

TRENERU KOMPETENCES VEIDOŠANĀS PEDAGOGISKAJĀ ASPEKTĀ

PEDAGOGICAL ASPECT OF CREATING A COACHES' COMPETENCE

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Abstract

The article deals with the theoretical aspects of creating a sports games coach's competence. Success of a professional specialist's work mostly depends on his erudition, theoretical readiness for using the knowledge of modern teaching methods and technologies. The objectives of the paper are to define the dominating factors of a coach's personality as viewed by different authors as well as to determine the factors of a coach's essential skills from the theoretical aspect. Professional competence is the ability to undertake activities within the framework of the position functions, using the filter of values and developing skills by applying selective knowledge, the ability to integrate the acquired knowledge and values in order to achieve the objectives in professional work. The article deals with the views and recommendations of both specialists from Latvia and foreign countries; in total 18 literary sources are analysed. Special attention is given to the American coach John Wooden's Pyramid of Success, which at five levels offers the most vital prerequisites for achieving success. After studies of literary sources we came to conclusion that it is the coach's knowledge, skills, attitudes and the ability to develop that basically form the competence. Sports experts mainly pay attention to the personality development process and to the love to the game itself, and only then to the achievements in sport.

Key words: *coach, competence, pedagogy.*

Atslēgas vārdi: *treneris, kompetence, pedagogija.*

Pedagogical Aspect of Creating Coaches' Competence

Objective: Creating a theoretical aspect of a coach's competence

Tasks: - To state the dominating factors of a coach's personality regarding the view-points of different authors
- To state the factors of a coach's essential skills in theoretical aspect

Research methods: analysis of written materials, 18 sources

Subject: Theoretical aspects of creating a coach's competence

Introduction

Sport should be considered as an element of culture that enriches society and develops friendly relationship among people. In this field an important role is played by a sport expert – a coach.

Coaching – that means to teach, to explain and to help people to acquire new game methods, to develop their playing techniques and to teach them how to realise their full potentials. That means a coach has to have the ability to listen to and understand others, to recognize and satisfy the social, emotional and personal needs of players. (Rudzītis, Grāvītis, 2008).

Competence – that means to be proficient, to have profound knowledge in a specific field or sphere of activities. Professional competence is the ability to carry out activities in the frames of position duties, using the filter of values and developing skills applying selective knowledge; it is the ability to integrate the acquired knowledge and skills in order to achieve the objectives in professional work.

A personality is a stable set of socially significant character traits, which becomes apparent in a person's behaviour, thinking process and emotional reaction. (Foreign Word Dictionary, 1996) The personality character traits change during a person's lifetime, but generally they create a stable structure of a personality so making it possible to forecast a person's behaviour in different situations. The character traits can develop in different ways, because a personality is always active in creating various life situations with the help of which it continues developing. (Frīdmanis, 1988).

A personality is one of the most popular research objects in present-day sport pedagogy and psychology. It is especially emphasized in sport, where the development and perfection of person's physical and mental capabilities have always been an important factor. (Coach's Manual–2, 2006).

In a coach's profession, some components of a personality's structure, such as character, knowledge and capabilities, are very important.

The main character traits of a coach, necessary in their complicated and variable job, are their professionalism, self-possession, self-discipline, selflessness, self-critical attitude, ability to introduce innovative methods into a training process and respect for each individual trainee. The coach's character traits mostly define how successful are the self-development tendencies of a child's personality in sport. (Fernāte, 2003).

The idea of a personality comprises notions about its structure, changes and development. The personality's structure contains a lot of different mutually interconnected elements. The main elements of personality's content are person's needs and interests, knowledge and skills/abilities as well as capabilities, temperament and character traits. (Zelmanis, 1997). To understand a personality's development process, we have to get closer acquainted with the given elements.

- Needs and interests

The needs make people want to acquire or do something, but interests - to get new knowledge; they are like a positive attitude to the objects you want. The needs are divided into material, mental and social. Both needs and interests determine the objectives and motives of a person's behaviour.

A motivation is a process where a person eliminates the objectives, makes the choice and directs all the energy to achieve the objectives. It is a set of several factors, which determines, directs and maintains one's efforts and stimulates behaviour. (Erikson, 1998). A motivation is an impulse, a reward as well as an activity stimulation process. It is any possible influence – oral, physical or psychological that encourages performing one or another action. A motivation is a complex of impulses: needs, motives, ideals, aims, values etc. All these impulses are interrelated and form a system, which determines a person's monolithic behaviour and gives it a direction and intensity.

