INTRODUCTION

Often we hear that every job is meaningful only if it is also fun, and coaching certainly is. But in addition to being fun, responsible and challenging. At first, the coach is a teacher, later a mentor who guides the player and eventually a consultant. A good coach-teacher shows the way athletes, teach them wisdom, honesty, courage. It focuses on the psycho-physical development of its players, is a creative, responsible, authoritative, loyal. In an interview with the athletes he chooses, but should not be deaf to the feelings of the players. From the above we can conclude that in the modern world significantly changed the role of sports coaches.

Modern sports coach, makes a connection between science and practice, determining the content leading up to its methodological and life experience that has accumulated years of scientific and theoretical knowledge. Development of sports, determined, therefore, knowledge, abilities and skills, especially creative human resources. Hence the imperative task of training, in which the control part of the central figure coach, the adoption of functional knowledge and skills and education of man in a measured and responsible behavior. In addition, it must be significantly taken into account and the parallel development of other human socio-psychological characteristics, flexibility and dynamism, a willingness on the exploits of the risk, the individual sleeves (actualization and achievement), and teamwork.

“Education in the sport derives its knowledge from any vision of man we want in the future ” (Tomić, 1992). Today, the word sport means in particular The territory of human creativity, specifically in the health of biological, sociocultural and ethical educational functions and known for its goals and ways of their implementation. This, of course, requires the trainer to considerably expand the range of svijih knowledge and interests. Coach

THE COACHES THE PEDAGOGUE

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Abstract

The aim of this work is to stress the importance of the coach to be good pedagogue for young sportsman. We assume that the best result in sport belong to those sportsman whose coach has good pedagogic approach. The work with children represents the greatest satisfaction for the coach-pedagogue because he is the witness of child’s growth and development. The education is the largest pedagogic concept which refers to forming of the personality. For children, the coach is not only the instructor in demonstrating of the sport skills, but also the model to which they want to be similar. Thanks to pedagogy the coach-pedagogue acquires greater ability to transfer the skills to children on easily understandable way by forming the positive emotion of children to the sport they are performing. The task of the the coach is to motivate children for sport practicing by favorite firstly the playing games, companionship and than the sport ethics and fair-play and in the and the value of good results. By his presence, the coach influences on the positive work atmosphere and good cooperation in the sport group and the tactic empathy can have the positive influence on the good and good results of the sportsman.

Keywords: pupils, education, sport ethics, fair-play, sport skills, reward, punishment
educator can not only meet their solid technical knowledge of specific disciplines, but must be well versed in the elements and pedagogical, psychological, sociological and medical sciences because its function is closely adjacent to these areas.

“If the teacher wants to educate a man in every respect, it needs to know in every way” (Ushinsky, 1957). So the coach if he wants good results on the ground, it must first of all to his players well known, thus being a good coach not only know the tactics of sport which is dealt with, but know - know the pedagogy.

THE ROLE AND FUNCTION OF PEDAGOGUE

The notion pedagogy (on greek-paidagogos) originates as compound word from greek words paidodos, paidos – which means child and ago, again which means to take. The notion paidagogos “ that who takes a child” was the name for slave who takes a child of master and takes care of its security, especially when the child is out of home. In ancient Greece paidagogos is not real teacher, because he isn’t educated, but just make possible to a child to acquire some specific experience. He makes a child more able for life, helps it to orient itself in some environment. In the beginning the pedagogue was person who was taking care of a child, then he was person who was taking child of master to the teacher. Later, the pedagogue became the name for person who bring up childrens and educate them- the teacher of child.

In ancient Roma pedagOGus – pedagogue, this name is related for captured educated slave, that was the slave of home, the teacher to childrens of its master. He was real teacher who was teaching a child of slaveholder “about everything”, basically making able a child for life, taking care of development and education-on some way, the slave was nurse and teacher to child.

The pedagogy appears relative later as special scientific discipline, in the beginning of 19 th century. Johan F. Herbart is one of the first founders of pedagogical science. J. F. Herbarye had introduced pedagogy in the work of university discilines, he used term “pedagogy” which was accepted mostly in Europe and other contries of the world. As science- scientific discipline-pedagogy started with development introducing schooling as general obligation of young people. Before that, the pedagogy was practical discipline, and theorical problems of education, primarily in ethical aspect, were subjects of philosophy.

