CHANGE OF PARADIGM FOR A PURPOSEFUL PEDAGOGICAL PROCESS IN SPORT DIDACTICS
[KRYPTINGO PEDAGOGINIO PROCESO PARADIGMUŲ KAITA SPORTO DIDAKTIKOJE]

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Abstract
An essential policy of changes in education in Latvia started after the regaining of its independence in 1991. In the last decade of the 20th century research in pedagogy revealed many innovative investigations, however, the processes going on in the pedagogical practice at schools were carried out very slowly and insufficiently. In the pre-change period in Latvia behaviorism with quantitative education showings dominated in the pedagogical process. In the qualitative model, characteristic to the period of changes, it is important to create a beneficial learning environment with a teacher trying not to increase knowledge amount, but to develop motivation for future teachers to involve themselves in the relations subject in the pedagogical process. In the article the research results about student motivation to study at LASE, expert and student evaluation about sport teacher primary values, innovative methods and the level they are applied in the studies of future teachers are reflected.

KEY WORDS: innovations, change of paradigms, training of a professional sport teacher.

Auszug

An essential policy of changes in education in Latvia started after the regaining of its independence in 1991.

In the last decade of the 20th century the research in pedagogy revealed enough innovative investigations, however the processes going on in the pedagogical practice were carried out very slowly.

Tasks of research:
- to evaluate the prior values necessary for a sport teacher;
- to analyze student motivation to study at LASE;
- to state the application of different innovative methods in study courses from student viewpoint.

The object of the research: sport teacher education.
The subject of the research: change of paradigm in sport didactic.
The aim of the research: to evaluate and analyze the paradigm of innovations and the practical changes in the teacher training process at the higher education institution.

The methods of the research: analysis of the literature, studying of the education documents, questionnaire.

Theoretical foundation of the research: the notion of changes includes changes in the teaching content, teaching programmes, innovative application of teaching technology. During the change period the model of a new type pedagogical cooperation is being formed that expresses as a versatile, equal interaction between the academic staff members, students and pupils.

Thus summarizing the changes in education of all levels, a theoretical basis can be defined with the words said by the USA education theoretician Barber: "Education is a social institution not because it takes place in society, but because it forms us to be society”.

The changes in the content of sport studies are connected with the introduction of the most recent research in practice, application of new materials and means. But it does not guarantee the changes in the acquiring of study content by future sport pedagogues. Students should be helped with the skills of innovative method application.

The changes in the standards and new programme content could not be carried out by the academic staff members or school teachers, who are not aware of what is going on in the education process.

If a present teacher or a future pedagogue are able to change their pedagogical understanding from the behaviorism model (characteristic for the soviet period pedagogy) to the model of cognitive theory, humane interaction and respecting people’s values, then he supports an active teaching, learning or studying, he is for the change of the pedagogical process strategies according to the demands of the market economy.

Before the changes also in Latvia the dominating pedagogical theory was behaviorism with its basic idea: a pedagogue owns all information, he strives to teach according to the requirements of the standard and programmes, with the main thing in the assessment – finding of the mistakes. Any learners’ group was primary, it was not allowed for any individuality to express himself, the relations in the pedagogical process were the ones of subject – object. The learner was not considered to be the object of the activity.

In the qualitative, characteristic to the period of changes model the emphasis is put on the development of a study centered environment, striving to achieve not quantity but quality.

The opinion is held that the main thing is a problem solving process, and knowledge should be acquired in the quality of a long term usage.

It is very important to form motivation for future teacher involvement in subject – subject relations in the pedagogical process. To have this motivation it is essential to
emphasize the solving of problems connected with life, as well as to teach to have responsibility not only for the learning process itself, but for the result.

In the pedagogical process of positive interaction the skills to coordinate one’s self-evaluation with a pedagogue’s evaluation are formed.

Any innovations are connected with the overcoming of a psychological barrier, in this process difficulties act as a disincentive factor, as not always good theoretical conceptions provide their realization in the pedagogical process.

Innovations in sport didactics are also directed towards the change of paradigm – not to perceive the learner as a functional unit, but to form in him the ability to perceive the sport process as the one to promote health and long term work abilities.

