>
4	Specialty Theory and methodology of physical culture, 120 ECTS credits, cycle II	<i>100 Sports sciences</i>
5	Specialty Kinetotherapy in motor and somato-functional recovery, 120 ECTS credits, cycle II	<i>100 Sports sciences</i>
6	Specialty Technologies and management in fitness, 120 ECTS credits, cycle II	<i>100 Sports sciences</i>
7	Specialty Management of public security and property,	<i>103 Security services</i>
8	Specialty Physical education and sports dance, 240 ECTS credits, cycle I	<i>011 Education Sciences</i>
9	Specialty Biology and physical education, 240 ECTS credits, cycle I	<i>011 Education Sciences</i>
10	Double master's degree program with "Stefan cel Mare" University of Suceava: Psychopedagogy of physical education and sports, 120 ECTS credits, cycle II	<i>011 Education sciences</i>

In Table 2.3 we present the structure of the study process within SUPES reflected in terms of multiple transformations following the accession to the Bologna Process.

Table 2.3. Initial training within specialized university institution in the Republic of Moldova (source: V.Calugher (2014), modified by us)

INITIAL TRAINING			
	Pre Bologna	After signing the Bologna Declaration	
Number and name of specialties	Physical education and sports 1 (a field and a specialization)	3 fields Physical culture and sports Education sciences Protection, guard and security 8 specialties Physical education and sports Sports dancing Recreational physical culture Recovery physical culture Physical education and psychopedagogy Property security services Civil security and public order Fire services	4 fields Education sciences Sports sciences Security services Public services 8 specialties Sports training Physical education Fitness and recreation programs Kinetotherapy and occupational therapy Organization and management of sports Civil and public security Hotel, tourism and leisure services

Managerial skills of specialists in the field are reflected in the results of managers, coaches, teachers, their competitiveness, which largely depends on their ability to manage their mental and physical condition, their cognitive abilities specific to managerial activity, including their professional mobility.

The relevance of sports management lies in the fact that sports and physical culture operate in the contemporary Republic of Moldova under sports organizations (professional sports clubs, sports schools, sports federations, etc.). Also, no sports organization can exist without leadership, and the human resources employed interact with each other. Sports management is the theory and praxiology of efficient management of sports entities in modern market conditions.

According to the authors Budevici-Puiu L., Triboi V., Budevici-Puiu A. [19] “*sports management* is a process that consists of a function system: design (forecasting, planning, elaboration of programs, plans, even strategies), organization, coordination, command, decision making, control - all aimed at determining and achieving strategic objectives, in connection with the evaluation of performance, activities specific to the field or an athlete (s) and their launch on the sports market ”. The authors state that “the management of a sports organization involves the use of technical, financial, informational and human resources to fulfill its tasks and achieve the proposed objectives”, and “the management mechanism in the sports industry involves a complex of forms, methods and means that ensure the effective implementation of the objectives of physical culture and sports organizations, complemented by ensuring the maximum satisfaction of the needs of employees and consumers of sports, social and cultural services” (Budevici-Puiu L., Budevici-Puiu A., Slobodeniuc E. [17]). Over the last decade, the system of physical culture and sports management has undergone substantial changes [58, 72, 73], as a result of the emergence of new sporting events, the development of the sports movement, the creation of innovative services and

the production of special equipment / installations in accordance with the legislation in force, as well as due to the modern trends in entrepreneurial activity in market conditions. Fulfillment of management functions in modern conditions, at a higher level, generator of performance and success can be ensured only by qualified persons who have received initial, special professional training (including additional, continuous training) and requalification. Initial and continuing training is required for all activities specific to the field of physical education and sports management, for the development and proper functioning of sports organizations.

In today's society, we can say that higher education institutions in the Republic of Moldova do not ensure to a sufficient extent the initial training of sports managers compared to international / European ones. Managerial training for specialties within the State University of Physical Education of Moldova ("Sports Training", "Physical Education") is provided with a relatively small number of credits (27 and 3), which represents in percentage terms the total number of credits (240 and 180) per program amounted to 11,2% and 1,66%. For the "Organization and management of sports" program, the managerial training component of the specialists is provided in a number of 30 credits, which constitutes a percentage of 16,7%. The normative training of specialists in the field is provided in an insignificant percentage, if we refer to the small number of study subjects taught in the three programs (6, 3 and 7 credits). As a percentage, this component is insured in an amount of 2,5%, 1,67% and 3,89%.

Compared to the University of Physical Education and Sports of the Republic of Moldova, the profile faculties of higher education institutions in Iasi, Al.I.Cuza University - and Cluj Napoca (Babes-Bolyai University), the two components of initial and continuing education of the specialists in the field, managerial and normative, for the license programs, occupies an insignificant percentage. Specialists in the field (sports manager, modern teacher or coach) must not only have the necessary level of professional knowledge and skills in the field, but should be able to manage people, make informed and competent decisions, implement rewards and sanctions system and predict the development trend of the "Physical Culture and Sports" industry. Today, highly qualified sports-teacher managers are one of the key factors in reforming the physical culture and sports movement in the Republic of Moldova. Unfortunately, the training of such specialists takes place with a clear gap with the needs of practice; its improvement depends to a large extent on the development of new educational courses, modern information technologies and innovative teaching methods. In our opinion, currently the need for sports organizations for managers can no longer be met, due to the lack of graduates in this field, the financial inadequacy allocated in this regard and the lack of qualified staff due to blockages in the national higher education system. At the same time, we consider that the existence of the academic concept that predominates in the higher education system, excluding the specific professional activity of sports managers, oriented to

practice, as well as without taking into account the specific needs of consumers of this type of education - sports entities and individuals - can be identified as an essential factor in changing the specific requirements of specialized managerial training. We also consider that in order to improve the training system for sports managers in the Republic of Moldova, it is advisable to take into account the international experience in this field. Thus, we can reflect the opinions of the Russian authors T.E. Kruglova, V.B Myakonkov [37] according to which one of the main problems for the formation and implementation of specialized study programs in this direction (training of managers in the field of physical culture and sports) is the underestimation of developing the personality of future specialist in the field, his ideals, his vision on the world and the values that could be implemented in their professional activities. According to I.I. Pereverzin [52] (with relevant works in the field of sports management, 2003), the main ways to improve the training of sports managers are: training general and specific skills in information technology in order to properly manage information support in the industry of physical culture and sports; acquiring in-depth knowledge of an international language; completing the curricula with applied management disciplines; the acquisition of legislative knowledge, so that future specialists in the field have the capacity to understand and apply the national and international legal framework governing the field of reference; completing the area of knowledge with those regarding auditing and accounting / public finances specific to physical culture and sports organizations; formation of general and specific skills in the culture of communication. In our opinion, an important problem in the training of managers in the field of physical culture and sports is the lack of the Nomenclature of scientific specialties, published in 2013 in the Official Gazette no. 60-63 of the specialty "Sports Management" and respectively of the profession of sports manager in the field of physical culture from the Classifier of Occupations in the Republic of Moldova. In this context, we believe that in order to improve the quality of initial and continuing vocational training of managers in Moldova, it is necessary to pay special attention to the specialized educational process, training of managerial skills among students, active use of innovative tools and teaching methods, focused on scientific research, constantly updating the content of learning with educational units in accordance with the requirements of the practice, which will contribute to increasing the competitiveness of specialists in the current conditions of the competitive market.

Sport in conjunction with physical education, represents the specific fundamental activity of the national system of physical culture and sports, and according to the Law on physical culture and sports no. 330 - XIV of 25.03.1999, includes the following specific components: physical education, sport for all , performance sports, physical exercises practiced for the purpose of training, prophylactic and therapeutic (Art.1, para.3). The changes produced in the evolution of the modern society, its complexity generated by competitiveness and competition, of continuous improvement

of the quality in the field of sports activity imply, the improvement of the technical processes of realization of the sports product and of the processes of organization and scientific management of activity at all levels and domains [43], including the field of physical education and sports. The methodology used in the managerial-normative training of the specialists in the field of physical culture and sports has an essential role in ensuring the quality, selection and adequate approach of the management decisions in this respect. Solving complex problematic situations based on general scientific methodology, including systemic and integrated approaches, modeling, experimentation, economic and mathematical methods, sociological research in the learning process of future specialists, are important aspects in this context. The systematization of the necessary methods for the managerial-normative formation and the taking of the management decisions, implies the existence of a consolidated system of the instructive-educational process. Thus, by applying the methods of preparation and guidance structured in specific conditions of teaching, learning, environment, available curricular information, as well as other resources used to train the general and specific skills of specialists, taking into account their behavioral, psycho physiological aspects , personal and characteristics of the decision-maker, can ensure the adequacy, high degree of efficiency and quality of the study process.

Managerial training in sports can be achieved by organizing lectures, small team discussions, analyzing specific situations of leading sports entity, analyzing the literature, business games, role-playing, organization-consolidation and teaching.

Regarding *the normative training* of specialists in the field, we can mention that in this case the teaching activity is placed in a relationship in which the student has an active role in cognitive and social terms. Moreover, a model of teaching sports law is identified, both by its academic and pedagogical dimensions. The need for legal (normative) training of specialists in the field of physical culture and sport is imposed by the instigations and pressures to which they are currently subjected, the human resources in this field of activity, as well as the need to form a legal culture that offers people cultural models, while providing them with knowledge of professional standards, including the experience of previous generations in the way they think, live and behave. The normative training of specialists in the field involves the formation of general and specific skills focused on their ability to approach and apply the legal framework governing the field of physical culture and sports, as well as the proper understanding of certain issues such as gender equality in sports, free movement of athletes or their mobility, the integrity of sport (especially in the fight against doping, corruption and the arrangement of sports matches), autonomy and financial fair play in sport, legal issues regarding the sustainable financing of sports activities and the development of evidence-based policies, and concrete measures, strengthening the mechanisms of financial solidarity between professional and grassroots sport [EU Council Resolution on a European Work

Plan for Sport 2011-2014], the rights and obligations of the performance athlete, particularities of the sports contract and partnerships specific to the field, athletes' life annuity, sports arbitration, sports jurisdiction, etc. Understanding the importance of alternative methods of dispute resolution and arbitration, especially in specialized fields of sport, awareness of the need for continuous improvement of regulations and adapting it to the specifics of each niche-specific relationship, determining the relationship of sports subjects and objects, analyzing factors which influences the legal protection of employees in the sports industry, are aspects that complete the area of knowledge in this field. Sports law regulates onerous, patrimonial, but also personal-non-patrimonial rights and interests. Sport is a social activity that has rules of conduct and a minimum of institutional framework. According to the Law on physical culture and sports no. 330 - XIV of 25.03.99, the large-scale propagation of physical culture and sports is the responsibility of all specialized authorities, economic agents and non-commercial associations. Sports law has also gained major importance, especially for those involved in sports management. This is also evident in the fact that most of the leading positions in the management of national and international sports federations, major sports clubs on both sides of the Atlantic Ocean and even in Asia are held by lawyers. Gradually, this specialization could increase in our country as well, as the sports phenomenon is quite pronounced in the Republic of Moldova as well. The acceptance of the Court of Arbitration for Sport as the supreme court is reflected in the essence of the “sports law”, which is an essential argument regarding the existence of a private system of government and application of the legislation in the field. Also, a significant importance in this regard is that the Republic of Moldova, through its representatives in these bodies (their non-existence by the way) to support and contribute to the formation and sustainable development of global sports law.

3. THE CONCEPTUAL FRAMEWORK OF MANAGERIAL AND NORMATIVE TRAINING OF SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE

(basic content of Chapter 3)

The research methodology allowed us to use the methods, means and tools that contributed to the acquisition of new knowledge and skills, as well as the confirmation in practice of the planned objectives. The methodology of scientific research involved the use of a complex of theoretical methods (analysis, generalization and systematization of literature, abstraction and theoretical modeling), praxiological methods (observation, questioning, accumulation and interpretation of data obtained, comparison, pedagogical experiment), statistical-mathematical methods (analysis of experimental data). When elaborating the conceptual framework of the managerial and normative training of the specialists in the field of physical culture, a substantial contribution is reflected from the scientific research activities carried out by the scientific-didactic staff from the specialized

universities and faculties. *The conceptual framework of managerial and normative training of specialists in the field of physical culture refers primarily to the integrity and regulation of the specialized education system.* It is characterized by the implementation and accreditation of various initial and continuing training programs, thus achieving the diversity of connections with society. A second important parameter of this conceptual framework refers directly to the *quality of studies*, of the educational process in terms of ensuring: the principles of selecting the content of educational areas in initial and continuing education programs; the field of reference with the cognitive basis needed to solve the significant tasks of the staff involved, which involves not only a set of coordinated programs, but also the use of sources and methods of knowledge; the managerial and organizational-pedagogical conditions of the activity of the specialized higher education institution, thus contributing to the selection and implementation of the vocational training programs of the specialists in the field; the level of preparing the specialists professional training, respectively their level of professional competence as a whole; awareness and satisfaction of the subjects involved in the specialized higher education process with the expected results in this regard. The third parameter of the conceptual framework is reflected in the effectiveness of education in general and in the higher education system of physical culture. A quantitative and qualitative assessment of learning outcomes is determined and presented by the following essential aspects: determining and evaluating the level of training of students through methods focused on integrated approaches, to the detriment of the structural-quantitative one. In this case, the emphasis is not on the assimilation of a certain amount of knowledge by the students, but on the development of their ability to solve problems of varying degrees of complexity independently, as well as on the construction of a reference of the specialist in the field required by labour market. The concept of professional training of the specialist in the field (Figure 3.1) implies an efficient connection of scientific, methodological and educational activities. The development of new knowledge takes place in the instructive-educational process, with priority in the one of scientific research, and the results are reflected in the form of a system of concepts, laws and theories. In its general didactic aspect, the conception is understood as the process of development (substantiation) and practical implementation of the didactic system of the academic disciplines, focused on the unconditional realization of the objectives of its teaching. *The concept can be defined as an orderly set of self-directed elements that work energetically and whose interaction is focused on meeting the objectives of training and evaluation of goals (managerial - normative skills of students / specialists in the field).* The purpose of this concept is the formation and development of a set of general and specific skills, which ensures the professional training of the graduate for the field of "Sports Science" and which has the ability to lead schools (including sports), to develop and ensure the sustainability of sports organizations (federations, sports clubs, Olympic training centers), including

the human resources involved in the strategic achievement of the planned objectives. The training of specialists for the field of reference involves the realization of two components: mandatory (psycho-pedagogical and managerial - normative - sports) and optional (at choice and capitalization of their own interests). Competence training for a professional career in the field of physical culture and sports carried out within the instructive-educational process, organized in teaching / evaluation activities (direct contact), individual work and specialized practice (managerial - normative - sports).

The pedagogical conception of training and development of the specialist in the field of physical culture, represents a pedagogical system predominated by pedagogical phenomena and processes, consisting of basic components, such as: purpose, principles-based approaches, significant content, methodological support, a complex of organizational conditions and pedagogical for its effectiveness.

