New types of education - premises for formation of physical education and sports teachers

CONSTANTIN PEHOIU
Department of Physical Education and Sports
Valahia University of Târgovişte
Blvd. Regele Carol I, no. 2, 130024, Târgovişte, Dâmboviţa County
ROMANIA
cpehoiu@yahoo.com, www.valahia.ro

Abstract: - Social and educational status of physical education teacher, under today’s society under the pressure of globalization, environmental hazard, increased leisure time and spending requirements, etc. is becoming more complex. This requires the teacher to review the basic principles of educational approach in terms of formative nature and act accordingly. Multitude of educational principles, methods, means and forms of assessment are essentially confined to three parts - the legislative, the reference to the subject and aimed at the subjective side. The first one goes to the educational goals, the second concerns the scope and means of achieving the levels, especially their classification methods and practices, while the subjective view involves quantitative and qualitative accumulation of the process and development of human personality. In view of the Council of Europe, Homo Europaeus’ general education is the product compatible with the challenges of the twenty-first century the century, whose curriculum should provide the necessary: language skills, foreign languages, basic knowledge of mathematics and related sciences, foundation technology size seen in European history, European geography, civic education from the perspective of European democracy, promoting creativity, physical education and health knowledge of religious moral values.

Key-Words: - premises, formation, education, democracy, Olympics, health, free time, teacher.

1 Introduction

Research results obtained in the second half of last century, which aimed at leadership groups and organizations and educational concern efficacy assessment processes have had an impact including professional style of teaching. In this regard, the initiation of trainers has been addressed not only in terms of acquisitions and changes in the field of educational sciences, but also the accountability of education systems towards to education and training of educators. In this context, pedagogical literature has given increased attention in recent years for training future teachers and new education issues, both having an open, universal information model and action of recent years are relevant in this direction. With all good intentions, sometimes the approach taken towards preparing future teachers is characterized by the existence of contradictions and failures related to: tackling and solving problems facing schools today, lack of interest in forming an appropriate teaching style, emphasis tends to pragmatism in education and uncritical acceptance of postmodern ideas in teaching and teacher role, the imbalance between theory and practice in teacher training, use of background knowledge and new disciplines on preserving some stylistic accents that are not able to produce the desired changes. Regarding knowledge level, we believe that initial training is currently a first part of training, generally. Teacher’s training has been addressed from several perspectives: the functionalist one, focusing on requirements related to educational functions changes in society; technological perspective of training, based on the use of modern technologies in the training process; the one based on the relationship between research and training, or the one based on the concept of situation-centered instruction on “the situation”.

2 New types of education - conceptual approach

Contemporary reality shows that not only the school’s role has diminished but has become increasingly in complexity, reaffirming the idea that we need a dynamic education, educational, values-centered authentic. Considered as a new target and delivering message, the new education were established as a response to the future challenges.
Education for Leisure is one of the concerns of the modern world. Psycho-social aspect of leisure is emphasized to the extent that distinguishes individual facets - different uses or their lifestyles are rational and symbolic way forward, projecting it immediately or in the future. Leisure education is important at least for the following reasons:

a) to answer the question that any student found in his eyes: “How to manage my time so I can relax as much?”;

b) because the focus shifted from social to individual social globality - social person and well-being of its;

c) the need to enter the market economy mechanisms, including education focused on individual needs, assuming new values: individuality, freedom of initiative, competence and competitiveness, fair competition, responsible risk taking, ability to build its own success.

Physical education for recreation. Modern physical education is still quite outdated to the conception of education related to youth and the nowadays’ consider that as acceptable. We should not take into consideration this perspective, because we have:

a) to give the note seriously practiced entertainment; this is to be first of all a fun activity;

b) to adapt existing recreational to actual youth trends. Sociology of youth often show blatant discrepancy between the forms of entertainment offered and those they choose it for themselves. This could be one reason why they are rejected offers to work in schools or school associations;

c) to match the genre of contemporary youth’s recreation and lifestyle. Physical education teacher is required to resist to some issues.

