

ATTITUDE OF TAEKWONDO COACHES TOWARDS COACHING WORK AND PEDAGOGICAL COMPETENCE

ODNOS TEKVONDO TRENERA PREMA TREnersKOM RADU I PEDAGOŠKOJ KOMPETENTNOSTI

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Abstract: The goal of this research was to examine the deeper meaning of the answers of taekwondo coaches about coaching work and pedagogical competence. The research sample was represented by 10 coaches of the Taekwondo Federation of Bosnia and Herzegovina. For this purpose, a qualitative research, in-depth interview technique, was carried out. In accordance with the specific research questions and qualitative coding methods, four areas and 11 categories with corresponding dimensions were separated in the final version of the code tree. Separated areas are attitude towards sportsmen who experience defeat, praise to sportsmen, forms of sportsmen's motivation and coach's attitude towards sportsmen with regard to the age and gender of sportsmen. Based on the responses of taekwondo coaches, it was found out that most coaches are dedicated to coaching work and that they recognize the importance of developing pedagogical competencies in coaching work.

Keywords: pedagogical ability, coaching qualification, beliefs of sports pedagogues.

Sažetak: Cilj ovog istraživanja bio je ispitivanje dubljeg značenja odgovora tekvondo trenera o trenerskom radu i pedagoškoj kompetentnosti. Uzorak istraživanja predstavljalo je 10 trenera Tekvondo saveza Bosne i Hercegovine. U tu svrhu realizovano je kvalitativno istraživanje, tehnika dubinskog intervjua. U skladu sa specifičnim istraživačkim pitanjima i kvalitativne metode kodiranja u finalnoj verziji kodnog stabla izdvojena su četiri područja i 11 kategorija sa pripadajućim dimenzijama. Izdvojena područja su: odnos prema sportistima koji doživljavaju poraz, pohvale sportistima, oblici motivacije sportista i odnos trenera prema sportistima s obzirom na uzrast i pol sportista. Na osnovu odgovora tekvondo trenera došlo se do saznanja da je većinski dio trenera posvećen trenerskom radu i da prepoznaju značaj razvijenosti pedagoških kompetencija u trenerskom radu.

Ključne riječi: pedagoška sposobnost, trenerska kvalifikovanost, uvjerenja sportskih pedagoga.

INTRODUCTION

Basic personnel in sports and bearers of sports training are coaches (Milanović et al., 2010). Playing sports, whether professional or recreational, is important for all people because sports activity is a predictor for a healthy life (Torbarina, 2011). When we talk about pedagogical competences, we can say that they refer to various types of abilities that a pedagogue, i.e. a sports coach, must possess in his work with children (Kostović - Vranješ & Ljubetić, 2008). Lepir (2021) states that the role of a sports coach has evolved over time and that it is more appropriate to speak of a coach as a sports pedagogue. A sports pedagogue car-

Uvod

Osnovni kadrovi u sportu i nosioci sportske pripreme su treneri (Milanović i sar., 2010). Bavljenje sportom, bilo profesionalno ili rekreativno od značaja je za sve ljude jer je sportska aktivnost prediktor za zdrav život (Torbarina, 2011). Kada govorimo o pedagoškim komeptencijama možemo reći da se one odnose na razne vrste sposobnosti koju pedagog tj. sportski trener mora da posjeduje u svome radu sa djecom (Kostović – Vranješ i Ljubetić, 2008). Lepir (2021) navodi da se uloga sportskog trenera vremenom evoluirala i da je primjerenije govoriti o treneru kao sportskom pedagogu. Sport-

ries with him many responsibilities which, according to Lepir (2021), completely go beyond sports competences.

A coach who possesses competencies in various aspects of pedagogical activity, a coach who thinks critically about himself and his training practice, and who changes and improves his behavior and creates a stimulating environment in the club, can expect that the sporting successes of young athletes will be at a high level (Grk, 2010). A good coach is not one who imitates reputable coaches, but one who knows and takes care of the characteristics of his team and develops a positive and warm atmosphere in the sports collective (Jovanović, 2015). It is learned that the role of the coach is of key importance for the overall psycho-physical development of the athlete and his achieved sports results. If the training process is repeated continuously and long enough (several months and years), there is a permanent strengthening of the defense function of the immune system (Booth, 2014).

The aim of this research is to describe and understand the way of coaching work and the development of pedagogical competences of taekwondo coaches. To realize the goal, we started from the fundamental research question: How do you treat athletes when they experience defeat? Based on the basic research question, specific research questions were derived: a) How often do you give praise to athletes? b) How do you motivate athletes? c) Is there a difference in your relationship based on the age of the athletes (younger/older athletes)? If there is, explain the difference! č) Is there a difference in your behavior in relation to the gender of the athlete (male/female)? If there is, explain the difference!

METHOD

Qualitative research was conducted at the work. In this way, data were obtained that are based on the personal opinions and attitude of taekwondo coaches towards coaching work and pedagogical competence. Through qualitative analysis, which entails in-depth description and interpretation of the investigated phenomenon, the experiences of the participants are arrived at, which reflect their perception of reality and the way they face it (Milas, 2009). The technique used in this research is an in-depth interview that has a high degree of spontaneity.

The goal of an in-depth interview is to get to know and understand the social reality, identify shortcomings, and understand the way people think or feel (Halmi, 2005). In this research, an in-depth interview was conducted as a type of individual conversation, i.e. individually with each of the deliberately chosen taekwondo coaches.

ski pedagog nosi sa sobom mnoge odgovornosti koje po mišljenju Lepira (2021) u potpunosti prevazilazi sportske kompetencije.

