

INTER-FACULTY COOPERATION IN IMPLEMENTATION OF SCIENTIFIC KNOWLEDGE IN ATHLETICS

Prof. Ivan Tončev, DSc, Assoc. prof. Ilona Mihajlović, PhD
University of Novi Sad, Faculty of Physical Education
Novi Sad, Serbia & Montenegro

МЕЖДУФАКУЛТЕТНО СЪТРУДНИЧЕСТВО В ОСЪЩЕСТВЯВАНЕТО НА НАУЧНО ЗНАНИЕ В АТЛЕТИКАТА

Проф. Иван Тончев, гнп, доц. Илона Михайлович, доктор

Ключови думи: *междуфакултетни взаимодействия, изпълнение, обучение*

Атлетиката и съдържанието на преподаването ѝ са включени във всички спортни факултети. Факт е, че във всички факултети новото познание и постоянно обучение в областта на реализиране на материала на преподаване на атлетика се наблюдават от висококвалифицирани експерти по атлетика. Докато има добро взаимодействие и добри лични взаимоотношения между треньорите по атлетика на презгранично ниво, професорите по атлетика обаче имат доста слабо взаимодействие, дори не се и познават. Това повдига въпроса защо това се случва и дали е оправдано, или дали има някакви решения. Решаването на този проблем е обект на тази дискусия.

The key attributes of every autochthon science would definitely have to be: the subject of research, the research area, specific methods and specific resources that are to be used in the research as well as an unambiguous aim of the research.

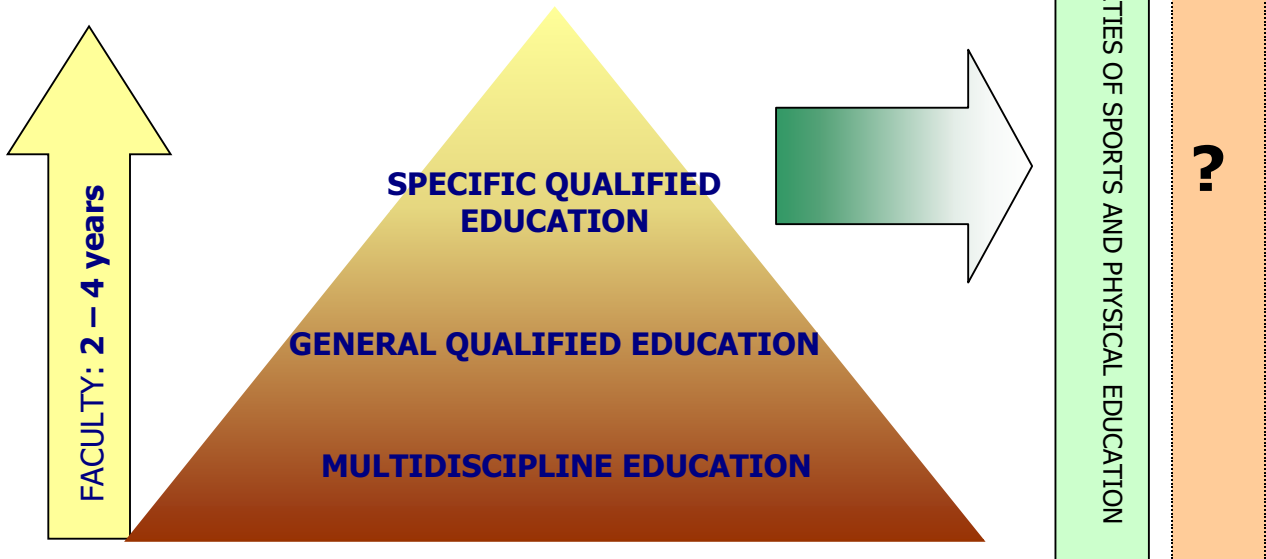
The subject of the research in athletics has already been described and defined, the scientific methods and resources are universal, and therefore resources and aims of the research are well known in this science so there is no need for further discussion in this matter. Therefore, the research area of this scientific discipline is about to be described and defined.

