

THE PECULIARITIES OF MANAGEMENT OF ORGANIZATIONAL-METHODOLOGICAL ACTIVITY IN SPORT SCHOOL

Igors Golubevs & Jeļena Davidova

Daugavpils University, Latvia

Abstract

The paper is concerned with the characterization and analysis of organizational-methodological activity and the structure of management in sport schools of Latvia. The components of the structure of management of training young sportsmen are identified. The characterization of the educational process in sport schools and its structural blocks is provided. Though the Ministry of Education and Science in Latvia implements programs aimed at promoting physical activities among children and youth, the proportion of learners, whose level of physical activities would be satisfactory, decreases every year. The analysis of scientific-methodological literature and sport school activities in Latvia has provided a sound basis for the scientific substantiation of the new model of contemporary sport school, whose components form a mutually interacting complex.

KEY WORDS: sport school, activity, management structure.

DOI: <http://dx.doi.org/10.15181/atee.v1i0.1319>

Introduction

Within the system of general human cultural values, the level of children's health and physical training in different age-periods of their life remains one of the principal components of this system. Early mastery of the basic skills crucially helps young people to perform and understand the value of these activities better in their later education, or as adults at work or during leisure time (Physical Education and Sport at School in Europe, 2013). According to UNESCO, physical education and sport enhance the development of child's cognitive and physical potential, form the basis necessary for the development of young people in the society and in the system of education in general (Education through Sport, 2005).

The topicality of physical culture and sport activities lies in the fact that under the conditions of socio-economic and political transformations, in the contemporary Latvian society a special place among the personal values is taken by the issues of strengthening one's own physical and spiritual health, and of forming a healthy lifestyle. Therefore, strengthening the habits of healthy and physically active lifestyle in the society is a priority included in the *Latvian National Development Plan (for 2014 – 2020)* (LNAP, 2012).

The European Commission Communication on Sport (European Commission, 2011) articulated the concern of several EU Member States about the quality of physical education programs and the qualifications of the teachers involved in them. All European countries recognize the importance of physical education at school. In Latvia, too, the understanding about the importance of physical culture as a social and individual value grows. This allows forming new tendencies in the development of public opinion and personal motivations for mastering physical culture values. Among the most important tasks, the Latvian Minister of Education and Science, Kārlis Šadurskis, mentioned defining the conception of the development of sport infrastructure at a national level, whose aim is to propose solutions for a systemic development of sport centers in the country (Šadurskis, 2016). The Ministry of Education and Science is working out a project aimed at changing the number of physical culture lessons at school; one more lesson is planned to be added to the present two lessons per week.

However, despite the fact that the Ministry of Education and Science in Latvia implements programs aimed at promoting physical activities among children and young people, the proportion of learners, whose level of general physical activities would be satisfactory, decreases every year. Currently, the acuteness of the problem concerning the deterioration of children's health has not become less shaper, as shown by the latest research results (*Sporta politikas pamatnostādnes 2014.-2010. gadam*, 2014). This quite objectively reflects the actual situation of physical culture in our country and also results from the problems existing in the organization, planning and methodology of the process of physical education in Latvian education institutions.

Research aim: to study the peculiarities of organizational-methodological activity and the management structure of sport schools in Latvia.

Research method: the theoretical analysis of the peculiarities of sport education activity in Latvia.

Educational process in sport school

Sport school as a social institute sensitively responds to the processes occurring in the country and, naturally, by accumulating all positive and negative sides of life, itself makes impact upon what is happening in the society. The activity of sport schools is oriented towards developing mass sport, and at the initial stage of training its task is to involve the maximum number of children and teenagers into systematic sport activities aimed at the development of their personality, at forming a healthy lifestyle, educating their physical, moral-ethic and volitional qualities. According to the information available in school year 2012/2013, the contemporary system of sport schools in Latvia includes 68 professionally oriented sport education institutions (44 municipality sport schools) which train 29 085 children and young people in 37 kinds of sport (Sport Policy Guidelines for 2014 – 2020, 2013).