Trener koji posjeduje kompetencije u različitim aspektima pedagoškog djelovanja, trener koji kritički razmišlja o sebi i svojoj trenažnoj praksi, te mijenja i unapređuje svoja ponašanja i stvara podsticajno okruženje u klubu, može očekivati da će sportski uspjesi mladih sportista biti na visokom nivou (Grk, 2010). Dobar trener nije onaj koji imitira ugledne trenere, nego onaj koji poznaje i vodi računa o karakteristikama svoje ekipe i razvija pozitivnu i toplu atmosferu u sportskom kolektivu (Jovanović, 2015). Dolazi se do saznanja da je uloga trenera od ključnog značaja za cjelokupan psiho-fizički razvoj sportiste i njegove ostavarene sportske rezultate. Ukoliko se trenažni proces kontinuirano ponavlja i dovoljno dugo (više mjeseci i godina), dolazi do trajnog jačanja obrambene funkcije imunološkog sistema (Booth, 2014).

Cilj ovog istraživanja jeste opisati i razumijeti način trenerskog rada i razvijenost pedagoških kompetencija tekvondo trenera. Kako bi se cilj realizovao krenulo se od temeljnog istraživačkog pitanja: Kako se odnosite prema sportistima kada dožive poraz? Na osnovu temeljnog istraživačkog pitanja izvedena su specifična istraživačka pitanja: a) Koliko često pružate pohvale sportistima? b) Kako motivišete sportiste? c) Postoji li razlika u Vašem odnosu na osnovu uzrasta sportista (mlađi/stariji sportisti)? Ako postoji objasnite razliku! č) Postoji li razlika u Vašem ponašanju u odnosu pol sportiste (muško/žensko)? Ako postoji objasnite razliku!

METOD

U radu je sprovedeno kvalitativno istraživanje. Na taj način dobijeni su podaci koji su zasnovani na ličnim mišljenjima i odnosu tekvondo trenera prema trenerskom radu i pedagoškoj kompetentnosti. Putem kvalitativne analize koja podrazumijeva dubinsko opisivanje i tumačenje istraživane pojave, dolazi se do iskustava učesnika koja odražavaju njihovo viđenje stvarnosti i načina na koji se suočavaju sa njom (Milas, 2009). Tehnika koje se primjenjivala u ovom istraživanju je dubinski intervju koji ima visok stepen spontanosti.

Cilj dubinskog intevjua je upoznavanje i razumijevanje socijalne stvarnosti, utvrđivanje nedostataka i razumijevanje načina na koji ljudi razmišljaju ili osjećaju (Halmi, 2005). U ovom istraživanju dubinski intervju bio je sproveden kao vid individualnog razgovora, odnosno pojedinačno sa svakim od namjerno izabраниh tekvondo trenera.

A sample of respondents

The sample of this research was chosen from the population of taekwondo trainers in Bosnia and Herzegovina. The sample consists of a total of 10 coaches (men) out of 155 licensed taekwondo coaches. The average age of coaches is 41 years, while the length of coaching work ranges from 6 to 30 years.

INSTRUMENT

The "PIT" interview protocol for coaches is intended for individual and indirect examination of the opinions and attitudes of taekwondo coaches towards coaching work and the development of personal pedagogical competences. The protocol is composed of 6 previously defined research questions. The obtained data were processed through multiple recursive analysis (Braun and Clarke, 2006). This data analysis includes the following stages: 1. transcription, 2. coding, 3. analysis, 4. conclusion and 5. report writing.

RESULTS AND DISCUSSION

A code tree with associated areas, categories and dimensions was built using the qualitative coding method. In the final version of the code tree, four areas and 11 categories with corresponding dimensions are defined.

Uzorak ispitanika

Uzorak ovog istraživanja izabran je iz populacije tekvondo trenera Bosne i Hercegovine. Uzorak čini ukupno 10 trenera (muškaraca) od 155 licenciranih tekvondo trenera. Prosječna starost trenera je 41 godina, dok dužina trenerskog rada iznosi od 6 do 30 godina.

INSTRUMENT

Protokol intervjuja za trenere „PIT“ namijenjen je za individualno i indirektno ispitivanje mišljenja i odnosu tekvondo trenera prema trenerskom radu i razvijenosti ličnih pedagoških komepetencija. Protokol je sastavljen od 6 prethodno definisanih istraživačkih pitanja. Dobijeni podaci obrađeni su kroz višestruku rekurzivnu analizu (Braun and Clarke, 2006). Ova analiza podataka obuhvata sljedeće faze: 1. transkripciju, 2. kodiranje, 3. analizu, 4. zaključivanje i 5. pisanje izvještaja.

REZULTATI I DISKUSIJA

Kvalitativnom metodom kodiranja izgrađeno je kodno stablo sa pripadajućim područjima, kategorijama i dimenzijama. U finalnoj verziji kodnog stabla definisana su četiri područja i 11 kategorija sa pripadajućim dimenzijama.