The problem of managerial-normative training in pedagogical science is considered mainly in the instructive-educational process, the training and improvement of specialized teachers, sports managers and coaches. From a procedural point of view, *the conceptualization of managerial and normative training of specialists in the field of physical culture* involves a system of basic functions that form a conceptual model in this regard. The substantiation of the conceptual points of view on the managerial and normative formation creates at the same time, a set of organizational and pedagogical conditions for the increase of the effectiveness of the specialized instructive-educational process. The developed pedagogical concept focuses on significant values of the specialist in the process of training and professional development, whose theoretical and methodological basis focuses on the ideas of integrity, subjectivity and stimulation of the individual to approach a creative pedagogical model, conscious to be implemented in practice through innovative pedagogical technologies. The qualification standard of the specialists in the field is the basis for the conceptualization of the Curriculum of the study / professional training program, in this case the basis for the managerial-normative training. Thus, the study plans, the curricula by disciplines and the curricular support necessary to carry out the study process and to obtain the planned finalities have a special importance in ensuring the managerial-normative training of the specialists. The study plans related to the professional training programs of the specialists in the field, which also includes the managerial and normative training, which regulates the accomplishment of the didactic process, including: the temporal component (distribution by years of studies, semesters); the formative component (course / modules / disciplines), the forms of organization of the didactic activity (theoretical and practical activities: laboratory works, seminars), individual work, internships); accumulation component (study credits); evaluation component (ongoing and final evaluation).

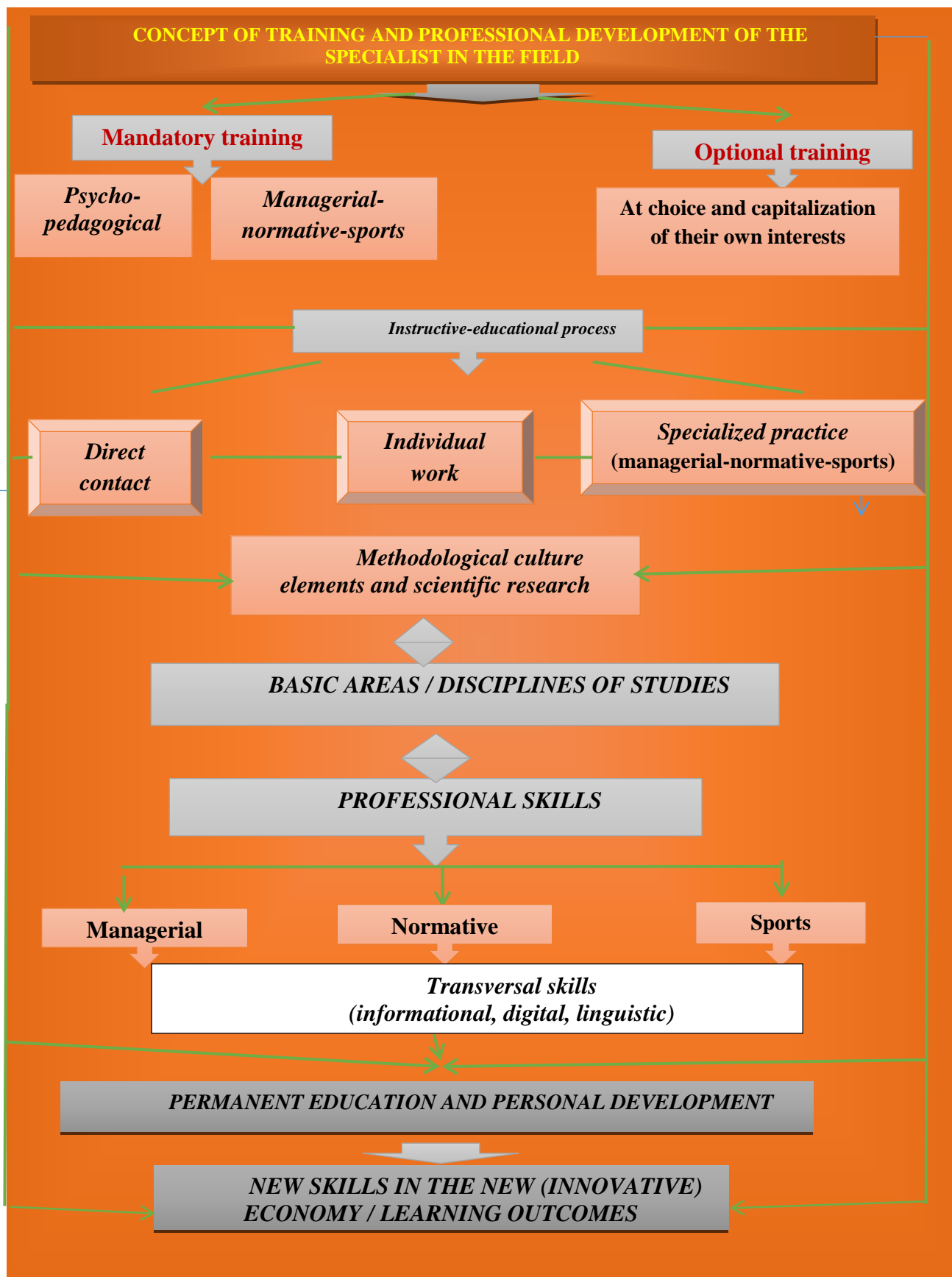


Figure 3.1. The concept of training and professional development of the specialist in the field of physical education and sports (developed by us based on documentary analysis)

Currently, these two types of training are provided by a small number of study disciplines in the study process provided by the training programs accredited at the specialized university. In Table 3.1 we present the study disciplines that complete the unit of the managerial training component, and in Table 3.2 that of the normative component. From Table 3.1 we can see that this unit related to the managerial component of vocational training of students is provided by a number of six study disciplines, four with a number of 120 hours (direct contact and individual work in equal proportions); a discipline with a total number of 90 hours (45 hours of direct contact and 45 hours of individual work) and one with 60 hours (30 hours of direct contact and 30 hours of individual work).

Table 3.1. Unit of study disciplines that ensure the formation of managerial skills in Cycle I (programs "Sports training" and "Physical education and sports")

Course code	Name of subjects	Total hours	Including		Number of hours by type of activity			Form of evaluation	No. of credits
			Direct contact	Individual Work	C	S	PL		
S 03 O. 20	Management and legislation in physical education and sports	120	60	60	2	2		E	4
S 03 O. 21	Managerial evolution in sports	120	60	60	2	2		E	4
S 04 O. 26	Marketing in sports	120	60	60	2	2		E	4
S 05 O. 35	Communication management	60	30	30	1	1		E	2
S 06 O. 36	Managerial strategies in sports	120	60	60	2	2		E	4
F 06 O. 38	Management consulting	90	45	45	2	1		E	3

From Table 3.2 shows that only two disciplines provide the normative component of vocational training of students, which in our view is insufficient.

Table 3.2. The unit of study disciplines that ensures the formation of normative competencies in Cycle I (programs "Sports training" and "Physical education and sports")

Course code	Name of disciplines	Total hours	Including		Number of hours by type of activities			Evaluation form	No. of credits
			Direct contact	Individual work	C	S	PL		
U 05 A. 30 / U 07 A. 49	Bases of State and Law / Business Law	90	45	45	2	1		E	3

In Figure 3.3. we present the conceptual framework of the managerial-normative training of the specialist in the field. For managerial-normative training of physical education specialists, it is

important to approach integrated learning strategies as follows: *learning through debates* (problematization, trials, errors detected); *learning through hard research* (case studies, discoveries, ideas, innovations); *problem-solving learning* (problem-solving, identifying solutions to the problem, decisions); *discovery learning* (explanations and meanings, structured, staged learning); *project learning* (formulating a project idea, collecting information, analyzing and systematizing information, interpretation, team cooperation).

The European Union has established as a fundamental requirement the efficient exploitation of teaching activity for higher education to become competitive, efficient and connected to society and economy, able to transfer knowledge, products and innovative technologies to economic environment. Starting from this desideratum, we further present the principles of managerial-normative training of specialists in the field. A first principle is reflected in *efficiency*, which according to the requirements must stimulate and ensure an increase in the quality of knowledge that is transmitted to students, as future specialists in the field. It seems that of all the measures directed in this direction, towards the fulfillment of this goal and which directly or indirectly attract, high consumption of time, material and financial resources, *improvement of the quality of information* (another principle of managerial-normative training) issued by the scientific and teaching staff in the field is considered a golden rule, less expensive, in other words it would be the cheapest resource to increase the efficiency of university management. A representative principle for the field of managerial-normative professional training is “*teacher learning*”. According to this principle, the quality of the teacher is mainly reflected in the “knowledge baggage” he/she possesses, in the way he/she exposes it and transmits it to the students. Another important principle that should be mentioned is *the differentiation between performance, efficiency and productivity*. The same Campbell [22] shows that efficiency refers to “an evaluation of performance outcomes” and productivity to “the ratio of effectiveness to the cost of achieving that level of effectiveness.” At the same time, an important consequence of differentiating performance was reported by Muchinsky, who noted that “effectiveness in evaluating performance outcomes is beyond individual influence or control.” At the same time, Paraschivescu A. [48, p. 27] was of the opinion that, “although the excellence of the individual decides the success or failure of the organization, an excellent system of teamwork is important and necessary”. The author stated that in order to achieve collective excellence, the organization should ensure certain conditions for the application of a set of methods, which he called EX - SITI: **Employee** selection; **Their** training; **Time**; **Tools**. According to these principles, we can mention that the task of sports managers, coaches on various sports events is to find the most appropriate organizational, strategic planning, decision-making, information, to design and promote effective management tools for permanent adaptation of the

sports entity to the requirements of the competitive environment, which is in a continuous transformation and development.

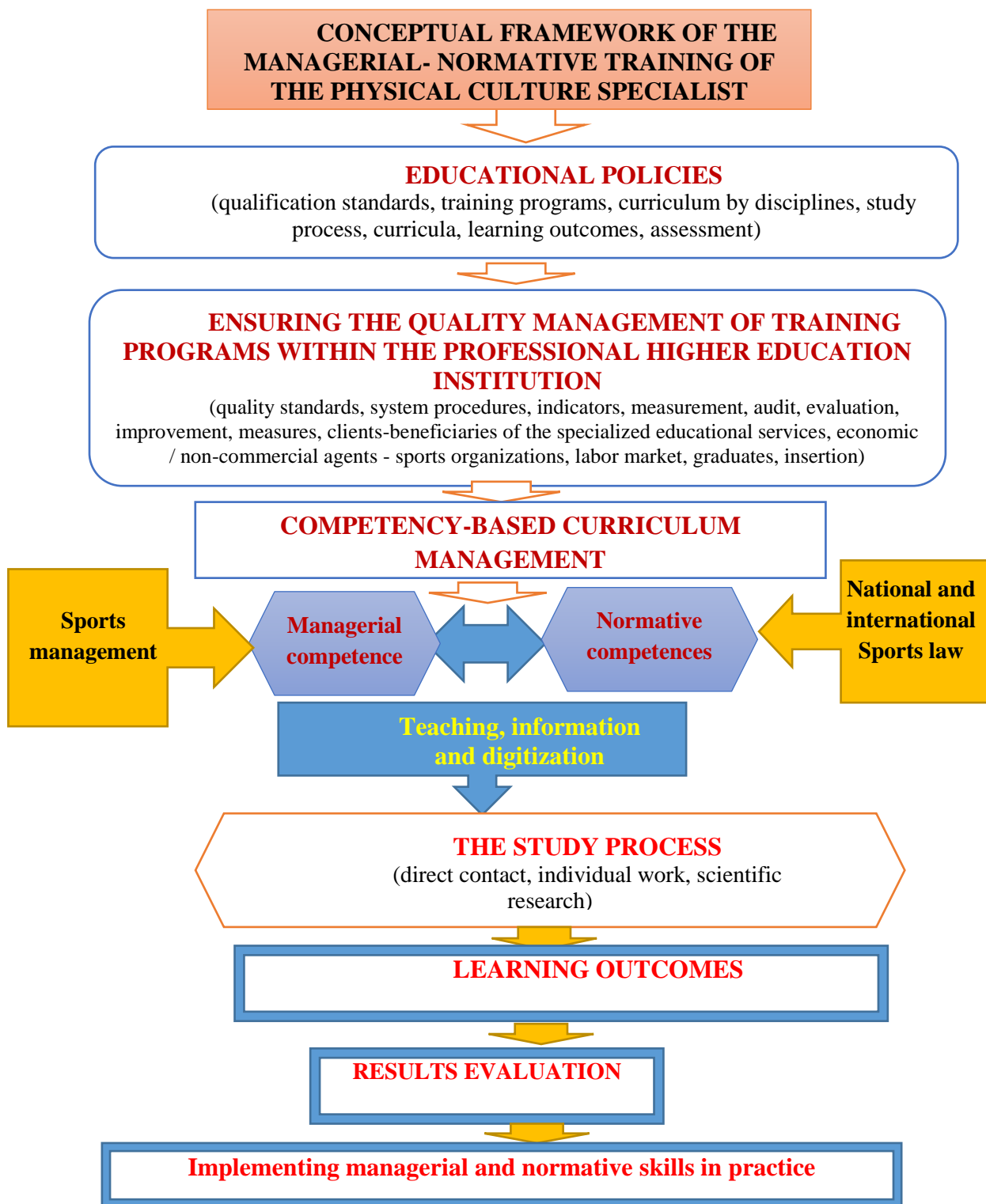


Figure 3.3. Conceptual framework of the managerial- normative training of the physical culture specialist

Managerial-normative training in the specialized university education is necessary, but it is not enough, as it offers basic education, although the work of a coach involves the activity of a professional with a profile of knowledge and practical skills, as well as training comprehensive

theory in various disciplines. Specialized teachers, coaches and sports managers work in ever-changing working conditions, which also generates a systematic increase in sports results, the need to adjust the rules of competition, new sports equipment, the emergence of new fundamental, specialized and sports disciplines etc. All this leads to a continuous improvement of professional qualifications, as well as to the realization of activities to identify new models of training and improvement of the professional training of the specialists in the field throughout the life. Managerial-normative training can be developed especially in postgraduate education, because it is characterized by greater flexibility and variability. A good managerial training of specialists in the field contributes to the understanding of the concepts of sustainability and durability of physical and sports activities through the prism of the generation notion. What does this mean? These concepts can be considered in a dual procedural sense, aiming on the one hand to understand and explain the behaviours and practices of those in the field and leading, on the other hand, to an assessment of the effects of the global and local context on the representation that, in this case, these actors are concerned with the sustainability and durability of the reference field. Sustainable development is one of the challenges facing national sport in improving its economic, social and environmental impact. Thus, the development of responsible and sustainable sports practices is an important issue for local authorities, at all territorial levels, which should be identified as a priority. The current stage of training highly qualified specialists is characterized by a selection of interdisciplinary connections. Theoretical modeling of the content of education, often, is manifested by certain hypothetical ideas of the trainers materialized in scientific-didactic materials, of educational and methodological documentation. It is reflected in the connection between goals - content - methodology - learning outcomes, which derives from the specifics of national qualification / educational standards. Thus, the scientific-teaching staff are permanently engaged in didactic modeling at the level of theoretical disciplines in the curriculum related to an initial and continuous training program for future specialists, as a scientific procedure, following which it is not allowed to duplicate the studied material, but it is necessary integration of logical and didactic structures. At the level of academic disciplines, didactic modeling involves the construction of a technological continuity of the studied material and the approach of didactic strategies for the application of the forms and methods of active learning. In general, the teachers involved in the educational process at the faculties of physical education and sports master skills in didactic, theoretical-practical and methodological modeling of the learning content. In addition, the study of the different types of logical and didactic structures of the content of the teaching of the students from the specialized faculties (curriculum, teaching material, training programs, curricula) indicates that they are sometimes overloaded with various knowledge, being devoid of the component of “individual student activity”, as well as of a certain continuity of the connections between different levels of didactic modeling of the learning content.