Olympic Education. Olympism, social movement with large youth events should be promoted by means of specific and nonspecific since the school and the existence of correlations between bio-motor potential cultivation of students across the Olympic ideals. Olympic motto, cito - altius - fortius (faster, higher, stronger or more courageous), symbolizes the path followed by the sports world convincingly. This motto was once attributed to Baron Pierre de Coubertin. In fact, he argued that this motto was the one of his friend Henri Didon, the manager of Arcueil Gymnasium (France), an eminent educator and ardent promoter of sport in school, at the end of the nineteenth century. This formula, before becoming the Olympic motto, was the one of sport club of the educational institution that he leded. Although Olympism is a concept not yet having a definition which to reveal the content material and spiritual items above rules and regulations; it must be understanding that all knowledge, practices and ideas, concepts, events, thoughts, values, valences education, etc., which provide many elements of culture and spiritual civilization. Modern Olympism, as ideology, as mood states virtues man by physical, intellectual and moral, is recognized today as one of the commonest principles of contemporary human society. Promotes both physical education and moral values in compliance with the Olympic spirit and core values of community life, promoting integration into group and society, respect for others, for the law - (self-) discipline, communication skills, (self-) assessment and, not least, the development and strengthening of patriotic sentiment, following the victories of athletes in international competitions.

Education for democracy requires participation and forming a political culture, citizenship as a basis for a democratic attitude, active and participatory. It aims at training and capacity growing understanding and application of its principles of democracy in the social value of effective leadership and its institutions universally recognized, which promotes human rights. The school must work with other social factors in a principle accepted by all democratic societies, the schools that participate in establishing equality of opportunity. Existing democratic conditions and political sphere in contemporary society require different plans for contributing to innovation or development activities, including sporting activities, giving them some important and topical issues. Sport is brought praise to the democracy, equal opportunities and social autonomy. Politics is a public domain, as well as sport. In politics and sports, there are preferences, candidates, leaders and led. But the essence of the two areas is fair competition, democracy, fairness, freedom and highlighting the best. Interaction between the two spheres has different connotations depending on the context.

Education for peace and cooperation requires the creation of superior attitudes, the social essence, training of people in the direction of avoiding conflicts, responsiveness, flexibility, and respect for values. Entire education should contribute to education and a sense of the idea of human solidarity by promoting peace and content on the curriculum and academic education. Sport and physical activity contribute to the socialization of people and particularly young people, in circumstances where there is good management. One can say that in sport socialization we can not be promoted only if moral qualities are highlighted. Attitudes, skills and similar rules in sport can be transferred to any other social sphere and can be adapted to any other social institutions. Neglecting
the role of sports policy could lead to social problems, ignoring civic sphere by developing a political power or stagnation “body” socially active, participatory, with competitive spirit. The purpose of the Olympic Movement is to contribute to creating a better world by educating youth and guiding them to sport without discrimination of any kind, in the spirit of friendship, solidarity and fair play. Education for health. Modern viewpoint is that emotional health has dimensions, intellectual, physical, economic, social and spiritual, each contributing to the welfare provided by a person. Most complicated and costly social and health problems are caused, as confirmed by scientific and sociological research, in most cases, behavioral, lifestyle, habits are formed and derive from childhood and adolescence and accompanying us lifetime. Health education, promotion of a healthy life are important elements of prevention activities, which organizes and coordinates the participation and healthcare sector work equally alongside those of education, civic organizations, church associations of any kind, etc. The way these issues interact reinforces a person’s life, which helps determine its unique character and his health. We believe that the most important objective of such an approach is helping to achieve this data and identified the ways in which a person can sustain good health, both now and throughout life. Physical education and sports are meant to provide skills development and capacity building of biopsihomotrice individual to act on their continuing to maintain optimal health status, ensuring a harmonious physical development and manifestation of good driving skills training and social inclusion, present and future ones.