Table 1. Code tree - The attitude of taekwondo coaches towards coaching work, pedagogical competence, and motivation for permanent education

AREAS	CATEGORIES	DIMENSIONS
1. Attitude towards sportsmen who experience defeat	1. Providing support sportsites 2. Pointing to mistakes of athletes 3. Organization more strenuous and additional training for athletes	<ul style="list-style-type: none"> • Coach as support • Complimenting sportsmen for their hard work and combativeness • Presenting constructive criticism to the athlete • Not accepting the athlete's efforts in case he is defeated
2. Praise to the athletes	4. Praise for effort, progress i discipline 5. Compliments addressed only to winners 6. Continuous praises	<ul style="list-style-type: none"> • Praise as a means of motivating the athlete for progress and raising self-confidence • Only the best athletes deserve praise • Continuous praise with the aim of immediate satisfaction of children and parents
3. Forms of sportsmen's motivation	7. Intrinsic motives as means motivation sportsman 8. Extrinsic motives as means motivation sportsman	<ul style="list-style-type: none"> • Transmitting love for sports and a healthy lifestyle • Motivating athletes through praise, advice and constructive criticism • Motivating older athletes by transferring responsibility • Motivating athletes through the organization of joint trips and socializing • Motivational means of every athlete: medals, trophies, plaque or cash prizes
4. The coach's attitude towards the athletes with regard to the age and gender of the athletes	9. Clear difference with regard to gender athletes 10. There is no difference in relative to gender athletes 11. Clear difference in relative to age athletes	<ul style="list-style-type: none"> • A gentler and more careful attitude towards girls • There is no gender difference in combat sports • Establishing a precise difference in relation to age

Tabela 1. Kodno stablo – Odnos tekvondo trenera prema trenerskom radu, pedagoškoj kompetentnosti i motivaciji za permanentnim obrazovanjem

PODRUČJA	KATEGORIJE	DIMENZIJE
1. Odnos prema sportistima koji doživljavaju poraz	1. Pružanje podrške sportsitima 2. Ukazivanje na greške sportistima 3. Organizacija napornijih i dodatnih treninga sportistima	<ul style="list-style-type: none"> • Trener kao podrška • Pružanje pohvale sportistima za trud i borbenost • Izlaganje konstruktivnih kritika sportisti • Neprihvatanje truda sportiste u slučaju da je poražen
2. Pohvale sportistima	4. Pohvale za trud, napredak i disciplinu 5. Pohvale upućene samo pobjednicima 6. Kontinuirane pohvale	<ul style="list-style-type: none"> • Pohvala kao sredstvo motivisanja sportiste za napredak i podizanja samopouzdanja • Samo najbolji sportisti zaslužuju pohvale • Kontinuirane pohvale s ciljem trenutnog zadovoljstva djece i roditelja
3. Oblici motivacije sportista	7. Intrinzični motivi kao sredstvo motivisanja sportista 8. Ektrinzični motivi kao sredstvo motivisanja sportista	<ul style="list-style-type: none"> • Prenošnje ljubavi prema sportu i zdravom načinu života • Motivisanje sportista kroz pohvale, savjete i konstruktivne kritike • Motivisanje starijih sportista kroz prenošenje odgovornosti • Motivisanje sportista kroz organizaciju zajedničkih putovanja i druženja • Motivaciona sredstva svakog sportiste: medalje, pehari, plaket ili novčane nagrade
4. Odnos trenera prema sportistima s obzirom na uzrast i pol sportista	9. Jasna razlika s obzirom na pol sportiste 10. Nema razlike u odnosu na pol sportiste 11. Jasna razlika u odnosu na uzrast sportiste	<ul style="list-style-type: none"> • Nježniji i oprezniji odnos prema devojkicama • U borilačkim sportovima ne postoji razlika u odnosu na pol • Postavljanje precizne razlike u odnosu na uzrast

In accordance with the specific research questions and the qualitative method of coding, the defined areas, categories, and dimensions of the taekwondo coach's relationship with coaching work and pedagogical competence are tabulated.

1. Attitude towards sportsmen who experience defeat

The first area in this research is the attitude towards sportsmen who experience defeat. Based on the answers of 10 taekwondo coaches of the defined area, the following categories were selected:

Providing support to sportsites

Through a logical analysis of the answers received, all 10 coaches state that they provide some form of support to athletes after a defeat. The coach must be aware that his attitude and attitude towards the team is more important than the attitude of any individual because his main function is teaching and leadership (Nović & Čančarević, 2015).

[T1] "It depends on the athlete himself. Sometimes it is enough to hug the child, to tell him that he was fine. Sometimes it's best to let the competitor cool down and point out mistakes later."

U skladu sa specifičnim istraživačkim pitanjima i kvalitativnom metodom kodiranja tabelarno su prikazana definisana područja, kategorije i dimenzije odnosa tekvondo trenera o trenerskom radu i pedagoškoj kompetentnosti.

1. Odnos prema sportistima koji doživljavaju poraz

Prvo područje u ovome istraživanju je odnos prema sportistima koji doživljavaju poraz. Na osnovu odgovora 10 tekvondo trenera definisanog područja izdvojene su sljedeće kategorije:

Pružanje podrške sportsitima

Kroz logičku analizu dobijenih odgovora svih 10 trenera navodi da sportistima nakon poraza pružaju neki vid podrške. Trener mora biti svjestan da je njegov stav i odnos prema ekipi važniji od stava bilo kojeg pojedinca jer je njegova glavna funkcija podučavanje i vođstvo (Nović & Čančarević, 2015).

[T1] „Zavisio od samog sportiste. Nekad je dijete dovoljno zagrliti, reći mu da je bilo dobro. Nekad je najbolje pustiti takmičara da se ohladi, a kasnije ukazati na greške.”