The educational process in sport schools can be divided into several structural subdivisions:

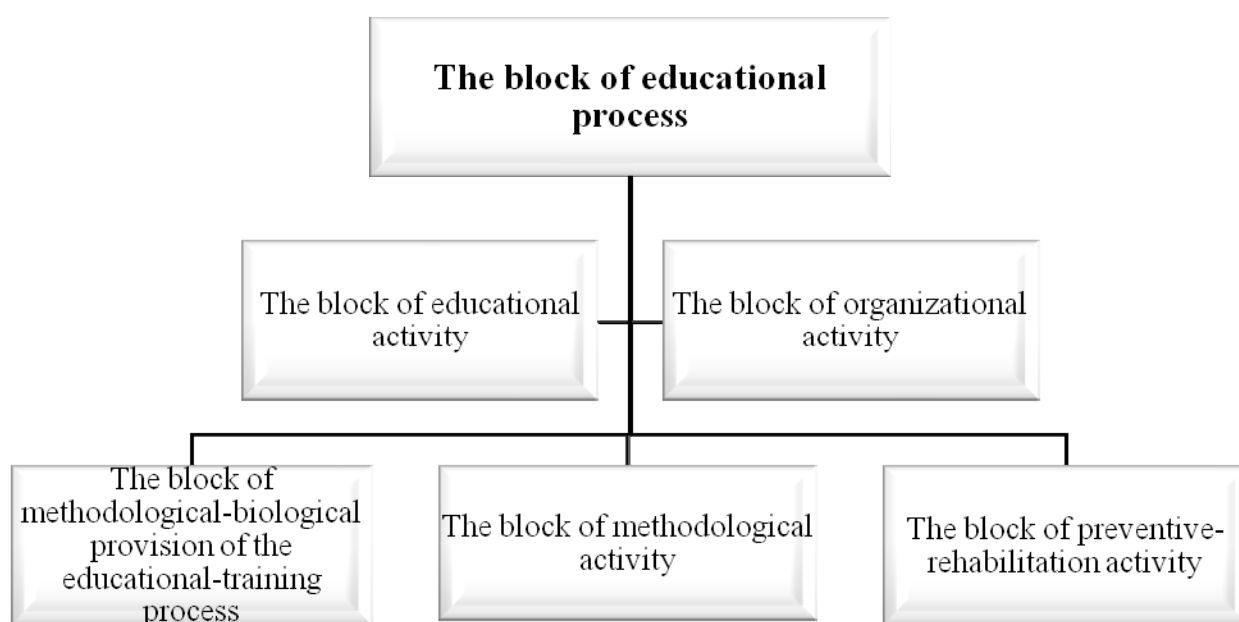


Fig. 1. The blocks of Educational Activity in Sport Schools

The educational activity in sport school is demonstrated in such directions as in:

- Organizational-educational direction;
- Educational-training direction;
- Direction of competition;
- Direction of controlling.

The block of educational activity is oriented towards assuring the quality of educational-training process by exercising a targeted and integrated influence on both the process in general and its components. It is vital that the organization of educational activity and its management should be oriented towards achieving a specific, earlier prognosticated result.

The block of organizational activity incorporates, first and foremost, the technical provision of the educational process:

- Public relations;
- Marketing;
- Information and advertising.

The goal of organizational activity in sport school is the auxiliary provision of an integrated educational process and organization of attracting additional material resources.

Methodological activity comprises: organizational-methodological, educational-methodological and scientific-practical activity. In turn, methodological activity in sport school can be subdivided into the components seen in Figure 2:

