

## INFORMATION SUPPORT FOR THE TRAINING OF EXPERTS IN PHYSICAL EDUCATION AND SPORTS

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**Abstracts.** *In the time period we are in, any event experienced on earth can cause a chaos that can affect the whole world in a short time. In a world where the level of interaction between people and societies is very high, the crisis situations experienced have started to become longer lasting and costly every passing day. For this reason, acting in the way that the time requires, being in a constant state of development and keeping themselves up to date have become important issues for every person in today's conditions. In order for societies to continue their existence, they must find correct and effective solutions to global problems such as chaos and crises experienced worldwide. For this reason, their adaptation to the changing conditions after the crisis depends on the lessons they learn and the experiences they gain during the crisis. In this context, if we consider the phenomenon of sports as an effective communication channel between people; a crisis situation that may occur here can easily affect individuals, communities and countries. In fact, it can even turn into a global crisis as a result of the active use of communication tools. The main purpose of this study is to investigate the scientific and informational support of the vocational training of experts in crisis conditions.*

**Keywords:** *Crisis, Vocational Education, Physical Culture, Sports*

**Анотація.** *У наш час будь-яка подія, що відбувається на землі, може спричинити хаос, який за короткий час може охопити весь світ. У світі, де рівень взаємодії між людьми і суспільствами дуже високий, кризові ситуації, що виникають, з кожним днем стають все більш тривалими і дорогими. З цієї причини діяти так, як цього вимагає час, перебувати в постійному розвитку та бути в курсі подій стає важливими питаннями для кожної людини в сучасних*

умовах. Для того, щоб суспільство продовжувало своє існування, воно повинно знаходити правильні та ефективні рішення глобальних проблем, таких як хаос і кризи, які спостерігаються в усьому світі. З цієї причини їхня адаптація до мінливих умов після кризи залежить від уроків, які вони засвоюють, і досвіду, який вони отримують під час кризи. У цьому контексті, якщо ми розглянемо феномен спорту як ефективний канал комунікації між людьми, кризова ситуація, яка може виникнути тут, може легко вплинути на окремих людей, громади та країни. Фактично, вона може навіть перетворитися на глобальну кризу внаслідок активного використання інструментів комунікації. Основною метою цього дослідження є вивчення науково-інформаційного забезпечення професійної підготовки фахівців у кризових умовах.

**Ключові слова:** криза, професійна освіта, фізична культура, спорт

*Introduction.* Societies are in constant change and this change is not limited to development. Along with development, negative changes also occur and negative changes bring certain problems with them. Education, the education system and education programs, which constitute the main point of these two variables, play an important role in resisting these problems and solving these problems. The process of individual inclusion in society is provided by educational activities that are in a sense equivalent to the application of education programs and education should both reflect and meet the expectations and needs of the society. Education operates with an appropriate philosophy or philosophies that take into account the differences of the individuals that make up the society and respond to their needs. Schools or education-focused organizations that bring society and education together form their vision and mission in accordance with the structure of the society. Education-focused organizations should achieve their goals with the strategies they determine and should determine possible foreseen or unforeseen problems that may arise as a crisis and develop solutions. A crisis situation that can arise at any time is especially the case in case of unforeseen problems. The existing solutions may not be sufficient against these crisis situations that may arise due to human, natural or other reasons and it may be necessary to turn to new regulations. In order to make the arrangements effective and to

realize the learning and teaching process in accordance with its purpose, it is necessary to proceed in the light of an educational program that needs to be created or synthesized. Therefore, an educational program that is suitable for a crisis situation will provide the ability to absorb, prevent the negative situations of the crisis situation or to continue the learning and teaching process with the least loss.

The element of the educational program that is most affected by crisis situations is educational situations. Educational and teaching technologies, physical environment and facilities, and learning and teaching approaches, styles, models, theories, strategies, principles, methods and techniques, which in a way constitute the combination of educational situations, should be reorganized flexibly according to the crisis situation. The educational situations element of the educational program overlaps with the process dimension of the educational system, which has the feature of an open system. Therefore, in crisis situations, the process of the educational system and the educational situations of the educational program should be restructured according to the changing crisis conditions.

*Crisis Overview.* When a comprehensive literature review is conducted, the concept of “crisis” is encountered with many different definitions. Although different definitions are made by different authors depending on the situation and time, crisis is generally defined as a situation that threatens the high-level goals of an organization, sometimes endangers its life, requires immediate response, and creates tension, where the organization’s current crisis prediction and prevention mechanisms are inadequate (Nardalı and Çivi, 2004). According to Okumuş (2003), «Crisis is defined as events that occur suddenly as a result of unexpected changes in the internal or external environments of businesses, and threaten the activities, physical and financial status, future and employees of the business physically and mentally, and require urgent action».