The presence of a motive gives the activity narrower and more effective character. A motive is the external content of needs. We can classify the main types of motivation as follows:

- prosperity motivation;
- prestige motivation;
- achievement motivation;
- domination motivation.

A person's behaviour can be predicted basing on the prevailing motivation type (Vorobjovs, 1996).

Every person has the achievement motivation, but a person can choose either to follow the achievement motive or avoid the misfortune motive. People with prevailing achievement motivation set for themselves medium level or a bit elevated objectives.

- Knowledge and skills

People, satisfying their interests, acquire some knowledge as well. Knowledge is a set of definite, penetrated things that generally shapes a person's life. A skill is efficiently and usefully applied knowledge. A person's experience influences the necessity for coming needs or interests. Both knowledge and skills form a person's social experience. (Reņģe, 1988).

L.Hogendahl in his book “Manual for coaches and leaders” writes that previously knowledge lasted longer than nowadays. A coach could work with one and the same methods for years. Today researchers constantly come forward with innovations. New knowledge demands changes and adjustment, so leaders always have to be ready to change their principles and guidelines. (Hogedahl, 1998).

A sport teacher should not hurry to teach. Some new teachers behave like encyclopaedists. They hurry from one question to another and in a week they have created confusion in a team. Teachers have to take into account that teaching is a slow process; the subject should be explained slowly and systematically - just one question every day, but profoundly, reasonably and correctly. Then the teaching process will be successful.

99% of basketball game movements are habit movements.

The main task of a coach is to teach the right elements of game. The given habits have to be developed according to certain basic principles and plans.

One of the most important things a teacher has to follow is the right choice of trainings and training methods. (Niiler, 1939).

Common skills in the field:

- The ability to state, choose and duly implement general and specific objectives and tasks of sport activities.
- The ability to state general and specific objectives of a training process.
- The ability to choose and apply appropriate training methods.
- The ability to assess the physical and functional state of trainees.
- The ability to analyze and evaluate a training process.
- The ability to organize children for a training process.
- The ability to organize a safe training and competitive environment.

Specific skills in the field:

- The ability to state the volume and intensity of training loads according to children’s capability.
- The ability to carry out all possible forms of control and measures for preventing injuries, to give first aid, physical and psychical rehabilitation.
- The ability to sum up and apply all acquired knowledge and skills in a creative way.
- The ability to orient oneself and behave in cumbersome situations.
- The ability to develop a sport personality.
- The ability to communicate.
- Abilities, knowledge and skills in the chosen sport.

General skills:

- The ability to implement training programmes, plans etc.
- The ability to perfect one’s mastery.
- The ability to meet the coach’s professional ethical standards.
- The ability to meet the Sport Code of Conduct.
- The ability to meet the Anti-doping Convention.
- The ability to meet all legislation, instructions of superior organizations and other laws and regulations in force. (Professional Standard, 2003).
- Capabilities

Capabilities are people’s power banks. Long-lasting hard work is needed to utilize these power banks. There are general and special capabilities. General capabilities allow people to acquire secondary education as well as different things needed for their social life. Special capabilities help to reach higher results in different spheres. Distinguished sets of capabilities allow people to rise up to a gift level. To achieve this level, long-lasting regular work is needed in developing the capabilities. In psychology capabilities are considered to be one’s psychological peculiarities, which are responsible for acquiring knowledge, skills and abilities, but they

themselves are not considered equal with the given knowledge, skills and abilities. Capabilities are just possibilities in comparison with them. In other words, capabilities are personality's individual psychological peculiarities, which are included in the preconditions for performing certain activities successfully and which contain differences in acquiring dynamics of the required knowledge, skills and abilities. (Bebre, 1979).

Figure 1. The result which depends on a motivation and a person's development. (Forand, 2003).

MOTIVATION

Person's

- Capabilities
- Gifts
- Knowledge
- Skills

ACTION

RESULTS

MOTIVATION

- Temperament

Temperament is a stable set of person's individual psychodynamic features, which shows up in activities and behaviour. (Foreign Word Dictionary, 1996).

- Character

Character – a set of stable, mutually related personality traits, which shows people's attitude toward their surroundings and themselves. (Zelmanis, 2000).

Children and young people firstly assess teachers as personalities giving first hand to their positive qualities and communication skills and only then assessing their professional skills. (Kuchinina, Magdalenoka, 2001).