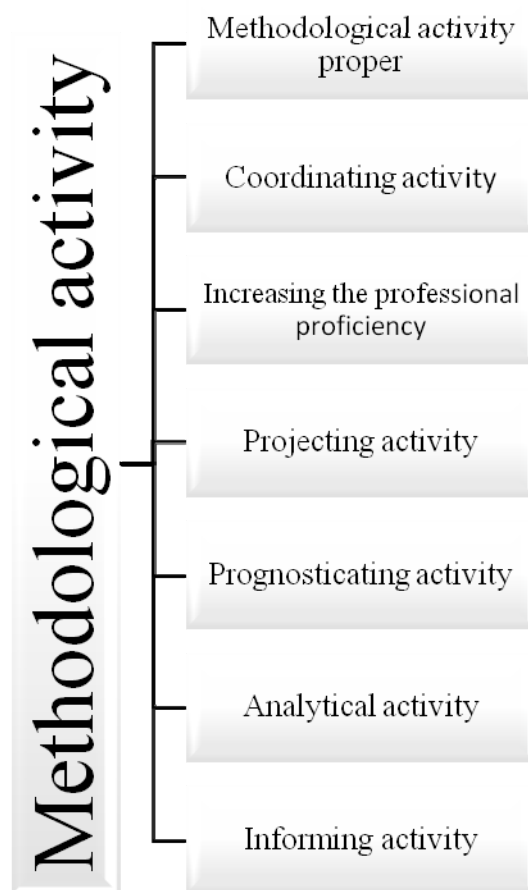


Fig. 2. Components of the Methodological Activity in Sport School

Further, we can single out such groups of typical, interrelated functions of methodological activity in sport school as:

1. Methodological work on communication with the “external milieu”;
2. Methodological work on optimizing the educational process;
3. Methodological work related to the activity of the training-teaching staff.

The developed tasks and content of the activity of methodological service in sport school fall into the following directions:

1. Providing the development and implementation of the general policy of sport school and tasks of its development;
2. Creation and organization of structural subdivisions of methodological service involved in methodological provision of educational-training process, as well as in research and experimental activity;
3. Preparation of participants of innovative processes for the implementation of work on the development of sport school;
4. Preparation and carrying out innovative research and experimental work;
5. Designing and modernization of the system of intra-school management.

Components of sport school management structure

The analysis of scientific-methodological literature on contemporary sport school activity (Paton, 1987; Самсонов, Головина & Поваляева, 2010) allows identifying the components of management structure for training young sportsmen. The structure of management includes

- Integrated organization of sport school;
- Educational-training process and the system of a complex control;
- Auxiliary activity ensuring the educational process;

- Adaptation of scientific-methodological materials and their integration into educational-training process (see Figure 3).

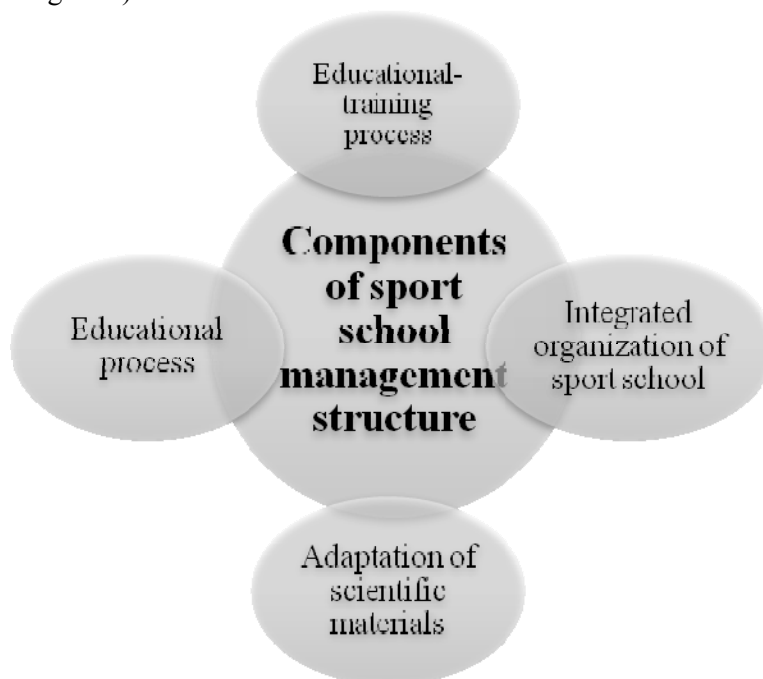


Fig. 3. Sport School Management Structure

The obvious necessity to scientifically substantiate the model of contemporary sport school management will serve in future as the basis for developing and working out a multi-stage pedagogical experiment.

The management system of sport school activity

The system of management of sport school activity includes the following interrelated components: management system, management object and managerial activity (see Fig. 4).

