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COMMUNICATIVE COMPETENCE FORMATION AS A PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN PHYSICAL EDUCATION

ЦАРИК Ольга Михайлівна, КРИЧКІВСЬКА Оксана Василівна. ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЯК ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ

У статті здійснено теоретичне обґрунтування та структурний аналіз комунікативної компетентності як важливої складової професійної підготовки майбутніх фахівців фізичної культури. Актуальність дослідження зумовлена потребою підвищення якості комунікативної взаємодії в умовах сучасного освітнього і спортивного простору, де ефективна комунікація є запорукою не лише успішної педагогічної діяльності, але й професійної самореалізації.

Ключові слова: фізична культура, професійна підготовка, комунікативна компетентність, ЗВО, майбутні вчителі фізичної культури.

TSARYK Olha Mykhailivna, KRYCHKIVSKA Oksana Vasylivna. COMMUNICATIVE COMPETENCE FORMATION AS A PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN PHYSICAL EDUCATION

The article provides a theoretical substantiation and structural analysis of communicative competence as an important component of the professional training of future specialists in physical education.

The relevance of the study is stipulated by the need to improve the quality of communicative interaction in the modern educational and sports space, where effective communication is the key not only to successful teaching, but also to professional self-realization. In view of this, the focus of the scientific analysis is on the psychological and pedagogical aspects of the development of communicative competence of students of physical education.

The purpose of the article is to identify and scientifically substantiate the psychological and pedagogical factors that influence the development of communicative competence in future specialists in the field of physical education. In the course of the study, the methods of analysis of scientific sources, systematization, generalization and structural-functional approach to the interpretation of the essence of communicative competence were applied. As a result, it was found that the development of emotional intelligence, self-control, motivation to interact, cognitive communication skills and adaptability are key psychological factors in the formation of competence. At the same time, the pedagogical conditions include the creation of a communicatively rich educational environment, the introduction of interactive methods, training technologies, reflective practices and modelling of professionally oriented situations. A correspondence between the psychological characteristics of the student's personality and pedagogical influences that contribute to the effective development of communication skills is proposed.

The results of the study are of practical importance for organizing the educational process in higher education institutions and creating conditions for the purposeful formation of communicative competence of future specialists in physical education and sports.

Keywords: physical education, professional training, communicative competence, HEI, future physical education teachers.

Statement and Substantiation of the Relevance of the Problem. In the context of transformational changes in education, in particular in the field of professional training of future specialists in physical education and sports, the problem of forming communicative competence as a complex integrative formation that ensures effective interpersonal and professional interaction is of particular relevance. This competence is interpreted as a systemic combination of cognitive, emotional, volitional and behavioral components that allow future specialists in physical education and sports to communicate effectively in various social, educational and professional contexts.

First of all, it should be emphasized that the modern paradigm of education is focused not only on the transfer of knowledge, skills and abilities, but also on the formation of personal qualities capable of ensuring successful

professional self-realization of a graduate of a higher education institution (HEI). In this regard, communicative competence is considered a key factor in the pedagogical skills of a physical education and sports specialist, which directly affects the effectiveness of the educational process, the organization of sports activities, the creation of a favorable psychological climate in the team, as well as the ability to establish constructive relations with all participants in the educational environment.

However, despite the growing attention of researchers to the problem of communication in the professional training of pedagogical personnel, the level of formation of communicative competence in applicants for physical education, education remains insufficient. This is due to a number of contradictions, among which it is necessary to single out: contradictions between the need of society for specialists with a high

level of communicative culture and insufficient attention to the development of communicative competence in the educational process; between the potential of physical education as a tool of communication and their fragmentary use in the training of future specialists; between the presence of theoretical developments on the problem of communication and the lack of psychological and pedagogical mechanisms for their practical implementation.

Thus, the problem of forming the communicative competence of future specialists in physical education and sports acquires the features of a psychological and pedagogical one, since its solution requires an integrated approach that includes both psychological and diagnostic support of the learning process and the use of pedagogical means aimed at developing students' speech, social and emotional competence.

Analysis of Recent Research and Publications. The analysis of recent research and publications on the pedagogical foundations of the formation of communicative competence (CC) shows the variety of approaches and concepts that exist in the scientific literature, as well as the importance of this problem in the context of modern pedagogical theory and practice. The problem of forming the CC is one of the central ones in pedagogy, in particular in the professional training of future specialists, in particular in the field of physical education and sports [3; 4; 5; 6; 10; 11; 12; 13].