The analysis, generalization and systematization of the literature, the study of modern pedagogical experience, made it possible to determine the conceptual bases and approaches for building a pedagogical model, integrated - operational management - normative - sports training of specialists in the field of physical culture and sports. The model is based on systemic approaches, individual activities and research of specialists, on principles and objectives being focused on the training of skills, including the orientation of professional training on motivational, value, cognitive and reflective components. The pedagogical, integrated -operational model of managerial - normative training has a certain organization of the study process in certain conditions of individual or group training for professional development, focused on concrete ways of solving obstacles identified in professional context, as well as on achieving creative and innovative development of professional activities. The professional training of future specialists in the field is focused on an internal process (because a person can acquire skills or learn through his own activity) and an external process (by creating adequate informational and educational conditions). For the design of the integrated - operational model of managerial - normative - sports training (Figure 3.4) of future specialists in the field, it was important to determine the essence of professional training, its place in the professional development of the personality of a specialist in the field and to identify the factors influencing this process.

Learning models and principles are important components in the pedagogical learning process, as they are closely interconnected. For example, a practice-oriented learning situation will allow the organization of training based on professional interaction, models of good practice, cooperation, deepening in real problems with access to a number of possible solutions. Practice-oriented situations in the managerial - normative - sports training system, professional development and improvement depends substantially and methodically on the recognized pedagogical experience (through scientific research or exchange of teaching experience) of trainers, both nationally and internationally. *The main purpose of developing and implementing the integrated-operational model* was the formation of reasons and stable needs of specialists in a consolidated attitude of their professional, managerial - legislative training, holistic development of skills and integration in the profile of the field reference, as well as the creative use of physical culture in organizing a healthy lifestyle.

The objectives of the integrated operational model of managerial-normative training:

- ✓ Increasing the motivation among future specialists in the field in order to improve their level of managerial-normative-sports training necessary for professional activity.
- ✓ Professional performance evaluation and self-evaluation.
- ✓ Developing the creative, innovative and entrepreneurial capacity of specialists through practical activities and scientific research.

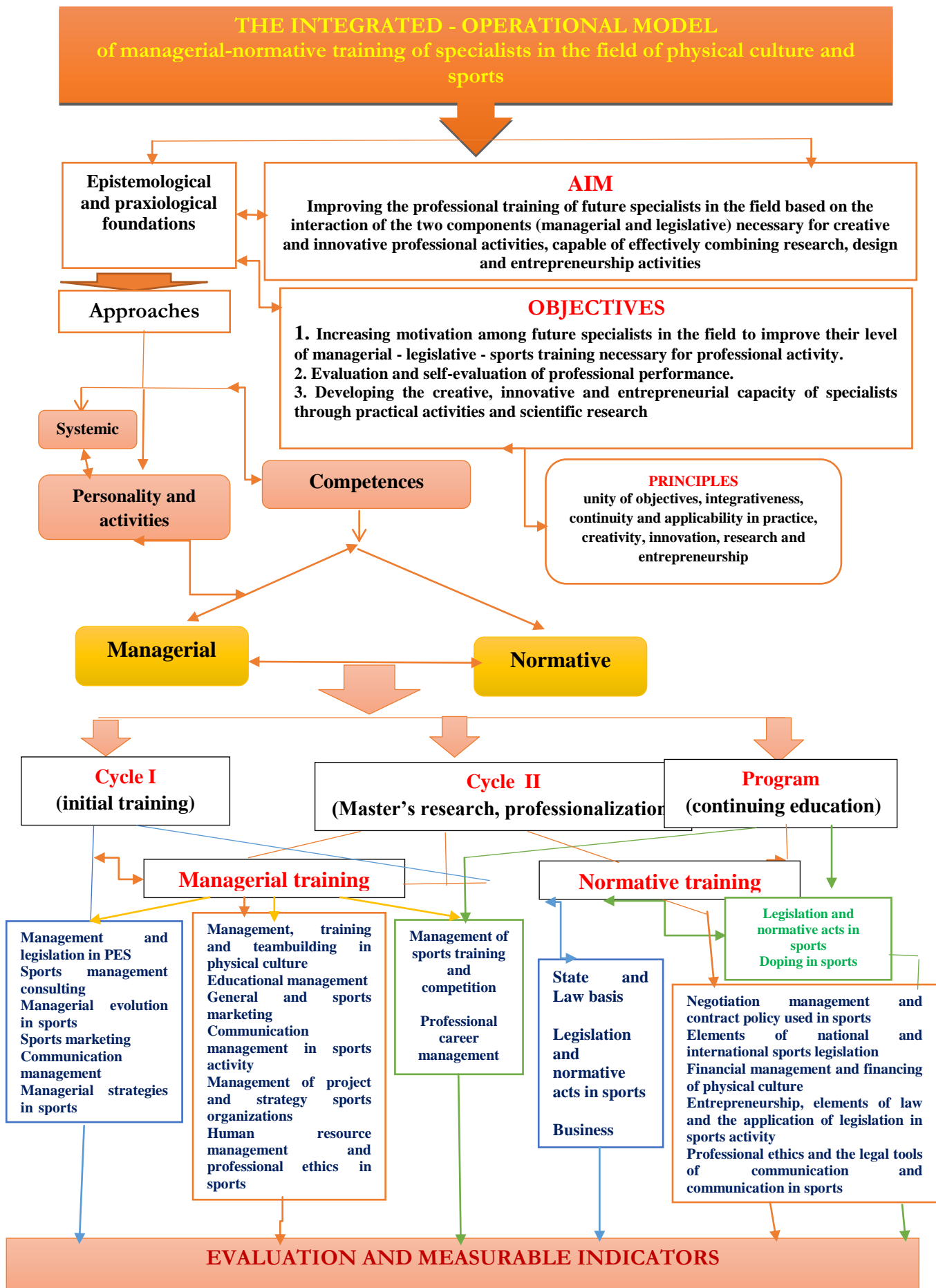


Figure 3.4. The integrated - operational model of managerial - normative training of specialists in the field (methodological modeling)

The systemic approach of the integrated - operational model involves focusing on its principles: unity of objectives, integrativity, continuity and applicability in practice, creativity, innovation, research in accordance with its ultimate goal (teaching, education, development and skills training). Thus, in the pedagogical process, special attention is paid to the existence of a close connection between the didactic, methodological system that covers the educational activities of students and teachers, individual work activities of students, extracurricular activities, scientific research activities, including the practice of specialty. In this context, the “pedagogical process” was monitored in stages (as an object of systematic research) and the contradictions of opinions (between the requirements imposed on the student and the possibilities to achieve them; between cognitive tasks and those practical ones proposed by the curriculum and the actual level of knowledge and skills of the students, respectively their intellectual level) which generated constructive dialogues and which, moreover, we could say that they are the main motor force of this process if reference is made to the appropriate statement, to which the contradictions must be resolved. In pedagogical science, the concept of "pedagogical system" has been used relatively rarely. Thus, we can mention that the professional development of the categories of employees in the physical culture system is based on two essential foundations: the use of new technologies, principles, strategies and practices for improving human resources employed for the strategic development of the sports industry; willingness to address changes in the field.

At the same time, it is necessary to develop and apply adaptive models of advanced training and instruction, a praxiological algorithm that would lead to improving the effectiveness and performance of specialists. Moreover, this praxiological algorithm reflected in Figure 3.5 would be desirable to focus on learning activities, other than those whose purpose is only a transfer of the volume of knowledge (according to the curricular content of the study disciplines), but especially focused on special educational technologies, on the evaluation of the level of development competencies and on the measurement of the fulfillment of the performance indicators. To improve the effectiveness and performance of specialists, we propose a Professional Development model focused on the approach based on specific competencies (managerial-normative). The model presents a training program with structural elements that distinguish skills. The program module specifies the content, the teaching technique and the methods for evaluating the results. This organization of the training program will allow: the use of modules, as basic components for the development of managerial and normative skills; building a flexible organization of educational activities, including active training in organizing the teaching and development process; efficient use of resources; forming a modular database; for the prompt exchange of educational content and models of good practice.

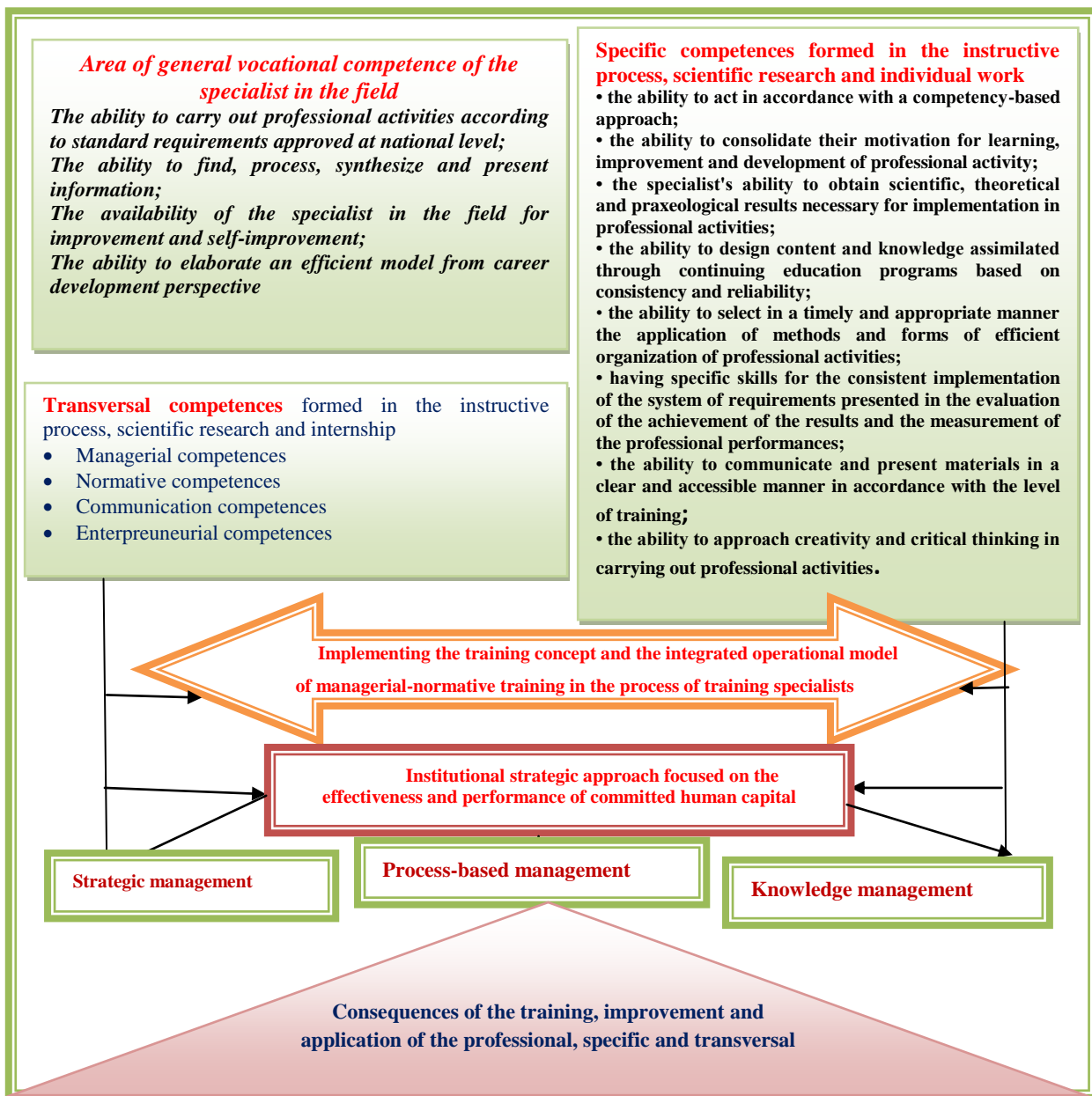


Figure 3.5. The praxiological algorithm for improving efficiency and professional performance (EPP) focused on the approach based on specific competencies (MC - PST) developed by us based on the specialty literature

The management of competences trained and perfected by specialists has now become an essential issue for any economic agent, including sports entities. This type of management is an operational tool that aims to optimize the effectiveness, performance and competitiveness of the organization. Thus, competence has become a real requirement in the labor market, inevitable and to be demonstrated and applied by a person in a certain professional situation and which usually changes over time.

The area of competence (professional, specific and transversal - CPST) is needed for the sports organization to cope with changes in the context of globalization, as well as to increase its capacity by mobilizing staff to achieve the goals of both sides, or the organization itself, the

employee, fact for which a strong point should be planned in their mission is the financial contribution to the improvement of the specialists as well. In this context, we can say that the survival of the sports organization no longer depends only on the production / provision of products / services, quality and quantity, but also on the efficient management of knowledge and skills of human resources employed. In Table 3.3 we reflect *the integrative matrix of specific and transversal competencies - PST* formed and perfected according to the praxiological algorithm to improve efficiency and professional performance (EPP) in sports organizations. Thus, *the competence of analysis and synthesis* (CAS -1) is in a direct connection with the logic of competence for the sports institution reflected in R1S - Strategy (S); R2 OA - organization of activity based on competence; R3D - directing the activity by the manager in order to obtain efficient results and the expected performance; R4AEC - the application of the constituent elements (general, scientific, managerial, technological, legislative *knowledge* ; and Know-how - the ability to demonstrate behaviors adapted to work situations) of the competence to be validated. The individual and collective CP-2 praxiological competence is focused on the ability of specialists to combine knowledge (R2CC) in certain practical contexts, of effective relationship (R2RE) within the team to achieve the expected result (R3OR). The competence of creativity and critical thinking (CCG - 3) is directly related to the ability of specialists to be and act creatively in certain situations (R3C), to approach critical thinking when solving certain problems (R3-G), such as and the ability of employees to be performers (R3 - P), as the dynamic integration of all these skills is achieved through a common culture and organizational know-how focused mainly on teamwork. It is known that performance measures the result of an individual's activity at a certain job and it must be seen in relation to the abilities, skills, competencies, organization of professional activities, work, methods, relationships and team climate within a specialized institution.

Table 3.3. Integrative matrix of specific and transversal competences - PST formed and improved according to the praxiological algorithm for improving efficiency and professional performance (EPP) in sports organizations

Competences PST	Training content focused on the “didactic - scientific” binomial				Training content focused on research activities			Training content focused on internships and training courses		
	R1S	R2 OA	R3D	R4AEC	R3C	R3G	R3P	R2CC	R2RE	R3OR
Modular competences										
CAS - 1										
CAS - 1.1		+	+							
CAS - 1.2	+			+						
CAS - 1.3	+	+		+						
CAS 1-n										
CP-2								R2CC	R2RE	R3OR
CP -2.1								+	+	
CP -2.2										+
CP -2.3								+		+
CP -2.n										
CCG - 3					R3C	R3G	R3P			
CCG - 3.1						+	+			
CCG - 3.2					+					
CCG - 3.3					+	+	+			
CCG - 3.n										

Performance is a quantified result obtained, which translates into measurable results (turnover, profit, sale of products or provision of services). At the same time, we could say that performance is a multidimensional concept that involves: a logic of relevance, a logic of efficiency and a logic of effectiveness. This means that: relevance is the link between objectives and means; efficiency is the link between means and results; effectiveness can be defined as the ability to achieve goals, namely to measure the results obtained in relation to the set goal. In this context, we can mention that the training and development of competences (PST) of specialists in the field of physical culture and sports through the proposed praxiological algorithm, will allow them not only to carry out their work properly, but also to have an impact on their individual and organizational performance.