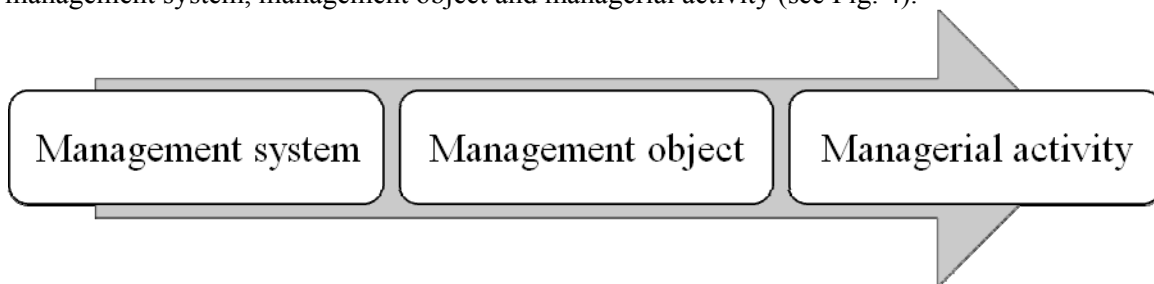


Fig. 4. Components of Sport School Management System

From the position of the component subordination to the managerial activity, the directions of strategic, tactical and operative management are distinguished. The above mentioned directions implement the general aim of the educational process, within whose system the following sub-systems are recognized:

- Management of system functioning quality;
- Management of educational process quality;
- Management of the quality of the inter-school environment state;
- Management of the quality of social-educational process.

In connection with this and from the perspective of the development of sport school, there are five levels of management:

- Level 1 – National-level organs of educational process management;
- Level 2 – Director of a sport school;
- Level 3 – the 1st deputy-director of a sport school;

- Level 4 – sport school deputy-directors responsible for organizational and scientific-methodological work;
- Level 5 – leaders of structural sub-divisions.

The decentralization of sport school management system contributes to the harmonization of content and managerial activity; besides, for every structural sub-division specific aims are set, and the complexity and heterogeneity of a management object are assessed. Functioning of sport school management system does not involve separate modules, but their combinations. The following strategic requirements determine their activity:

- A complete inclusion of work directions;
- Coordination and intercommunication between activities of different sub-divisions;
- Adaptation of a management model to the changeable social-economic conditions; openness allowing the management subjects to introduce new structures into the existing system in due time;
- Use of modern information technologies in sport school management;
- Attraction of qualified specialists to take managerial decisions, optimal for this model.

The structure of sport school management has been developed guided by aims, principles and strategy of the development, and 4 management levels are recognized in it (Figure 5):

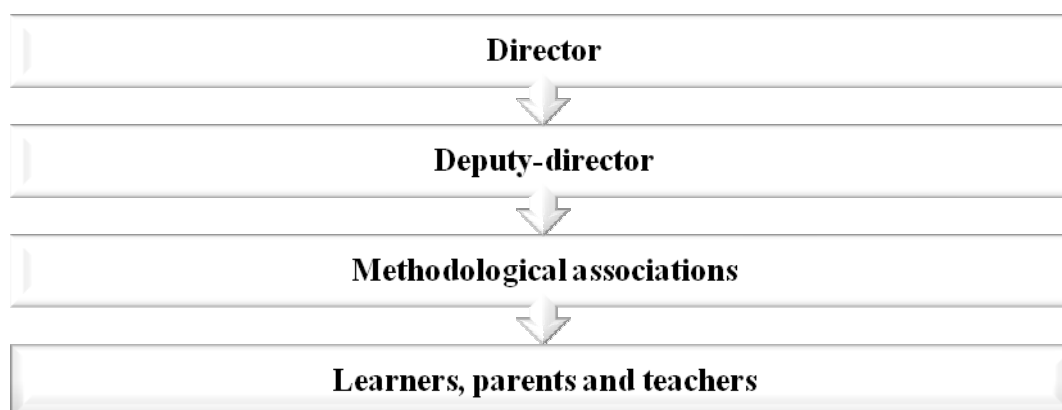


Fig. 5. Sport School Management Structure

Level 1 – director – the principal administrative person, being an undivided authority and personally responsible for everything that is being done in the education institution by all subjects of management. Head of the education institution (director) plans, organizes and leads the work of education institution, delegates duties and supervises their fulfilment. The higher organs of collegial and social management of different legal status are on this same level: school board, pedagogical board, organs of learners’ local government. The management subjects of this level provide the unity of a management system in general, define the strategic direction of the development of education institution and all of its sub-divisions.