The main approaches of the new paradigm of the sport class didactics are as follows:

- The choice of physical exercises, teaching methods and lesson system should provide a child’s education, socialization, physical and mental development as the basis for his health. A child should understand why it is necessary to move and how it affects his development. Communication in physical activity classes helps a child to acquire general norms of behavior, gives the possibility to contact with his contemporaries.

- A corresponding health promoting sport class environment and the time balanced with the whole study process should be provided for a child.

- Pedagogical and physical loads should have the effect to provide an adequate dynamics in education and development of every child.

- Time given to sport classes relatively can partially satisfy the amount of theoretically necessary movement activity (11%), because it is genetically determined to a great extent. To achieve the same result different children need different time.

- When working out any of the programme variants, common pedagogical categories, principles, criteria and regularities can be used as the basis. Content, means, methodological elements, organizational forms will be the basic elements in the programmes worked out by different teachers. According to one’s qualification level, acquiring of pedagogical skills, experience and definite environment different approaches to the development of study programmes arise, and they can be considered as a good innovative basis.

- A part of teachers hold their classes according to a stabilized action stereotype and the same scheme. They use the same material and means independently from the class level and children abilities and mood. A standard approach essentially decreases the pedagogical effect of the class.

A part of pedagogues tries to substantiate the choice of the class analyzing the previous experience and analogical situations having positive result, where the planned class model was used. Others use the method of mistakes and experiments,
sacrificing the study process of several grades and wasting his and his children’s time. To develop a programme one needs theoretical knowledge in pedagogy theory, methodology, as well as a strong belief that the chosen variant is the best in the definite conditions and its realization will give maximal study result dynamics in the individual development of every child (Long, 1992):

- A thinking teacher will always try to understand the unity of teaching, developing and socializing tasks. A complex approach is a general methodological principle of any action and it should become the main one also in a purposefully directed physical education process, including any separate class.

- There is a unique possibility in sport classes to teach a child for a definite action, to change and use the knowledge about physical exercises and body culture in practical exercises, to develop and form children’s health basis, influencing each child individually with an adequate load dosage. In sports classes such situations and communication moments arise to develop personality qualities which are not practically possible in other classes.

- For classes it is not necessary to plan separate theoretical tasks but a whole complex of tasks. However, any activity envisages its aim and tasks to solve the aim. Therefore we should speak about the general aim of a study class, comprising the most important results, then to plan three task groups connected with children’s educating, developing and socializing.

- Not to use too many terms usually it is spoken only about the tasks of a study class. The solving of one task in the class promotes the execution of another task. Movement skills and abilities cannot be learned without a sufficient level of physical quality development. A personality interested in the study process having a sufficient level of education and value orientation can realize faster the tasks envisaged by the teacher.

- Planning of the tasks directs a teacher make a uniform approach also to other study and education stages (content, forms, methods) and special non-traditional elements in the class. The most difficult thing for a teacher is a uniform task planning for every separate class. This is caused by several factors:
  - weak skills of different movements and ability technique;
  - an intuitive approach to planning physical quality development, being unaware of basic methods of their development;
  - insufficient knowledge about personality structure, as well as forming of intellect, will, emotions and motivation.

Besides, teachers should understand that not always it is possible to set new tasks for each class, as a child’s development is much slower than teaching and education. A child’s development and health strengthening is the result of a correctly organized study and education process which forms the basis in the basic school.
Content and Organization of Research

To research the problem of paradigm change in sport didactic pedagogical process 96 5th year students were inquired and the following things were stated:

- values prior to students according to LASE sport teacher qualification requirements evaluated by students and experts;
- professional qualities necessary for a sport teacher as evaluation by students and experts;
- student motivation to study at LASE;
- student evaluation about innovative methods applied at study process at LASE.

To research the problem about the innovation paradigm change in the sport teacher training process we inquired 129 LASE first year students about the motives that have induced them to get the higher education in sport pedagogy, as well as 92 fifth year students about the innovative methodological approach introduction quality at a higher education institution.

