

## PROFESSIONAL TRAINING OF THE COACH-SPECIALIST DEPENDING ON THE CURRENT REQUIREMENTS OF THE MODERN SPORT

BUFTEA VICTOR, BOEȘTEAN CONSTANTIN, GROSUL VALERIA

**Abstract:** *The high professional training of the specialist-coach at the present time is conditioned by the alert dynamics of modern sports at all Olympic events and has become a direct dependent of this phenomenon. Nowadays, the professional competence and the coach's ability to support the requirements of the athletes' training for the competition program are highlighted by the maximum possible and correct utilization of all the information and forms of training in all the directions that the respective sports event takes. Thus, the coordinates of the professional training of the coach propagate a clear definition of the training/education of the performance athlete, all of which are oriented towards the highest possible result. The professional training process itself, determined by its complex character, implies the functionality of a much more creative and well-defined instructional system. The structure of the specialist trainer's skills training program, at the present time, requires the clear expression of all knowledge actions, which should be able to subordinate the training schemes in order to develop and improve the full bio-psycho-motor potential of the athlete. In the context of the above, it should be mentioned that in front of higher education, in which the high professional training of the future specialist-coach takes place, the problem of developing and establishing modernist didactic strategies, which propel the realization of the set of educational standards and specialized objectives to obtain a high quality product. In this case, the educational unit, which educates a well-trained professional coach, must exercise all its instructional activities at an excellent level, aiming at the high degree of acquisition of pedagogical skills and the education of the highest possible sports mastery. The present study provides the determination of the set of skills characteristic of a high degree of professional training of the specialist-coach, which, being coupled and systematized on modules, would be able to complete the vast arsenal of knowledge of the subject for the most effective centralized training of the athlete. Certainly, such a classification can complete the specialist-coach's professional profile with those characteristics, which must necessarily be consistent with the needs of training athletes depending on the current requirements of modern sports.*

**Key Words:** *Professional Training, Modern Sport, Training Program, Specialist-Coach, Educational Standards*

## INTRODUCTION

### **Considerations regarding the teacher-didactic and managerial deontology of the coach**

The current trends of the professional training of coaching specialists in the Olympic sports trials are determined by the formation of the set of skills depending on the degree of complexity of the new content of the competition programs. This factor, as well as others, imposes radical changes on the general way of training the coach, depending on the permanent changes that take place in the competition program. In turn, those changes condition new strategic approaches in order to effectively train future champions [3], [11], [13].

At the same time, it should be noted that the basic training of the coaches' professionalism takes place within the university studies, both at the bachelor's cycle, as well as at the master's, doctorate, postdoctoral cycle.

That is why the educational unit, made up of teaching staff, researchers, auxiliary staff, technical staff, coaches, instructors, methodologists, psychologists, physiotherapists, nutritionists, choreographers, etc., will ensure a good professional training of the future specialists-coaches, if you have successfully achieved a series of goals such as:

- organizing and effectively conducting the training process;
- the development of the necessary documentary spectrum (manuals, university curricula, supports and course notes, methodological guides, monographs, theses, sheets, programs, plans, etc.), in accordance with the modern educational standards established by the specifics of the sports;
- establishing collaborative relationships with all subdivisions of the educational unit and other similar specialized centers in the country and abroad;
- orientation according to the modern concepts of the development of Olympic sports to intensively address all the objectives related to the training of highly qualified athletes for the respective field of activity;
- formation and development of values and skills based on knowledge;

- the training of highly qualified professional specialists, according to the study programs in a creative way, contributing to the intellectual and physical development of those who study;
- integration into fundamental and applied scientific research for the preparation and obtaining of a coach of a high professional competence.

It is certain that the problems of the training of coaches within the university studies target a series of characteristics of particular importance, which the teachers give to the role of perfection, rationalization and optimization of the professional training process. It is known that the high professional training of the coach is conditioned, in particular, by the formation of skills aimed at the aspects of the theoretical and practical bases of the practiced sports, the development of professional thinking, the formation of specific skills and abilities, the education of the spirit of active creativity of the personality of the future coach [1], [8], [10].