Level 2 – deputy-director of sport-education institution, organs within the sphere of influence of every member of administration. Every member of administration integrates some direction or sub-division of educational system according to his/her administrative status or social role. This level is a link of a director’s mediated management in the system of education. Its main function is to coordinate the activities of all process participants in compliance with the aims, program and expected results, which means trying to achieve tactical implementation of strategic tasks and forecasts.

Level 3 – methodological association. The managers of this level are leaders of methodological associations. The interaction between the subjects of this level is carried out through the specialization of functions, simultaneously integrating them. At this level, management is mainly based on personal contacts, is carried out by taking into consideration individual qualities and is not formalized.

Level 4 – learners, parents and teachers. At this level, the development of self-government provides the implementation of the principle of democratization. Children’s participation in the management system shapes their organizational abilities and professional qualities. The unity between management - co-management - self-government is crucial in structural relations. Vertical relations of management levels reflect the formula “power – subordinate”.

At school, the functional responsibilities have been worked out for administrators of every management level, which ensures efficiency and coordination of management for the development of education institution, as well as prevents shifting responsibility from one authority onto another.

Such work on the organization of a competent management is oriented towards fostering culture of managerial activity. The end result of any managerial activity is to be oriented towards a qualitative sport school leavers' training, bearing in mind all sport, educational, moral and spiritual qualities, as well as the development of learners' individual and creative abilities. The outcomes of the solution of this task, taking into consideration the fact that it must not be unchangeable in time and in the society, - are the main criterion of the assessment of effectiveness of sport school management system.

The model of sport-educational environment

A comprehensive training of young sportsmen may be achieved due to correctly planned training and competition loads, providing a balanced increase between the level of physical qualities and functional state. It is a well-known fact that along with the growth of mastery in sport the training and competition loads also have a tendency to grow.

The role of physical culture in the formation of principal personality's qualities and features is very great. Man must be able to think abstractly, to develop the basic principles for oneself and act in accordance with these principles. However, simply to be able to reason and draw conclusions is not enough: it is necessary to be able to use these principles in life, to achieve the set goals, overcoming obstacles in one's way. This cannot be achieved only by a correct physical education.

The identified directions (vectors) of sport-educational environment can be generalized and shown in the scheme as follows:

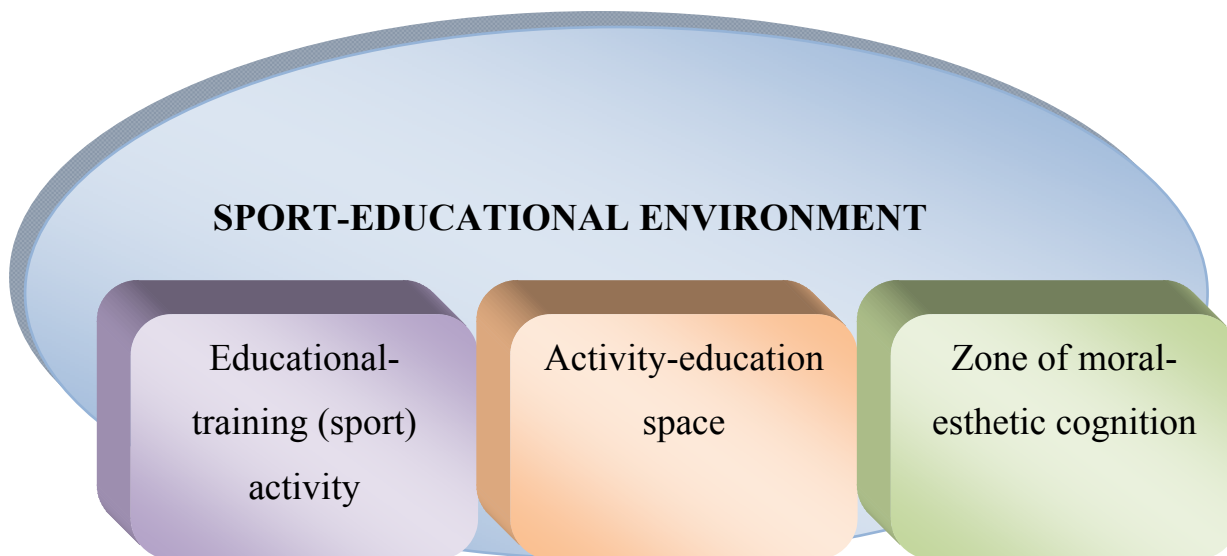


Fig. 6. Vectors of the Model of Sport-education Environment

Educational activity in a sport institution forms sportsmen's readiness to take the opportunities offered by physical culture and sport. This strengthens self-evaluation and helps to be aware of one's own physical state and of the demand in a specific social environment and world community, as well as enables sportsmen to be successful as personalities in social sense. During sport lessons, not only sportsman's physical, but also moral development takes place. First of all this development is oriented towards the formation of human's socially important and value qualities, which later shape his attitude to other people, to the society, himself and his environment, but which in fact are what is called a moral education.

The three vectors are of equal value and together create sport-cognitive environment in the educational space. It should be emphasized that educational-training, educational and moral-esthetic vectors form an interacting complex. The problem that arises in the interaction between all vectors is the

need not only to achieve high results in sport during the process of training, but also to strive for a comprehensive and harmonious development of child's personality.

Conclusions

1. The educational process in sport schools of Latvia can be divided into several structural subdivisions (blocks): the block of educational activity, the block of organizational activity, the block of medical-biological provision of the educational-training process, the block of methodological activity, and the block of preventive-rehabilitation activity.
2. The structure of management includes: an integrated organization of sport school; educational-training process and a system of a complex control; auxiliary activity providing the educational process; adaptation of scientific-methodological materials and their integration into the educational-training process.
3. The sport school management structure is built on the basis of aims, principles and strategy of the development, and 4 levels of management are distinguished in it: a director, a deputy-director, methodological associations and learners, parents and teachers.
4. The model of sport-educational environment has three vectors of equal value: educational-training, educational and moral-esthetic which constitute a mutually interacting complex.

Sport school is an education institution whose task is providing conditions for strengthening health, developing a creative personality, and self-determination and choice of children's profession.

References

1. *Education through sport*. Retrieved November 14, 2015 from http://www.unesco.org/bpi/pdf/memobpi45_educationsport_en.pdf
2. *European Commission*, (2011). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Developing the European Dimension in Sport. COM (2011) 12 final. Retrieved March 12, 2013 from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0012:FIN:EN:PDF>
3. Nacionālais attīstības plāns 2014. – 2020.gadam. [National Development Plan for 2014 – 2020] (2012). LR Saeima. Retrieved December 14, 201 from http://nap.lv/images/20121220_NAP2020_Saeim%C4%81_apstiprin%C4%81ts.pdf (in Latvian).
4. Sporta politikas pamatnostādnes 2014.–2020.gadam [Sport Policy Guidelines for 2014 -2020] (2014). Ministru kabineta 2013.gada 18.decembra rīkojums Nr. 666. [The Cabinet of Ministers Instruction Nr 666]. Retrieved February 12, 2015 from http://www.lpkomiteja.lv/lpk/wpcontent/uploads/2014/01/IZMPamn_121213_sports.pdf (in Latvian).
5. Paton, G. (1987). Sport management research: What progress has been made? *Journal of Sport Management*, 1, 25-31.
6. *Physical Education and Sport at School in Europe* (2013). Retrieved February 17, 2015 from http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150en.pdf
7. Šadurskis, K. (2016). *Izcili sasniegumi sportā audzē nācīgas pašapziņas muskuļus* [Remarkable Achievements in Sport Raise Nation's Self-Confidence]. Retrieved March 27, 2016 from <http://www.izm.gov.lv/lv/aktualitates/1634-karlis-sadurskis-izcili-sasniegumi-sporta-audzenacijas-pasapzinas-muskulus> (in Latvian).
8. Самсонов, И., Головина, Т. & Поваляева, Г. (2010). *Менеджмент спортивной школы (нормативно-правовой аспект)* [Sport School Management]. Омск: Сибирский Государственный университет физической культуры и спорта (in Russian).