Problems in forming professional competences of football managers under integrated trainings conditions in higher education settings: a review

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Summary
The purpose of this study is to determine scientific and theoretical prerequisites of the problems in forming football managers’ professional competences under conditions of integrated training in higher education settings. In modern pedagogical science the disagreement, related to the basic and applied knowledge in the structure of professional competences of physical education pedagogues, is not deliberated as a new phenomenon. Competences exemplify the knowledge, abilities, and skills applied by a specialist for a successful job. Future specialists get their initial abilities and skills while studying in higher education settings. And mainly there they can gain maximum amount of capabilities and skills that are necessary for a competent specialist.

It is impossible to imagine wide-range development of modern football without preparing new types of managers equipped with the latest leading and management skills and productive technologies that completely fit with the recent tendencies in emerging multilevel educational system. Despite the considerable success of high traditional physical education schools, modern football experiences enormous lack of competent specialists in football sphere that demands specific scientific researches and designing new models of professional training appropriate to contemporary requirements on individual, social, and employer sides.

There are great opportunities of management but, obviously, modern practice and teaching graduates in high football schools (for both, undergraduates and masters) are not adequate to its dynamic progress and quality prerequisites of their preparation. Many young specialists of the current position appear to be insufficiently prepared to solve real professional tasks. According to employers, undergraduate students are particularly demanded additional preparation of professional work and contribution of significant expenses of their adjustment to direct conditions of football practice.

There are many researchers who paid special attention to this current issue in their studies. On the basis of synthesizing large amounts of literature resources, we assume that the components of scientific and theoretical prerequisites of forming professional competences of football managers under conditions of integrated training in higher education settings are accepted as following concepts: a conception of professional competences of managers and its classification; a model of professional competences of modern managers in the context of globalization; pedagogical conditions of professionally-significant personal qualities of future coach-teachers; a conception of professional competences of pedagogue-trainers in sport; a functional activity based approach in formation of professional competences of managers; a process of developing professional competences of coach-trainers; a formation model of competences of future coaches in creating a positive socio-psychological atmosphere in their teams. In the context of higher education settings, it is necessary to create an effective reflection of strategies on learning and teaching future specialists, forwarded to form their professional competences as managers, whose professional activities adapt to different circumstances. Future specialists should acquire abilities to organize trainings that involve compulsory level of information, capabilities to use information, and development of managing powers. It is important to create pedagogical environment for students to assimilate their knowledge about managing football trainings. Allocating a special block of sport performance management as a selected type of sport in a curriculum of sport colleges and universities can enhance management competences of future specialists in sport and, particularly, in football activities.

Keywords: professional competence, students, manager, football coach.
Introduction

The purpose of this study is to determine scientific and theoretical prerequisites of the problems in forming football managers’ professional competences under conditions of integrated training in higher education settings.

Professional competences of physical education specialist

In modern pedagogical science, the disagreement related to the basic and applied knowledge in the structure of professional competences of physical education pedagogues is not deliberated as a new phenomenon. In this sense, anthropic educational technologies in physical education combine approaches focusing on individuality of physical, mental, and social constitutions of a person and his/her unique value as a notional sphere of an identity (Danish et al., 2003). Within these technologies, it is important to consider revisions of the learning outcomes through the lens of future results of professional activities as well as to reflect diagnostic tools for the process of educational training in the light of evaluation complex of qualified activities expressed in the form of professional competences.

Competences exemplify the knowledge, abilities, and skills applied by a specialist for a successful job. The unity of those three components allows examining professional competences of a specialist as a kind of system that covers three parts. Co-action of those components leads to the formation of a specialist who substantially exceeds the initial value of all those three elements. Based on those three components, there emerges the third object that illustrates not only the sum of three essentials but a new educational system, which surpasses them with its professionalism, as well. This condition must be taken into account and implemented in the teaching context (Pearson, 1984; Masyagina, 2015).

Future specialists obtain their initial abilities and skills throughout their studies in higher education settings. Besides, specialists acquire capacities to independently obtain necessary competences particularly in here. Physical education faculties usually enroll former athletes (Kirschner et al., 1997; Knowles et al., 2007). Sports career is connected with people who have the presence of youth, strength of mind, and opportunities to mobilize his/her maximum efforts in a shortest time (Burden, 1990; Buchta, 2012). After finishing sports career, specialists go to sport colleges or universities. And particularly there, at the beginning of their study, they are able to gain concentrated amount of capabilities and skills that are important for a competent specialist considering their previous sporting activities being fairly young to study (Bloom et al., 1998; Jones at al., 2004; Demers et al., 2006; Blinov, 2010; Buchta, 2011). Therefore, forming different proficiencies, the assessment of professional competences in sports and in its practical activities becomes important as well (Kyrgyridis, Derri, 2006; Jaworski, 2002; Buchta, Lisicki, 2011).

