



A NEW UNIVERSITY PARADIGM FOR INTERDISCIPLINARY TEACHING WITHIN THE FACULTY OF PHYSICAL EDUCATION AND SPORTS

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Theoretical.

The higher education paradigm should be defined as a conceptual unit aiming at solving new problems, without specific reference to the elements and structures which could be transferred from one unit to another and without modifying the application rules and methods for transmitting the new contents. These rules and methods shall then be gradually adjusted to new contexts.

In our opinion, the methodological paradigm related to the research on human motion needs a didactic structuring and systematization (division according to major issues) for the purpose of teaching to students the skills related to synthesis capacities, based on scientific discoveries leading to new ideas regarding human motion.

The new orientation shall ensure the ongoing training activity of students, according to the requirements of the present European higher education system.

MOTIVATION OF THIS THEMATIC APPROACH

The social, economic and political dynamic evolution tends to change the information society into a society based on general and complex knowledge. What is more, the Bologna process and its requirements regarding the restructuring of the higher education system becomes essential within the teaching activities, so that students can cover all 3 stages of university education and form the elite of the modern society.

In this context, the issue of restructuring the teaching system and didactic planning according to the new requirements targeting a rapid integration in the society becomes vital, regardless of the institutional form. It requires a new vision on training within the higher education system, which should comply with the new paradigm comprising the research on human motion as a compulsory subject to be studied within the university courses.

THE CONCEPT OF PARADIGM WITHIN THE HIGHER EDUCATION SYSTEM

The higher education paradigm should be defined as a conceptual unit aiming at solving new problems, without specific reference to the elements and structures which could be transferred from one unit to another and without modifying the application rules and methods for transmitting the new contents. These rules and methods shall then be gradually adjusted to new contexts.

This paradigm should be clearly understood as a matrix which unites and at the same time demarcates several groups of subjects by means of specific symbolic generalizations, values and ontological models with the purpose of developing and improving the knowledge of the material and spiritual world.

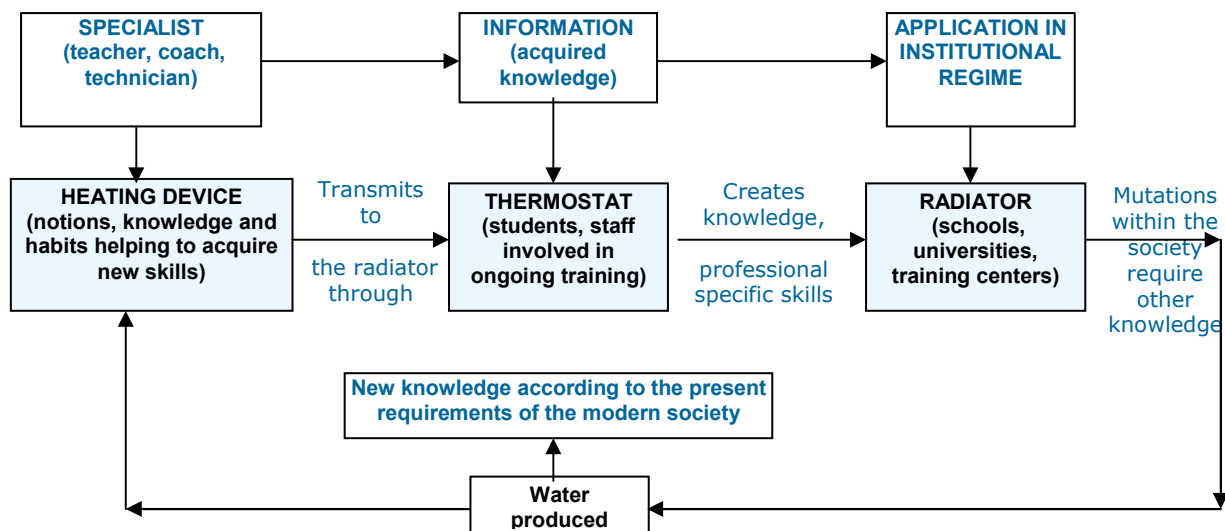
THE SUBJECT OF STUDY AS A SEGMENT OF THE EDUCATION SYSTEM

Starting from these ideas, we consider that each subject of study should be connected to an overall vision on the other subjects of study. Thus, information and knowledge are grounded on the previous acquired information and knowledge and at their turn they will represent the basis for further knowledge.

Moreover, we consider that the methodological paradigm of the research on human motion should be divided into main issues which will aim at teaching to students the skills related to synthesis capacities, based on

scientific discoveries leading to new ideas linked to human motion, starting from minimum knowledge nevertheless permanently connected to other subjects of study, according to the field of specialization and to the institutional form.