An important aspect in research on this issue is the consideration of communicative competence as a component of general pedagogical training. According to the results of recent scientific developments, communicative competence is defined not only as knowledge of language and communication norms, but also as the ability of an individual to interact effectively in a professional environment, including physical education and sports. In this context, the concept of the relationship between the psychological and pedagogical components of the CC is important, which has been considered in a number of modern publications [3; 4; 5; 6; 10; 11; 12; 13].

In particular, the research of Lakhtadyr O. V. emphasizes the importance of the structure of the communicative competence of students majoring in Physical Education, which includes cognitive, emotional and social components. At the same time, the author points out the need to integrate psychological aspects into pedagogical programs in order to form not only theoretical knowledge but also practical communication skills that can be applied in real professional situations [3, p. 121–127].

Scientists Lakhtadyr O. V., Yevdokimova L. G., Bystra I. I. focus on the empirical study of the development of CC in students of physical

education faculties, identifying the key factors that affect the success of this process, in particular, the level of interaction between students and teachers, as well as the role of social and cultural characteristics in the formation of communication skills. In particular, the researchers note that the integration of practical methods, such as role-playing games and simulations of real-life pedagogical situations, contributes to the active development of this competence [6, p. 128–137].

According to the research of scientist Y. A. Yankvas, the formation of future specialists in physical education and sports should be based on a combination of traditional and modern approaches in the pedagogical process. The researcher emphasizes the importance of creating conditions for the development of students' communicative activity through the organization of group educational and sports activities that allow students not only to acquire the necessary theoretical knowledge but also to actively apply it in practice, which is essential for the training of highly qualified specialists. [13, p. 205–208].

Thus, modern research indicates the need for an integrated approach to the formation of communicative competence of future specialists in physical education and sports, which includes the integration of psychological, pedagogical and practical aspects, contributing to their preparation for effective professional activity. In this context, special attention should be paid not only to theoretical knowledge, but also to the development of practical communication skills, which will provide future specialists with the opportunity to successfully interact in various professional situations, in particular in interaction with students, colleagues in the field of physical education and sports [12, p. 163–170].

The purpose of the article – to analyze the psychological and pedagogical aspects of the formation of communicative competence of future specialists in physical education and sports.

The Main Material of the Study Since communicative competence is a multidimensional phenomenon that includes speech, social, emotional and cultural components, the issues of its formation in the context of training future physical education specialists are multifaceted and complex. Firstly, despite the general recognition of the importance of communication for the professional activity of a physical education and sports specialist, domestic pedagogical science and practice do not yet have clear, standardized methods for the systematic formation of this competence. Secondly, it should be noted that the issue of integrating psychological and pedagogical technologies and

innovative methods into the process of forming the communicative competence of students of physical education faculties has not been sufficiently studied. Thirdly, an important unresolved problem is insufficient attention to the development of emotional (emotional intelligence, self-expression and self-control, motivation to communicate) and social (perception of non-verbal signals, communicative adaptation, cognitive abilities in communication, team interaction, development of creativity) competencies in the process of professional training of future physical education and sports specialists. Thus, the above-mentioned parts of the problem of forming communicative competence require further systematic research and development of new approaches that can effectively influence the formation of communicative competence in future specialists in physical education and sports.

In the context of modern challenges of professional training of future specialists in physical education and sports, the formation of communicative competence is of particular importance, since communication is the basis for effective interaction in educational and sports environments. From the theoretical point of view, communication competence is considered as a set of knowledge, skills and abilities that ensure successful interaction of a person in social, professional and educational settings. An important component of it is the ability to communicate effectively, including verbal, non-verbal and emotional communication, as well as the ability to adapt the style of interaction depending on the situation.

One of the main objectives of the article is to study the psychological and pedagogical aspects of the development of future physical education and sports professionals' communicative competence. The psychological aspect of the formation of this competence covers the development of such qualities as emotional intelligence (EI), the ability to express, self-control and manage one's own emotions, which, in turn, affects the effectiveness of communication with participants in the educational process and sports activities. The pedagogical aspect includes the use of various teaching methods aimed at developing students' communication skills, including the use of interactive methods, role-playing games, and modeling of real-life situations, which allow students to acquire practical communication skills that will ensure the effective performance of their future professional activities.