American coach John Wooden has created the Pyramid of Success where he highlights the main criteria for getting success working with children. The base of the Pyramid is formed by five main features: The Pyramid of Success

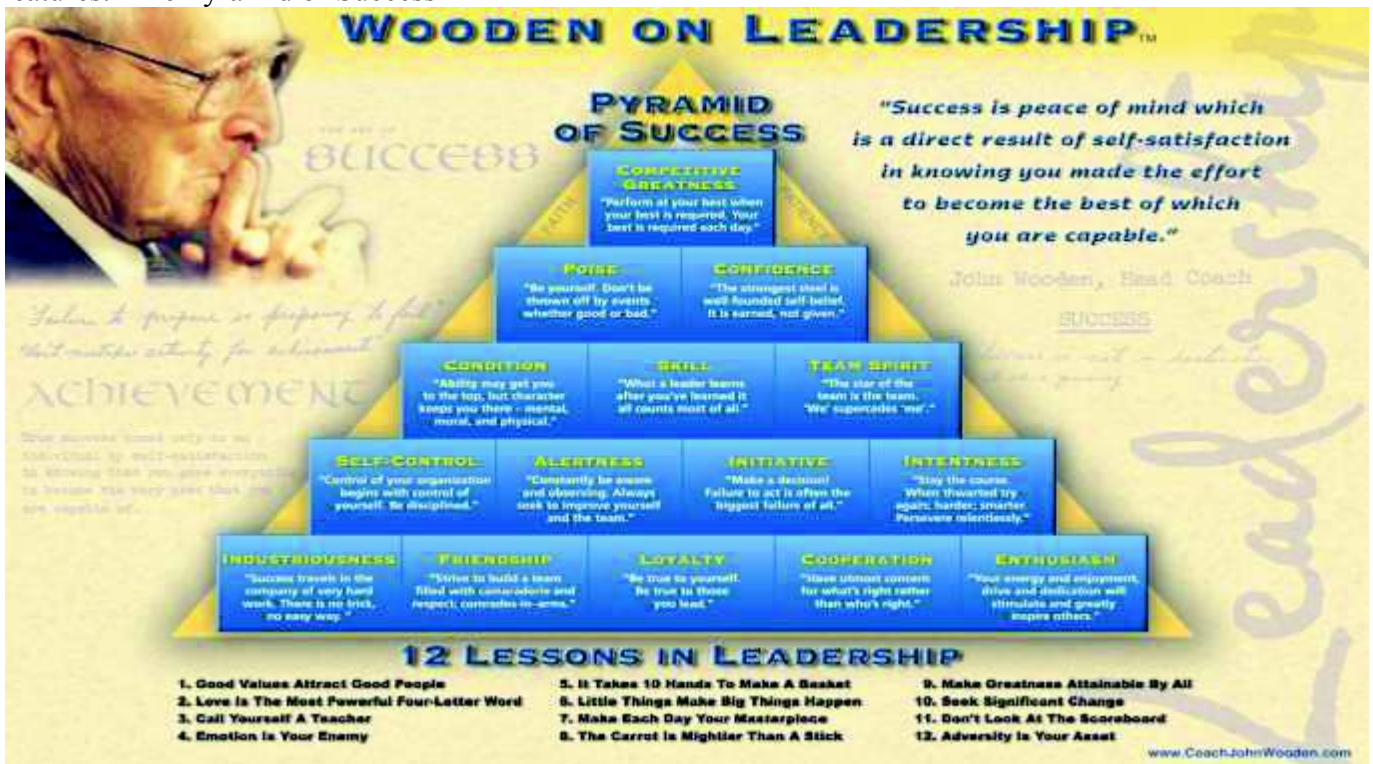


Figure 1. The result which depends on a motivation and a person's development.

1. Introduction

Success is what you are - not what others think you are. The idea for the pyramid was brought about by seeing a ladder of achievement toward success.

2. Cornerstones of the Pyramid

A. Industriousness

1. There is no substitute for work.
2. Essential for true development.
3. Hard work pays off.

B. Enthusiasm

1. You must enjoy what you are doing.
2. You must be able to stimulate others.
3. Enthusiasm rubs off on those you come in contact with.

3. Between the Cornerstones (Foundation; these Included all Others)

A. Friendship

1. Must work at it
2. Not to be taken for granted.
3. Must be mutual - must give to receive.

B. Loyalty

1. In order to bring out your best - you must have someone to be loyal to.

C. Cooperation

1. We are dependent upon others in so many ways.

4. Second Tier - Four Blocks

A. Self-control

1. Must be worked at (as a coach, parent, etc.)
2. Discipline - must be done with reason rather than emotion. The greatest discipline tools are the bench and just denying the right to play.
3. Essential to productivity.