O'Neil conducted research on the value of emotional intelligence in elite sports and creating an emotional bond between coaches and athletes as much as possible. Empathy and support is useful in many ways for the motivation of athletes, the progress of athletes and the establishment of a healthy social environment. For coaches who spread a positive emotional atmosphere and understand the moods of athletes, the author believes that they can achieve effective sports activity (O'Neil, 2011).

Pointing out mistakes to athletes

In the answers received, all coaches stated that they point out mistakes to athletes after a defeat.

[T4]: Competitors must be aware of mistakes made. Through work and persistence, I can improve my technique.”

[T8]: “Defeat is an integral part of sport. They have to learn to deal with failure.”

In communication, it often happens that the participants misunderstand each other, so the coach must take care of the way of communication with the athlete (Knjaz et al., 2010).

Organization of harder and additional training for athletes

Out of the total sample of taekwondo coaches examined, two coaches stated that they organize harder and additional training for athletes who experience defeat in the competition.

[T2] “If he lost the fight, he didn't train enough. Harder training awaits them”.

Although the intensity of training should be adjusted to the capabilities and abilities of the athlete himself, additional training in this case may represent a form of punishment for athletes and not a means of advancement.

2. Praise to the athletes

Another determined area refers to the provision of praise to sportsmen. In this area, taekwondo coaches have given various answers, which in some cases coincide but also differ completely. The defined categories of this area are:

Praise for effort, progress and discipline

Through the analysis of the responses, it was observed that the coaches praise the athletes for their progress and discipline. Out of 10 coaches, three coaches point out that in the process of giving praise to athletes, it is important that the praise be realistic and given at an adequate time, without exaggeration.

[T1] “I give praise when athletes deserve it. When I see effort, persistence, progress...”

[T7] “I try to be moderate and realistic in praise”.

O'Neil je sproveo istraživanje o vrijednostima emocionalne inteligencije u vrhunskom sportu i stvaranju emocionalne veze između trenera i sportista što se može. Empatija i podrška je višestruko korisna za motivaciju sportista, napredak sportiste i uspostavljanja zdravog socijalnog okruženja. Za trenere koji šire pozitivnu emocionalnu atmosferu i razumiju raspoloženja sportista autor smatra da mogu da ostvare učinkovitu sportsku aktivnost (O'Neil, 2011).

Ukazivanje na greške sportistima

U dobijenim odgovorima svi treneri su naveli da sportistima nakon poraza ukazuju na greške.

[T4]: Takmičari moraju biti svjesni napravljenih grešaka. Kroz rad i upornost mogu poboljšati svoju tehniku.”

[T8]: „Poraz je sastavni dio sporta. Moraju naučiti da se nose sa neuspjehom.”

U komunikaciji se često događa da se učesnici krivo razumiju zato trener mora voditi računa o načinu komunikacije sa sportistom (Knjaz i sar., 2010).

Organizacija napornijih i dodatnih treninga sportistima

Od ukupnog uzorka ispitanih tekvondo trenera, dva trenera su navela da za sportiste koji dožive poraz na takmičenju organizuju napornije i dodatne treninge.

[T2] „Ako je izgubio borbu nije dovoljno trenirao. Čekaju ih naporniji treninzi”.

Iako bi se intenzitet treninga trebao uskladiti sa mogućnostima i sposobnostima samog sportiste, dodatni treninzi u ovom slučaju za sportiste mogu predstavljati vid kazne i ne predstavljati sredstvo za napredovanje.

2. Pohvale sportistima

Drugo determinisano područje se odnosi na pružanje pohvale sportistima. U ovome području tekvondo treneri su dali raznovrsne odgovore koji se u pojedinim slučajevima poklapaju ali i u potpunosti razlikuju. Definisane kategorije ovoga područja su:

Pohvale za trud, napredak i disciplinu

Kroz analizu odgovora uočeno je da treneri sportiste pohvaljuju za napredak i disciplinu. Od 10 trenera tri trenera ističu da je u procesu pružanja pohvale sportistima važno da pohvala bude realna i pružena u adekvatno vrijeme, bez pretjerivanja.

[T1] „Pohvale pružam kada su sportisti to zaslužili. Kada uočim trud, upornost, napredak...”

[T7] „Trudim se da budem umjeren i realan u po-

Through the encouragement of young sportsmen and recognition for the effort and work invested, the true happiness of sportsmen during training is created (Juul, 2013).

Compliments addressed only to the winners

Out of 10 coaches, one coach points out that he praises athletes only if they emerge from the fight as winners.

[T2] “They are praised when they win, but I know that I can always do better.”

Continuous praise

During the logical analysis of the answers, it was observed that two coaches continuously praised the athletes.

[T3] “Always, even when they are not the best, it is important to praise children and boost their confidence.”

[T6] “Constantly, both children and parents love it.”

In the answer of coach six, it can be said that praise is partly used for manipulative purposes, which can certainly leave negative consequences for parents and athletes.

3. Forms of sportsmen’s motivation

In this area, we talk about the way to motivate taekwondo athletes based on the actions of their coaches. In modern sports, which are developing more and more every year, the level of physical fitness among athletes is increasing (Katanić et al., 2020). Accordingly, it is necessary for the coach to use adequate forms of motivation. Through the answers of taekwondo coaches in this area, the following categories can be distinguished:

Intrinsic motives as a means of motivating athletes

Intrinsic motivation is motivation towards a specific activity that is a purpose (Lepir, 2021). In the research conducted by Alić et al. (2021) on a sample of students from the University “Džemal Bijedić” in Mostar, the factor of motivation in the implementation of sports and recreational activities was examined. The results indicate that out of the total number, 26% of the respondents are mostly motivated by love for a particular sport. Love for sport is classified as intrinsic motives, and the above is closely related to the results obtained by taekwondo coaches in the defined category.