It is also important to establish the connection between competence and performance, as empirical studies have validated it [26, 35, 69]. Competence is a "deduced reality" for which it is necessary to develop a theoretical construction (or a model), if you want to be able to understand it, indirectly, but in a credible and reliable way, from tangible manifestations. In approaching the integrated competencies, it is precisely the purpose of the integrated competencies framework (the integrated-operational model of managerial-normative training of specialists in the field) to constitute a proposal for such a model (the proposed praxiological algorithm). Therefore, the distinction between performance and competence is essential. It must also be highlighted in accordance with the two components of the concept of competence (training and praxiology), i.e., respectively, based on a "pedagogical logic" and in the practical environment aimed at a managerial logic, knowledge of the normative framework and its application (for efficiency and performance). An essential approach in this regard is the distinction between qualification and competence.

In this order of ideas, we can **mention** that the approach of competences in close connection with performance indicators for an individual or microgroup efficiency of a sports entity, is a methodology that offers us the modernization of the entire system of training and improvement of staff in accordance with the requirements of the knowledge society obtaining and continuously improving the quality of education and the referral of the specialist in the field. Over the last decade, the foundations of competency-based framework training have been the subject of a significant number of scientific papers, so that a scientific basis has been created for the pedagogical concepts of "competence" and "subcompetence".

4. EXPERIMENTAL VALIDATION OF THE INITIAL AND CONTINUOUS TRAINING MODEL OF SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE FROM A MANAGERIAL AND NORMATIVE PERSPECTIVE

(basic content of chapter 4)

The experimental activity took place with the students from the Faculties of Sports and Pedagogy within the State University of Physical Education and Sports, during 2017-2021. In this context, the pedagogical experiment aimed *to validate the theory substantiation and praxiology of managerial-normative vocational training (initial and continuous) of students / specialists, the determination and implementation of the integrated-operational model and of the Concept of training managerial and normative competencies in the process of permanent improvement of physical culture specialists.*

The objectives monitored in the research focused on the following aspects: elaboration and implementation of the integrated-operational model of managerial-normative training of students (Cycle I and Cycle II), in order to effectively acquire the curricular content in the study disciplines focused on the two components of training; reporting on the training concept of the specialist in the field, including the specialized practice; redefining the competencies (managerial-normative) of understanding / comprehension of the training content; elaboration of a system of methods for stimulating the formation of managerial - normative competencies for the future specialists in the field of physical culture; elaboration of a model / system for assessing the competencies formed; validation by experiment of the initial and continuous training Model from a managerial and normative perspective of the specialists in the field; analysis and interpretation of data obtained by experiment, systematization of research results, formulation of general conclusions and practical recommendations.

In the pedagogical approach specific to the ascertaining experiment, we started from the hypothesis of the research through which *it was assumed that the substantiation of the theory and praxiology of managerial-normative vocational training (initial and continuous) of specialists in the field of physical culture by determining and implementing the integrated-operational model and conception (training of managerial-normative competencies) will contribute to the completion and consolidation of the referential effective specialist (professiogram and profile) on the profile labor market.* In Figure 4.1 we graphically reflect the didactic approach for training the managerial-normative competencies of the students, as future specialists in the field.

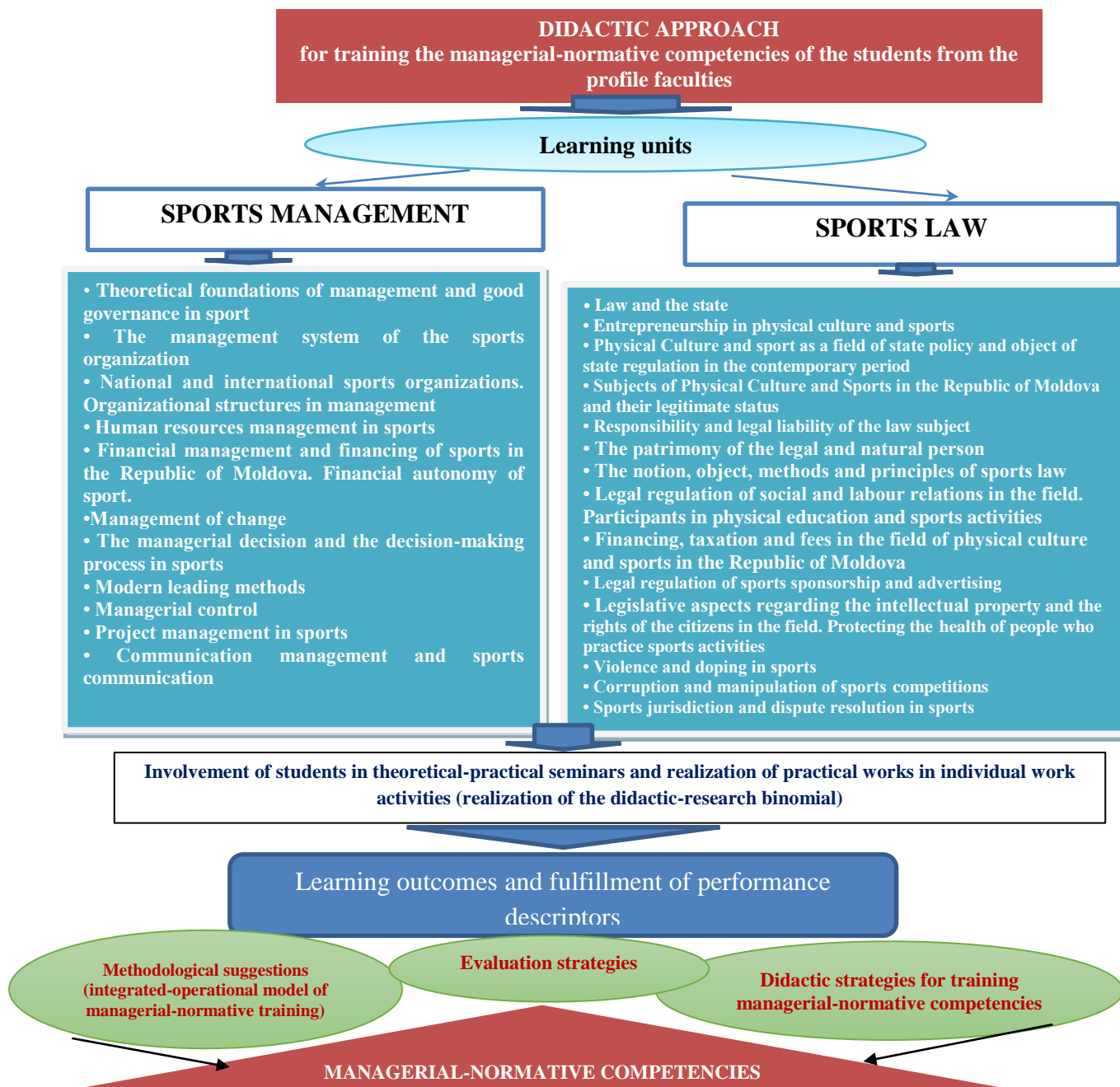


Figure 4.1. The didactic approach of training the managerial-normative competencies of the students from the specialized faculties

The pedagogical experiment was carried out in three stages (ascertaining, training and control) being materialized on the components of initial and continuous training within specially developed training programs and applied to specialists in the field. Also, during the experiment we determined the efficiency of the integrated-operational model and the concept of professional, managerial-normative training, applied to students / specialists in order to determine the knowledge gained in the training and development of specific competences (managerial and normative). At the same time, the commission of experts proceeded to evaluate the monitored competencies in research with the help of an evaluation grid and tests containing items that reflect the level of managerial-normative training of specialists in the field.

The evaluation scale was established for each item, standard of solving and scoring, maximum performance, minimum allowed performance and percentage normalization of the scores obtained. The grading scale consisted of the standard for converting scores into grades and the conversion tools (conversion nomogram or conversion calculation formulas). In the case of summative tests, we used the taxonomy of the Dublin descriptors, materialized on the three levels of: knowledge and understanding, application (operation with knowledge entities), integration.

In the research, we considered it opportune to carry out a pre-experimental study on establishing the need to develop managerial and normative training of specialists in the field.

Research stages:

- a) the phase prior to the intervention of the experimental factor (ascertaining stage): 2017-2019;
- b) phase of administration of the experimental factor (training stage): 2019-2020;
- c) the phase of comparing the results and evaluating the managerial-normative competencies formed at the specialists in the field of physical culture (control stage): 2020-2021.

A special role in research was given to the initial and continuous training, on the two components of training - managerial and normative of students and specialists in the field of physical culture. Sociological questionnaires were applied, and pre-experimental studies were organized and carried out at the faculties of Sports and Pedagogy of the State University of Physical Education and Sports and at those similar Universities in Iasi, Galati and Suceava. These allowed us to study the respondents' opinions on the researched issue. The data obtained from the application of the questionnaires were analyzed and integrated in order to obtain the general picture of the initial and continuous training, on the two components of training - managerial and normative of students and specialists in the field of physical culture. Also, in order to assess the level of managerial and normative training of students / specialists in the field of physical culture, it was necessary to establish the concrete frame of reference (standard of managerial-normative training of specialists in the field, materialized in standard, indicators, descriptors, etc.), as well as further in-depth research. The experimental sample consisted of teachers, students, master students, sports managers, coaches, professional and performance athletes, collaborators of the physical culture and sports system from Chisinau, professors from the specialized faculties in Iasi, Galati, Suceava, Bucharest (including students from these faculties).

The ascertaining experiment was performed on a group of students (23 in number), included in the instructive-educational process from the study programs "Sports Training" and "Physical Education and Sports" (Cycle I) within the State University of Physical Education and Sport Chisinau. The curricula related to these programs provide in content the disciplines that ensure the training of managerial and normative competences in students, respectively: "Management and

legislation in physical education and sports", "Managerial evolution in sports", "Managerial strategies in sports", "Management consulting in sports", "Communication management", "Marketing in sports", "Basics of state and law", "Business law". Moreover, in the process of teaching and learning students, future specialists in the field, the idea of complementarity of cognitive and professional-pedagogical activities, determined the need to develop and implement the integrated - operational model of initial and continuing vocational training, the managerial-normative and training conception, experimental and analytical, based on the reciprocal transitions of theory, practice and scientific research. Thus, different types of cognitive and practical pedagogical activities were applied that formed and developed managerial and normative competencies in students (future specialists), from one discipline of studies to another (*Management and legislation in physical education and sports, Sports law, National and international sports legislation, Entrepreneurship in sports, Managerial evolution in sports, Corruption in sports, Good governance in sports, etc.*) by acquiring knowledge from their teaching content through: complication due to systematization, methodology (generalization of the method), by developing the position of the subject (student activity at each stage of the activity, from goal setting to analysis of results) and their integration into their professional and research activity. The pedagogical experiment was based on the awareness of the need for positive changes in the pedagogical phenomenon and which determined the managerial-normative training of students, future specialists in the field, for analytical components consideration of the educational process, specialized knowledge, generalized and their transition from theory to practice, as well as to the launch of the mechanism of self-education and self-improvement.

The ascertaining experiment was additionally carried out between 2017 and 2019 on a group of subjects consisting of 403 people, of which: 115 university teachers from the specialized faculties of the State University of Physical Education and Sports, Chisinau; "Al. I. Cuza" University and "Dunarea de Jos" University (Cross-border Faculty); 105 managers of different hierarchical levels from sports organizations in Iasi and Chisinau; 85 coaches on various sports events, 47 physical education and sports teachers working in sports schools or high schools in Iasi and Chisinau and 51 master students, specialization "Physical Culture Management" and "Marketing and legislation in sports" (master programs SUPES).

The training experiment was carried out in the period 2019 - 2020, and the control one in the period 2020 - 2021 (evaluation of the competencies trained and developed to the specialists in the field of physical culture, respectively the managerial-normative ones). In the training stage of the pedagogical experiment, the verification of the integrated-operational model, developed and implemented, respectively of the pedagogical conditions that ensure the formation of managerial-normative competencies (conception developed and implemented) for future specialists in the field,

is in fact an integral part of national educational standards, based on the use of interactive teaching and learning methods. The main purpose of the training stage of the experiment was the development and approval of educational materials that ensure the successful training of managerial-normative competencies to future specialists in the field by implementing the integrated-operational model and the concept of training reference competencies through interactive teaching / learning means and methods. This stage has also been materialized through the participation of the experimental group in the training program, the content of which was elaborated on three fundamental components: theoretical, practical and motivational. At the same time, within this stage of the pedagogical experiment, the verification of the integrated-operational model and of the pedagogical conditions that ensure the formation of managerial-normative competencies, constitutes an integral part of the professional competencies necessary for the specialist in the field of physical culture. Also, the training and development of competencies based on interactive teaching methods was carried out during lectures with didactic elements and scientific research, as well as in seminars by training practical studies. Planned experimental materials were developed based on training programs in specialized study disciplines, taking into account their content and related ways to act and train managerial-normative competencies. The training and development of managerial-normative competencies with the use of interactive teaching and learning methods was carried out during lectures, seminars and individual work activities of students focused on scientific research activities, practical exercises and assessments materialized in tests and exams, as forms of assessment for the acquisition of knowledge and competencies training of students / graduates and specialists.

During the experiment, an instructive program was developed focused on the training of managerial-normative competencies to future specialists in the field and on the consistent application of interactive teaching methods, aimed at the development and continuous training of participants in these training activities. We also monitored the formation and consolidation of standards and values of future professional activities, awareness of the importance of managerial and legal activities in the exercise of the profession / position, as well as continuous training of specialists and skills / abilities / competencies formation in modern learning, innovative for their competitiveness on the labor market. Determining the levels of training managerial-normative competencies in future specialists by using interactive teaching methods, combining the binomial - didactics and scientific research in the learning process, as well as through the training program specially designed for this purpose, were made during the *control stage of the pedagogical experiment, whose main purpose was to identify the effectiveness of the experiment and validate the data obtained*. The criteria and the effectiveness of the pedagogical experiment, we can consider them positive in evolution and dynamics, on all the structural components of the managerial-

normative competences, after the organization of the experimental learning activities in the specialized training of the future specialists in the field. In order to achieve the proposed goal, we asked the categories of respondents to proceed with the formulation of managerial and normative issues (at least 5 in number) that they faced in exercising their functions. The data analysis allowed us to find that the vast majority (Figure 4.2) identified a number of issues with reference to the following points: "The specifics of the autonomy of the sports organization"; "Collaboration with central and local public authorities on sports funding"; "Knowledge and interpretation of the normative framework that regulates the field of reference"; "Assurance and good management of the sports entity"; "Ensuring the training process in optimal conditions to achieve performance in sports (the problem of sports infrastructure)"; "Training and improvement of managerial staff working in the field of physical culture"; "Promoting mass sports"; "Promoting sports in school"; "Corruption and doping in sports"; "Entrepreneurship in sports" "Disputes in sports and their settlement" etc.