The education is the subject of pedagogy, and not just that, it’s very important also the organization about pupil and with pupil, because on that way can be achieved some tasks and aims. The pedagogy is not occupied just with child and some person in this moment, it doesn’t rest upon to philisophy, psycology and other related sciences, but also its perspective, so it’s necessary that in its basis has developed theory and philosophy about man, society and education. “The specificity of pedagogy is that through styding educational phenomenon in this moment, always aspire to determine and propose behavior for future- how to take process, how to predict treatment of pupils and teachers and elements of their relation in process of realization of assignments and aims of education, which are always symbol of future and mark of future (disered) state.” (Djordjevic & Trnavac 1992). Although pedagogy in its investigationes considering biological and sociable dimensions of personality of some pupil, it includes in group of sociable sciences, with emphasisd humanistic orientation. That’s the reason why many people treted the pedagogy as expressive example of humanistic science, which exists in the interests of child and man. The education is one of the primary conditions of sociable life and continuous development of society. It’s related organicy and it’s imbuing with other humans activities and also there is in all interpersonal relations. Because of that, the field of work of pedagogy is problematic inexhaustible. The pedagogy has to be maximally engaged, and it’s necessary to have sence for differentiation of problems and knowing about educational and school system on the whole. Educational pedagogical institution is the school- where is properly directed school and out - of school work of pupils with pedagogical influence. Primery school task is identification and direction, and for that is necessary expert who knows very well problems of school and out-of -school education, as well as organization and presentation of teaching work.

The pedagogy can fight successfully, direct and surmount realizations of “all” problems. Knowing general children’s and educational psychology, biological development of child, then defectol-
ogy and others, it’s capable to enter in psychological problems. With pedagogical - psychological observing, conversations, experiments, comun work with children at school, it can understand, help and direct every educational activity and on that way can help in realization of aims and assignments of school. Modern school wants to create versatile educated person, so the functions of pedagogue are:

- permanently following of development of pupils
- following of development of pupils for occupation
- creation and raising of teaching process on higher level
- intensive and continuous work with parents
- daily activity and coordination with social environment

For this realization, the pedagogue must be with all factors which are engaged in problems of education of children, youth and adults. Therefore, he must be mayor factor in connection of these factors which are important for education of young people and professional directing and development of this work.

SPORTS COACH

When we talk about coach, usually mean on knowledge which he has about sport, about tactics, knowing players or some physical preparations. However, the role of coach is not just to know tactics, prepare team, but more bigger and important. The role isn’t easy and the coach can’t be everybody, or must clear, successful coach. It should be borne in mind that coach with his attitude to young man (sportsman), has a lot of influence on its psychological and social growing in the most sensible moment of life - adolescence. Because of that it’s not just enough narrowness of professional preparation, but also permanent education of pedagogy. The coach is idol for young people, the teacher, leader, doctor, psychologist, but most of all the pedagogue.

One of the most important educated roles of coach is continuously stimulation of sportsman in active individual or groups learning, psychomotor exercises, conditional-physical strengthening, mental elevation and complete psychophysical development. It’s very important style of work which the coach applies. If it is democratic style, the coach supports democratic tolerant, non-violent, free communication in team, in contrast of authoritative style, where coach tries to prevent with presion failure, he is arrogant and unfriendly. For lesser (indolent) coach is characteristic indifference, pedagogical passivity, adversely has influence on motivation of sportsman… From all of these, democratic style of work is the best for education of students. The success of pedagogical work of coach and development depend of communication between coach and sportman. The coach is a builder of this communication.

SPORTS COACH WITH AND WITHOUT PREFIH-PEDAGOGUE

We can mention once again that the coach of younger ages, it should be pedagogue, psychologist, biologist, model of youth. To be more successful, the coach has to develop different abilities: professional knowledge, organizational skills, then skills of communication, motivation and management of group.

The coach must have educational role, in other words, he should transfer experience and knowledge on young sportsman. The coach must know basis of humans development if he wants to bring about quality educational role, for example: intellectual, healthy biological, motor, emotional and social development. Namely, procedures must be adjusted with developed phases where there are players.

Today, unfortunately, the job of coach of young ages has people who give a bad example to children. They are very nervous, smoke cigarettes all the time, and some of them drink alcohol during the match. We have also examples of coaches who roar to children, call them insulting names, and sometimes hit, especially when they are dissatisfied with results.

For these coaches we can’t say that they are pedagogues, because their primary aim is victory at any price, and not general development of children and youth.

Good, we can say modern coach pedagogue, need to know how to use method of reward and punishment for sportsmen.