[T8] “I try to make children like sports. I hope that individual children will acquire that love for taekwondo as well”.

[T5] “When you love sports, you are always in sports. Love for sports makes life healthier, forms positive life habits and disciplines”.

The goal of the activities is in themselves before they are a means to achieve the goal” (Deci, 1975). Through

hvalama”.

Kroz ohrabriranje mladih sportista i priznanje za uloženi trud i rad, nastaje i istinska sreća sportista pri treniranju (Juul, 2013).

Pohvale upućene samo pobjednicima

Od 10 trenera, jedan trener ističe da sportistima pruža pohvalu jedino ako iz borbe izađu kao pobjednici.

[T2] „Pohvaljeni su kada pobjede ali kod mene se zna da uvijek može bolje.“

Kontinuirane pohvale

Tokom logičke analize odgovora uočeno je da dva trenera pružaju kontinuirane pohvale sportistima.

[T3] „Uvijek, i kada nisu najbolji djecu je važno pohvaliti i dizati im samopouzdanje.”

[T6] „Stalno, to vole i djeca i roditelji.“

U odgovoru trenera šest može se reći da se pohvala djelomično koristi i u manipulativne svrhe što svakako može da ostavlja negativne posljedice na roditelje i sportiste.

3. Oblici motivacije sportista

U ovom području govori se o načinu motivisanja tekvondo sportista na osnovu postupanja njihovih trenera. U savremenom sportu koji se razvija iz godine u godinu sve više, nivo fizičke spremne među sportistima se povećava (Katanić i sar., 2020). Shodno tome potrebno je da trener koristi adekvatne oblike motivacije. Kroz odgovore tekvondo trenera u ovom području mogu se izdvojiti sljedeće kategorije:

Intrinzični motivi kao sredstvo motivisanja sportista

Intrinzična motivacija je motivisanost prema određenoj aktivnosti koja se sama po sebi svrha (Lepir, 2021). U istraživanju koju je sprovedi Alić i sar. (2021) na uzorku studenata Univerziteta “Džemal Bijedić” u Mostaru ispitan je faktor motivacije u realizaciji sportsko-rekreativnih aktivnosti. Rezultati ukazuju da od ukupnog broja, 26% ispitanika najviše motiviše ljubav prema određenom sportu. Ljubav prema sportu svrstava se u intrinzične motive, a navedeno je u uskoj vezi sa dobijenim odgoorima tekvondo trenera u definisanoj kategoriji.

[T8] „Trudim se da djeca zavole sport. Nadam se da će pojedina djeca steći tu ljubav i prema tekvondou”.

[T5] „Kada zavoliš sport uvijek si u sportu. Ljubav prema sportu čini život zdravijim, formira pozitivne životne navike i discipline”.

Cilj aktivnosti je u njima samima prije nego što su

the conversation with the coaches, it was concluded that they agree that it is important for children to love sports, to play sports in their free time, to live a healthy life.

Extrinsic motives as a means of motivating athletes

All 10 coaches cite numerous extrinsic motives as a means of motivating athletes. Through the process of logical analysis of the answers, the following stand out the most: medals, cups, money and friendship. In the aforementioned research, the results indicate that the motive for physical exercise is reflected in the respondents' desire to improve their health, physical appearance and friendship (Alić et al., 2021).

[T10] "I try to praise them, so that they are aware of their progress... Children are certainly motivated by won medals and cups".

[T8] "Praise means a lot in sports, as do achieved results."

It can be concluded that the forms of motivation of sportsmen are numerous, and that intrinsic and extrinsic motives complement each other, in some cases even overlap, but are also completely different. Learning occurs when an individual is in the mood for training and when his positive emotions encourage him to do so (Chabot & Chabot, 2009).

4. The coach's attitude towards the athletes regarding the age and gender of the athletes

The last area is based on the attitude of the coach towards the athletes regarding age and gender. The programmed training process in relation to the characteristics of the athletes contributes to better physical fitness of the athletes themselves (Milić et al., 2020). In this area, 3 categories were distinguished through the answers of taekwondo coaches.

A clear difference in relation to the age of the athlete

Through the analysis of the received answers, it can be concluded that all coaches emphasize a clear difference in their attitude towards younger and older athletes. You should keep in mind that there are certain differences between children in the pace of growth and development (Mikić et al., 2016). Training sessions are organized for younger athletes in which they learn through play, while older athletes are approached more seriously and systematically in setting clear goals and progress of the athlete himself. Older athletes are ready to put up with greater training requirements, fitness exercises become specific for a certain sport, and their intensity increases with the aim of improving the level of competitive performance (Bompa, et al., 2012). Taekwondo coaches are of a similar opinion to the above, which can be

one sredstvo za postizanje cilja" (Deci, 1975). Kroz razgovor sa trenerima zaključeno je da se slažu da je važno da djeca zavole sport, da se bave sportom u slobodno vrijeme, da žive zdrav život.

Ektrinzični motivi kao sredstvo motivisanja sportista

Svih 10 trenera navode mnogobrojne ektrinzične motive kao sredstvo motivisanja sportista. Kroz proces logičke analize odgovora najviše se ističu: medalje, pehari, novac i prijateljstvo. U prethodno navedenom istraživanju rezultati ukazuju da se motiv za fizičko vježbanje ogleda u želji ispitanika za poboljšanjem zdravlja, fizičkog izgleda i prijateljstvu (Alić i sar., 2021).