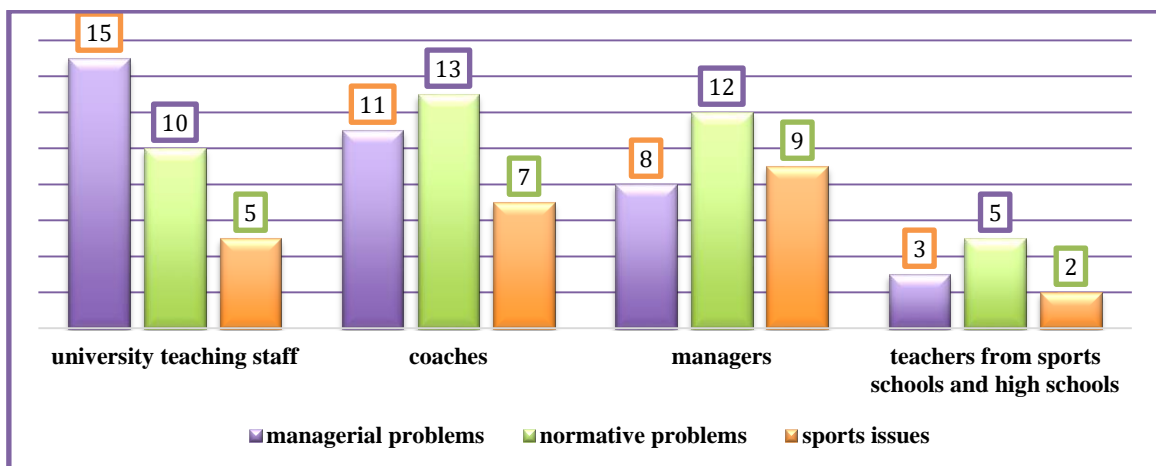


Figure 4.2. Percentage quantification of the problems identified by the respondents in their professional activity

The total number of survey participants and respondents to the specific sociological questionnaires was supplemented by a number of 296 students. The survey conducted on research issues highlighted a number of issues that formed the basis for the development and implementation of the managerial - normative - sports training concept and the integrated - operational model of specialists in the field (Table 4.1).

Table 4.1. The thematic approach of the sociological survey

No. crt.	Thematic approached in the content of the sociological survey	Percentage data of the answers obtained	
		Affirmative	Negative
1.	The need for managerial-normative training of specialists in the field	78%	22%
2.	The need for authorization and accreditation of a study program specialized in sports management at SUPES and within Cross Border Faculty from Galati	87%	13%
3.	The desire of participants to survey to get acquainted with specific elements of sports management	69%	31%
4.	The desire of participants to survey to know, interpret, and apply the normative framework that regulates the field of physical culture	73%	27%
5.	The need-to-know terminology specific to sports law	81%	29%
6.	Obtaining detailed information about sports management that would contribute to their professional orientation and to improve their qualification	79%	21%
7.	Approval and confirmation of the new methodology of managerial-normative training implemented within the undergraduate, master's, doctoral, continuing education and requalification programs at SUPES	84%	16%
8.	Applying and combining new research directions (managerial, normative) and the action of university professors with emphasis on the connection of the educational binomial (didactics and research)	86%	14%
9.	The need to develop initial vocational training through continuing education and requalification programs	92%	8%

In the ascertaining phase of the pedagogical experiment, we also conducted *a study on determining the level of managerial and normative training of students from undergraduate programs at the profile faculties.*

In Figure 4.3 we graphically represent the average of the initial grades obtained by the control group in the disciplines of the managerial component monitored by us in the experiment. With reference to the grades obtained by the students of the control group on the normative theoretical component, we can see that they were in the range of 6.9 - 7.1, and the practical one between 6.9 - 7.11. We notice that the variations of the grades are insignificant. The control group was evaluated by the panel of experts consisting of three teachers (lecturer, seminar teacher and a neutral expert) based on the subject of the above-mentioned study disciplines and for a quantified score from 1 to 10. In Figure 4.4 we graph the average of the grades obtained by the experiment group (initially) for the two components.

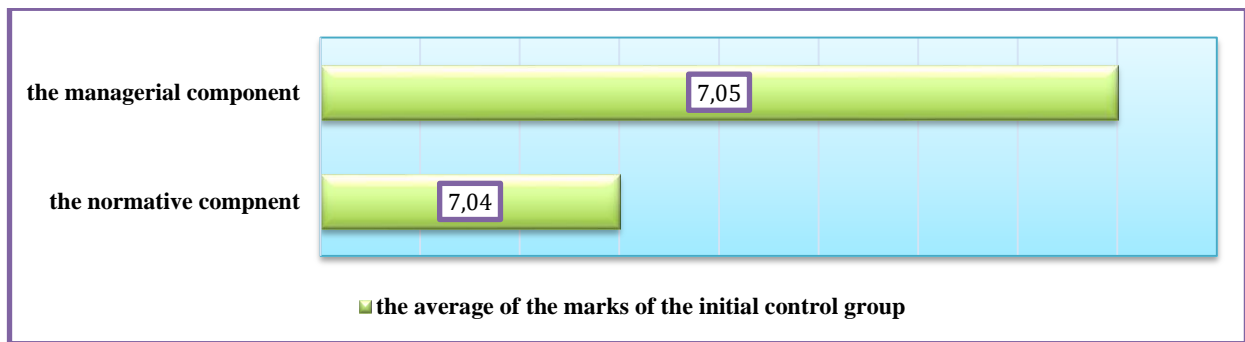


Figure 4.3. Graphic representation of the average grades obtained by the control group in the managerial and normative (legislative) component at the initial stage of the experiment

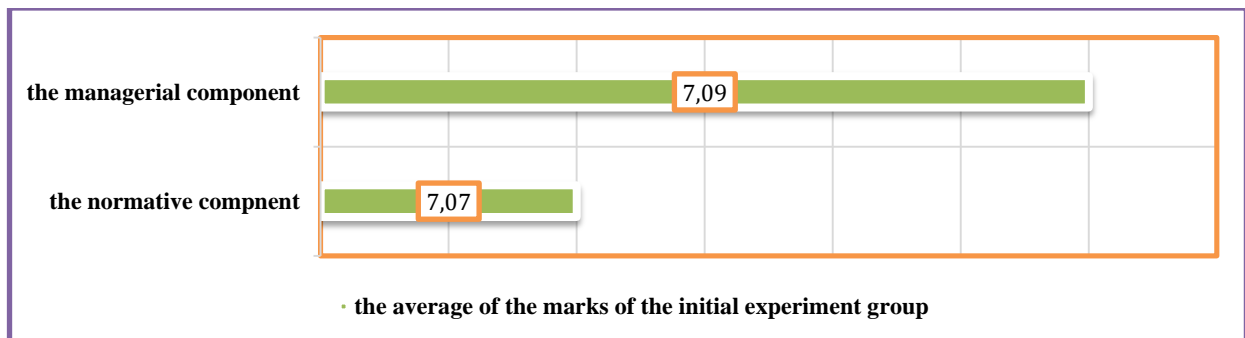


Figure 4.4. Graphic representation of the average grades obtained by the experiment group at the managerial and normative component (legislative) at the initial stage of the experiment

Within the experimental stage of training (2019 - 2021), by implementing the concept and integrated-operational model of managerial- normative training of students, future specialists in the field, the results were supplemented with those of managerial practice taking into account the formation of praxiological skills of students in the two experimental groups, by conducting certain case studies, scientific research or individual work activities, carefully selected according to a practical topic from the curricular contents of the 6 disciplines, including by completing and updating them with new monographs, university courses and methodological guides made available to students. Also, within the experiment carried out for the students from the two groups (control and experiment) three evaluations were performed for each component (theoretical-practical managerial and theoretical-practical normative) related to a set of issues selected from the curricular content of the studied disciplines . The evaluation of the experiment group was performed based on the same score from 1 to 10, but the topic of curricular contents was improved, updated and supplemented with curricular contents for the two components. Each student benefited from a time given by the committee of experts for the formulation and presentation of the answers by the students of the two groups (control and experiment) in the amount of 45 minutes for the evaluation of the established topic. We specify that the topic of theoretical-practical knowledge taught to the control and experiment groups was differentiated by different curricular contents, respectively the control group based on the knowledge gained in the study disciplines: Management and legislation

in physical education and sports; Managerial evolution; Sports marketing; Managerial strategies in sports; Management consulting; Communication management; State and Law basis; Business law; National and international sports legislation, Managerial practice. The experiment group benefited from this content, including other courses and scientific monographs (Good Governance in Sports; Management and Sports Law; Law, Ethics and Deontology in Sports; Corruption in Sports; Entrepreneurship in Sports; Guide to Sports Law; History of Management sports industry in Moldova (Sports industry and sports autonomy) which were developed and published during the reference period of the experiment, being made available to them during lectures and seminars. Based on these contents, the commission developed a theme according to which it proceeded to assess the students' knowledge by going through and mastering them by the two groups.

In Table 4.2 (final control group for the managerial training component) and Table 4.3 (final control group for the normative training component) we present the theoretical-practical contents evaluated by the expert commission and applied to the students from the two experimental groups.

Table 4.2. The results obtained by the subjects of the final control group by evaluating the theoretical-practical knowledge of the managerial component

No. crt.	Thematic approached and evaluated	$x \pm m$	CV (%)
1	Terminological knowledge of management and entrepreneurship in sports	8.31 ± 0.12	7.41
2	Organization, planning and strategic development of sports entities (organizational chart of a private sports club; elaboration of a strategic plan for the development of the sports entity for 5 years; planning of the competitive activity)	8.21 ± 0.11	7.30
3	Historical and evolutionary aspects of sports management in Moldova (study on the evolution of sports management in the Republic of Moldova)	8.09 ± 0, 05	3.25
4	Administration of national and international physical culture (study on the governing bodies of physical culture in the Republic of Moldova and specification of their competence)	8.30 ± 0.11	7.31
5	Communication management (study on effective forms and methods of communication in a sports entity)	8.62 ± 0.12	7.29
6	Project management and institutional change (elaboration of a three-page institutional project; study on the approach to institutional change in the context of innovation management)	8.02 ± 0.03	3.15
Average evaluation		8.25± 0.09	5.95

Table 4.3. The final results obtained by the subjects of the control group by evaluating the theoretical-practical knowledge of the normative component

No crt	Thematic approached and evaluated	$x \pm m$	CV (%)
1	Legislative framework for the regulation of sport at national and international level (brief presentation of the national sports legislation governing physical culture and sport)	8.62 ± 0.12	7.29
2	Elements of ethics and deontology in sports (study on fair play in competitions; deontological status of the coach or teacher of physical education and sports, presented at the student's choice)	8.31 ± 0.03	3.15
3	Legislative elements on financing of physical culture (estimate of expenses of an international sports competition)	8, 29 ± 0.12	7.01
4	Elements of corruption and doping in sports (presentation of 2 cases with reference to the two issues selected at the student's choice)	8, 32 ± 0.13	7.07
5	Settlement of disputes in sport (jurisdiction of courts competence to resolve civil and criminal cases in sport; arbitration)	8.09 ± 0.11	7.33
6	Legal liability in sport (study on forms of civil response, criminal and contravention law in sports with the presentation of the legal framework; presentation of the difference between responsibility and legal liability)	8.53± 0.03	2.53
Average evaluation		8.36	5.73
Final control average (MCTP + NCTP)		8.30	5.84

In Table 4.4 we present the average of the results obtained by the final experiment group for the managerial training component, and in Table 4.5 of the final experiment group for the normative training component.

Table 4.4. The results obtained by the subjects of the final experiment group by evaluating the theoretical-practical knowledge of the managerial component

No. crt.	Thematic approached and evaluated	$x \pm m$	CV (%)
1	Terminological knowledge of management and entrepreneurship in sports	9.03 ± 0.12	7.41
2	Organization, planning and strategic development of sports entities (organizational chart of a private sports club; elaboration of a strategic plan for the development of the sports entity for 5 years; planning of the competitive activity)	8, 92±0, 11	7,30
3	Historical and evolutionary aspects of sports management in Moldova (study on the evolution of sports management in the Republic of Moldova)	9,21 ± 0, 05	3.25
4	Administration of national and international physical culture (study on the governing bodies of physical culture in the Republic of Moldova and specification of their competence)	9.30 ± 0.11	7.31
5	Communication management (study on effective forms and methods of communication in a sports entity)	8.78 ± 0.12	7.29
6	Project management and institutional change (elaboration of a three-page institutional project; study on the approach to institutional change in the context of innovation management)	8.72 ± 0.03	3.15
Average evaluation		8.99± 0.09	5.95

Table 4.5. The results obtained by the subjects of the experiment group by evaluating the theoretical-practical knowledge of the normative component (final)

No. crt.	Thematic approached and evaluated	$\bar{x} \pm m$	CV (%)
1	Legislative framework for the regulation of sport at national and international level (brief presentation of the national sports legislation governing physical culture and sport)	9.63 ± 0.12	7.29
2	Elements of ethics and deontology in sports (study on fair play in competitions; deontological status of the coach or teacher of physical education and sports, presented at the student's choice)	9.31 ± 0.03	3.15
3	Legislative elements on financing of physical culture (estimate of expenses of an international sports competition)	8,76 ± 0.12	7.01
4	Elements of corruption and doping in sports (presentation of 2 cases with reference to the two issues selected at the student's choice)	9,12 ± 0.13	7.07
5	Settlement of disputes in sport (jurisdiction of courts competence to resolve civil and criminal cases in sport; arbitration)	8.25 ± 0.11	7.33
6	Legal liability in sport (study on forms of civil response, criminal and contravention law in sports with the presentation of the legal framework; presentation of the difference between responsibility and legal liability)	8.03± 0.03	2.53
Average evaluation		8.85	5.73
Final experiment average (MCTP + NCTP)		8.92	5.84

In Figure 4.5 we graphically reflect the dynamics of the average of the grades obtained by the initial and final control group on the two components of the vocational training of the students from the study programs monitored in research, and in Figure 4.6 we highlight this fluctuation of the experiment group (initial and final).