Environmental education aims to change the vision that we have the world and understanding of relationships that weave within ecological systems, between man and nature. Light, fresh air, movement, harmony and beauty of the landscape is now elementary things of civilization and recommendations of an education and modern medicine who can rely on physical education in normal and balanced development of children and individuals in general. Responsibility and environmental activism, environmental awareness as a social phenomenon is not strictly scientific and mechanical form, but is the result of business-pedagogical education institutions, sociopolitical, and is linked to systematic organization of complex and continuity training and environmental education. The problem is that if modern man is able to undergo optimal behavior to ensure a future for future generations and if the teacher can remain not involved, regardless. From the perspective of physical education, the professional teacher, I consider that these objectives can be achieved through determination and establishment of operating systems based on specific methods and applied in conjunction with environmental factors. Education for change and development aims both individual accountability and his preparation for affirmation and adaptation, since the development of human potential determines the ultimate success or failure of social evolution. It aims at training and fast growing resilience of the human personality and the conditions responsible for innovation and social reforms over the last decades of the twentieth century and early today. Physical education teacher, and not only must take into account this fact, since he works with a youth who likes to live in urban areas, thus flirting with daily life too often influenced by the technique. Education for media and communication requires training and cultivation of cultural recovery capability information from the press, radio, television, a critically developed, experienced, a proper understanding of the purposes, means to be used to achieve these goals. This education can be regarded as receptive attitude coupled with concern about preserving cultural identity and rejection of violence, aggression and pornography, in other words, the rejection of non-artistic tenders arising from purely commercial interests. Professor of physical education and sport by organizing, promoting and popularizing the sport competition, fair play fully contributes to the achievement of such objectives. Population education has become a subject of study in some countries. It aims to cultivate civic responsibility of personality and human communities in relation to specific population issues, as expressed in the phenomena: density, migration, escalation, business structure, age, sex, conditions of natural development, social-situated global, regional, national, territorial, regional, local. Modern economic and domestic education involves preparation for life in general, family life, in particular, capacity building of self, autonomy, independence. This type of education, especially in developed countries, is a discipline or an important activity, with its laboratories and furnishing including housing, family life (birthdays, holidays, styles, etc.) associated with economic education and use of budget. Currently, we are all in the face of looming changes to be profound, complete and perfect. Economies are bankrupt, community life is seriously affected by economic crisis, moral and spiritual crisis manifested themselves, leading to
changing mentalities and hence the change in education.

3. Pedagogical leadership

Leadership and teaching are two concepts pervasive in contemporary human heart that have generated many theories without fully clarifying the phenomenon. Quoting Immanuel Kant, the two human occupations, we can consider as most challenging: the art of government to educate people and therefore, did not fully found secrets [8]. Because its mission is to guide students on the path of knowledge and that its provisions requiring daily decisions, the teacher can be categorized as a leader. In this sense, becomes mandatory and must be developed to outline even articulating a vision relevant to this issue. Adopting a specific key leadership classic, tried in the literature build a new model, three-dimensional variables released by interweaving several disciplinary fields, more or less related. Following form interesting combinations of the mentioned eight styles or variations of style “classics” as authoritarian, autocratic - benevolent; follows: Laisser-faire, paternalistic, mediator, formal, friendly. Undoubtedly, each characterized by distinctive characteristics. The challenge for educational theorist or practitioner act remain following: how does leadership integration of pedagogy and, possibly, a whole, to consider a new light relationship may exist between teacher and student. In all organizations, groups (a class can be considered a micro-society), a micro office, a person or a person exercising a certain influence, greater or less than others and are therefore “doomed” to lead. The leader is not necessarily the person in charge designated by an authority or institution. His status is conferred even by the body itself. Education institution is conductive environment for such a process. In class, the teacher can be recognized as leader by the firm itself. As such, he must make decisions. The teacher is, above all, a governor for each action that teaching is based on interactive decision. On the other hand, a course management involves “numerous micro-decisions to be taken urgently into consideration [14]. Educational work essentially remains the same, but its constituent elements may vary depending on quantity, quality, availability, change, essentially, relationships and giving each a unique situation. Thus, the leader becomes a viable counterweight technician education which is usually the teacher. The teacher not only the content decisions, but also in determining sequences of presentation, type of employment that will be made available to the student (of “individual”), to the students, parents or community. In these circumstances, our tendency is to treat theoretically, both school leadership and educational management. Considering the many understandings relating to this matter, we accept a broad definition: leadership in the classroom is a function performed by the teacher using a particular style of teaching, placed in a specific teaching situation, the relations and actions its progress by encouraging student to develop his knowledge, learning and training. The notion of learning style or teaching style is very important to the educational sciences. It speaks of style as a dominant manner to be going into relationships with others and to make such education / education. In terms of management style, the famous grid of Blake and Mouton [2] remains an unavoidable reference even if it seems outdated in the minds of authors. For authors mentioned above, all organizations have three universal characteristics:

- objectives - interest results
- human element - the individual interest
- power - how the hierarchical system is used to facilitate the participation of individuals in the process.