In another expression found in the literature, «Crisis; It is defined as the situation of not being able to collect up-to-date information that distresses the organization and managers, not being able to establish healthy communication, not being able to eliminate communication barriers and ultimately not being able to perform managerial and organizational activities sufficiently». (Dinçer, 2019).

As seen above, although the concept of Crisis has been defined in different ways in the literature, in order for a situation that occurs due to internal or external reasons outside the control of the business or organization to be evaluated as a crisis, the situation in question must have certain characteristics.

*The characteristics of a crisis can be listed as follows (Aykaç, 2001):*

- occurrence of unexpected developments – Since the crisis situation cannot be predicted in advance, non-routine situations can be encountered in the internal functioning and work carried out;
- inadequacy of prevention mechanisms – The relevant department within the organization cannot notice the crisis process early and cannot carry out crisis prevention activities on time;
- the crisis threatens the purpose and existence of the organization – It can disrupt the course and continuity of the organization and deviate from the organizational goals;
- lack of sufficient information and time to implement measures to prevent the crisis – The information obtained regarding the event that caused the crisis is unreliable, uncertainties persist, and the lack of time required to implement the solutions suggested to overcome the crisis;
- creating tension in organizational management – Since the leader or the executive group that makes the decision is primarily responsible for the decisions made during the crisis intervention, the management of these decisions may become stressed.

*Factors Causing Crisis.* The reasons causing a crisis are divided into two as environmental factors and organizational factors.

*Environmental (External) Factors:* These are macro factors outside the business. They can affect the existence of many businesses and organizations by taking control of the entire country and even the world at the same time. Rapid changes in environmental factors require businesses to adapt to these changes quickly. The problem of adaptation prepares the ground for a crisis. Falling behind the change, in other words, every moment of delay causes the severity of the crisis to increase (Asunakutlu, et al., 2003). Economic conditions, social conditions, technological conditions, cultural conditions, political conditions, legal conditions, natural conditions,

ecological conditions, market conditions and competitive conditions, international relations, unions and financial sanctions (Yücel, 2014).

*Organizational (Internal) Factors:* There is no doubt that changes in the external environment play a major role in organizations facing crises. However, rather than the external environment not being able to maintain a stable balance and constantly changing, the organization's weak ability to adapt to these changes causes a crisis. In this respect, it would not be wrong to say that crises in organizations arise from internal environmental deficiencies (organizational factors) and failures (Asunakutlu, et al., 2003). For example, management style and characteristics, size of the organization, departmentalization, information flow, past events and experiences, beliefs, attitudes, demographic structures, universal life perceptions of institutions and organizations (Yücel, 2014).

*Crisis Management.* Crisis management, on the other hand, is not the prevention of a crisis or the limitation of its consequences, but the management of the reactions to be shown when a crisis occurs (Akdağ, 2005). In other words, crisis management involves identifying the crisis and its causes, analyzing them, implementing the necessary precautions, predicting future crises based on these, implementing previously prepared plans when crises occur, and taking precautions against the crisis (Okumuş, 2003).

Crisis management has its own unique features that are different from the classical management approach. The main purpose of crisis management is to create organizations that can foresee crises, distinguish their types, take precautions against crises, learn new things from them in many areas, and recover as quickly as possible (Akdağ, 2005).

*Crisis Management in Sports.* Today, sports management is a part of general management. Sports management can become functional by basically applying the aims, characteristics and methods of general management in the field of sports. Its primary purpose is to determine how all sports activities and organizations should be managed in a contemporary, scientific and functional way and to be able to put these determinations into practice. In other words, sports management is related to activities aimed at achieving decisions and goals related to the field of sports (Donuk, 2005). Sports management should be considered as a sub-branch of management science. In this

respect, it covers many common points with management science. However, sports management has to take into account the characteristics of the field of sports in practice. Therefore, while sports management benefits from the principles and methods of general management on the one hand, it has to create a unique structure within the framework of the relations between the athlete-manager, athlete-sport organization and sports organizations and society by taking into account the characteristics of the field of sports on the other hand (Ekici, et al., 2002).

More than one definition has been made regarding sports management in the literature based on the definitions of general management. According to Basim and Argan (2006), sports management is defined in its simplest and shortest way as «the science and art of directing and managing human and material resources in line with the objectives of the sports organization and organization». In another definition, “Sports Management” can be defined as the art of making decisions and implementing the decisions taken so that the organization or organization established for sports can use its physical and human resources in the most effective and efficient way in line with the determined objectives and the specific characteristics of sports (Sunay, 2020).