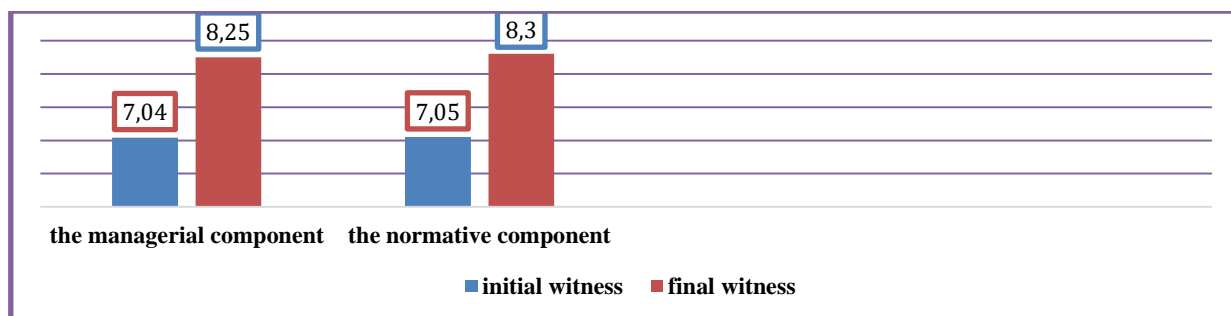


Figure 4.5. Dynamics of the average grades obtained by the initial and final control group on the two components of the students' vocational training

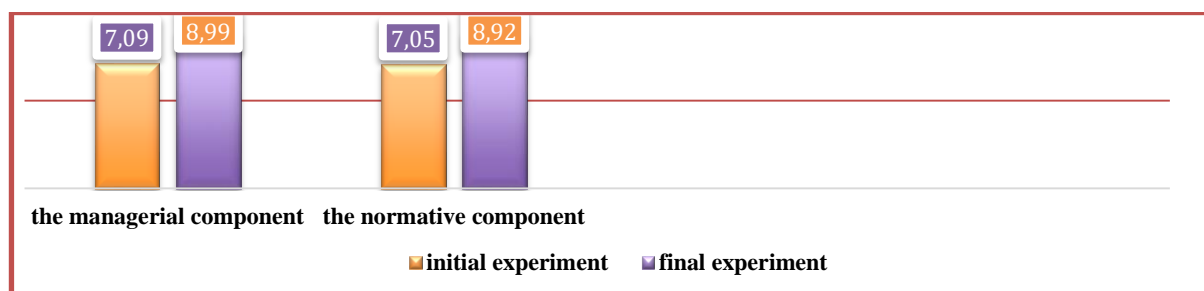


Figure 4.6. Dynamics of the average grades obtained by the initial and final experiment group on the two components of students' vocational training

In Figure 4.7. we graphically reflect the average of the grades obtained by the students of the control and experiment groups (final).

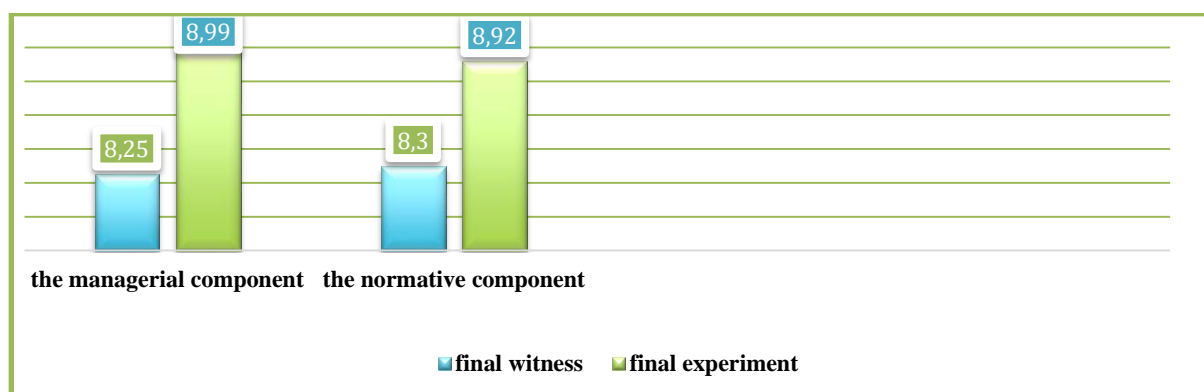


Figure 4.7. The average grades obtained by the students of the control and experiment groups (final)

In Table 4.6 we reflect the averages obtained by the control group at the final stage for the managerial training component, and in Table 4.7 for the normative training component, presented in terms of theoretical-practical contents evaluated by the committee of experts and applied to the master's students from the two experimental groups. It should be mentioned that the two groups (control and final experiment) are the master's students (22 people) who went through the study program "Education, management and marketing in sports" (2019-2021).

Table 4.6. The results obtained by the subjects of the final control group by evaluating the theoretical-practical knowledge of the managerial component

No. crt.	Thematic approached and evaluated	$x \pm m$	CV (%)
1	Terminological knowledge of management, teambuilding and leadership in sports	8.91 ± 0.15	7.51
2	Effective methods of management in sports, project and strategy (Description and argumentation of a methods of leading a sports entity; elaboration of a project; development plan of the sports organization)	8.89 ± 0.12	7.20
3	Presentation of the educational system in the Republic of Moldova (study on the specifics of school physical education in terms of management at institutional level)	8.9 ± 0.03	3.26
4	Categories of human resources in sports activities (study on the occupational area in sports, qualification standards and specific elements of the insertion on the labor market of the graduates of the profile faculties)	8.90 ± 0.12	7.20
5	Communication management (study on effective forms and methods of communication in a sports entity)	8.82 ± 0.11	7.26
6	Elements of ethics and deontology in sport (establishing and arguing co the competence of an ethics committee; deontological status of a sports specialist at your choice)	8.92 ± 0.03	3.25
Average evaluation		8.89± 0.09	5.94

Table 4.7. The final results obtained by the subjects of the control group by evaluating the theoretical-practical knowledge of the normative component

No. crt.	Thematic approached and evaluated	$x \pm m$	CV (%)
1	Legislative framework for the regulation of sport at national and international level (brief presentation of the national sports legislation governing physical culture and sport)	8.92 ± 0.16	7.29
2	Contracts specific to the field of physical culture and sports (presentation of a certain type of contract concluded with partners in the field of reference, at choice and establishment of the elements of contractual liability)	8,91±0,15	7,51
3	Legislative elements regarding the financing of physical culture (funding of a sports organization from national and international sources, case studies)	8, 89±0,12	7,20
4	Elements of corruption and doping in sports (presentation of 2 cases with reference to the two issues selected at the student's choice)	8, 52±0,03	3,25
5	Settlement of disputes in sport (jurisdiction of courts competence to resolve civil and criminal cases in sport; arbitration)	8,91±0,13	7,43
6	Legal instruments of communication and communication in sport (study on legal instruments of communication in sport)	8,83±0,03	3,3
Average Evaluation		8,83±0,10	5,73
Final control Average (MCTP+NCTP)		8.86	5,84

In Table 4.8 we present the average of the results obtained by the final experiment group for the managerial training component, and in Table 4.9 of the final experiment group for the normative training component.

Table 4.8. The results obtained by the subjects of the master students' group, final experiment by evaluating the theoretical-practical knowledge of the managerial component

No. crt.	Thematic approached and evaluated	$x \pm m$	Cv (%)
1	Terminological knowledge of management, teambuilding and leadership in sports	9,53±0,12	7,41
2	Effective methods of management in sports, project and strategy (Description and argumentation of a methods of leading a sports entity; elaboration of a project; development plan of the sports organization)	9, 72±0,11	7,30
3	Presentation of the educational system in the Republic of Moldova (study on the specifics of school physical education in terms of management at institutional level)	9,78±0,05	3,25
4	Categories of human resources in sports activities (study on the occupational area in sports, qualification standards and specific elements of the insertion on the labor market of the graduates of the profile faculties)	9,80±0,11	7,31
5	Communication management (study on effective forms and methods of communication in a sports entity)	9,78±0,12	7,29
6	Elements of ethics and deontology in sport (establishing and arguing co the competence of an ethics committee; deontological status of a sports specialist at choice)	9,12±0,03	3,15
Average evaluation		9,62±0,09	5,95

Table 4.9. The results obtained by the subjects of the experiment group by evaluating the theoretical-practical knowledge of the normative training component (final)

No. crt.	Thematic approached and evaluated	x±m	Cv (%)
1.	Legislative framework for the regulation of sport at national and international level (brief presentation of the national sports legislation governing physical culture and sport)	9,83±0,12	7,29
2.	Contracts specific to the field of physical culture and sports (presentation of a certain type of contract concluded with partners in the field of reference, at choice and establishment of the elements of contractual liability)	9,91±0,03	3,15
3.	Legislative elements regarding the financing of physical culture (funding of a sports organization from national and international sources, case studies)	9,56±0,12	7,01
4.	Elements of corruption and doping in sports (presentation of 2 cases with reference to the two issues selected at the student's choice)	9,39±0,13	7,07
5.	Settlement of disputes in sport (jurisdiction of courts competence to resolve civil and criminal cases in sport; arbitration)	9,25±0,11	7,33
6.	Legal instruments of communication and communication in sport (study on legal instruments of communication in sport)	9,5±0,03	2,53
Average evaluation		9,57	5,73
Final experiment average (MCTP+NCTP)		9,59	5,84

In Figure 4.8 we graphically reflect the average grades obtained by the students of the control and experiment groups (final) which recorded significant values on the two components, respectively the managerial training an average of 8.89 (control group) and 9.62 the experimental one, and at normative training of master students obtained an average of 8.86 (control) and 9.59 (experiment). In Figure 4.9 we highlight the fluctuation of the average obtained by the students from Cycle I and II for the two training components.

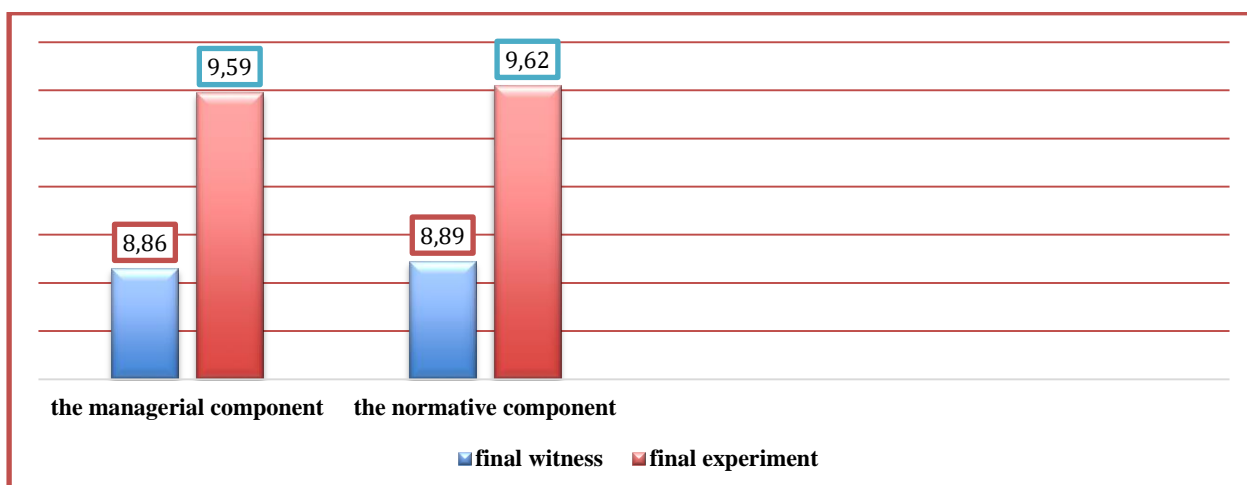


Figure 4.8. Average grades obtained by students of control and experiment groups (final)

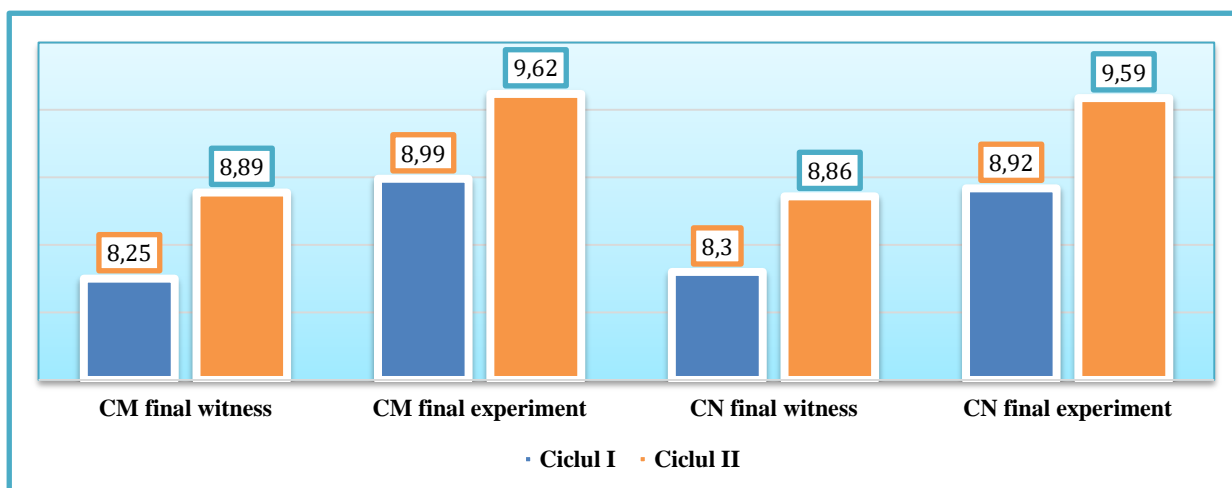


Figure.4.9. Average grades obtained by students (Cycle I and Cycle II) control and experiment groups (final)

In Table 4.10 we present the statistical correlation between the indices of the two training components analyzed.

Table 4.10. Statistical correlation between the indices of the two training components studied

Managerial training component	Cycle I		Cycle II	
		$C_i=7,05$	$C_f=8,25$	$C_i=8,25$
	$E_i=7,09$	$E_f=8,99$	$E_i=8,29$	$E_f=9,62$
Normative training component	$C_i=7,04$	$C_f=8,3$	$C_i=8,14$	$C_f=8,86$
	$E_i=7,07$	$E_f=8,92$	$E_i=8,22$	$E_f=9,59$
<i>Statistical correlation between the indices of the studied components</i>				
	1	2	3	4
MC (I)	*	1	1	1
NC (I)		*	1	1
MC (II)			*	1
NC (II)				*

The absolute value of any correlation index is in the range from 0 to 1. From Table 4.10 we can see that the relationship between variables is close, and the correlation is very high (value = 1) with a functional interdependence.

Managerial-normative training of specialists (participants in continuing education programs) in the field of physical culture is in a direct connection with the real needs of it and the sports movement, which is largely a basic pawn of the vocational training system, such as and the fact that the effectiveness of the specialized training process can be improved by implementing specific organizational and pedagogical aspects.

The contingent of the two experimental groups formed among specialists in the field, participants in continuing education programs (Physical Education and Sports Training) in the period 2017 - 2020 was 350 people. Carrying out the experiment regarding the training of managerial and normative competencies of specialists in the field within the continuous training programs involved the systematic monitoring of the knowledge acquisition process, as well as the application of tests by a commission of experts to collect, accumulate and interpret data obtained

following the evaluation. These allowed us to proceed to make decisions regarding the improvement of the curricular content related to the continuous training programs on the two components of training: managerial and normative. From the data reflected in Table 4.11 it can be seen that the items recorded by the control group compared to the experiment group are significantly smaller.