The results of the research:

Having inquired 96 Lase students experts about the prior values, we got the following results.

The experts think that it is essential:

- understanding of the essence of the profession:
  - abilities and skills to make decisions;
  - self-development;
  - perspective of the profession;
  - serving to society;
- work results;
- work satisfaction.

The students think that the following values are essential for a sport teacher:

- self-development:
  - material provision;
  - knowledge;
  - creative expressions;
- abilities and skills to make decisions;
- perspectives in life;
- free work schedule.

Taking the stated prior values an optimal sport teacher model can be made. It is the individual who continuously develops himself/herself physically, who cares about pupil learning quality and health.
The values which are essential for a sport teacher and the development professional qualities are closely linked with the application of innovative methods in the study process, as well as with the study motivation.

Students want to get the higher education in sport pedagogy because they:
- are interested in sport and fields linked with it;
- like to work with children;
- want to link their education with sports fields;
- need education;
- think that they will always have a job;
- were not able to enter another institution;
- want to have a higher education in pedagogy;
- want to become sports teachers;
- want to have many practical classes;
- need to study something, why not pedagogy?
- like to work at school;
- thought that there would be more sports, but…;
- had the first impression – it is easier to study here (but it is not true) both financially and studying itself;
- like to work with people;
- want to get the qualifications of a coach and sports teacher;
- want to get the qualifications of a coach and manager;
- to get profession;
- hope it will be useful in the future;
- like to teach (educate), it is interesting to lead a study process (class);
- were interested in sports, but they did not think about pedagogy when they came here;
- think that pedagogy is an interesting future profession;
- want to get pedagogical education;
- think they will get a well-paid job;
- are interested in pedagogy;
- think that having the pedagogical education they will have a possibility to work qualitatively with children, make society more literate and healthy;
- are interested more in sports than in pedagogy;
- have their future plans linked with pedagogy;
- like sports and work with people;
- think that a pedagogical diploma has a high prestige in labor market;
- are interested in sport and management;
- want first of all get the qualification of a physiotherapist;
- like a creative and active lifestyle;
- has it as a life dream;
- want to be coach;
- want to broaden their world outlook;
- want to be good pedagogues;
- want to deliver further their knowledge, skills and abilities;
- like to educate.

Altogether we got about 50 answer variants. The motivation to study at LASE influences the study quality and the wish to learn new things. Analyzing the motives offered by students, we distinguished four groups:
- utilitarian motives;
- motives with a strong cognitive aspects;
- motives with a wish to acquire a bigger information field;
- emotional motives.

A different application of innovative methodological approaches when carrying out academic study courses in the education process of future sport pedagogues from student point of view is as follows:

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Student evaluation</th>
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<tbody>
<tr>
<td></td>
<td>Optimal Level, %</td>
</tr>
<tr>
<td>Lectures – discussions, dialogues</td>
<td>28</td>
</tr>
<tr>
<td>Seminar classes (group work, cooperative methods, a.o.)</td>
<td>21</td>
</tr>
<tr>
<td>Creative exercises in different classes</td>
<td>21</td>
</tr>
<tr>
<td>Other innovations (innovations in the study process)</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2</th>
<th>The evaluation of running the practical study courses with innovative methodology (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On optimal level, %</td>
</tr>
<tr>
<td>31</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Individual attitude towards creative study process (studying independently, abilities, attendance, activity during the classes) (%)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Very dutiful, %</td>
</tr>
<tr>
<td>27</td>
<td>63</td>
</tr>
</tbody>
</table>
Table 4

Level of theoretical and practical preparedness according to the innovations in the studies (%)

<table>
<thead>
<tr>
<th>On optimal level, %</th>
<th>On sufficient level, %</th>
<th>On satisfactory level, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>62</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5

LASE student self-evaluation of acquiring innovations during the study process (%)

<table>
<thead>
<tr>
<th></th>
<th>On optimal level, %</th>
<th>On sufficient level, %</th>
<th>On satisfactory level, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtained knowledge in the framework of humanistic pedagogy</td>
<td>16</td>
<td>73</td>
<td>11</td>
</tr>
<tr>
<td>Skills and abilities to develop creative exercises</td>
<td>39</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>Attitude towards innovations in the study process</td>
<td>49</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Dynamics of professional competences necessary for sports pedagogue</td>
<td>24</td>
<td>60</td>
<td>16</td>
</tr>
</tbody>
</table>

The respondents belonging to the second and third group, interested in study cognitive aspects and the wish to expand the information field, have expressed the strongest correspondence of the innovative method application in the study process.