The very complexity of the disciplines included in the professional training program constitutes the basis of the professional training of the future specialist-coach. At the same time, the quality professional training of the future coach is conditioned by the high degree of development of pedagogical science, which has now become an objective and indispensable factor in the development of modern sports.

Although, the practical experience of many trials proves the necessity of dialectical interaction, of pedagogical theory with practice, lately systemic approaches to create conditions, within which the development of the phenomenon of ultra-intensive training of the athlete takes place. All this can exceed the limits of pedagogical science, however, in order to be able to return or establish a concordance between the degree of complexity of the competition programs and the degree of professional training of the coaching specialist according to the new conditions, contents and methodologies, are required complex formative approaches in order to simultaneously achieve this objective [2], [4], [9], [12].

Therefore, the issue of professional training of the specialist-coach in accordance with the current requirements of the development of modern sports becomes a necessity of the time and deserves special attention. This objective can be achieved in university conditions only by increasing, perfecting, elaborating, establishing, creating, identifying

and establishing the professional skills and other values that the modern coach must meet in order to successfully carry out the athlete's training program for major competitions.

Depending on this factor, this research presents a study of the possibilities of identifying the new professional competences of the coach which, elaborated and classified according to the modular principle (on modules) to provide synthesized and useful information in order to have a detailed knowledge of the opportunities for organization and efficient development of the training process, outlining here also the establishment of the balance between the professional training of the coach and the need to train the athlete according to the new training requirements depending on the degree of complexity/difficulty of the competition programs [3], [6], [10], [13].

The researches of many specialists [5], [7], [11] are of interest, who studied and argued both the multiplicity of knowledge, skills and professional skills necessary for the specialist-coach, as well as some technologies and methodologies for building their skills in the process of training.

[2], [4] and others found that the in-depth study of the new regulations, which after each four-year Olympic cycle is revised and supplemented with a series of changes, is not fully applied in the training of the future sports specialist-coach. At the same time, in most cases, the detailed study of the training of the athletes of the world's elite schools (both in the practiced sports discipline and in the Olympic sport in general) is not applied in order to know the new practices of the coaches in the process of training high-level athletes.

In special cases, it is found [8], [11] that the entire technological potential regarding the teaching of didactic material is not essentially used, the main new conceptual ideas are not highlighted and due importance is not given to both the order and succession of the acquisition of the material, as well as of relations with practice.

In addition, the last period, influenced by social conditions, also affecting the training process of the athletes (years 2019-2022), reveals significant non-conformities in the practical approach to training, as a result of which the level of training process of the athlete itself suffered in many of the Olympic events.

In this context, it should be noted that the professional training of coaching specialists at the present time requires the reconfiguration of the structure, volume and contents of the training programs, the improvement, optimization and rationalization of the training process so that the new technological approach to professional training ensures a concordance between the level of competence of the coaches and the ever-increasing demands of the competition conditions of the high-performance athletes.

[1], [2], [6], [9], remind about the particularly important role of the professional training of the future specialist-coach, namely from permanently renewed positions, always enriching his pedagogical mastery with the most detailed information, to be able to train and prepare athletes with a high degree of rigor in current conditions.

In this context, similar to the previous stages, training is determined by a series of characteristics: content, organization, methods. These factors interact differently on the athlete depending on his contribution to the acquisition of the material, the general degree of development and activity. All this can contribute to merging the coach's experience with the psycho-motor potential of the athletes, which can condition a perfect activity in the technical-tactical training of the future champions.

At the same time, in order to distinguish many particularities of the problems of professional training and the degree of mastery of the athlete, the elements of knowledge must be supplemented with new and various types of skills, which, depending on the new scenarios of the training process, to fully realize the training of the athlete at the highest levels.

For example, in the professional training of the trainer, a special role belongs to the attention and concentration of consciousness on the work of knowledge activity. Both these particularities, as well as the character, inclination, degree of physical development, memory, talent, endowment, etc., constitute the essential factors that contribute to the high level of professionalism.