Table. 4.11. The share of learning performances, of the competencies acquired by the control and experiment groups following their evaluation by the commission of experts at the initial stage

No. crt.	Evaluating competencies according to items	Frequency of learning					
		Control Group			Experiment Group		
		Grades			Grades		
		6,5 - 7,5	7,5-8,5	8,5-10	6,5-7,5	7,5-8,5	8,5-10
		Sufficient level	Medium level	High level	Sufficient level	Medium level	High level
1.	<i>Organizing and planning the specific activities of the sports / educational entity in which it operates</i> (determining and establishing strategic development objectives, budget, general and specific actions and management methods used as appropriate)	135	167	48	98	121	131
2	Knowledge and application of the normative framework that regulates the field of activity (identification of normative acts and their interpretation in certain situations, data analysis, information processing, formulation of conclusions)	114	148	88	35	169	146
3.	<i>Ethics and legislation in communication specific to the sports entity</i> (ethics of the specialist with employee status, access to information, how to interpret them, how to combine and integrate them with other information, ethics and legislation of sports competitions)	126	118	106	57	127	166
4.	<i>Management of sports activities</i> (evaluation of requirements and performance indicators, wishes of employees and athletes, establishing their degree of satisfaction in accordance with quality management assurance, decision-making process regarding the efficiency of sports activities)	113	101	136	48	116	186
5.	<i>Financial management</i> (allocation of financial resources in accordance with the legal framework in force, knowledge of the elements of labor legislation, application of the rules on national and international sports competitions)	131	109	110	79	124	147
6.	<i>Elements of sports legislation and marketing</i> (media planning, sponsorship and advertising, exclusive rights to organize competitions, contractual policies, promotion strategies)	125	105	120	63	129	158
7.	Managerial praxiological skills, for presenting and interpreting concrete situations for resolving organizational / sports conflicts / disputes	107	121	122	55	98	197

As a result of the obtained results, it was considered opportune to implement the integrated-operational model in ensuring the managerial-normative training of specialists in the field and to make available new didactic contents to them (Management and sports law, Eradication of corruption and doping in sports; Methodological guide sports law; project management; sports entrepreneurship, etc.), including the results obtained by us in detailed research on the occasion of projects obtained through national competition procedure, respectively: "Theory and praxiology of managerial-legislative-sports training of specialists in the field in the knowledge society "with the number no. 20.00208.1908.08 and "Integrated conception of national sport: good governance, protection of minors, fight against doping and corruption" with the number no. 20.80009.0807.40. The research results were disseminated in public events, in lectures and seminars held in the continuing education program, as well as in the training program specially designed to implement the integrated model - operational and conducted online. For all the other topics evaluated by the committee of experts, the scores obtained for the three levels registered significantly better values at the final stage compared to the initial one.

Table. 4.12. The share of learning performances, of the competences acquired by the control and experiment groups following their evaluation by the commission of experts at the final stage

No. crt.	Evaluating competencies according to items	Frequency of learning					
		Control Group			Experiment Group		
		Grades			Grades		
		6,5 - 7,5	7,5-8,5	8,5 - 10	6,5-7,5	7,5 - 8,5	8,5-10
Sufficient level	Medium level	High level	Sufficient level	Medium level	High level		
1.	<i>Organizing and planning the specific activities of the sports / educational entity in which it operates</i> (determining and establishing strategic development objectives, budget, general and specific actions and management methods used as appropriate)	105	137	108	78	101	171
2	Knowledge and application of the normative framework that regulates the field of activity (identification of normative acts and their interpretation in certain situations, data analysis, information processing, formulation of conclusions)	104	128	118	15	178	157
3.	<i>Ethics and legislation in communication specific to the sports entity</i> (ethics of the specialist with employee status, access to information, how to interpret them, how to combine and integrate them with other information, ethics and legislation of sports competitions)	86	97	167	23	96	231
4.	<i>Management of sports activities</i> (evaluation of requirements and performance indicators, wishes of employees and athletes, establishing	65	72	213	25	66	259

	their degree of satisfaction in accordance with quality management assurance, decision-making process regarding the efficiency of sports activities)						
5.	<i>Financial management</i> (allocation of financial resources in accordance with the legal framework in force, knowledge of the elements of labor legislation, application of the rules on national and international sports competitions)	73	91	216	33	83	244
6.	<i>Elements of sports legislation and marketing</i> (media planning, sponsorship and advertising, exclusive rights to organize competitions, contractual policies, promotion strategies)	64	75	211	19	67	264
7.	Managerial praxiological skills, for presenting and interpreting concrete situations for resolving organizational / sports conflicts / disputes	53	82	215	21	38	291

From the data accumulated and presented in Table 4.11 and Table 4.12 we can see that the grades between 8.5-10 (high level) are represented by a higher percentage in the final experiment group compared to the final control, respectively 49% versus 31%. Regarding the percentage of the representative grades of the average level (7.5-8.5) we can highlight that in the final control group was obtained by a higher number of students, respectively 39%, while the final experiment group obtained in a lower percentage, respectively of 29%, the high grades prevailing for the high level at this stage.

The evaluation of the managerial-normative competences of the specialists by the commission of experts was carried out in accordance with the indicators and the score accumulated by the two groups as follows:

- 0-10 score - no competence level was granted (insufficient N4);
- 10-30 score – a satisfactory level of competence was granted (sufficient N3);
- 30-60 - a good level of competence was granted (N2);
- 60-100 - an excellent level of competence was granted (very good N1).

We also specify that the members of the control group, participants in the experiment at the ascertaining stage gave coherent, clear, relevant and original answers, especially for the level of knowledge and understanding, which reflects a percentage of about 37% (accumulated score up to 60 points) managed to accumulate knowledge of management and sports law, and 57% managed to analyze, argue or evaluate and integrate the responses to the monitored indicators in a creative, logical and coherent way (accumulated score of up to 30 points). Moreover, 6% (accumulated score up to 10 points) between the members of the control group were not given any level of competence. The experiment group gave coherent, clear, logical and relevant answers for NCI at a

percentage of about 47% (accumulated score up to 60 points), and a percentage of 50% for NAA and NEIC levels by accumulating a score of up to 30 of points. At the same time, it can be pointed out that only 3% were not given any level of competence.

Table 4.13. Comparative values of the level of knowledge of specialists established by the commission of experts at the training stage by applying the integrated-operational model

No. crt.	Tested values	Initial testing (without optional program)	testing the optional program	t	P
		$\bar{x} \pm m$	$\bar{x} \pm m$		
1.	Way of retrieving information	1,75±0,15	2,33±0,30	5,543	< 0,001
2.	Studies on the specificity of managerial activity	1,67±0,25	2, 37±0,23	5,542	< 0,001
3.	Studies on the elaboration and application of the documentation for planning, organizing and carrying out the management activities	1,83±0,27	2,51±0,20	5,744	< 0,001
4.	Studies with reference to the determination of the financial policy of the sports organization	2,21±0,22	3,10±0,21	7,721	< 0,001
5.	Studies on the knowledge, application and interpretation of national and international normative acts regulating the field of physical culture and sports	1,80±0,23	2,4±0,19	5,389	< 0,01
6.	Studies on the knowledge and application of specific elements of labor and sports law	1,79±0,20	2,4±0,18	5,380	< 0,01

From Table 4.13 we can see that the way of retrieving and processing the information at the initial testing registered a lower value of the standard deviation of 1.75 compared to 2.33 at the final testing, with a value of 5,543, and P less than 0.001. Regarding the studies on the specificity of the managerial activity, the specialists registered the values of the standard deviation at the initial testing of 1.67 compared to 2.37 at the final one, with a t equal to 5.542 and P with a value lower than 0.001. The values registered at the studies regarding the elaboration and application of the documentation for planning, organizing and carrying out the management activities, the specialists registered more significant values with P <0.01, t 5,392, and the items from the initial testing being 1.83 compared to those from final test of 2.51. At the same time, we can find significant values in the studies referring to the determination of the financial policy of the sports organization, where we can observe items 2.21 at the initial test, 3.1 at the final test, with a value of the student coefficient of 7.721 and a P <0.001 . In the studies on the knowledge, application and interpretation of national and international normative acts regulating the field of physical culture and sports, the specialists registered the initial values of 1.80 compared to the final test of 2.4, a quantifiable t of 5.389 and a P <0, 01. With reference to the studies regarding the knowledge and application of the specific elements of the labor and sports law, the registered values were: the initial test - 1.79, the final one 2.4, with a value of 5.380 and a P <0.01. In this context, we can observe from the data presented previously that in the control stage of the pedagogical experiment, the positive dynamics of

formation of managerial-normative competencies was significantly higher in the experimental group compared to the control one. At the same time, the methodology of self-assessment of managerial-normative competencies showed that the subjects from the experimental group registered a higher value item for managerial training (32% - good and 36% - very good), as well as in terms of normative training (33% - good and 24% - very good).

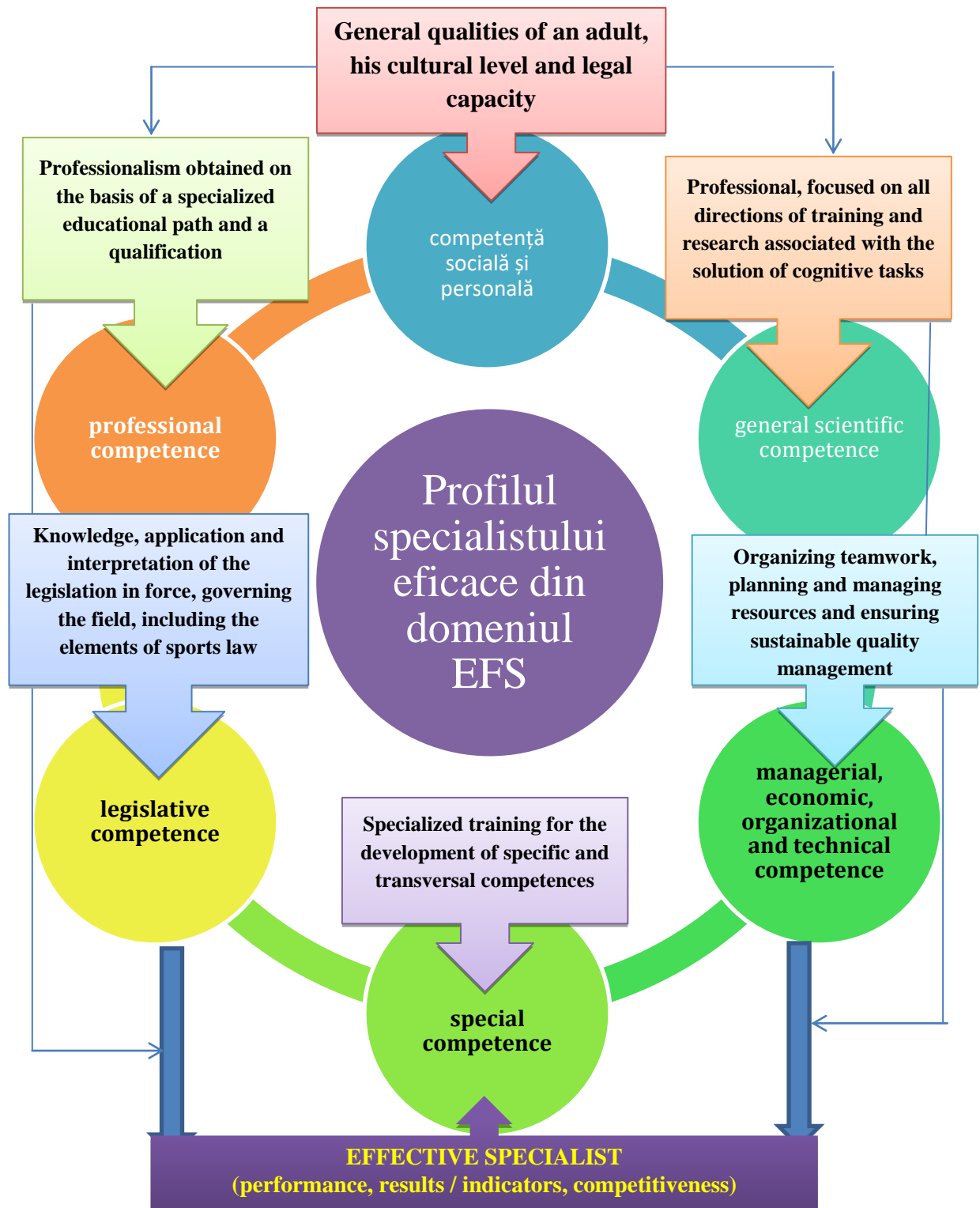
The generalization and analysis of the results of the pedagogical experiment, the control diagnosis to orient the cognitive and motivational value for the formation and development of managerial-normative skills in future specialists in the field, allow us to say that the training program with the application of interactive teaching methods and combining binomial "didactics and research" has significantly contributed to the improvement of their professional training. Also, the data obtained during the experiment confirm the research hypothesis and show the effectiveness of using the integrated operational model and the new concept developed and implemented for the formation of managerial-normative competences in future specialists in the field of physical culture and sports.

In internal professional studies, the concepts of "profession" and "specialty" are divided. Profession is a broader concept than a specialty, and its distinctive features, in addition to professional competence, also refer to social competence, professional autonomy, self-control, standards and group values. Thus, a specialty is one of the types of professional activity within a profession, which aims to obtain more specific or intermediate results or to obtain general results by specific means.



Figure 4.10. The professiogram of the efficient specialist in the field of physical culture and sports (PESPCS) elaborated by us based on the specialty literature

The quality of training of specialists in the field of physical culture and sports depends on their skills and willingness to participate in professional development programs. Thus, the professional program of the specialist in the field will be improved. In Figure 4.10 we present the profессиogram of the efficient specialist in the field of physical culture and sports (PESPCS).



*Figure 4.11. The profile of the effective specialist in the field
Developed by us based on the specialty literature*

Starting from the Competence Model of a specialist in the field of physical culture, we proceeded to the elaboration of the profile of the effective specialist in the field, which we present in Figure 4.11. Improving the professional level of specialists in the field of physical culture and developing their professional skills, including managerial and legislative, in accordance with the requirements of the knowledge society is in fact a necessary condition for modernizing the higher education system. Improving the professional training of specialists in the field is also an essential tool and the main resource for training a creative, innovative and competitive personality, able and prepared to meet the demands of the labor market in a multidimensional and ever-changing society.

Thus, in the knowledge society it is impossible without an adequate professionalization of specialists, a continuous approach to change the role in the process of exercising the obligations and functions of all participants in this process, at different levels of management, from institution managers to the accomplishment of the mission by the public authorities in the field that contributes to the good functioning and sustainability of the educational and sports system (in this case).

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The analysis of the specialty literature on the analytical framework of initial and continuing training of specialists in the field of physical culture from a managerial and normative perspective, the theoretical and practical significance of research, the relevance of developing a new pedagogical model is due to the potential of scientific, socio-economic practice (in terms of managerial-normative training) is not done properly, being some inconsistencies between the possibilities of scientific knowledge and the possibility of their perception and application by students, as future specialists in the field.

2. Also, the analysis of the national and international scientific-didactic theory and experience allowed us to find: the absence of a modern scientifically based model, which would ensure the successful implementation of the competency-based approach in a dynamic and changing world, the need for theoretical and methodological aspects for the design and application of new technologies in providing specialized training, the importance and role of practice in the training of specialists in the field, as well as the need to integrate different types of activities of students / specialists (educational, scientific and praxiological research) in the logic of contextual learning, individually or teams, which, moreover, ensure the transition from theory to practice, to consolidated and improved professional activity, to the selection of the content of managerial-normative training and the implementation of learning outcomes in the knowledge society.

3. The efficiency, effectiveness and performance of sports organizations / microgroups in the context of globalization and national and international competitiveness can only be achieved by ensuring the advanced professional training of specialists in this field. The specialists in the field

identified a series of managerial problems in a percentage of 37%, legislative nature in a percentage of 40%, and the sports ones registered a percentage value of 23%. The obtained results show us that the professional training from a normative perspective of the specialists in the field needs to be perfected, especially on the aspect of knowledge, formulation, interpretation and application of the normative acts that regulate the field. Moreover, the research results allow us to state that so far, the concept of sports law has not been studied at national level, as a typology of social relations, characterized by the uniqueness of the object, the satisfaction of psychological and physiological needs with a special legal regulation subject, a comprehensive system of sports-related legal phenomena, considered as integral parts of a separate branch of legislation (sports law).