[T10] „Trudim se da ih pohvalim, da oni budu svjesni svoga napretka... Djecu svakako motivišu i osvojene medalje i pehari“.

[T8] „Pohvale mnogo znače u sportu, kao i ostvareni rezultati“.

Može se zaključiti da su oblici motivacije sportista mnogobrojni, a da se intrinzički i ektrinzički motivi nadopunjavaju, u pojedinim slučajevima i preklapaju ali isto tako i u potpunosti razlikuju. Učenje se događa kada je pojedinac raspoložen za trening i kada ga na to podstiču njegove pozitivne emocije (Chabot & Chabot, 2009).

4. Odnos trenera prema sportistima s obzirom na uzrast i pol sportista

Posljednje područje je zasnovano na odnosu trenera prema sportistima s obzirom na uzrast i pol. Programirani trenažni proces u odnosu na karakteristike sportista doprinosi boljoj fizičkoj spremnosti samih sportista (Milić i sar., 2020). U ovom području kroz odgovore tekvondo trenera izdvojene su 3 kategorije.

Jasna razlika u odnosu na uzrast sportiste

Kroz analizu dobijenih odgovora može se zaključiti da svi treneri ističu jasnu razliku u njihovom odnosu prema mlađim i prema starijim sportistima. Teba imati u vidu da postoje određene razlike između djece u tempu rasta i razvoja (Mikić i sar., 2016). Mlađim sportistima organizuju se treninzi u kojim oni uče kroz igru, dok se sa starijim sportistima pristupa ozbiljnije i sistematičnije u postavljanju jasnih ciljeva i napretka samog sportiste. Stariji sportisti su spremni podnijeti veće zahtjeve treninga, kondicijske vježbe postaju specifične za određenu sportsku granu, a njihov se intenzitet povećava s ciljem poboljšanja nivoa takmičarske uspješnosti (Bompa, et al., 2012). Tekvondo treneri su sličnog mišljenja sa navedenim što može da se

concluded in the interpretation of the answers received.

[T7] "The organization and goals are adjusted to the age of the athletes. Older people train more seriously, with children the goal is to develop love for sports, responsibility".

[T10] "Athletes are divided into groups. This means that the structure of the training depends on their age, their abilities, their goals..."

Pedagogical activities of coaches aimed at working with older adolescents and adults should consist of an adequate rest period, the creation of a training process based on the principles of deliberate practice and assessment of physical and tactical skills in a safe environment (Côte' et al., 2014).

A clear difference considering the gender of the athlete

Most coaches point out that there is a clear difference regarding the gender of the athlete. The differences mainly relate to the personal relationship of the coach towards the female athletes. The organization of the training process is in most cases the same for all athletes.

[T6] "I am more attentive to girls; I always point out that they are easier to work with."

[T9] "There is a difference, I am gentler with girls. Children must be aware that they are practicing contact sports."

Through a logical analysis of the received answers, it was possible to conclude that 8 coaches point out a clear difference in relation to the gender of the athlete, but that these differences are very small and do not relate to the way the training process is organized, but mainly to their personal attitude and caution.

There is no difference in relation to the gender of the athlete

Analyzing the answers, it was concluded that two coaches state that there is no difference in the organization and structure of training when the gender of the athlete is taken into account.

[T7] "Boy, girl, there is no big difference, they are all fighters".

Through the training process, athletes should be provided with optimal conditions for growth and development in accordance with their psycho-physical abilities and thus reduce the possibility of injuries or the risk of today's diseases (Bajrić et al., 2021).

CONCLUSION

The data obtained through this research indicate that most taekwondo coaches have developed pedagogical competences and that through their own coaching work they mostly leave a positive impact on the psycho-physical

zaključci u interpretaciji dobijenih odgovora.

[T7] „Organizacija ali i ciljevi se prilagođavaju uzrastu sportista. Sa starijima se ozbiljnije trenira, kod djece je cilj da se razvije ljubav prema sportu, odgovornost”.

[T10] „Sportisti su podijeljeni u grupe. To znači da struktura treninga zavisi od njihovog uzrasta, njihovih sposobnosti, ciljeva...”

Pedagoško djelovanje trenera usmjereno na rad sa starijim adolescentima i odraslim treba da se sastoji od adekvatnog perioda za odmor, kreiranje trenažnog procesa zasnovanog na principima namjerne prakse i procjene fizičke i taktičke vještine u sigurnom okruženju (Côte' et al., 2014).

Jasna razlika s obzirom na pol sportiste

Većina trenera ističe da postoji jasna razlika s obzirom na pol sportiste. Razlike se uglavnom odnose na lični odnos trenera prema ženskim sportistima. Organizaciju trenažnog procesa je u većini slučajeva ista za sve sportiste.

[T6] „Prema curicama sam pažljiviji, uvijek ističem da se sa njima lakše radi.“

[T9] „Postoji razlika, ja sam prema djevojčicama nježniji Djeca ipak moraju biti svjesna da treniraju sport sa kontaktom.”

Kroz logičku analizu dobijenih odgovora moglo se zaključiti da 8 trenera ističe jasno razliku u odnosu na pol sportiste ali da su te razlike veoma male i da se ne odnose na način organizacije trenažnog procesa nego uglavom na njihov lični odnos i opreznost.

Nema razlike u odnosu na pol sportiste

Analizom dobijenih odgovora zaključeno je da dva trenera navode da nema razlike u organizaciji i strukturi treninga kada se uzme u obzir pol sportiste.