Regarding pedagogy, in the literature can liberate other operational variables. Behind appearances, is identical to the structure yields several models of representation. Some authors speak only of teachers, students and knowledge, others concerned with cognitive psychology, believes that education policy is directly linked to information about disciplinary content, the class management and emotional and cognitive components [16]. Dupont stresses triple role of the teacher in all of education: teacher aid, teacher-trainer and educator, organizer [9]. In the same vein, should not overlook the fact that learning is an active and constructive process. Thus, there is only one art pedagogy allowing construction. Professional style is associated with behavior, manifested in the form of structures of influence and action, have internal consistency, relative stability and product customization is that principles, rules and methods specific instructional and educational activities. Teaching style is a complex behavior involving behavioral expression in terms of attitudes and inner feelings, a result of motivation. Therefore clear that style highlights what is specific to each teacher, his personal record in achieving teaching. Of the many classifications in terms of democratization of education and promoting new education, training styles and considered effective:
a) The style of creative, innovative as it involves interest approach to discipline taught in different angles and receptivity to new, positive attitudes towards the chosen profession and discipline taught;
b) communicative style, open approach because the success of teaching depends largely on effective communication;
c) balanced style, delightful, because it entails understanding affectivity with stimulating role, regulating and facilitating the knowledge, action, learning and assessment;
d) charge style, based professionalism, seriousness, and self-exigency requirement in teaching performance;
e) appropriate democratic style climate of cooperation and team decision-making based on human relations and democratic education. Today is a need for balance and measure, accountability, democratic human relations, open and honest communication to promote the values of modern education, an extended temporal process underway, involving the diachronically to change, need to adapt to the demands of society in which they operate and whom it is addressed by its products. For a change of style does not require a change in personality traits, but a reconstruction and a rebalancing between the already existing ones.

4 New education’s curriculum addressed for the future

For the introduction of new education, were already outlined two strategies. The first one involves creating new modules or new disciplines devoted to them. Thus, several disciplines “we” were merged into a comprehensive discipline “civic education”, “global education”, “environmental education”, etc. Unfortunately, this approach has two major drawbacks. First, the question is loading additional curriculum and secondly we need to be trained teachers able to teach these subjects with a multidisciplinary. In many states, as in our country, are resorting more and more in a second approach called for UNESCO “infusionelle approach”, that an infusion of new elements in the traditional content. This method has important advantages: no changes are made to the curriculum structure, does not contribute to overload students, does not require the formation of new categories of teachers, but their improvement. Conceptions of curriculum are structured in the following models [9]: humanist curriculum, social curriculum, technological curriculum and academic curriculum. The last is based on the definition of knowledge, understood as a reasoned faith, ignorance and ambiguity opposite. Academic curriculum component composition can be analyzed in relation to data in table 1 [6]. From an axiological perspective, designing and implementing curriculum to include new-style education to form a versatile and flexible approach involves social values (cooperation, kindness, justice and social justice, citizenship, sense of responsibility, respect for human rights), individual values (reliability, honesty, discipline, tolerance, sense of order, sense of perfection), those aimed belonging, tolerance and communication (patriotism, race awareness, international understanding, human brotherhood, awareness of interdependence among nations), procedural values (scientific approach reality, discernment, seeking the truth, reflection) [13]. Teacher model is an open system that requires permanent changes. In an attempt to introduce new education and to correlate the traditional educator must know how to approach integrated curriculum and formative in the future [3]:
a) within a discipline - vertical integration within a disciplinary process (vertical alignment in a specific discipline);
b) interdisciplinary - the integration of curricular areas (achieving coherent curricular);
c) cross interdisciplinarity - integration within the curriculum (achieved consistency in the system of school discipline);
d) transdisciplinarity - transcendent integration within the curriculum (starting point is not material, but learners steps).
In higher education, transdisciplinarity is an attempt to put into action all disciplines of axiomatic study.