Characterizing professional-pedagogical training as a determined association of several elements, the qualitative training of professional-pedagogical capacities depends on a series of particularities and instructional procedures:

- the essential ratio between the informative data presented by the study objects as a result of their interpretation and analysis, which will

contribute to the formation of correct ideas about the effective acquisition of didactic material;

- procedures for assessing and determining qualitative phenomena, which can become the guiding basis of the activity of effective training of intellectual skills;
- the presentation of the material in accordance with the general regulations, which leads to the correct acquisition of the concepts;
- formulation and selection of the most successful activity plans.

These procedures and conditions allow maximum possibilities of transforming the structure and content of the teaching material into new model situations. In this context, the association of different instructional procedures will ensure the success of training professional particularities.

It is known [2], [7] that the training process, which is the basis of the professional-pedagogical training of the future coach, constitutes a complete set of different dynamic systems. Thus, the organization and development of the instructional process must ensure the optimal transfer of the dynamic systems in an established programmed state and in the most convenient way. These conditions will enhance the process of training professional-pedagogical capacities and impose a wide variety of information aimed at the perfect acquisition of knowledge, skills and abilities.

The analytical position of this idea can allow the highlighting and appreciation of many skills characteristics of the finite training process for an exceptional coaching activity.

In all cases, it is necessary to extract the essential or the basic core, regarding the appropriation of the material. Obviously, these particularities must aim towards the integral formation of knowledge in accordance with the complete informative directions. In this order of ideas, it is necessary to correctly establish the competencies that determine the achievement of the purpose of the training, to appreciate the initial state of the teaching system, to have an adequate program and others.

The athlete's training program must precisely and concretely indicate the structure and content of the didactic material, so that they correspond to the requirements of the practice activity.

Following the qualitative results of the knowledge activity, the professional-pedagogical training may be accompanied by some changes or restructuring of the volume, content or structure of the training process. Some operations or forecasts can be carried out, which will give the possibility of establishing the typical particularities necessary for a high degree of training and development of professional capacities.

The researches of many specialists [4], [9] show that when training professional skills in future coaches, a mechanical acquisition of information is often observed. In order to avoid this phenomenon, the organization of an intensified system of conducting didactic activities based on their division into elements and stages is required. According to this, the laws of intensification will lead the instructional process to the effective acquisition of informative signals, methodical laws and other instructive features.

Based on the arguments presented, it should be noted that the training of today's coach requires adequate professional skills, so that the theories, ideas and legislations of the athlete's training can create a practical interpretation of the means, methods and methodologies of practice regarding the sure achievement of the goal.

## **METHODOLOGY**

**The purpose** of this study consists in synthesizing and classifying by modules the skills that are the basis of the high-quality professional training of future specialist-coaches in various sports depending on the trends of the rapid development of modern competitive sports according to new training criteria.

**The objectives** of the study reveal:

- the theoretical-conceptual argumentation of the professional training of specialist-coaches depending on the new training conditions of performance athletes;
- determining the spectrum of skills that a professional coach must possess depending on the current requirements of the development of modern sports;
- the division by modules of the skills that the coach must acquire during the professional training period, arguing and indicating the need to apply them in the multi-year sports activity.

**Methods:** analysis, argumentation, systematization, classification.

## RESULTS

The distribution of skills was carried out on 6 conventional modules, considered important through: updating, perfecting, reorganizing, redirecting and reformulating knowledge, skills and theoretical-practical skills of a general, managerial, reference order, skills related to the specifics of the discipline taught, sports skills and educational, which must be possessed by the modern professional trainer, so that all of these can be transmitted with maximum efficiency in the practice of the training process with the athletes.