4. The elaboration and implementation of the integrated-operational model and the conception of initial and continuous training from a managerial-normative perspective of the specialists in the field, had a special impact in the formation and development: individual personality (improving the profile practical and research activities); skills (managerial and normative in sports); informal learning, essential for managers of sports organizations; motivating employees to engage in physical activity by creating opportunities for participation, designing workplace programs that foster continued loyalty to them, and improving individual and collective performance.

5. The average of the grades obtained by the final control group (Cycle I) on the two components of the professional training of students from the study programs monitored in research was 8.25 (MC) and 8.3 (NC). Regarding the average of the grades obtained by the experiment group at the final stage for the two training components are 8.99 (MC) and 8.92 (NC). The average of the grades obtained by the masters of the control and experiment groups (final) also registered significant values on the two components, respectively in the managerial training an average of 8.89 (control group) and the experimental one 9.62, and in the normative training of the master students an average of 8.86 (control) and 9.59 (experiment) was obtained. In this context, there is a significant fluctuation of the average grades obtained by the students from Cycle I and II for the two components of training (in the management training component the final control group recorded an average of 8.89 and the experiment of 9.62 for the normative training component, the final control group recorded an average of 8.86 and the experimental one of 9.59).

6. Indicators of students' educational and cognitive activity and levels of knowledge development in the study process, provided an increase in indicators that characterize the level of intellectual abilities. A significant change in the indices in this respect, respectively in Cycle I - the initial stage a t value of 5,544 and for a P of <0.001 at the final stage t = 5,371 and a P <0.01 and in Cycle II a t value of 5,532 and for a P of <0.001 at the final stage t = 5.381 and a P <0.01 is mainly due to the effectiveness of the theoretical-practical foundations implemented by us (integrated-operational model and the conception of training / improvement of managerial and normative skills)

in the process of training, individual work through scientific research, compiled by us including in the managerial practice carried out with students from both groups.

7. Determining the levels of training of managerial skills - normative in future specialists by using interactive teaching methods, combining the binomial - didactics and scientific research in the learning process, as well as through the training program specially designed for this purpose, were made within the control stage of the pedagogical experiment, whose main purpose was to identify the effectiveness of the experiment and validate the data obtained. The criteria and the effectiveness of the pedagogical experiment, we can consider them positive in evolution and dynamics, on all the structural components of the managerial-normative competences, after the organization of the experimental learning activities in the specialized training of the future specialists in the field.

9. The training stage of the pedagogical experiment substantiated the effectiveness of the integrated-operational model and of the new conception elaborated and implemented in the training program of the future specialists in the field. The development of managerial-normative competencies in the first stage of the pedagogical experiment was associated with the need to train these competencies in future specialists with their involvement in group activities based on situational dialogue, as well as individual work focused on the application of scientific research. At the end of the training program, the commission of experts proceeded to the application of the evaluation form of the items for verifying the managerial-normative training.

10. The research experimentally validated the concept of initial and continuous training from a managerial-normative perspective and the integrated-operational model and confirmed the assumptions that their implementation in the process of learning and improvement of specialists in the field involves the integrated development of cognitive and praxiological pedagogical activities, by joining education with research, through self-education with an emphasis on learning outcomes and self-improvement.

1. The transition of the Republic of Moldova to market relations and the implementation of national reforms, as a result thereof, require the optimization of the activities of sports personnel and organizations. This affects the various organizations in the field of physical culture and sports (sports federations, sports clubs, sports schools, etc.), as well as the creation of new types of sports entities (small sports enterprises, associations), in the formation of the sports services market (sports facilities, the workforce employed in physical culture, etc.), in forming a market for the sale and transfer of performance athletes. Moreover, sports managers need to be best organizers, entrepreneurs, although current professional standards do not provide for such specialization and initial training that could provide adequate professional training. In this context, we recommend the

accreditation of sports programs at national level, for the field of professional training - Cycle I, specialties "Sports Management" or "Sports Law".

2. At the same time, we recommend re-evaluating all economic and production categories in the field of physical culture and sports and adjusting the National Classification of Occupations (by completing the professions / functions in this field, respectively that of "sports manager"), as this industry produces unique goods, different in nature, shape, structure, purpose and consumption. Moreover, this branch of activity produces the health of the population with the support of the provision of various sports services and whose existence is independent, usually private, as a legal form. In this regard, we recommend that national public authorities (local and central) contribute substantially to supporting small sports businesses, generating revenue in gross domestic product.

3. We recommend specialists in the field, especially those who ensure leadership at any hierarchical level, to continuously improve their professional skills (including managerial-normative), to participate in continuing education programs, to accumulate new knowledge through self-improvement and scientific research.

4. The development of sports entrepreneurship at national level also determines the social order for highly qualified specialists in sports management and law. We recommend the accreditation and a program of continuous training of managers in this field of activity, and not only of physical education and sports teachers, coaches, who currently work at the State University of Physical Education and Sports.

5. We recommend taking over and transmitting the best managerial and entrepreneurial practices, adjusting the national legal framework to the international one, applying it through standards and implementation mechanisms adopted immediately after the special law, organizing seminars and round tables in order to improve managerial-normative competences of specialists in physical culture and sports.

6. We recommend the continuous development of the cooperation system with international higher education institutions, with its employees, as a necessary condition for the implementation of the experimental and analytical model that will allow updating the permanent possibilities to improve professional skills (general and special), as well as expanding the empirical basis for the formation of generalized systemic knowledge of specialists, eliminating the psychological barrier to pedagogical activity, forming a positive attitude towards pedagogical activity and the study of sports management / legislation, creating conditions for developing the mechanism of self-development in praxiological and research activity, involving the development of pedagogical theory in this regard.

ADNOTARE

Budevici-Puiu Liliana: *Teoria și praxiologia formării profesionale managerial–normative (inițiale și continue) a specialiștilor din domeniul culturii fizice*: teză de doctor habilitat în științe ale educației, specialitatea 533.04. Educație fizică, sport, kinezoterapie și recreație. Chișinău, 2022.

Structura tezei: adnotare în 3 limbi, introducere, 4 capitole, concluzii generale și recomandări, bibliografie – 249 surse bibliografice, 11 anexe, 263 pagini text de bază, 48 figuri, 52 tabele. Rezultatele au fost publicate în 40 de lucrări științifice.

Cuvinte-cheie: formare profesională; specialiști în domeniul culturii fizice; model integrat - operațional; formare managerial-normativă; competențe managerial-normative; eficacitate; performanță; teste; management sportiv; drept sportiv; algoritm praxiologic, profesiograma, profilul specialistului din domeniu.

Scopul cercetării

Fundamentarea teoriei și praxiologiei formării profesionale managerial – normative (inițiale și continue) a studenților /specialiștilor și determinarea modelului integrat – operațional și a Concepției de formare a competențelor manageriale - normative și implementarea lor în procesul de perfecționare permanentă a specialiștilor din domeniul culturii fizice.

Obiectivele cercetării. 1.Analiza literaturii de specialitate privind cunoașterea celor mai importante repere epistemologice ale formării profesionale și continue a specialiștilor din domeniul culturii fizice, inclusiv și a modelelor de bune practice naționale și internaționale. 2.Studierea cadrului teleologic al formării profesionale inițiale și continue a specialiștilor din domeniul culturii fizice din perspectivă managerială și normativă. 3.Determinarea cadrului conceptual al formării managerial-normative a specialiștilor din domeniul culturii fizice. 4.Elaborarea și implementarea modelului integrat operațional al formării managerial-normative în procesul de perfecționare a specialiștilor din domeniu. 5.Determinarea profilului și a profesiogramei managerului sportiv. 6.Evaluarea competențelor manageriale și normative formate în procesul implementării noii metodologii.

Semnificația teoretică constă în: fundamentarea teoriei și praxiologiei formării profesionale managerial – normative (inițiale și continue) a specialiștilor din domeniul culturii fizice; elaborarea și implementarea noii *Concepții de formare managerial-normativă și a modelului integrat-operațional a specialiștilor de profil*; determinarea contextelor științifico-practice cu privire la îmbunătățirea eficacității și performanței specialiștilor din domeniu în vederea perfecționării competențelor manageriale și normative; determinarea rolului formării managerial-normative în realizarea performanței grupului și a dezvoltării durabile a organizațiilor sportive, a algoritmului praxiologic de îmbunătățire a eficacității și performanței profesionale centrat pe abordarea bazată pe competențe specifice (managerial-normative); stabilirea necesității dezvoltării formării manageriale și normative a specialiștilor din domeniu, a nivelului de formare managerială și normativă a studenților de la programele de studiu licență, masterat de la facultățile de profil, inclusiv și a specialiștilor participanți la programe de formare continuă; elaborarea conceptelor noii profesiograme și a profilului, specifice specialistului din domeniu în noua economie.

Valoarea aplicativă a presupus diseminarea rezultatelor științifice și validarea datelor experimentale cu privire la evaluarea competențelor manageriale și normative formate în procesul implementării noii metodologii în baza descriptorilor și indicatorilor de evaluare a acestora.

Implementarea rezultatelor cercetării. Rezultatele teoretico-metodologice ale cercetării au fost implementate în cadrul a 7 Proiecte științifice, în cadrul studiilor de licență, masterat și doctorat, a cursurilor de perfecționare a specialiștilor din domeniu, în cadrul manifestărilor științifice naționale (Chișinău și Bălți) și internaționale (București, Iași, Galați, Târgoviște), în cadrul seminariilor metodice cu Federațiile sportive naționale.

АННОТАЦИЯ

Будевич–Пую Лиана: *Теория и праксиология управленческо-нормативной профессиональной (начальной и непрерывной) подготовки специалистов в области физической культуры*. Диссертация на соискание ученой степени доктора хабилитат педагогических наук по специальности 533.04 - Физическое воспитание, спорт, кинетотерапия и рекреация, Кишинэу, 2022.

Структура диссертации: аннотация на 3-х языках, введение, 4 главы, общие выводы и рекомендации, библиография – 249 источников, 11 приложения, 263 страниц основного текста, 48 рисунков, 52 таблицы. Результаты исследования опубликованы в 40 научных статьях.

Ключевые слова: профессиональная подготовка; специалисты в области физической культуры; интегрированно-операционная модель; управленческо-нормативная подготовка; управленческо-нормативные компетенции; эффективность; достижение; тесты; спортивный менеджмент; спортивное право; праксиологический алгоритм, профессиограмма, профиль специалиста.

Цель исследования состоит в обосновании теории и праксиологии управленческо-нормативной профессиональной (начальной и непрерывной) подготовки студентов/специалистов и в определении интегрированно-операционной модели и Концепции воспитания управленческо-нормативных компетенций и их внедрение в процессе непрерывного образования специалистов в области физической культуры.

Задачи исследования. 1. Анализ специальной литературы в сфере эпистемологических основ профессиональной подготовки и непрерывного образования специалистов в области физической культуры, в том числе существующих отечественных и международных моделей передовых практик. 2. Изучение телеологии начального и непрерывного профессионального образования специалистов в области физической культуры с точки зрения управленческо-нормативной базы. 3. Определение концептуальных рамок управленческо-нормативной подготовки специалистов в области физической культуры. 4. Разработка и внедрение интегрированно-операционной модели управленческо-нормативной подготовки в процессе совершенствования специалистов в данной области. 5. Определение профиля и профессиограммы спортивного менеджера. 6. Оценка управленческих и нормативных компетенций, сформированных в процессе внедрения новой методологии.

Теоретическая значимость заключается в: обосновании теории и праксиологии управленческо-нормативной профессиональной (начальной и непрерывной) подготовки специалистов в области физической культуры; разработке и внедрении новой Концепции управленческо-нормативной подготовки и интегрированно-операционной модели специалиста в данной области; определении научно-практических контекстов относительно повышения эффективности и результативности деятельности специалистов отрасли с целью совершенствования управленческих и нормативных компетенций; определении роли управленческо-нормативной подготовки в достижении групповой результативности и устойчивого развития спортивных организаций, праксиологического алгоритма повышения эффективности и профессиональных достижений, основанного на формировании специальных (управленческо-нормативных) компетенций; установлении необходимости развития управленческо-нормативной подготовки специалистов в данной области, повышении уровня управленческо-нормативной подготовки студентов, обучающихся по учебным программам первого цикла и магистратуры, а также специалистов, участвующих в программах непрерывного образования; разработках концептов новой профессиограммы и нового профиля специалиста в области физической культуры в контексте современной экономики.

ANNOTATION

Budevici-Puiu Liliana: *Theory and praxiology of managerial-normative vocational training (initial and continuous) of the specialists in the field of physical culture*: dr. habil. thesis in education sciences, specialty 533.04. Physical education, sports, kinetotherapy and recreation. Chisinau, 2022.

Thesis structure: annotation in 3 languages, introduction, 4 chapters, general conclusions and recommendations, references - 249 sources, 11 annexes, 263 basic text pages, 48 figures, 52 tables. The results have been published in 40 scientific papers.

Keywords: vocational training; specialists in the field of physical culture; integrated - operational model; managerial-normative training; managerial-normative competences; efficiency; performance; tests; sports management; sports law; praxiological algorithm, professiogram, profile of the specialist in the field.

The purpose of the research

Substantiation of the students / specialists' theory and praxiology of managerial - normative vocational training (initial and continuous) and determination of the integrated - operational model and of the Concept of training managerial - normative competencies and their implementation in the process of constant improvement of specialists in the field of physical culture.

Research objectives. 1. Analysis of the specialized literature regarding the knowledge of the most important epistemological landmarks of the professional and continuous training of the specialists in the field of physical culture, including also the national and international good practice models . 2. Studying the teleological framework of the initial and continuous vocational training of the specialists in the field of physical culture from a managerial and normative perspective. 3. Determining the conceptual framework of managerial-normative training of specialists in the field of physical culture. 4. Elaboration and implementation of the integrated operational model of managerial-normative training in the process of improvement of specialists in the field.

5. Determining the profile and professiogram of the sports manager. 6. Evaluation of managerial and normative competencies formed in the process of implementing the new methodology.

The theoretical significance consists in: substantiating the theory and praxiology of managerial-normative vocational training (initial and continuous) of specialists in the field of physical culture; elaborating and implementing the new *Concepts of managerial-normative training and the integrated-operational model of the specialized specialists*; determining the scientific-practical contexts regarding the improvement of the efficiency and performance of the specialists in the field in order to improve the managerial and normative competences; determining the role of managerial-normative training in achieving group performance and sustainable development of sports organizations, the praxiological algorithm to improve efficiency and professional performance focused on the approach based on specific competences (managerial-normative); establishing the need to develop managerial and normative training of specialists in the field, the level of managerial and normative training of students in bachelor's, master's degree programs, including specialists participating in continuous education programs; elaborating the concepts of the new professiogram and the profile, specific to the specialist in the new economy.

The applicative value involved the dissemination of scientific results and the validation of experimental data on the evaluation of managerial and normative skills formed in the process of implementing the new methodology based on descriptors and indicators for their evaluation.

Implementation of scientific results. The theoretical-methodological results of the research were implemented in 7 scientific projects, in bachelor's, master's and PhD studies, training courses for specialists in the field, in national scientific events (Chisinau and Balti) and international (Bucharest, Iasi, Galati, Targoviste), during the methodical seminars with the National Sports Federations.

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