Prerequisites of sport competences for students specializing in football

Football is a dynamic system that combines integral assistance of physical, biological, and social processes existent in preparing footballers (Davids et al., 2005; McGarry, 2005). Football is a game and a complex system of sports, mechanical, and biological activities where as the main features special movements and actions with a ball and without it are involved. Main goals of the activities are to acquire superiority over an opponent in the field and time to perform accurate movements (Ommundsen, Paglum, 1997). Sport movements reveal special capabilities (competences of game actions). Biological movements reveal the adaptation of all athlete’s functional systems. Mechanical movements show changing players’ positions in the field and time. A. Newill et al. (2008) have analyzed articles published in the Journal of Sport Science for 25 years and, among different topics, they have selected research studies by such authors as T. Morris (2000), T. Reilly et al. (2000; 2003), A. Williams, T. Reilly (2000), N. Holt, M. Tom (2006), M. Christensen, J. Sorensen (2009), I. Lawrence (2010) who concentrated on professional competences of footballers. According to G. Stratton et al. (2004), L. Ruiz Perez et al. (2014), I. Aguilar et al. (2014), R. Cieslinski (2009), G. Bisanz, G. Gerrich (2008), there are selected following directions in research studies of scientific literature about the preparation of football players with different skills: physiological systems and their pace of development; technical preparation of young football players; environmental factors; athletic training; efficiency of lessons and trainings in football; teaching and creating movement skills; training intelligence and awareness of the games; abilities to plan and construct trainings; manage the
process trainings of football players with different sports excellence; significance of higher educational setting in forming professional competences of future specialists.

W. Westera (2001), T. Vargas-Tonsing (2007), Z. Knowles et al. (2007), and S. Santos et al. (2010) assume that the success of forming professional competences of future coaches or football managers depends completely on the level of academic education (Cieslinski, 2009). These main fundamentals placed in recommendations by European Union Education and European Parliament (2005/0221 (COD)) announce that professional competences are essential and foreground at the rank of individual competences of a specialist (Demers et al., 2006; Duffy, 2008).

Professional competences of football managers

It is impossible to imagine wide-range development of modern football without training new types of managers equipped with the latest leading and management skills and productive technologies that completely fit with the recent tendencies in developing multilevel educational system (Stojanovic, Zdravkovic, 2012). Multilevel education gives opportunities to study practically whole life, and after obtaining the qualification of Bachelor’s degree, it allows to acquire a new level of professional competences within the program of Master’s degree (Kriemadis, Terzoudis, 2007).

Despite the considerable success of traditional high physical education schools, modern football experiences enormous lack of competent specialists in football sphere that demands scientific research and designing new models of professional trainings appropriate to contemporary requirements on individual, social, and employer sides.

Management opportunities are huge but, obviously, modern practice and teaching graduates in high schools for football sphere (for both, undergraduates and masters) are not adequate to its dynamic progress and the quality prerequisites of their preparation. Many young specialists of the current position appear to be insufficiently prepared to solve real professional tasks. According to employers, undergraduate students are particularly demanded in additional preparation of professional work and contribution of significant expenses of their adjustment to direct processes of football practice (Adambekov, Akhmetova, 2013; Serikov & Serikov, 2015).

Bachelor’s degree is the first step in higher education; therefore, its demand in labor-market is mainly supplied by professional competences, by which the specialists are presented and evaluated initially in practical-oriented directions (Demers et al., 2006).


The current issue was explored by foreign specialists B. Martin et al. (2015), N. Masiagina (2015) who studied the factors that determine the efficacy impact on establishment of medical students’ professional competences. D. Alvarez Tamayo (2014) dedicated the research study to the development of a project about a theoretical model of professional trainings for specialists who handle necessary abilities, strategies, and management skills. X. Mamagi and O. Pilar (2010) substantiated the necessity of continuous education for coach-managers to respond the rapidly changing demand of modern market.