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Table 1. Academic curriculum components (according to McNeil J., 1966)

According to Charter of Transdisciplinarity (Arrabida 1994), it does not seek to develop a “super-discipline” to include all others, but to ensure their openness to what they share and what is
beyond specific multidisciplinarity for security education, multicultural and promote research. In conclusion, we believe that the new education and have already found place in the curriculum of most European countries. For curriculum design and implementation to be effective, it must form a relevant professional style, content and implementation of new education in schools is one aspect that needs to be thought in terms of teaching style training.

5 New perceptions and their role in education and training curriculum

5.1 Hypothesis. Future teacher training will be effective only if it will be based on values and education by and for the university during the term specialized in training and will take into account pedagogical goals and content of new education.

5.2 Subjects. The study, to assess the influence of new education on training in the academic year 2008-2009 were involved 915 students and 205 teachers of both sexes of various specialties, including 40 specialists in physical education, teaching mathematics 24, 22 - Romanian, 14 - Foreign languages, 20 - history 19 - Physical and / or chemistry, 8 - arts education, 16 biology, 20 - Geography, 12 - and 10 religion - music education. Subjects as students, future specialists in physical education, sports training that were physical recovery from the years I to III, which were prepared during the period mentioned in the field of physical education and sports licensed or masters programs. The academic curriculum are subjects such as “Health education”, “Sport and leisure tourism potential, and ecological recovery”, “Practice tourism and leisure facilities”, “Ecology and healthy tourism”, “Tourism activities”, “Sports professions ethics”, “Sociology of Physical Education and Sport”, “Promotion of Physical Education and Sport”, “Communication and networking through specific means”, “Sports Laws”, etc. Also, one note that all subjects during the study time and have attended the psychological and pedagogical module.

5.3 Methods. For the study method was used based on questionnaire investigation and the analysis, processing and interpretation of results, that their representation. Two questionnaires were used to open and closed responses. For the first 8 items were applied to 197 teachers out of 205, ie 96.06%. The second, with a total of 17 items was applied to 876 students in the same conditions, the target 915, ie 95.73%. In determining the items and response alternatives were taken into account: the demarcation of coverage and identifying the main elements in it: intellectual values (curiosity, critical, divergent thinking, creative imagination, etc.), moral, ethical, aesthetic, physical (respect, cooperation and competition, strive, good humor, sensitivity, appreciation of beauty in human social relations, etc.), professional (professional attachment, position, responsibility, courage, initiative, creativity), new education (education for peace, health education, education technology and development, environmental education, education for democracy, education and communication media, etc.) and school documents.

4.5 Results and their interpretation

a) Perceptions of new teacher education active role in education
In the item “When deployed in a classroom teaching students make specific references to the content and contemporary world problems: 18% responded positively, 4% felt that these issues be addressed separately, 43% reported less often in such issues, 30% of teachers who have applied to the questionnaire are undecided and 5% chose the negative answer (Fig. 1).

Fig. 1. Distribution of teachers’ responses to the item on the approach to contemporary world problems

From the perspective of teachers group from the replies to this item: the actual profile (mathematics, physics, chemistry), of 33 respondents, 7% answered “yes”, 10% showed some variant, 30% are undecided, 28% chose a separate approach, while 25% answered “no”, the humanistic perspective (physical education, Romanian, foreign languages, history, biology, geography, religion, art and music
education), in 172 subjects 6% showed variant approach separate version 70% yes, 11% are undecided, 9% responded “sometimes” and 4% chose the negative response (Fig. 2-3). Analysis of responses to this item led us to conclude that, regardless of specialization, most teachers considered the contemporary world problems can be issues that can be part of the content subjects.

When asked “Do you think education is an alternative new interdisciplinary approach to educational content necessary training?” 23% of experts believed that such an approach is needed, 41% agree in part with new content and 36% are undecided (Fig. 4).

On their training in terms of new education content, the responses of teachers surveyed were distributed as follows: 19.51% received leisure education, physical recreation, Olympism, environmental, health, peace and cooperation, democracy - all teachers of physical education, 9.75% have completed education content related to ecological, economic, Demography, health, leisure - all teachers of geography, 12.19% were trained in environmental education - specialist biology, physics and chemistry and 19.51% were completed with the knowledge of education for democracy, communication, demography, ecology, leisure - teachers of history, drawing, music, 23.41% were formed and in terms of education and communication media, peace and democracy, aesthetics, health - specialist teachers in language and literature, religion, the remaining 11.70% had no contact with during the term of such content on the initial training.

