

TOPICS IN SPORT

Danica Piršl

Faculty of Sport and Physical Education, Niš, Serbia
Phone: +381642622350, E-Mail: danicapirsl@gmail.com

Abstract. *The book entitled Topics in Sport authored by Danica Pirsl, lecturer in sports sciences ESP, is the second textbook in the area of sport and physical education published by the Faculty of sport and physical education, Nis, Serbia to meet the needs of the ESP in sport and sport sciences related fields. Some important data : it was published in 2016, ISBN: 978-86-87249-79-0, pp. 225.*

Key words: *sport, physical education, textbook, sports sciences*

1. INTRODUCTION

The book has seven chapters. It was created out of the need for the pertinent material to offer to physical education and sports sciences students at the University of Nis, Serbia. However, the book has also aroused the interest, the same as the first book, and is now being considered for the use in all levels of study in Bosnia and Herzegovina.

2. CHAPTERS

Chapter 1 deals with **Skill Acquisition**. This module examines the phases of motor skill development and the importance of fundamental movement patterns. It also gives classification of motor skills and explains how motor skills are learned, and clarifies factors affecting skill acquisition. Open skills are performed in conditions where: the surrounding environment is constantly changing and generally unpredictable, there is uncertainty about what to do and when to do it, and there is a limited time to make decisions and produce the actions required of a skilled performance. Closed skills are performed in environments which are highly predictable, where: the athlete is able to plan what to do and how to do it in advance, the athlete does not have the same pressure of time that is associated with open skills, the demands and requirements of the activity are known in advance of the performance, and the athlete's attention is directed totally towards the production of the desired movement pattern. Effective coaching strategies for developing motor skills are introduced.

Chapter 2 deals with **Science in Coaching**. Coaches can use their understanding of a constraints-led approach to manipulate key factors that underpin performance to provide effective coaching programmes. The science in coaching module first provides one with key knowledge for each of the sport science disciplines, before concluding by looking at

the key principles of skill acquisition to show one how the constraints-led approach enhances coaching practices. Coaching is often described as an 'art', but effective coaching requires the coach to design a program that is based on a sound scientific knowledge base. For those who aim to be sport scientists, a typical sport science course includes separate papers in areas such as anthropometry, biomechanics, nutrition, physiology and sport psychology.

Chapter 3 deals with **Extreme Sports**. When trying to explain the surge in popularity of extreme sports, the impact of role models portrayed in the media has to be considered. Extreme championship wrestling, ESPN's X-games, and NBC's gravity games are all big hits, and all are jam-packed with high energy ads. The extreme programming and advertisements spill over into other time slots so that viewers, listeners, and readers are never far away from an extreme film clip, sound bite, or picture. The volume of extreme sporting and non-sporting programming contributes to the increased participation in adventure sports. Following is investigated: To what extent is the wish for an ultimate experience a normal part of contemporary society? To what extent do extreme sports fulfill this kind of need in our society? What is the responsibility or role of the consumer of such spectacles? Are some people genetically predisposed to reckless behavior? Do certain personality types naturally seek out risks more than others or do they learn to like the reactions of their bodies to danger? Is the rush of extreme sports a physiological, instinctive, or even addictive response?

Chapter 4 deals with **Sport Governance**. It identifies the unique characteristics of organizational governance for corporate and non-profit sport organizations; differentiates the various models and theories of governance relevant to sport organizations; investigates the role of boards, staff, volunteers, members and stakeholder groups in governing sport organizations; reveals some of the challenges facing managers and volunteers involved in the governance of sport organizations; and identifies and helps understand the drivers of change in governance systems within sport organizations. It provides a list of seven key principles for good organizational governance in sport organizations: Transparency – ensuring the organization has clear procedures for resource allocation, reporting and decision-making; Accountability – sports organizations need to be accountable to all their stakeholders; Democracy – all stakeholder groups should be able to be represented in the governance structure; Responsibility – the board has to be responsible for the organization and demonstrate ethical stewardship in carrying out that responsibility; Equity – all stakeholder groups should be treated equitably; Efficiency – process improvements should be undertaken to ensure the organization is making the best use of its resources; and Effectiveness – the board should establish and monitor measures of performance in a strategic manner.

Subchapter 4.1. deals with **Olympism** – a universal social philosophy: Olympism as a social philosophy which emphasizes the role of sport in world development, international understanding, peaceful co-existence, and social and moral education. De Coubertin views, towards the end of the nineteenth century, that sport was about to become a major growth point in popular culture - and as physical activity, was apparently universal, providing a means of contact and communication across cultures. A universal philosophy's relevance to everyone, regardless of nation, race, gender, social class, religion or ideology, the Olympic movement as a coherent universal representation of itself, a concept of Olympism as a range of values to which each nation can sincerely commit itself whilst at the same time finding for the general idea a

form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future.

Subchapter 4.2. deals with **How to attract sports readers' audience** and gives samples of workout programmes and different sports marketing industry advertisements. It provides guidance as to proper exercising, nutrition and later job finding in sports industry.

Chapter 5 deals with **Sports Glossaries** and provides extensive glossaries in **Football, Basketball, Soccer, Nordic skiing, Gymnastics, Martial Arts.**

Chapter 6 deals with **Types of essays.** It gives interesting topics for essay writing in sports sciences: Should players taking drugs be given life ban or given another chance? Is playing too much with foreign players in league/club football effecting players game when playing for their country? Do ex players make good coaches? Who are richer? Players or Owners of the teams? Should replays be allowed in football or other sports? Prepare for and conduct an interview to gather facts for a sports news or sports feature story. Also students will be able to: Take notes effectively in conducting interviews, Organize facts and quotes to develop stories in a variety of forms, Create an effective lead that accurately summarizes the story and attracts the reader, Create a lead that grabs readers who already have basic information supplied by other media, Use new media to report and publish the news, Explain the basic legal rights of and constraints on the free press: the laws of libel, privacy, and obscenity, Freedom of Information Act and Sunshine laws, Become better editors by recognizing superfluous wordiness including redundancies, pretentious diction, jargon, slang, euphemisms, and editorializing – and how to smoothly and clearly avoid such problems, Recognize the differences in style and organization between journalistic writing and subjective academic rhetoric, Understand the importance of understanding and reporting on diverse populations and of writing for, Use reference tools such as dictionary, directories, almanacs, thesaurus, stylebook, atlas, reference and bibliographic databases to develop more insightful stories, Explain the major principles of journalistic ethics as practiced and enunciated by professional news organizations, Learn to look outside the lines for stories that can impact communities, Develop visual elements that complement sports stories, Plan sports packages on season advances, social issues and individual teams and players.

Chapter 7 deals with **More advanced sports language.** It deals with the shared language of sport and politics, sports metaphors, use of sports language specifics in other domain specific languages and gives ample examples of sports writings.

3. CONCLUSION

Pedagogical points: Each chapter gives summary in the end, comprehension questions, models to solve problems, tasks and assignments and the extensive lists of further readings for the given topic. Captions, illustrations, figures and tables help in acquiring the demanding language of sport, physical education and sport related sciences. All the contents are related to the curricula of sports sciences studies of the first and second cycle of Bologna Process with the aim to help make European (in this case Serbian - University of Nis) universities more competitive and attractive to the rest of the world.

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