Sports management and its principles, which are an important branch of sports science, are handled and evaluated within a scientific understanding. As in every field, the implementation of services and activities in the field of sports and achieving the objectives in line with the principles reveal the necessity of sports management (Bayter et al., 2014).

Sports management can also show an inseparable integrity with public administration since it takes the “human” phenomenon to its center. However, sports management also has some unique characteristics. In addition, technological skills, computer use, data recording and analysis are very important in contemporary sports management (Basim and Argan, 2006). Being able to use and market internet-based technology, manage social media channels and use all of these in a fan or customer-oriented manner can be symbols of an effective management approach. Crisis management in sports has become increasingly important in recent years. Financial, administrative, administrative, economic and similar issues are the

main reasons for the emergence of crisis management in sports (Dinçer, 2019). In cases where a crisis occurs, managing the process successfully, minimizing its effects and overcoming the crisis with the least damage, and even making interventions that can turn crisis situations into opportunities will require effective crisis management in sports. Today, organizations that successfully overcome crisis processes can turn this situation into the opposite and turn it into a situation of benefit in case of loss.

- *Causes of Crisis in Sports Activities.*
- *Management deficiencies in organizations.*
- *Economic problems.*
- *Match-fixing processes.*
- *Legal – illegal betting games.*
- *Use of banned substances – doping.*
- *Sponsor shortages.*
- *Athlete – coach – manager disagreements.*
- *Global problems (war, epidemics, economic fluctuations, etc.).*
- *Loss of prestige.*
- *Violation of privacy.*

When the above reasons are considered, it is understood that the reasons that lead to crises in sports are not one-sided. Crisis situations encountered in sports organizations can be overcome by simultaneously managing the elements of athletes, technical teams, spectators (fans), and managers. For these reasons, the establishment of precautionary mechanisms and plans against crises in sports organizations and good management of the process in case of a crisis situation can be called crisis management in sports (Kaplan, 2020).

The changes and developments taking place in the world affect sports organizations, organizations, and stakeholders positively or negatively. Since each sports organization has different characteristics, even if they are repeated activities; since the time, facilities, responsible persons and competitors, weather conditions will be different each time, a higher level of effort and expertise should be allocated in the planning phase compared to routine work, because detailed planning is required in such organizations (Devecioğlu, 2003).

*Vocational Education in the Context of Crisis in Sports.* Although physical education is a fundamental component of the primary and

secondary school curriculum as a discipline, physical education and sports teachers may experience some difficulties, such as not being taken into consideration and not receiving sufficient support (Whipp et al., 2007).

Physical education and sports teachers are constantly engaged in physical activity as a requirement of their job, and this perception may cause them to be burdened with additional tasks that require physical activity in addition to their main job. The teaching branch, which is the most important part of the education system, is still of great importance today. People who choose the teaching profession are expected to have a sufficient level of sensitivity towards the students they will constantly deal with. This sensitivity is related to the individual characteristics of individuals and significantly affects their mental health. Because the teaching branch is not a profession where the job is based solely on financial means. Teachers continue this branch in order to achieve psychosocial satisfaction and development. It is necessary to have certain factors in order to complete oneself in the teaching branch. The most important of these factors is motivation. Individuals need to gain sufficient motivation to achieve their goals, needs and instincts. This motivation that is gained enables people to successfully complete their professions. Accordingly, motivation defines the reasons behind people's behaviors. Motivated behaviors are energetic, focused and permanent (Amrai et al., 2011). Motivation can be defined as an impulse or a specific action or behavior (Brouse et al., 2010). The concept of basic motivation is considered in terms of personnel working in an organization, institution or business. Professional motivation is a psychological process in which the efforts and behaviors of people working anywhere are shown and performed in order to achieve a specific task or job goal or to achieve moral and material rewards. In this process, it is seen that the actions of individuals are closely related to ethical values. In this context, if we consider the concept of ethics; ethics examines the moral problems in the personal and social lives of people. The concept of ethics has been addressed in a more comprehensive manner and ethics has been defined as «the theory of moral principles, the discipline of philosophy, which struggles to realize a certain ideal of life, criticizes or even condemns the life of the society of which it is a member and the age, replaces the existing

