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METHODS AND TECHNOLOGIES FOR DEVELOPING COMMUNICATIVE COMPETENCE IN PHYSICAL EDUCATION STUDENTS

Abstract. The article explores theoretical foundations, pedagogical approaches, and effective methods for shaping communicative competence, regarded as a complex integrative quality that combines verbal and non-verbal communication skills, emotional intelligence, and reflective thinking. Communicative competence is framed not only as a component of pedagogical mastery but also as a prerequisite for the safe, effective, and motivational organization of physical education lessons.

The analysis of scholarly literature demonstrates the growing interest in pedagogical communication and its role in the professional development of future teachers. However, the article highlights a number of unresolved issues related to the contextualization of communicative competence in the specific setting of physical education, where situational dynamics, body language, and rapid interaction are critical.

This research identifies the most effective methods and technologies for developing communicative competence in physical education students, including traditional methods, interactive methods, and digital tools. Special attention is given to reflection as a mechanism for professional self-awareness and growth. Techniques such as reflective journals, video self-analysis, and 360-degree feedback are considered effective in identifying communication strengths and areas for improvement.

The article further explores the potential of digital technologies in fostering communicative competence. Virtual learning platforms support both synchronous



and asynchronous communication, enhancing student engagement and motivation. Creating instructional videos and blogs helps students develop clarity in expression, critical thinking, and public speaking skills.

The study concludes that the formation of communicative competence requires a holistic approach that includes consistent use of interactive methods, reflective practices, and integration of ICT. It stresses the importance of systematizing the formation of communicative competence at all stages of higher pedagogical education and emphasizes the role of student-centered strategies in promoting meaningful, effective communication.

Keywords: communicative competence, physical education students, interactive teaching methods, pedagogical communication, information and communication technologies (ICT)

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МЕТОДИ І ТЕХНОЛОГІЇ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ ФІЗИЧНОЇ КУЛЬТУРИ

Анотація. У статті досліджуються теоретичні засади, педагогічні підходи та ефективні методи формування комунікативної компетентності, яка розглядається як складне інтегративне поняття, що поєднує вербальні та невербальні комунікативні навички, емоційний інтелект і рефлексивне мислення. Комунікативна компетентність інтерпретується не лише як компонент педагогічної майстерності, а й як необхідна передумова безпечної, ефективною та мотиваційної організації занять із фізичного виховання.

Аналіз наукових джерел засвідчує зростання інтересу до педагогічного спілкування та його ролі у професійному становленні майбутніх учителів. Водночас у статті акцентується увага на низці недостатньо вирішених питань, пов'язаних із контекстуалізацією комунікативної компетентності саме у сфері фізичної культури, де ключове значення мають динамічність ситуації та швидке реагування у взаємодії.



У дослідженні виокремлено найефективніші методи та технології розвитку комунікативної компетентності у студентів фізичного виховання, серед яких традиційні, інтерактивні та цифрові інструменти. Особливу увагу приділено рефлексії як механізму професійного самопізнання та зростання. Такими ефективними засобами визнано ведення рефлексивного щоденника, відеоаналіз власної діяльності та метод 360-градусного зворотного зв'язку, що дозволяють визначити сильні сторони у спілкуванні та виявити напрями для вдосконалення.

Окремий акцент зроблено на потенціалі цифрових технологій у формуванні комунікативної компетентності. Віртуальні освітні платформи забезпечують як синхронну, так і асинхронну комунікацію, сприяючи активному залученню студентів до освітнього процесу та підвищенню їхньої мотивації. Створення навчальних відео та блогів допомагає студентам розвивати чіткість висловлювання, критичне мислення та навички публічного мовлення.

У підсумку зазначається, що формування комунікативної компетентності потребує цілісного підходу, який передбачає системне використання інтерактивних методів, рефлексивних практик та інтеграцію інформаційно-комунікаційних технологій. Наголошується на важливості систематизації процесу формування комунікативної компетентності на всіх етапах здобуття вищої педагогічної освіти, а також на ролі особистісно орієнтованих стратегій навчання у розвитку змістовної та ефективної комунікації.