### **Module 1:** General skills

These competencies aim to increase the degree of knowledge of information by the coaching specialist in general positions. Thus, the specialist-coach will be able to improve his competitive level by:

- explicit establishment of the objectives of the multi-year training process;
- the development of strategies, programs, plans and designs of sports training content for the trained discipline;
- continuous assessment of athletes' competence;
- evaluation of the athletes' physical, technical-tactical abilities, initiative and other commitments of their own creativity;
- systematic monitoring of the work discipline of the entire staff of the club, team, etc.;
- ensuring a quality infrastructure regarding the equipment of the sports edifice with equipment and technical equipment corresponding to the practiced test;
- assessment of the athlete's competitiveness in relation to the results of the training process;
- ensuring a feed-back (the effect of inverted relationships) between the ways of assessing the professional activity of the coach and the athletes;



- generating innovation in organizing and carrying out different types of activities;
- "quality" to represent the basic concept with which every ordinary training hour begins;
- ensuring self-evaluation and that of the athlete in accordance with the changes made in the competition regulations, as well as in accordance with some standards provided by the performance descriptors, which characterize the strong positions of today's specialist coach;
- ensuring self-evaluation and that of the athlete in accordance with other criteria and indicators presented by the coaching specialists of the world's elite schools in the taught discipline;
- -ensuring the concordance between the internal evaluation and that of the actual training situation of athletes according to new strategic, technological, specific approaches, etc.;
- establishing new synthesized methods of training process analysis;
- performing systematic controls with application of corrective measures and development of improvement proposals;
- the development of a matrix of the sports training activity with visualization in electronic format;
- identifying the optimal and constructive procedures for effective communication with athletes;
- establishing the responsibilities of all team members, counting towards an appropriate efficiency of the training activity.

## **Module 2: Managerial skills**

This type of competences mostly provides for the configuration, acquisition, possession, assimilation, realization, formation of the competences in accordance with some provisions of the educational strategies, of the current technologies and methodologies for approaching the competition programs, of the regulations and normative acts, of legislation in force, namely:

- monitoring of all training activities of the athletes in order to fully achieve the goal;
- fulfilling the leadership of the team, club, association, federation, etc. through the prism of the correct determination and full realization of the fundamental objectives, orienting the training activity towards competitiveness and performance, which will condition the integration into the circuit of professional values of the set of skills necessary for a contemporary professional;
- expanding the scientific research capacity for high multiaspectual training, as well as for achieving a high degree of professional qualification;
- establishing and intensifying inter- and intra-disciplinary relationships, which will cause systematic resonance in multi-aspect professional training;
- strengthening the didactic-scientific, technological, methodological and training positions, pursuing the maximum possible knowledge of the theoretical-methodological and practical bases of the taught sports discipline;
- increasing knowledge relationships and professional training based on direct and indirect study of psychological-pedagogical aspects;
- the promotion towards dominant strategic leadership with the sports activity that ensures the continuous training/accomplishment of the knowledge of the methodical methods and procedures of practice through a logical and selected operational structure of teaching-learning-evaluation in turn with the systematic approach to the programmed contents of the material of the taught sport;
- highlighting the coherence of the planning, programming and design of the knowledge activity system at any stage of the athletes' training and for each type of activity;

- modernizing the manners and styles of training/teaching in order to establish originality, according to which immediate recognition and insider knowledge of the didactic material is possible;
- ensuring the training process with theoretical-methodological and scientific-didactic elaborations and other normative documents on the basis of which it is possible to build a training process with maximum quality, precision and essence;
- highlighting a superior creativity of knowledge and attracting people with high professional capacity in order to form the coaching team, the technical staff, the collective of the club, the association, etc.;
- ensuring the independent activity of athletes by expanding the forms of exercise outside of training hours;
- organizing and conducting sports forums with active participation of team members;
- monitoring the training activity of the athletes, highlighting the weak sides and contributing constructively to the improvement of the detected situations;
- creating the documentary spectrum of the team/club and presenting the necessary documents in various courts in order to fulfill the orders and provisions of the institution's administration (specialized sports schools, clubs, associations, federations, etc.) on all activity subjects;
- respecting, developing and promoting the values regarding the training of athletes based on principles (the principle of quality, relevance, the right to think, social inclusion, the integrity of the educational spirit, transparency, etc.);
- intensifying the activity of specific commissions made up of club members (educational, quality assurance, disciplinary, professional ethics, auxiliary services, etc.);
- the permanent promotion of the policy of development of the taught sports, namely what is related to the implementation of an effective training process, in order to obtain a (sports) product, which interprets in

itself a high level of technical training, trained and prepared for the presentation of his potential in the reality of the contest and competition conditions;