Hereby, the research on the theory and practice of teaching in the system of higher physical education and professional training for future managers in football allowed defining the main contradictions:

• the levels of requirements produced by modern employers for football managers professional competences;

• the factual levels of student trainings in this aspect;
• the expansion of practice for coaches and intellectual relationship between the higher education settings and employers as well as many types of social and communicative partnerships in manager trainings and the absence of innovative models of practice-oriented student trainings in united educational (cluster) space as higher educational setting- football team;

• the relevance of implementing optimal conditions to form football managers’ professional competences under conditions of integrated trainings in higher education settings and the lack of scientific research focusing on efficacy of its use.

Discussion

According to M. Lavrischev (2013), the process of globalization that occurs in the modern world affects changes in various socio-economic and managing aspects including the system of organizations management. The transformation of forms and methods of management as a consequence of the globalization is connected with the trans-nationalization; it increases in global flows of goods, capital and people, reforms in business, and the laws of a single world market. The process of globalization is taking its place in sport, particularly, in football. Modern football is developing beyond Kazakhstan and it is essential for coaches to possess professional management competences in the context of globalization. Integrated methods, rates of the innovative development, changes in the nature of communications, and modern global threats produce new demands on the knowledge, skills, business and personal qualities of managers. The role of human factor is increased in constructing the managing system in organizations.

According to J. Cote, W. Sedgwick (2003), the conception of professional competence of managers is the complex of significant (for carrying out administrative duties), people’s existing knowledge, skills, abilities, business and personal qualities, behavior models and attitudes to working, companies, and people to whom managers interact focusing on the effective implementation in handling responsibilities. The classification of professional competences of managers allows distinguish typological groups to highlight seven reasons according to managers’:

• belonging to the hierarchy level,
• belonging to the organization of a certain scale,
• application,
• degree of relevance to the position,
• resource formation,
• relation to the position or the identity,
• degree of relationship with other members of the team.

The model of professional competences of modern managers under conditions of globalization involves three blocks of abilities. The basic block comprises those professional competences of the directors who are relevant to the modern managers regardless of their inclusion in the globalization process. The intensifying block reflects the competences that receive special significance precisely in the context of globalization. The reducing block contains professional competences of managers who lose a high degree of significance in the context of globalization (Kirschner et al., 1997).

Moreover, J. Grigorjev (2010) substantiated pedagogical circumstances for effective development of skillfully-significant personal qualities of future coach-teachers in competence-oriented instructive processes in higher education settings:

• relevance of skillfully-significant personal qualities and competences during the decision-making processes in complicated theoretical and practical tasks;
• realization of subject-discrete instructive technologies as a module design of educational process;
• ensuring the continuity of the recursive content of educational, training, and independent study of the student;
• modular structuring content of professional pedagogical education supplying professional and personal development of future specialists;
• using program-methodical support in the process of professional trainings of coaches constructed on the principles of activity approach and problem-based learning.

What is more, S. Santos et al. (2010), O. Krivko (2013) concretized the conception of professional competences of pedagogue-trainers in sport, which is treated as a complex of integrated fundamental knowledge, overall skills, abilities, and skillfully-significant personal qualities. These are necessary in physical education and sport activities that reflect the level of proficiency, willingness to perform professional functions, and achieving high results. There is a selected complex of integrated capabilities
such as personal, cognitive, performance-effective, and reflexive in general structure of sports pedagogue-trainers’ professional competences.

Besides, I. Bagdasaryan (2013) has demonstrated functional activity approach in developing professional competences of sport managers. According to the author, this approach activates person’s intelligence, feelings, emotions, volitional qualities, and creativity. In this way the potential of the whole individuality is included in the learning processes. Current approach is fundamental for the professional competence development where the future manager gets scheduled and unscheduled experience on effective communication, equips with analysis tools, helps integrate abilities, techniques, and ideas, and fulfills functions of catalyst of professional competence development that undoubtedly give opportunities to be competitive in modern labour market.

Furthermore, A. Nuzhina (2010) and E. Bystrickaja et al. (2015) consider that the process of coach-teachers’ professional competence development proceeds more successfully if the process of self-study with external regulation of work on planning, realization, and evaluation plays the leading role, as well as it is constructed taking into account the professional activities of the coach-teachers on their spatial and temporal conditions. The efficiency of this process is ensured by a compliance with a complex of organizational and pedagogical conditions; coach-teachers’ awareness of their purposes of professional competence development; a compliance of personal-oriented study principles relying on individual style of action; creativity orientation in professional activities.