This segment is usually left unmentioned in the literature and scientific discussions, which certainly represents a huge gap, since many sciences and scientific disciplines "cover" the same research area as a direct consequence. In our scientific area there are numerous examples of that. For example, *moving* or *movement* has been researched by: anatomy, psychology, physiology, kinesiology, biomechanics, and anthropometrics, all without clearly defined research area. Therefore, it is only assumed that all of these sciences research the space framed by a human personality. This status in our science began to "worry" since our autochthon research area is becoming more and more "covered" with other coherent research areas and becoming less "visible" and anonymous for the athletics. In regard with that, what worries us more is that many scientists with

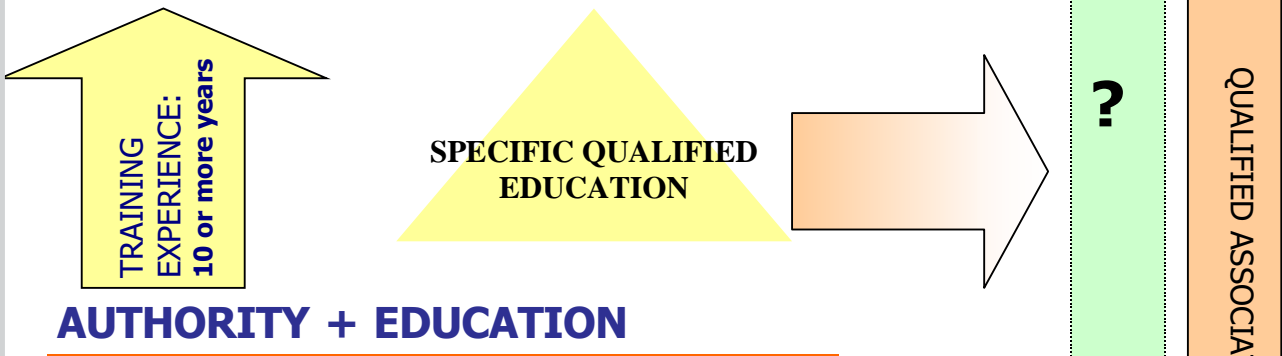
master degrees, PhDs and others with highest university knowledge, are not seeing these problems, since they are being occupied with many marginal problems in sport. While many other sports (sport games, tennis, skiing) are becoming more and more profitable, our autochthon research area is not being covered by any other science, nor it could be, so in that sense, we should be looking for our special meaning and responsibility on a social, professional and scientific plans in the athletic sport.

It's a known fact that the sports are the most profitable business of the late 20th and the beginning of the 21st century, and that the results have made the biggest progress during this period. Furthermore, a hypothesis raises that states that the education for the coaching has been following the results and development of the highly professional sports, and athletics as well. But, did we have any revolutionary changes in athletics education here? We should not answer positive on this question, without doubt. In fact, there has been more than 60 years, since the education of the professionals for the needs of sports, and athletics began. At this point it is possible to talk about the quantity of graduates in dedicated schools as well as in other universities in present and former Yugoslavia, as well as in the neighbouring countries. A bit more difficult, but relatively easy, we could approximate the number of professionals that work on appropriate jobs in our profession. However, what is essential for this topic, we could not argue that