- supporting and promoting the freedom of the academic spirit in order to correctly realize the definition of "sports coach", contributing through the permanent improvement of partnership programs with various people, while also enriching one's own arsenal of skills with new interactive training and education elements;
- ensuring a competitive educational offer that contributes to the improvement of programs with new, cutting-edge information;
- promoting the actions related to the acquisition of new techniques for the execution of exercises on various specialized devices and with special objects, installations, machines, trainers, thus contributing to the multi-aspectual training of future champions;
- improving the integration activities of the study subject, based on the correlation between objects and disciplines, as well as cooperation with other specialties and fields;
- supporting the ideas regarding the consolidation of training on a system basis, concretizing the stages and periods of the formation of high sports mastery in the time allocated according to the training plans;
- contributions to the education of the critical spirit in order to form and generate levels of sports, pedagogical, cultural, social, technical, scientific training, etc.;
- ensuring the transmission of knowledge to athletes by means of their activation in the specialized circles of research and innovation, as well as their participation in various examinations and experiments;
- managing sports training activities with children in specialized initiation and selection groups;
- participation in sports competitions organized at national, regional, European, world level;
- systematic monitoring of athletes' work discipline;

- daily evaluation of the quality in the training activity;
- evaluating the effectiveness of the training process, the results and the success of the athletes by applying the methods of analysis and argumentation, and in the necessary cases to intervene with the respective corrections and proposals for improvement;
- protecting the dignity of the team members, promoting sports ethics policies to preserve an excellent image of the team and the institution;
- the promotion of sports values by expanding collaboration with professional federations in the country and abroad;
- ensuring good functioning of equipment, inventory and sports equipment in order to achieve a high practical-technical training of athletes;
- preserving and developing good manners of conduct in order to establish higher levels of an exceptional culture, worthy of the requirements of modern sport.

### **Module 3: Reference competences**

The specialist-coach will know:

- the specific character of the sports taught;
- the conceptual boundaries, characteristics, role and educational functions of the specific exercise groups;
- the methodological and sanitary-hygienic requirements related to the field of trauma;
- forms and rules of linguistic description of physical exercises;
- the methodical principles of classification and elaboration of special exercise complexes;
- requirements, factors favoring physical, technical, tactical training, etc. and the methods of developing physical qualities;
- the general bases of the technique of the exercises/procedures.
- to operate with the specific terminology of the exercises;

- to perform various application exercises for the development of physical qualities: strength, resistance, dexterity, mobility and muscle elasticity, speed of execution;
- to develop and apply a model program of general and special physical training;
- to operate with various methods of developing physical qualities within the training lesson;
- to correctly demonstrate and explain in detail the technique of performing the exercises.

**Module 4: Competences and skills regarding the specifics of the sport discipline taught:**

The coaching specialist will be able to know and impart this knowledge and information to the athletes, namely:

- awareness of the importance of the sport they practice;
- the motivation to be included in a multi-annual and multi-diversified process of sports training;
- the practical application of the entire bio-psycho-motor potential of the training process;
- acquiring communication terminology in the training environment from the point of view of describing the execution technique, special exercises and other motor manifestation actions;
- the reformulation of the spectrum of personalized traits in athletes;
- the training of athletes in the set of qualities of a high degree of responsibility towards the in-depth study of chosen sports disciplines;
- educating a commitment to training according to the latest conditions for a long period of time;
- insistence on permanent training with the techniques of performing all the procedures, exercises and actions of the chosen sport;

- insistence on changing the regime of the day, the week, etc. depending on the time allocated to specialized sports training hours;
- adjusting all life activities to the sporting interest and the active way of manifestation in all created circumstances;
- the efficiency of using other sources of information, necessary for the deep and multiaspectual training of the physical, moral-psychological, anatomical-physiological qualities, etc., which characterize the practiced sports event;
- familiarization and knowledge of the range of normative acts (classification programs, competition regulations, specific requirements of the competition, etc.), which can condition certain regulations in the training activity;
- participation in the preparation of planning documents for the training program, recording and evaluation of sports results;
- the essentialization of the techniques for carrying out the exercises classified by certain categories (age, body weight, degree of difficulty, the structure of the technical procedures, etc.), which essentialize the progress of cursive, normative and efficient study of the information;
- appreciations through the analysis and critical evaluation of one's own sports training and training activity;
- attachment to the provision of pre-medical first aid when necessary during the training or competition process;
- highlighting the security rules in the process of intensive sports training;
- attachment to the use of diversified and modern means of physical exercise for the absorption towards education/development of all specific qualities;
- the development of individual characteristics in order to more operative and efficient assimilation of the practical training material;
- intervention with certain corrections in the training process, detecting the occurrence of mistakes and the effective way to remedy or remove them;