Generally speaking, the reward is positive result of behavior or individual activity (therefore, the praise only has the value and meaning of...
awards). Being positive, the reward is also information to some person that its reaction, activity was good, regular and adequate. Because of that, the result of reward is repeating activity of person for which it has awarded. Just that is purpose of award. The award makes sense of self-esteem, confidence and success on every individual.

The punishment is negative result or activity of individual. It comes after reaction which we consider bad or undesirable, and its aim is that reaction wouldn’t repeat once again. When we use punishment it should be more careful that that one who is punished wouldn’t understand punishment as revenge. It’s also worse if the coaches make fear from punishment on young sportsmen, which it generalizes on individual who punishes, but also on contents which with punishment it should be adopted regularly.

For example, some boy can feel fear from coach and training, that in the end he will start with hating a sport, and from time to time he will stop going at training. The punishment can undermine a self-confidence of every individual.

The coach who knows to use all of this in practice, we can say that is successful coach-pedagogue.

If coach wants to be pedagogue, he should be: more focus on what children are doing well, and not to look on theirs mistakes. He needs to give them more praises and recognitions with smiling. he should: give praises honestly, develop real expectations in line with ages of sportsmen, organize training which should be more varied per activities, and that every individual be more active create atmosphere which will reduce fear from testing of theirs skills. The coaches need to look on errors as normal part of process of learning and be full of encouragament.

The coach has to spread enthusiasm, good mood and positive thinking, which are transferring on children. It’s good to talk with them, listen all the time with smiling.

The coach can realize this with whole contents of work and dominating of features of style of its pedagogical action, but also with some intentional psycho-pedagogic based motivational actings.

**INSTEAD OF CONCLUSION**

For pedagogy of sport it’s important: “to emphasize that sport is educational sociable institution, full of games, and which the aim is physical and spiritual improvement of person.” (Kokovic, 2000). When we talk about this theme, instead of usual conclusion, it’s better and affective to give declaration of real examples of coach pedagogue, which trough work they have showed what means the coach and how can he leads some team on real way.

Branko Jankovic, the legend of ex-Yugoslavia, the handball coach, on question: What one coach has to have for being successful? he corresponded:

“The coaches have big responsibility. Sport is not just a feeling of competitor, but also of families, friends. For directing of development of child it can’t be useful just teacher or parent, but also the coach. The person who has humans values, organized abilities, abilities of leadership, that one can be successful coach. It’s not all on the paper and it can’t be all drawn.”

Radomir Antic, selector of serbian representation of football, says that successful coach, except tactics, has to know all his players. And that could be possible if he breathes as they do. To players you have to elicit respect, some dose of fear, but also feeling that you are friend and that you want to help all of them. It’s important to have the same aim. Good coach must know psyche of player and when, and how to behave to him. In the same time the coach is parent, teacher and pedagogue to all players. And that can’t be every body. (SportsJournal, 12.08.2009.)

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Спортскиот тренер како педагог

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(Сираучен йруд)

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Антаркт

Целата на йрудот е да се укаже колку е значајно за младиот спортисач дека йренерот јреба да биде добар Једадох. Нацикрби резултати во спортиот кое имаат оние спортисти чиј йренер, пред се, се одликува со добар Једадох Јисисиз. Работа на децата предстои за Јренерот - Једадох, бидејќи од самото почеток, е сведок за нивниот раси и развој. Воспитувањето е најширок Једадох Јисиси кој се однесува на формирање на личноста. За јомладиот власнин креатори на доцина, кој не е само инсиркуктор за Јокажување на спортиските знаења, туку пример на кој сакаат да самиш. Благодарение на Једадох за Јренерот-Једадох, си гледамо способноста да им ји Јенресува Јише знаења на доцина на лесен и разбислив начин, всадувајќи им љубов кон спортисти со кој се занимаваат. Јренерот има задача да ји мобилира доцина за занимавање со спорти, што ја ишто да им дава Јредност на идрееите, дружење, спортиската етика и фер-йле, и а Јййоа на вредности од добриот резултат. Со својата етика, Јренерот влијае врз Јоволожниа рабоитна аймосфера и добриот сообичок во Јрудицата на спортистите, што ја ишто Јакицици ја идентификација може да ји се одразува врз расиложеност и добриот резултат на спортисти.

Ключни зборови: ученици, воспитување, спортиска етика, фер-йле, спортиски знаења, награда, казна