HOW TO BECOME A COACH EDUCATION



ATHORITY + HIGHLY SUCCESSFUL SPORTSMAN



AUTHORITY + EDUCATION

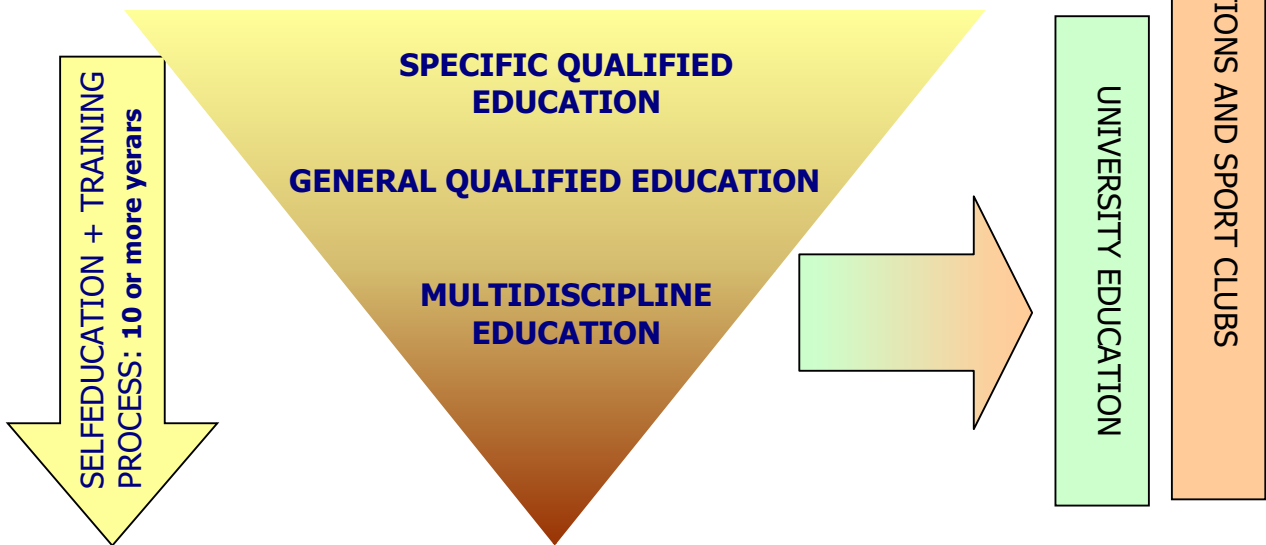


Fig. 1

we actually produce professionals that are modern and that can at any point accept and acknowledge new findings and changes that are happening in this complex professionally-scientific area.

We, certainly, give the final mark about every graduate coach, knowing in advance that the add-on value for every individual is actually the practical work. Therefore, the judgment of the quality of one individual may be praised not only by professionals, but also parents, professional institutions, local environment, and others.

On our sport faculties, the sport approach dominates. It is most usually insisted on the high level of acknowledgment of skills and technical elements of numerous sport disciplines. Furthermore, there is not enough or not at all attention to the fact that students often cannot, considering their morphological and motoric characteristics, answer to those conditions. The student can study one or mostly two courses and acknowledge sports and have relatively excellent sport results in them. Maybe, the solution lies in introducing the system of course choice (i.e. opportunity for student to choose one or two courses according to their own preference and be examined only theoretically, not practically as well).

Considering the complexity, quantity, variety and structure of scientific disciplines, and athletics in the same manner, that are being thought are about to be thought in the system of the professional profile, there is a question of the scientific discussion of this matter, and finding the most optimal solutions.

Nevertheless, before actual modelling the modern system of education in athletics on the sport faculties, there is a need for complex discussion for other questions and complement scientific areas that are being used as a transfer of knowledge directly and indirectly via new information technologies (e.g. the Internet, etc.).

Inadequate knowledge transfer and weak level of communication both internally and externally among experts in the athletics (the training process, education, research work, etc.) should be found in the fact that the current educational plans are not adequately informative and do not follow the modern trend of technological development.

The current approach has some very distinctive consequences, such as: weak cooperation between the athletic professionals and professional associations,

professionals and scientists in scientific institutions, the level of information is inadequate, the scientific potential is not cooperating between the institutions, the scientific researches are not being used in the sports practice, the sport practice is not accepting the cooperation with scientific-research institutes and numerous known facts that can be easily recognized by all of us, but unfortunately, we rarely react to changes that are essential in the athletic sport.

For example, in the scheme 1, there are three possibilities of becoming an athletic coach. It is not hard to conclude the level of dispersion and inadequate teaching material that are used as an input at the beginning, and do not give adequately trained educators at the output.

In fact, the professionals in the full-time education in most cases do not cooperate with the professional associations, so the coaches have been produced, but they are not ready to work in the sports practice.

The other group of coaches, that are produced by being the highly professional sports individuals, and the coaching experience, is being educated with very narrow specialization, and they unconsciously or consciously avoid the sport faculties, directly work the at the athletic clubs or professional associations, so their knowledge transfer is pretty much discussionable.

The third group of coaches that have been highly professional sportsmen and have an university degree, but not graduated at the professional education schools, have shown the best knowledge transfer so far.

It is not hard to assume that the forming of the fourth group, i.e. highly professional athletic individual combined with the graduation at the professional athletic educational institution would probably lead to the most complete group, since the educational content, authority, education and professionally-scientific approach would give the best knowledge transfer. Fortunately, there are examples (individuals) of this kind, but not in appropriate quantity, so it is on them to initiate this or better approach.

It is justifiably assumed that this kind of professionally-scientific potential would develop relevant communication between faculties and scientific institutions in the country, as well as in the nearest surroundings, which leads to an assumption that the acquired knowledge are being exchanged and implemented in the right way.

Reviewer: Assoc. prof. Emil Nikolov, PhD