- the operability of establishing the relationships between the forms of execution of different movements conditioned by the specifics of the technique of performing the respective element/procedure.

### **Module 5: Competences and skills regarding sports activity:**

- the development and improvement of specialized programs for the practiced sports;
- classifying the contents of the training activity by sport categories;
- drafting the competition regulations for the participation of teams in various contests and sports forums;
- the rational management of advertising rights and the use of the image of the sports achievements of the champions both within the training and competitive activities;
- detailed knowledge of the training activity program and the annual and perspective competitive calendar;
- increasing the degree of sports mastery, which is a main motivation producing performance in athletes;
- the promotion of athletes who present real prospects for progress;
- increasing the competitive practice by organizing camps or contests, competitions;
- attracting children, teenagers and young people, who do not have medical prohibitions, to practice the taught sports test;
- evidence of the effectiveness of the training activity at each ordinary lesson;
- participation in operations to establish the financing method for the club's high-level activity;
- establishing a strict diet for athletes in accordance with the volume of muscular effort and energy expenditure;
- ensuring medical assistance, which is operative to provide first aid;



- the technical-material supply of the sports building with the best performing machines, specialized sports inventory, computerized equipment, etc.

### **Module 6: Competences and skills regarding the educational activity:**

The educational activity provides the approach of the following subjects:

- the freedom of the academic spirit in the context of the correct understanding of the definition coach - athlete;
- education to include the entire training activity by combining classic methods with specific ones;
- education to condition the consolidation of sports training programs;
- the educational spectrum to be enriched with new, coherent, necessary and attractive elements;
- diversification of training programs to be developed in joint partnership with other educational programs;
- organizing different types of meetings with guests (specialists in the field) from other centers and institutions;
- ensuring a competitive educational offer by perfecting training plans and programs, supplemented with up-to-date information;
- the flexibility of the degree of complexity of the didactic material related to the practical performance of physical actions and some techniques for performing exercises on special devices;
- ensuring a system of evaluation of the finalities that reflects the efficiency of the educational and research activity, that promotes the values and allows a hierarchy based on competences to encourage the performances in the course of training;
- improving the evaluation training system by organizing the activities of integration of the studied subject;
- starting the training activity that determines an orientation towards the aspect of training complex and specific practical skills;

- promotion by streamlining the organization of the individual and self-sufficient work of the sportsman for the revision and revival of the training method of sportsmanship;
- the training process will also be based on the integrated study system, the correlation between the technical-tactical components, as well as by including other similar features;
- the training of athletes with a high civic responsibility, who will actively participate in stopping the worsening of the population's health, promoting a healthy lifestyle.

## CONCLUSIONS

The competencies and skills described in the respective modules, formed by synthesizing, intensifying and amplifying the professional training process of the specialist-coach, will be able to lead to:

- ✓ knowledge of the system of concepts, notions, techniques and new training tactics, dictated by the current requirements of the training of high-performance athletes;
- ✓ knowledge of the trends and priority issues of modern sport;
- ✓ the ability to establish coherent objectives and their optimal utilization within a quality specialized sports training;
- ✓ increasing the capacity to identify organizational and managerial solutions;
- ✓ educating a much more creative, innovative, research and continuous training behavior;
- ✓ maintaining the ability to maintain the psychomotor skills of technical execution of the exercises and other procedures and actions specific to the taught sports event;
- ✓ increasing the ability to solve problems based on the interconnection of knowledge from different fields;
- ✓ intensifying the formation of communication and critical thinking skills, operative decision-making, the use of complex information;

- ✓ broadening the spectrum of skills in promoting and ensuring modern educational policies;
- ✓ strengthening the skills regarding ensuring continuity in the training of athletes;
- ✓ increasing responsibility towards the acquisition of new rules of conduct and aesthetic sense within the training process and participation in international competitions;
- ✓ increasing the pronounced degree of motivation for self-development and self-improvement, aimed at increasing the high cultural and professional level of the coach and athlete;
- ✓ improving communication skills during press conferences and televised recordings.