A practical analysis of the development of students' communication competence in physical education shows the effectiveness of using modern pedagogical methods, such as project-

based methods, group work, and trainings aimed at developing teamwork skills and the ability to communicate in stressful situations. However, despite certain successes in organizing the educational process, the problems associated with the insufficient integration of practical aspects of communication into courses are still relevant.

In the context of forming the communicative competence of future specialists in physical education and sports, it is important to take an integrated approach to the analysis of psychological and pedagogical factors that directly affect the effectiveness of the professional training process. Among the main psychological aspects that form the basis of communicative competence are emotional intelligence (EI), self-expression and self-control, motivation to communicate, perception of non-verbal signals, communicative adaptation, cognitive abilities in communication, team interaction and promotion of creativity.

In the process of training future specialists in physical education and sports, it is important to take into account both psychological and pedagogical factors that influence the formation of their communicative competence. EI plays a key role in the process of communication, in particular in the professional activity of future specialists in physical education and sports. Given that communication is an integral part of their work, as they often interact with different categories of people - from students and athletes to colleagues and parents - the development of EI is essential for achieving high results in a professional environment.

EI, as a concept, encompasses a person's ability to recognize, understand, and manage their emotions, as well as the emotions of others. This allows a person not only to effectively adapt to social situations but also to create a favorable atmosphere for constructive interaction. It is important to note that for specialists in physical education and sports, where the emotional background significantly affects the motivation, mood and achievements of athletes, the development of EI is a prerequisite for successful professional growth.

Emotion recognition is an important component of EI, as it allows a coach or other professional to respond appropriately to the emotional states of students or athletes. For example, the ability to detect stress or tension in a person in time can help prevent conflict situations or overload in the training process. It also allows you to adjust the interaction strategy in a timely manner, increasing the effectiveness of learning or training.

Self-control, as a component of EI, is an equally important aspect for future specialists in

physical education and sports. In situations that require high intensity emotional experiences, such as sports competitions, hard training, or conflicts between athletes, the ability to control one's emotions helps to maintain professionalism, avoid unnecessary emotional reactions, and ensure psychological stability for both oneself and other participants in the process.

At the same time, EI promotes the development of empathy – the ability to understand the emotions of other people, which is extremely important for an effective communication process. Physical education and sports professionals should not only be able to hear their clients, but also perceive their emotional reactions, which allows them to customize the interaction in such a way that each participant feels supported and understood. This creates the basis for the development of trusting and productive relationships, which in turn helps to improve results in both educational and sports processes.

Due to the high level of EI, physical education and sports professionals can not only effectively solve problems arising in the process of communication, but also have a motivational impact on their students or athletes. Since motivation is one of the key components of success in sports, the ability to set up participants in the training process to achieve high results, taking into account their emotional experiences, is crucial.

Thus, EI is an integral part of the professional activity of future specialists in physical education and sports, as it promotes the development of key communication skills, improves mutual understanding, reduces conflict and creates a healthy psychological atmosphere in the team. This ensures not only professionalism but also the psychological well-being of all participants in the sports process, which is the basis for achieving high results. Methods of developing EI include trainings, role-playing games and situational exercises that allow students to learn to consciously respond to the emotions and needs of others.

Important components of the process of self-development and self-control that ensure the harmonious integration of the individual into the professional environment are the skills of self-expression and self-control. The ability to formulate one's own opinion clearly and precisely enables an individual to express his or her position, feelings and beliefs, while self-control allows one to refrain from uncontrolled emotional reactions in professional activities. Exercises in group interaction and sports training, where the teacher acts as a moderator of these processes, contribute to the development of self-reflection and self-control skills.

An integral part of social interaction, which involves the ability of an individual to adapt his or her communication strategies to the situation and requirements of the professional context, is communication adaptation, which implies the possession of flexibility skills in communication, in particular the ability to change the interaction strategy depending on the interlocutor or situation. Methods aimed at modeling various communication situations, role-playing games, and training in adaptation to stressful conditions of sports competitions or educational situations contribute to the development of communication adaptation skills.

From the point of view of perception psychology, the ability to interpret non-verbal signals is one of the key competencies that future physical education and sports professionals should have. Such signals include facial expressions, gestures, postures, and intonation characteristics of the voice, which carry a significant information load and allow for a deeper understanding of the emotional state of the interlocutor. This is especially important in the sports environment, where communication often takes place under high emotional stress, and decisions are made quickly, sometimes without the possibility of verbal coordination. Non-verbal behaviors have been shown to be more informative than verbal statements and often reveal a person's true intentions or feelings [18, p. 7–9].