Ключові слова: комунікативна компетентність, студенти фізичного виховання, інтерактивні методи навчання, педагогічне спілкування, інформаційно-комунікаційні технології (ІКТ).

Formulation of the problem. In the current conditions of education development and society transformation, the problem of forming communicative competence in future physical education specialists has become particularly relevant. Today, pedagogical activity is not limited to the transfer of knowledge - it includes a wide range of tasks related to interpersonal interaction, the ability to organise the educational process, resolve conflict situations, and create a favourable educational environment. That is why the formation of a high level of communicative competence is a prerequisite for the successful professional realisation of a physical education teacher.

In accordance with the requirements of the new Ukrainian school and the Concept of Pedagogical Education Development [5, p. 11-12], an important task of professional training of physical education specialists in higher education institutions is to develop the ability to communicate effectively with students, colleagues, parents, and the public. In this context, communicative competence



is not only an element of pedagogical skills, but also a key competence of a modern teacher.

The analysis of scientific and pedagogical sources shows the growing interest of researchers in the problem of developing future teachers' communicative competence. Educational transformations remain in the focus of attention of the scientific community, with a significant emphasis on aspects of the development of communication culture. This is evidenced by the results of domestic research, which highlight various approaches to the formation and improvement of communication culture in various areas of professional activity.

The scientific literature often considers the concept of "pedagogical communication" as a set of means and methods that ensure the implementation of educational and training goals and objectives and determine the nature of interpersonal interaction between teachers and students [3, p. 22; 8, p.7]. It is also interpreted as a professionally specific type of communication process [3, p. 23]. Pedagogical communication is interpreted as a key element of the joint activity of teacher and students [4, p.43].

In the context of the study of communicative competence, a number of authors define it as the integrative ability of a teacher to establish and maintain effective communicative relationships with students. It is seen as a set of knowledge, skills and abilities in the field of verbal and non-verbal communication necessary for adequate perception, interpretation and display of information in various situations of interaction. In addition, communicative competence is interpreted as the result of natural socialisation, purposeful education and upbringing, which involves the formation of linguistic and non-linguistic communication skills [11, p. 105; 12, p. 5].

In general, the analysed sources indicate that the formation of communicative competence of students of physical education faculties should be based on a holistic, systematic, integrative approach that combines traditional and innovative teaching methods, the introduction of information and communication technologies, active involvement of students in practical activities and the development of their personal potential.

Despite the considerable attention devoted in scholarly literature to the issue of communicative competence, particularly in the context of teacher training, a number of critical aspects remain insufficiently addressed.

Identification of previously unresolved aspects of the general problem.

In summary, although the theoretical understanding of communicative competence in education is relatively well developed, its contextualization within physical education, especially regarding methods, technologies, and applied strategies for its enhancement, requires further investigation. This study aims to contribute to filling these gaps by proposing targeted methodological solutions



and evidence-based technologies for developing communicative competence in physical education students.

The purpose of the article is to study effective methods and technologies for the formation of communicative competence in students of physical education faculties and to analyse their practical application in the educational process.

Outline of the main research material with full justification of scientific results obtained. Communicative competence is considered as one of the key components of the professional training of a future specialist, in particular in the education system. This concept includes a set of knowledge, skills, abilities and personal qualities that ensure effective, efficient, appropriate and ethically acceptable interaction of a teacher with students, colleagues, parents, administration, etc. [9, p. 83].

The concept of "teacher's communicative competence" is interpreted in different ways: A complex combination of perceptual, communicative, interactive elements of communication - creative and reproductive, deep and superficial, manipulative and subject-subject; a person's ability to navigate communication situations based on knowledge and sensory experience, to be fluent in verbal and non-verbal communication; a set of communicative knowledge, skills, abilities, experience, values and motivation; a manifestation of professionalism, ability, property, representative of value orientations, experience, creative thinking; integrative personal formation, the result of the formation of professional competences and personal traits [7, p. 6].