[T7] „Dječak, djevojčica, ne postoji neka velika razlika, to su svi borci“.

Sportistima bi se kroz trenažni proces trebao osigurati optimalni uslovi za rast i razvoj u skladu sa njihovim psiho-fizičkim sposobnostima i na taj način smanjiti mogućnost povreda ili rizika od bolesti današnjice (Bajrić i sar., 2021).

ZAKLJUČAK

Podaci dobijeni ovim istraživanjem ukazuju da većina tekvondo trenera ima razvijene pedagoške kompetencije i da kroz sebi sopstven trenerski rad uglavnom ostavljaju pozitivan uticaj na psiho-fizički razvoj sportista. Sportski treneri imaju važnu ulogu u sportskom

development of athletes. Sports coaches play an important role in the sports development of athletes. In addition to influencing the sports development and the achievement of the full potential of their athletes, coaches are often great role models for their athletes (Beljan, 2022). By appreciating the child's personality through the training process, the individual characteristics of the child, the trainer creates a sense of security and trust and therefore significantly influences the progress and complete development of the child (Đedović et al., 2021). Cooperation between teammates and coaches is an important element in the process of socialization and development of psycho-physical competencies (Goričanec-Obadić, 2015). The importance of the coach's pedagogical competence is reflected in the questioning of personal actions and the desire for continuous improvement and lifelong training (Računica, 2020).

Every coach should strive to develop his competences with new knowledge through constant learning and sports and pedagogical training. Sports pedagogues should be dynamic, self-initiative, love their work, sport and strive for professional progress and their personal development, because the same requires sacrifice and time. Lifelong learning must be the guiding principle of education, as well as the basis for the development of individuals and social connection. Adult education includes requalifications, requalifications, professional training and other activities related to lifelong learning. Access to this education is not limited regardless of age (Uremević and Tatarević, 2020).

Pedagogical training of coaches is impossible without knowing some of the basic pedagogical principles. The term principle is of Latin origin. It refers to a general and basic rule, starting point or guideline in work (Potkonjak, 1993). The principles derive from the essence of the teaching, or in this case, the essence of the training process. The principles are derived based on the analysis of practice, based on the demands of society and the development of pedagogical science. Therefore, the principles are changing and developing (Babić-Kekez and Tasić, 2012). There are different approaches in classifying pedagogical principles. In some cases, individual principles are stated separately from each other, while in other cases, the principles are combined. For example, the principle of scientificity and the principle of positive orientation of all activities can be constituted and explained as special pedagogical principles or in some cases they are constituted and unified as one principle (Trnavac and Đorđević, 2010). There are different classifications of the principles of education in pedagogy textbooks, and in one of them the following are stated as general principles of educational work: (1) the principle of scientific basis and positive educational orientation of all activities, (2) the principle of conscious activity, (3)

razvoju sportista. Osim uticaja na sportski razvoj i postizanje punih potencijala svojih sportista, treneri su često i veliki životni uzori svojim sportistima (Beljan, 2022). Uvažavanjem dječje ličnosti kroz trenažni proces, individualnih karakteristika djeteta trener stvara osjećaj sigurnosti i povjerenja i samim tim značajno utiče na napredak i kompletni dječji razvoj (Đedović i sar., 2021). Saradnja između sportista i trenera bitan je element u procesu socijalizacije i razvoja psiho-fizičkih kompetencija (Goričanec-Obadić, 2015). Važnost trenerove pedagoške kompetentnosti ogleda se u preispitivanju ličnih postupaka i želje za kontinuiranim poboljšanjem i cjeloživotnim usavršavanjem (Računica, 2020).

Svaki trener treba da teži da razvija svoje kompetentnosti sa novim znanjima kroz stalno učenje i sportsko i pedagoško usavršavanje. Sportski pedagozi trebaju biti dinamični, samoinicijativni, voljeti svoj posao, sport i težiti ka profesionalnom napretku i svom ličnom razvoju jer isto zahtjeva odricanje i vrijeme. Cjeloživotno učenje mora biti vodeći princip obrazovanja, kao i temelj za razvoj pojedinaca i društvene povezanosti. Obrazovanje odraslih obuhvata prekvalifikacije, dokvalifikacije, profesionalnu obuku i ostale aktivnosti koje su vezane za doživotno učenje. Pristup ovom obrazovanju nije ograničen bez obzira na godine života (Uremević i Tatarević, 2020).

Pedagoško usavršavanje trenera je nemoguće bez poznavanja nekih od osnovnih pedagoških principa. Termin *princip* je latinskog porijekla. Odnosi se na opšte i osnovno pravilo, polazište ili smjernicu u radu (Potkonjak, 1993). Principi proizilaze iz suštine nastave, odnosno u ovom slučaju suštine trenažnog procesa. Principi se izvode na osnovu analize prakse, na osnovu zahtjeva društva i razvijenosti pedagoške nauke. Prema tome, principi su promjenljivi i razvojni (Babić-Kekez i Tasić, 2012). Postoje različiti pristupi u razvrstavanju pedagoških principa. U nekim slučajevima pojedini principi se navode odvojeno jedan od drugog, dok se u nekim slučajevima principi objedinjavaju. Na primjer, princip naučnosti i princip pozitivne usmjerenosti svih aktivnosti može se konstituisati i obrazložiti kao posebni pedagoški principi ili se u nekim slučajevima konstituiše i objedinjuje kao jedan princip (Trnavac i Đorđević, 2010). Postoje različita razvrstavanja principa vaspitanja u udžbenicima pedagogije, a u jednom od njih kao opšti principi vaspitnog rada navedeni su sljedeći: (1) princip naučne zasnovanosti i pozitivne vaspitne usmjerenosti svih aktivnosti, (2) princip svjesne aktivnosti, (3) princip humanosti i demokratičnosti vaspitanja, (4), princip individualizacije i socijalizacije u vaspitanju i (5) princip

the principle of humanity and democracy of education , (4), the principle of individualization and socialization in education and (5) the principle of the unified action of all factors in education (Antonijević, 2014).