Metaphorically, from the institutional training perspective, this system could be compared to a simple heating water system.



All the elements of this simple system cannot function separately, they must always be interconnected and balanced.

Here is the principle of functioning :

The heating device is directed towards the radiator through the water circuit. The calories absorbed by the radiator's sides are conducted in the air through the thermostat and the water produced goes back to the heating device through the thermostat. Thus, the water is recycled.

It is interesting to notice that this particular system requires permanent adjustments by means of the corrective factors (the thermostat) in order to obtain a long-lasting functioning.

We have used this metaphoric presentation to stress the necessity of connections among all the objects of study and the importance of the teaching activity which is put into practice during the education act.

In our opinion, this is how a new distribution of the scientific knowledge in physical education and sports should look like, grounded on the general and specialized knowledge regarding the specific subjects of this field.

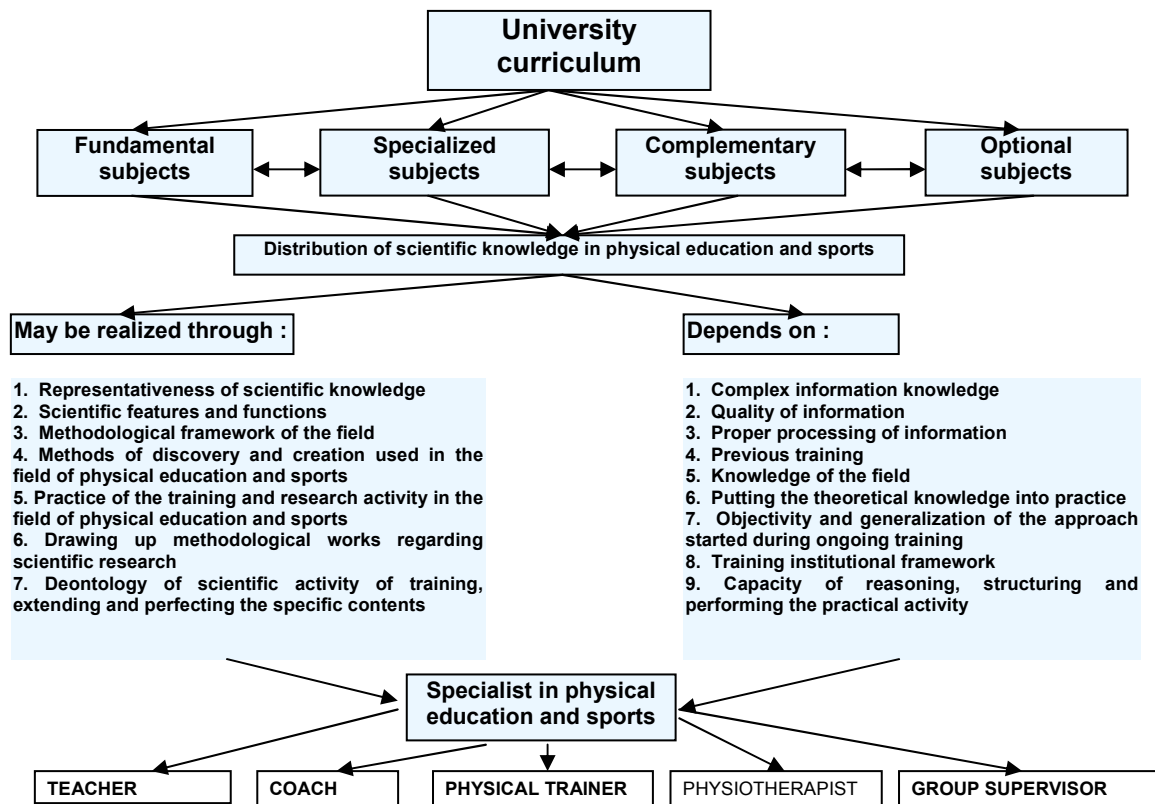
CONCLUSIONS

Based on the above presentation we should like to point out the necessity of creating a common identity regarding the interdisciplinary method of teaching, applied to all subjects included in the university curriculum for each education cycle.

The new orientation ensures the ongoing didactic activity of the students within the transferable credits system, as required by the present European higher education system.

This new strategy has the advantage of being more flexible and dynamic, thus more easily adjustable to the requirements regarding the rapid integration of the specialist on the international labour market.

A NEW PARADIGM OF THE SCIENTIFIC TEACHING ACT



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