B. Alertness

1. Never met a person from which he did not learn something - Abraham Lincoln.
2. Learn from your surroundings
3. Be respectful.

C. Initiative

1. Give players the opportunity to achieve without fear of failure. A pat on the back is more important than kick in the pants.
2. Self-initiative - learn from your mistakes and failures.

D. Intentness

1. Goals are important.
 - a. Make them Realistic - but difficult to attain.
 - b. Be aware of adversity and adjust to it without quitting.

5. Third Tier - Heart of the Structure

A. Condition (physical, mental, moral, spiritual)

1. Athletes - Physical conditioning is not attainable without the other types of conditioning.
2. Conditioning must be pre-empted by accepting responsibilities on the part of the coach as well as the athlete. It is the responsibility of the coach to work the team hard in practice.

B. Skills

1. The ability to quickly and properly execute the fundamentals.
2. The coach must prepare beforehand, but never take it home with him.
3. You must have quickness under control; you must have balance to be under control. Every joint must be relaxed.

C. Team spirit

1. Consideration for others.
2. Athletes:
 - a. Should never score a basket without thanking someone who made it possible.
 - b. Should compliment - never criticize.
3. Teach it until it becomes habit.
4. Team attitude should and must prevail rather than individual attitude.

6. Fourth Tier

A. Poise

1. Be yourself
2. YOU are just what YOU are
3. This is much like self-control.

B. Confidence

1. Should be honest and valid.
2. Consistency at your level of competence.
3. All lower blocks are essential to confidence.

7. Competitive Greatness

A. To enjoy it when it becomes difficult

B. I did my best. Never say you should have won a game. You are taking away from the other team who apparently did a good job. Sometimes you might say...you could have won.

8. Faith and Patience

A. Faith

1. You must have faith that things will turn out the way that they should - not necessarily the way you want them to.

B. Patience

1. Good things take time - and they should.
2. We cannot expect too much too soon.

Eight Suggestions for Succeeding

1. Fear no opponent. Respect every opponent.
2. Remember, it's the perfection of the smallest details that make the big things happen.
3. Keep in mind that hustle makes up for many a mistake.
4. Be more interested in character than reputation.
5. Be quick, but don't hurry.
6. Understand that the harder you work the more luck you will have.
7. Know that valid self-analysis is crucial for improvement.
8. Remember that there is no substitute for hard work and careful planning. Failing to prepare is preparing to fail.

It is Coach Wooden's observation that the primary cause of unhappiness is people wanting too much materially. They overemphasize money and the material things that go with it. When it doesn't come quickly or when it doesn't come at all, people become discontent and unhappy. Peace of mind and inner happiness are not dependent on material things.

Teachers cannot talk much and informally, but they have to choose the right moment when their talking would reach the best results. They have to follow trainings promptly; they have to make trainees think, feel and do at one and the same time. (Niiler, 1939)

Praising sometimes is a more dangerous thing than criticizing. Teachers should praise trainees just in exceptional cases. Sport games are not for getting fame. Teachers should praise trainees when they have done something really special. On the other hand – punishments are the last measures for maintaining discipline. The punishment as such is the sign of one's weakness; it shows the lack of coach's authority. The conscious discipline, where every team member submits themselves to the set order – not because they are afraid of a punishment, but just because they feel the necessity to do so, creates a perfect order in a team.

Conclusions

Studying written materials, we can come to conclusion that generally the main competences of a coach include knowledge, skills, attitude and ability to develop.

1. The art of coaching is hidden in the ability and feeling – how and when it is necessary to individualize and modify the common basic principles to encourage sport achievements and to form a harmonic and creative personality.
2. Sport experts mainly pay attention to the personality development process and to the love of the game and only then to the sport achievements.
3. A coach “should not only be an intelligent person, who always tries to widen and deepen his/her general and specific knowledge, but also an expert who perfectly knows the theoretical background of the given field and follows the newest scientific tendencies” as well as a person who has some knowledge of psychology and has the necessary technical skills.
4. Communication is the most important conjunctive element in a coach’s job. You can find communication both in action and dialogues. Therefore communication is an important educational objective, because through communication process companions try to reach their targets, needs and interests and mutually influence one another.

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