As stated by G. Demers et al. (2006) and A. Neretin (2011), competence formation of future trainers in creation of positive socio-psychological climate in sport teams will construct the models that include three blocks. The meaningful block comprises the structures and criteria of pointed competence establishment. The procedural block covers the sequence of pedagogical situations that represent the competence development conditions. The reflexive block contains monitoring the development of competence maintaining socio-psychological climate. The foundation of the procedural block will become the method of modeling situations, which resolution provides the experience of formation and support socio-psychological climate in sports collectives taking into account the psychological factors that optimize interpersonal and business relationships in sport teams (Bailey, 2005).

Afterwards, K. Buchta (2011) and V. Martin et al. (2015) concluded their research study with the formation of students’ proper competences based on the improvements of consultation quality connected with the factors of different illnesses. Explicitly, doctors’ qualitative consultations in real situations of South African hospitals promoted students to acquire experiences.

Consistent with D. Alvarez Tamayo (2014) modern specialists should be multifaceted and able to work in different conditions. This should find a reflection in training curriculums, in teaching and learning plans and strategies. In their project, authors demonstrated that students, apart from their knowledge, skills, and facilities, should be able to possess strategic and management skills. They worked out a theoretical model of professional training for specialists. This model will result in professional competences that are important for specialists in realizing professional qualities in a labor-market. In order to implement this model, there are three essential stages: monitoring, teaching professors, and constant link with professors.

As X. Mamagi and O. Pilar (2010) and L. Ruiz Perez et al. (2014) state, professional training in education is the main component of the Bologna process. According to the results of their survey, having asked Spanish coaches, they found out the existence of some inconsistencies between demand and suggestion in a labor-market. Thereby, it is necessary to prepare coaches who are able to possess adaptation skills to different changes of current labor-market.

Consequently, this current article reveals following results:
- a conception of professional competences of managers and its classification;
- a model of professional competences of modern managers under conditions of globalization;
- pedagogic conditions of skillfully-significant qualities of coach-teachers;
- a conception professional competences of sport pedagogue-trainers;
- functional activity based approach in formation of professional competences of managers;
- a process of developing professional competences of coach-teachers;
- a formation model of competences of future coaches in creating a positive socio-psychological climate in teams.

In contemporary stage of the research, taken results of our summarized data might be significant in following directions. Firstly, the experience of specialists in forming professional competence of managers’ is generalized. Secondly, problems in forming professional competences are presented. Thirdly, directions to investigate the problems in next research studies are given.

From international experience following recommendations should be applied:

• conducting qualitative consultations and practical lessons (workshops) to acquire the best students’ experience,
• strategies of learning and teaching connected with preparation of specialists to get proficiency in different conditions must be reflected in working curriculum and program,
• monitoring and teaching professors and keeping communication between them are important (Jaworski, 2002).

Conclusions

1. The components of scientific and theoretical prerequisites in forming professional competences of managers in football sphere under conditions of integrated training in higher education settings are:
   - a conception of professional competences of managers and its classification;
   - a model of professional competences of modern managers in the context of globalization;
   - pedagogical conditions of skillfully-significant personal qualities of future coach-teachers;
   - a conception of professional competences of pedagogue-trainer in sport;
   - functional activity based approach in formation of professional competence of managers;
   - a process of developing professional competences of coach-trainers;
   - a formation model of competences of future coaches in creating a positive socio-psychological climate in teams.

2. In conditions of higher education settings, it is necessary adequately to reflect learning and teaching of future specialists to form their professional competences as managers whose professional activity would be adapted to different circumstances.

3. Future specialists should acquire abilities to organize trainings for football players which involve compulsory level of information, capabilities to use information and development of managing powers. It is important to create pedagogical environment for students to assimilate their knowledge about managing football trainings. Allocating a special block entitled as management of sports performances as a selected type of sport in a curriculum of sport colleges and universities can enhance management competences of future specialists in sport and particularly in football activities.

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FUTBOLO VADYBININKO PROFESINĖS KOMPETENCIJOS FORMAVIMO PROBLEMS INTEGRUOTO RENGIMO UNIVERSITETE SĄLYGOMIS: APŽVALGA

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SANTRAUKA

Darbo tikslas – apibrėžti mokslines teorines universiteto studentų, studijuojančių futbolo vadybą, profesinių kompetencijų formavimo prielaidas. Šiuolaikinio futbolo plėtra neįmanoma be gerai parengtų naujos kartos vadybininkų, kurie yra įgūdžių ir mokėjimų kūrėjai. Pradinius mokėjimus ir įgūdžius būsimieji sporto specialistai įgyja studijuodami universitete. Būtent čia jie gali įgyti maksimalų kiekį įgūdžių, būtinų jaunojo specialisto kompetencijai.

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