Regarding the item “The new Romanian school of education rate meets to relate to the genuine values?” 86% of all teachers surveyed considered yes, 4% chose to negative, while 10% do not know. It is interesting that 85% of subjects who responded affirmatively were trained after 1990 (Fig. 5).

Grouping the responses to the item “Do you believe that school is going through an axiological crisis?” Leads to the following conclusions: 7% of teachers surveyed considered that, 9% are undecided and
84% agree with such a statement, educational axiological crisis being social outcome. Analysis of student responses to the same subject shows that 92% of them opted for recognition of the crisis said. According to the analysis of data obtained for the item “What future role will have the new education curriculum in training of future teachers of physical education?” 77% of teachers feel that it will be essential to all areas, not only for the target, 13% answered do not know what to choose, and the remaining 10% is considered the current level, without obvious success.

When asked “How fast will be treated as new education content in university curricula to teacher training for physical education?” 20% of respondents considered the overall approach will be impossible in less than five years, 68% stated that this can be done on the fly, while the remaining 12% do not know how fast it will implement such an approach, although the company is required, but does not fully support.

b) Students’ perception of training athletes, while promoting new education

1-12 items targeted educational policies, educational axiological crisis, educational objectives and targets, new education and Romanian traditional educational values, new education and response to future challenges, the order and importance of values in training, the ideal school and in relation to Romanian possible new educational content, management’s role in promoting values and education, etc. new content. Analysis of responses to content of mentioned items enables us to we find that 87% of respondents disagree with educational policy promoted by the school at present and in future will not consider this a crucial role in society. Many of them (93%) believe that only a sustained effort of all governmental and nongovernmental institutions and organizations can change the perception of what the new types of values education.

Regarding the involvement of educational management, namely leadership in promoting new pedagogical education, only 35% of those surveyed considered that these factors are aware of their duties in this regard, 40% believe that it takes an initial specific training and / or during career, 15% say it is difficult to tackle such a problem with regard to initial training of managers - reference to outdated vision - and only 10% agree that such an approach is possible by implementing a new organizational management, supported of teachers trained in the past 20 years.

Teacher’s behavior related to promoting new educational values (item 14, “Teachers teaching behavior is in agreement with your assertion of new values education?”), 95% of subjects interviewed considered that few teachers have the task, they heard about the new levels something, but I can not explain their implementation in educational content than empirically.

On the basis of item 15, open response (What do you think it removes most value today man?), 55% believe that social and economic changes have great weight, 6% considered influential media promotion and reduced values compared with non-values, 9% are followers of traditionalism, lack of education would be 10% and social pragmatism, with 20%. Students at a 98% recognize the importance of reporting the value (item 16, the school should refer to the values promoted by the new education?), But states that it found no examples around them or whether they represent only exceptional cases. It seems that they expect more from their teachers and that, unfortunately, once they no longer pose as models of behavior for life.
It is true that a cursory analysis would tilt the balance in favor of students (they are not guilty are not aware that the issue of new education and have a positive attitude in relation to them). But carefully analyzing their responses to items 4, 5 and 8, we find that 65% of them refuse to engage in understanding the reality of school, because most of them perceive the teaching profession a reduced chance of personal fulfillment in the event that no find a professional job (coach, physiotherapist, travel agent, fitness instructor, etc.).

6 Conclusions

Contemporary society is characterized by rapidly evolving, comprehensive and predictable all its sectors, a trend which has led to major challenges can not be ignored: population explosion, environmental quality degradation, increased consumption of natural resources geopolitical and economic structure change of the planet etc. Current educational system is required to give an optimal response to these pressing issues, preparing future teachers of physical education, which would be able to find the most appropriate solutions to these challenges. But it is becoming increasingly clear that these solutions can be found through sequential steps and employment, trade, but through a holistic, integrative educational paradigm that goes beyond traditional, formal, and to extend the lifetime, constantly adapting to situations faced by society. Student as bearer of differences are always looking for identity, is in a position to outline a professional style based on requirements arising from social problems in living and in which education has been and always has a primary role.

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