Communicative competence includes several components: cognitive component - knowledge of the means, styles, norms and rules of communication, understanding of the socio-cultural context of communication; operational and activity component - the ability to effectively use verbal and non-verbal means of communication in different situations, mastery of listening, argumentation, persuasion, dialogue; affective and motivational component - readiness for interpersonal communication, empathy, openness, emotional stability, desire to achieve mutual understanding [3; 6; 8].

In the conditions when the role of a personality-oriented approach is constantly growing, the ability to communicate effectively becomes a necessary professional quality of a physical education teacher. It is through communication that the teacher creates a positive psychological climate, motivates students to study, maintains discipline, provides feedback and organises interaction in the group.

The peculiarity of the professional activity of a physical education teacher is that a significant part of the educational process takes place in a dynamic, often non-standard environment, where the ability to clearly instruct, respond quickly to changing situations, resolve conflicts and build team spirit are critical. That is



why communicative competence is not only an element of pedagogical skill, but also a guarantee of safety, efficiency and motivation of students during classes.

The development of future physical education teachers' communicative competence is a complex process that requires higher education students to have a formed value attitude to professional activity and awareness of communication as an integral tool of pedagogical interaction [1; 3]. The effective formation of relevant competences is ensured by the integration of dialogue teaching methods, communication-oriented situational tasks and technologies of social and psychological training into the educational process when studying the mandatory components of the curriculum.

The quality of a teacher's speech interaction with students is determined by the level of professional communication culture, knowledge of specialised terminology, as well as the possession of grammatical correctness in expressing their own thoughts. The structure of professional communicative competence of physical education teacher includes communicative knowledge, skills and abilities; focus on effective interaction; orientation to humanistic principles of communication; communicative creativity. The combination of these characteristics is the key to the successful implementation of pedagogical activity. Thus, improving communicative competence is a key factor in improving the level of professional training of future physical education teachers [4; 11].

The formation of future physical education teachers' communicative competence is considered as a complex and multidimensional process that requires the purposeful application of a set of pedagogical methods and technologies. Effective organisation of this process involves the integration of traditional and innovative approaches, creation of conditions for active involvement of students in communicative activities, stimulation of self-knowledge and personal development.

At the first stage, it is advisable to analyse *traditional pedagogical methods* that contribute to the development of communication skills. In our opinion, such methods include explanation, conversation, debate, work with textual materials, lectures with elements of dialogue, as well as individual and group tasks. The application of these methods ensures the formation of logical thinking, the ability to clearly formulate one's own position, to argue the expressed judgements, and to adhere to the norms of speech culture. In particular, discussing theoretical aspects of physical education methods or analysing pedagogical situations helps to activate students' verbal skills and develop professional speech.

Of particular importance in this context is the method of modelling pedagogical situations, which provides students with the opportunity to practice typical models of interaction with students, colleagues, parents and



administration. The use of this method contributes to the development of speech reactions within a professional context and the formation of a high level of pedagogical communication culture.

Next, we'll look at *modern interactive teaching methods*, including training, group projects, business games, and debates.

Interactive teaching methods are a powerful tool for intensifying the educational process, ensuring that students are involved in direct interaction, which is a key condition for the development of their communication competence. The use of such methods contributes not only to the development of basic communication skills, but also stimulates the formation of critical thinking, emotional intelligence, and the ability to work in teams, which are important components of the professional training of future specialists.

In particular, training technologies create an environment of intensive interaction aimed at developing targeted communication skills, such as active listening, empathetic understanding, assertiveness in expressing one's own position and constructive conflict resolution. These classes simulate real-life communication situations and allow students to improve their communication strategies in a controlled environment.

The organisation of group projects is focused on the development of social interaction through joint activities, which requires students to be able to negotiate, effectively distribute responsibilities, coordinate joint actions and present the results of teamwork. This format promotes responsibility for the overall result and the development of leadership skills.