It should be noted that the professional training of physical education specialists involves not only knowledge of training methods, but also the development of emotional intelligence, an important component of which is the ability to read and interpret non-verbal signals. In pedagogical practice, this process is realized through the introduction of targeted educational influences: students are involved in special exercises that develop observation, attentiveness, and empathy. In particular, simulation games, case methods and analysis of video recordings of competitions with an emphasis on the emotional and communicative behavior of participants are effective [8, p. 64–78]. Particular attention is paid to situations in team sports, where understanding the non-verbal signals of partners is a prerequisite for effective interaction and achieving a team result. The basis for active and productive interaction in a professional environment is the motivation to communicate. From a psychological point of view, motivation to communicate determines an individual's desire to interact, exchange information and experiences, which is the key to creating effective teams in sports. From a pedagogical point of view, in order to increase the level of motivation of future physical

education and sports specialists, group discussions, interactive methods, tasks to improve team interaction are used, which stimulate students to actively exchange experiences and cooperate [7; 8].

Cognitive skills in communication include the ability to process information quickly and accurately, make informed decisions, and communicate them to others. These skills determine the effectiveness of perceiving and analyzing information in real time, which is especially important in a sports environment where speed and accuracy of communication can be critical. In order to develop cognitive skills in communication, we believe it is advisable to use specific exercises that stimulate active thinking (for example, analyzing situations, cases that arise during competitions, and making decisions based on the information received) [7; 8; 9].

The basis for successful work in sports teams, where the effectiveness of communication between participants determines success in achieving a common goal, is team interaction. Team interaction contributes to the development of joint problem-solving skills, distribution of roles and responsibilities. Methods of team training, training, simulation of sports situations allow students to acquire teamwork skills, which in the future contribute to successful performance of professional tasks [15, p. 278–279].

An important aspect that allows physical education and sports specialists to generate new ideas that can improve the training process or other aspects of sport activities is, in my opinion, creativity. Possessing such skills as creativity helps future athletes-instructors/coaches/trainers to find non-standard solutions in difficult situations, which is important in the context of sports training or working with teams. To develop creativity, project-based learning methods, role-playing, and brainstorming are used to encourage students to seek new ideas and approaches in their professional activities. [14, p. 116–117].

Thus, each of the analyzed aspects is of great importance for the formation of communicative competence of future specialists in physical education and sports. The use of appropriate pedagogical methods and approaches aimed at the development of these aspects is necessary for the preparation of highly qualified specialists who are able to interact effectively in a professional environment, lead teams, adapt to changing conditions, and develop creativity in working with clients and athletes.

The formation of communicative competence requires the development of specific methods and approaches that meet the requirements of the profession. The role of pedagogical leadership in the formation of communicative

competence is key, since it is the pedagogical mentor who can contribute to the development of effective communicative skills through the use of active learning methods, role-playing, training, situational exercises, which allow students not only to master theoretical knowledge, but also to apply it practically in real situations.

Pedagogical guidance also consists of supporting a motivated approach to learning, promoting the development of team interaction, and creating a favorable educational environment that ensures the development of communication skills. It is important to note that in the field of physical education and sports a teacher must not only teach, but also be an active participant in the communication process, establish effective contact with participants of educational and training activities and contribute to the development of their communication skills.

Conclusions and Prospects for Further Research. The process of formation of communicative skills requires an integrated approach, combining psychological and pedagogical methods and technologies, focused on the needs of modern education. The use of innovative approaches and teaching methods adapted to the specifics of physical education and sports significantly increases the effectiveness of the development of communicative skills in students, which is a necessary condition for their successful professional activity. The implementation of recommendations aimed at improving the process of education of students of physical education specialties will allow more systematic and effective formation of key communicative skills, which are the basis of their further work in the sports environment. Therefore, the consideration of psychological and pedagogical aspects in the formation of communicative competence not only improves the overall level of professional training of future specialists, but is also crucial for their successful functioning in real conditions of professional activity, which in turn contributes to the development of the sports sphere as a whole.

Future research should focus on developing and empirically validating integrative pedagogical models that enhance communicative competence in physical education and sports specialists, with attention to emotional intelligence, cultural context, and long-term professional outcomes.

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