The principle of scientific basis and positive educational orientation focuses on the positive attitude of the personality towards its environment and its ability to manifest its life potentials in a scientific and research way. The educational focus of all content, practical activities and methodical procedures should put science and its achievements on a progressive level (Bandjur and Potkonjak, 1999). Consciously acquiring knowledge means understanding its essence and being active means acquiring knowledge and mentally processing it through practical application. The teacher, i.e. the coach, should guide the children and use stimulating tasks to make them reach the desired conclusions and progress on their own (Milutinović, 2008). The essence of humanistic education and democracy can be expressed through the identification of the needs of students, through encouraging independence, active involvement in collaborative relationships, through training for assuming responsibility, through self-actualization and through emotional education. In humanistic education based in this way, the goal is always an emancipated personality (Mikanović, 2015). The principle of individualization and socialization refers to the ability of a teacher or coach to consider the possibilities, abilities, knowledge and skills of each child individually in organizing adequate tasks for progress and encouraging a positive atmosphere and empathy of the entire team (Rot, 2010). Based on the above, it can be said that the entire education must be directed towards achieving a goal that is unique, and this reflects the principle of the unique action of all factors in education. The principles cannot always apply to all concrete problems and cannot replace the creative work and activity of the trainer. The number of possible concrete situations is so diverse that it is not possible to look for and expect answers for every single case from didactic theory and didactic-pedagogical principles (Bjelica & Bilic, 2008).

One of the advantages of this research is a detailed description and the possibility of understanding the attitudes of taekwondo coaches, while the limitation of this research may be that direct observation of experts in coaching work at competitions or the training process is excluded. Based on the above, it can be concluded that external observation in subsequent research would contribute to a more complete and objective presentation of coaching work. Considering the sample of coaches, we cannot generalize the data obtained, but they helped us gain a more concrete insight into the coaching work and the pedagogical competences of taekwondo coaches.

jedinstvenog djelovanja svih činilaca u vaspitanju (Antonijević, 2014).

Princip naučne zasnovanosti i pozitivne vaspitne usmjerenosti fokus stavlja na pozitivan stav ličnosti prema svome okruženju i njenoj osposobljenosti da na naučno-istraživački način ispoljava svoje životne potencijale. Vaspitna usmjerenost svih sadržaja, praktičnih aktivnosti i metodičkih postupaka treba da nauku i njena dostignuća stavi na progresivan nivo (Bandur i Potkonjak, 1999). Svjesno usvojiti znanje znači shvatiti njegovu suštinu, a biti aktivan znači usvajati znanja i misaono ih preradivati kroz praktičnu primjenu. Nastavnik, tj. trener treba da usmjerava djecu i podsticajnim zadacima ih navodi da sami dolaze do traženih zaključaka i napretka (Milutinović, 2008). Suština humanističkog vaspitanja i demokracije može se iskazati kroz identifikaciju potreba vaspitanika, kroz podsticanje samostalnosti, aktivno uključivanje u saradničke odnose, kroz osposobljavanje za preuzimanje odgovornosti, kroz samoaktualizuju i kroz emocionalno vaspitanje. U ovako zasnovanom humanističkom vaspitanju cilj je uvijek emancipovana i ličnost (Mikanović, 2015). Princip individualizacije i socijalizacije se odnosi na sposobnost nastavnika ili trenera da uzima u obzir mogućnosti, sposobnosti, znanja i vještine svakog djeteta pojedinačno u organizaciji adekvatnih zadataka za napredak i podsticanje pozitivne atmosfere i empatičnosti cijelog kolektiva (Rot, 2010). Na osnovu navedenog može se reći da čitavo vaspitanje mora biti usmjereno ka ostvarivanju cilja koji je jedinstven, a u tome se ogleda i princip jedinstvenog djelovanja svih činilaca u vaspitanju. Principi se ne mogu uvijek odnositi na sve konkretne probleme i ne mogu zamijeniti stvaralački rad i aktivnost trenera. Broj mogućih konkretnih situacija je raznovrstan da od didaktičke teorije i didaktičko-pedagoških principa nije moguće tražiti i očekivati odgovore za svaki pojedinačni slučaj (Bjelica and Bilic, 2008).

Jedno od prednosti ovog istraživanja jeste detaljan opis i mogućnost razumijevanja stavova tekvondo trenera, dok ograničenje ovog istraživanja može predstavljati to što je isključeno direktno posmatranje eksperta u trenerski rad na takmičenjima ili trenažnom procesu. Na osnovu navedenoga može se zaključiti da bi spoljno posmatranje u narednim istraživanjima doprinijelo potpunijem i objektivnijem prikazu trenerskog rada. S obzirom na uzorak trenera dobijene podatke ne možemo široko postaviti ali isti su nam pomogli da steknemo konkretniji uvid u trenerski rad i pedagoške kompetencije tekvondo trenera.

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