Conclusion

The change of paradigms in sport education has changed the emphasis in the study process to thinking development, future pedagogue involvement in active cognition process and knowledge application in life activities.

From the opinion about content by the academic staff members and pupil cooperation the new quality of teacher training is characterized by:

- a positive, tolerant attitude towards a pupil;
- skill to develop a dialogue between a teacher and a pupil;
- professional competences in the study subject;
- variety of innovative methodological approaches;
- continuous self-development, openness to further education and participation in professional associations.

178
PARADIGMEN-ÄNDERUNG DES RICHTIGEN PÄDAGOGISCHEN PROZESSES IN DER SPORTPÄDAGOGIK

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Zusammenfassung

Vor der Wechselperiode dominierte auch im pädagogischen Gedanke Lettlands Biheviorismus mit seiner Grundthese: die ganze Information gehört dem Pädagogen, er versucht den Förderungen des Standartprogramms entsprechend zu lehren, die Bewertung auf Fehlersuche im Lehrobjekt unterstützend. Jedes Ausbildungskollektiv wurde als primares betrachtet, Individualität durfte sich nicht geäußert werden, die Verhältnisse im pädagogischen Prozeß bildeten sich als Subjekt-Objekt. Der Lernende wurde nicht als Objekt der Aktivität betrachtet.

Im qualitativen für die Wechselperiode charakterisierenden Modell ist die wesentliche Bedeutung der Bildung auf das Lernen zentralisierter Umgebung, Streben nicht nach der Quantität der Kenntnisse, sondern nach der Qualität.

Neue Hauptparadigmen des Standpunktes in der Didaktik der Sportstunde sind folgende:

• Die Auswahl der Körperübungen, Lernmethodik und gesamtes System der Lernstunde soll die Ausbildung, die Erziehung und physische und geistige Entwicklung des Kindes als Grundlage der Gesundheit sichern. Das Kind soll verstehen, warum die Bewegung so wichtig ist, was die ihm gibt. Die Verhältnisse in den Unterrichten der physischen Aktivität helfen die allgemeingenommene Benehmensformen anzueignen, geben die Möglichkeit mit den Gleichaltrigen zu kontaktieren.

• Das Kind soll mit den Umständen für Sportunterrichte, Sportsälen, Inventar, mit notwendiger Zeit, die mit dem gesamten Lernprozeß koordiniert ist, mit genügend ausgebildetem Lehrer gesichert werden.

• Pädagogische und physische Belastung soll mit solchem Effekt sein, damit genügende Dynamik der individuellen Ausbildung und Entwicklung jedes Kindes gesichert wird.
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- Zeitaufwand für die Sportstunde kann relativ bedingend teilweise dem Umfang der theoretisch notwendigen Bewegungsaktivität gerecht werden, weil das im hohen Maße genetisch determiniert ist. Für das Erreichen gleicher Ergebnisse brauchen verschiedene Kinder verschiedenen Zeitaufwand, darum darf nicht in der Sportstunde zufälliger Zeitaufwand im gesamten Lernplan in der Gesamtschule sein.

Um das Problem der Innovationen der Paradigmenwechsel in dem Ausbildungsprozeß der Sportpädagogen zu forschen, wurden 129 Studenten des 1. Studienjahres der Sportakademie Lettlands über die Motiven, die Hochschulausbildung in der Sportpädagogik zu bekommen, befragt, wie auch 92 Studenten des 5. Studienjahres über Einführungsqualität des innovativen methodischen Standpunktes befragt.

Anwendung verschiedener innovativer Standpunkte zur Verwirklichung akademischer Studienkursen in dem Ausbildungsprozeß der künftigen Sportpädagogen.