The selfless work of the entire club/team staff and the effective collaboration with the relevant federation or the relevant ministry will provide expected achievements in the noble mission of training new world-class champions.

## REFERENCES

1. Braniște G. „Specificity and contributory essence of the staged development of competences of didactic
2. planning of the future teachers of physical education”. În: Revista “Sport și societate”, Vol. 15, Issue 1, Iași,
3. 2015, p. 3-14. ISSN 2344-3693 <https://www.sportsisocietate.ro/articol/277>.
4. BUFTEA VICTOR „DIN PERSPECTIVA PREGĂTIRII PROFESIONALE A SPECIALISTULUI-ANTRENOR: TENDINȚE, PRINCIPII, LEGITĂȚI”. Probleme acmeologice în domeniul culturii fizice (Proiect instituțional). Mater. Conf. științ. Internaț, 7 decembrie, 2018. Ediția IV, USEFS, Chișinău, 2018. Pag.10-18. ISBN: 978-9975-131-67-4.
5. BUFTEA VICTOR „ASPECTE METODOLOGICE DE FORMARE PROFESIONALĂ A ANTRENORILOR ÎN PREGĂTIREA SPORTIVILOR DE PERFORMANȚĂ”. PROBLEME ACMEOLOGICE ÎN DOMENIUL CULTURII FIZICE (proiect instituțional), Materialele conferinței științifice internaționale; Ediția a 5-a. 6 decembrie, 2019. Chișinău, USEFS 2019 (Tipogr.,Valinex”, p. 5 – 10. ISBN 978-9975-131-78-0.
6. GRIMALSCHI T. „Previziuni pentru învățământul integronic în axiologia educației psihofizice”. Probleme acmeologice în domeniul culturii fizice (proiect instituțional). Materialele Conferinței Științifice Internaționale, 6 decembrie, 2019. Ediția V. Chișinău: Valinex, 2019, p. 33-37.

7. MÂNDĂCANU V. „Modelul personalității pedagogului în perspectiva educației moral – etice – spirituale”. În *Etica pedagogică praxiologiei*. Chișinău: Pontos, 2010, pp. 241, 267.
8. SOCOLIUC N., COJOCARU V. „Formarea competențelor pedagogice pentru cadrele didactice din învățământul universitar”. Chișinău: Cartea Moldovei, 2007.
9. STEPHANY BULL. „A înțelege conceptul de antrenament”. În *Psihologia sportului. Ghid pentru optimizarea parametrilor*. București: Editura trei, 2011, pp. 139, 167.
10. Manno, R. „Bazele teoretice ale antrenamentului sportiv”. In: *Sportul de performanta*, 1996, nr. 371-374, p. 199.
11. Manolachi, V. „Modernizarea structurii și conținutului procesului de antrenament feminin”. In : *Știința culturii fizice*. 2011, p. 33-38
12. Bompa T. „Periodization: theory and methodology of training”. Champaign, IL: Human Kinetics, 2009. 384 p.
13. Buftea V., Juravle M. „The power of being competent or competence as power”. In: *Trends and perspectives in physical culture and sports. International scientific conference. Suceava 26-27 mai 2016, 6-th edition*. Suceava: Publishing University of Suceava, 2016, p. 204-205.
14. Potop V. „Multi-annual training in performance artistic gymnastics”. In: *Ecological University of Bucharest, International Scientific Conference: Bren*, 2013, p. 191-197.
15. Платонов В. „Форсирование многолетней подготовки спортсменов и Юношеские Олимпийские игры”. In: *Наука в олимпийском спорте*, 2013, №2, с. 37-42.