Business games are an effective means of modelling professional situations in a safe learning environment. They contribute to the development of skills in making informed decisions, the ability to argue one's own position, respond adaptively to unforeseen circumstances and adhere to ethical standards of professional communication.

Debate technologies, in turn, contribute to the development of the ability to conduct a reasoned discussion, defend one's own point of view based on facts and logical reasoning, critically analyse alternative views, and follow the rules of ethical communication in polemical situations.

In general, interactive teaching methods contribute to the formation of students' integral competence, which is manifested in the ability to effectively integrate knowledge, skills and values in the process of interaction with various subjects of the educational process.

Methods of reflection and self-assessment are also important in the development of communicative competence. Reflection, in turn, is one of the basic components of the process of professional self-development of a future teacher, in particular in the context of forming his/her communicative



competence. Awareness of one's own communication styles, identification of strengths and weaknesses in interpersonal interaction, as well as identification of priority areas for professional development are the main results of reflective activity. The most effective methods of organising reflective work include:

Keeping a reflective diary, which involves students systematically recording their own thoughts, emotional experiences, difficulties and achievements related to the communication process. This practice promotes deeper self-knowledge and the development of self-analysis skills.

Writing reflective essays that allow students to reflect on their own experience of interacting with others, trace the dynamics of changes in communication behaviour, and identify success factors and shortcomings in communication.

The 360-degree method, which involves collecting multidirectional feedback from various participants in the educational process (teachers, classmates, observers) on the level of development of communication skills. This approach provides a comprehensive vision of their own communication resources and areas for improvement.

Analysis of video recordings of their own speeches or fragments of training sessions, which allows students to objectively assess the effectiveness of verbal and non-verbal communication, identify common mistakes, and improve their technique of interaction with the audience.

The integrated use of various reflective methods contributes to the gradual development of the communicative competence of students of physical education faculties, which is a prerequisite for their professional readiness for effective pedagogical activity.

Modern information and communication technologies (ICT) are an integral component of the educational process in higher education institutions, in particular in the context of professional training of future physical education specialists. Their use opens up broad prospects for the development of students' communicative competence, promotes the intensification of learning activities, enhances communication opportunities and increases motivation to learn.

The use of digital educational platforms (Google Classroom, Moodle, Microsoft Teams, Zoom, etc.) ensures effective interaction between teachers and students, and promotes the development of written and oral communication in the professional field. Educational activities using these platforms include interactive assignments, participation in forums, online discussions, creating presentations, and joint editing of documents, which activates students' communication activities and shapes their ability to interact effectively in the digital environment.

Online resources also create conditions for the functioning of virtual learning spaces where students work individually or in groups on projects, blog,



ask questions and provide answers, and receive prompt feedback from teachers and classmates. Such forms of organising educational activities contribute to the development of a communication culture, the skills of reasoned written expression of opinions and constructive participation in discussions.

Video recording as a tool for reflection and self-observation is an important means of improving students' communicative competence. Analysing your own speeches, fragments of classes or presentations allows you to objectively evaluate verbal and non-verbal means of communication, identify common mistakes and develop ways to eliminate them. This helps to develop a critical attitude to one's own speech activity and improve public speaking skills.

Blogging is an effective mechanism for developing academic writing, creative writing and self-presentation skills. Creating thematic blogs, practice diaries, or project posts develops the ability to formulate thoughts logically and consistently, argue one's own position, and helps to promote the ideas of healthy lifestyles and physical activity among young people.

Online communication (correspondence, chats, video conferencing, webinars) is an important component of the modern educational process, which forms students' ability to navigate the digital communication environment, respond promptly to requests, and formulate their thoughts clearly and reasonably - qualities that are extremely important for future specialists in the field of physical education.

The integration of *multimedia* into physical education classes expands opportunities for the development of students' communication activity. The use of video clips, training films, digital simulators and interactive presentations increases the visibility of teaching, stimulates discussion of the material, analysis of exercise techniques, and evaluation of the effectiveness of the training process.