series of values with alternative values, clearly defines the rules of life, in short, gives meaning to life» (Cevizci, 2002). The ethical behaviors of the teaching profession include behaviors such as professionalism, justice in service, responsibility, providing a healthy and safe environment, equality, honesty, non-corruption, impartiality, truthfulness and trust, respect, professional commitment and continuous development, and effective use of resources. The main purpose of education is to provide qualified manpower using education. A qualified person who has developed himself both spiritually and physically is also a person who has competence in terms of establishing social relationships in the society he spends time with. In this sense, the importance of sports in raising qualified people cannot be denied (Kızılet, 2018). On the other hand, physical education and sports lessons have an important place in the development of students' basic and special motor skills and in students' philosophy of an active and healthy lifestyle. One of the elements that complete the importance of physical education lessons is physical education and sports teachers. Another teaching branch that has great importance for society, physical education and sports teaching, has high professional motivation and professional ethical behaviors, which are some of the elements that reveal positive differences within the profession.

Conclusion. The main purpose of preventing crises should be to prevent a crisis before it starts or to be able to get away from the situation with the least damage by establishing control and prevention mechanisms. Realistic and systematic planning is required to cope with crises. Considering the requirements for predictive, realistic and rapid intervention against any crisis situation, a smart management with both scientific knowledge and administrative experience emerges in order to resolve the situation when faced with such situations. A management approach that embraces the crisis situation as a whole from beginning to end should be exhibited by using methods appropriate to the requirements of the age. In addition, it has been observed that institutions and organizations with an entrepreneurial spirit perform better in stagnant periods followed by crises. This situation indicates that organizations with an entrepreneurial identity have a higher probability of survival in times of crisis and show high growth rates and employment creation rates

in the recovery phase after the crisis. Crisis management, which is included in management science, is considered to be the most necessary management approach in the management of sports clubs. Due to the threats originating from internal and external elements and the destructive effects of the crisis, managers' skills in overcoming the crisis are of vital importance. Proper crisis management minimizes the negative effects of a risky situation or increases its positive effects.

The team managers who will intervene in crisis situations should also be selected from personnel who are competent in their fields, have high communication skills, can analyze well and can quickly put decisions into practice. If managers do not have these management skills, they may make wrong decisions or implement the given decisions incorrectly, which may cause the crisis within the organization to grow or even cause the organization to cease to exist. Depending on the hierarchy within the organization, the subordinate-superior relationship should not be seen as a pressure element, but as teamwork. The more positive the harmony between the manager and the manager, the less damage the crisis will leave on the organization. On the other hand, crisis situations should not always be seen as negative, destructive, and exhausting processes. Various opportunities can be created from crisis situations with organizational renewals and innovative changes to be made in the organization's goals. After the crisis, organizations look for new markets and new organizations. They try to increase the lost customer-supporter loyalty with business partners and new service lines where they can find a new starting point. Sports management is also a sub-branch of general management. The emergence of sports management as a research branch was triggered by the development of professional sports, especially in North America. One of the first journals interested in this field was the Journal of Sport Management, which has been publishing articles since 1987. Social media activities represent an alternative “life” style in a way. It can offer people facts such as learning, shopping, communication, recreation, and entertainment through a different platform. Many famous athletes, coaches, and sports organizations have used social media and alternative media formats to communicate differently from traditional media and communication channels in this unusual time. In addition,

the phenomenon of social media, which is widely used by individuals, institutions, and organizations today, has also played an important role in crisis management. Crisis situations managed through social media, if managed well, can also be effective in increasing the prestige of individuals, organizations, and organizations on a global scale.

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*Здоров'я та освіта XXI століття / Health and Education XXI*

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
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МІЖНАРОДНА АКАДЕМІЯ КУЛЬТУРИ БЕЗПЕКИ, ЕКОЛОГІЇ  
ТА ЗДОРОВ'Я



**НАУКОВО-ІНФОРМАЦІЙНИЙ СУПРОВІД  
ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
В КРИЗОВИХ УМОВАХ /  
SCIENTIFIC AND INFORMATIONAL SUPPORT  
OF PROFESSIONAL TRAINING OF SPECIALISTS  
IN CRISIS CONDITIONS**

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Збірник репрезентує авторські матеріали, представлені в рамках проведення II науково-практичного семінару з міжнародною участю «Науково-інформаційний супровід професійної підготовки фахівців в кризових умовах», які органічно розкривають різні аспекти окресленої проблематики.

Матеріали стануть у нагоді науковим, науково-педагогічним, педагогічним, медичним працівникам, фахівцям в галузі фізичної культури і спорту, здобувачам усіх рівнів вищої освіти, учителям-практикам і керівникам закладів освіти.

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