It is particularly effective to involve students in creating their own training videos, in which they demonstrate exercise, explain the technique and comment on common mistakes. This kind of activity requires careful organisation of speech, develops the ability to express thoughts clearly and logically, and activates critical thinking.

Thus, the use of information and communication technologies in the process of professional training contributes to the creation of an interactive, multidimensional learning environment as close as possible to the real conditions of professional activity. This ensures the development of speech, social and professional skills necessary for future physical education teachers to successfully realise themselves in the modern educational space.

In the process of developing students' communicative competence, it is worth highlighting several key *forms of work*, each of which contributes to the development of important professional skills.



Exercise "Explain the technique". This exercise requires the student to explain the sequence of a physical exercise to another student in a clear, concise and accessible way. This task promotes the development of the ability to formulate instructions, argue and persuade, as well as improve communication skills, which is extremely important in the process of teaching.

Role play "Teacher-student". In this form of work, students model typical situations that may arise during a physical education lesson, such as motivation, instruction, comments, encouragement, etc. The role-playing game allows students to actively practice pedagogical techniques, teaches effective communication strategies in the educational process, and helps to develop emotional intelligence and adaptive skills in teaching.

Group project "Health Lesson". This project involves the development of a fragment of a physical education lesson, taking into account the specifics of the topic, age characteristics of students and communication strategies that best facilitate the learning process. Students present their projects to the audience, which allows them to develop group work and presentation skills, as well as the ability to take into account the needs of different groups of students when organising the educational process.

Discussion Club. The format of the discussion club allows students to discuss topical issues in the field of physical education, such as the role of sport in education, healthy lifestyle, inclusion in physical education, etc. It promotes the development of critical thinking, the ability to conduct a reasoned debate, and allows students to learn how to formulate and defend their own point of view in group communication.

Use of video analysis. This method involves watching recordings of their own or demonstration lessons, which allows students to make a detailed analysis of the teacher's communication strategies. Particular attention is paid to intonation, facial expressions, gestures, sequence of presentation and organisation of feedback. Video analysis helps students to realise their strengths and weaknesses in communication, which is an important step in developing their teaching skills.

Each of these forms of work contributes to the development of comprehensive communication competence, which is a necessary component of the professional training of future physical education specialists and has a significant impact on the effectiveness of their pedagogical activities.

Conclusions. As a result of the study, it was found that the formation of communicative competence is an integral part of the professional training of future physical education teachers in higher education institutions. The systematisation of theoretical approaches allowed to define the essence of communicative competence as the ability to effectively carry out interpersonal



and professionally oriented interaction, to have a culture of speech, empathy, tolerance and adaptability in communication. It has been found that modern requirements for physical education specialists require the development of not only physical and methodological skills, but also a high level of speech, social and emotional competence.

The study analysed the methods and technologies that most contribute to the development of communication skills in students of physical education faculties. Among them, interactive forms of learning (trainings, role-playing games, debates, group projects), reflective techniques, as well as the use of ICT - digital platforms, video analysis, blogging, online communication - have demonstrated particular effectiveness. The testing of methodological approaches in the practice of higher education institutions has shown positive dynamics in the development of students' communicative competence, in particular in increasing their confidence in communication, and their ability to interact effectively with different categories of participants in the educational process.

Prospects for further research in this area are seen in the development of adapted programmes for the formation of communicative competence, taking into account the individual learning style of students, gender peculiarities of communication, intercultural context, as well as the study of the effectiveness of long-term implementation of certain technologies at different stages of professional training.

For the practice of teaching in higher education institutions, it is advisable to: introduce a systematic approach to the formation of communicative competence at all stages of education; active use of interactive forms and methods of teaching during classes in professionally oriented disciplines; provide opportunities for the practical application of communicative skills during pedagogical practice; expand the use of ICT in the process of speech training; include reflective tasks in each stage of the educational process to form a conscious communicative behavior.

Thus, the combination of modern pedagogical approaches, digital technologies and reflective practices creates favourable conditions for the effective development of future physical education teachers' communicative competence and ensuring their competitiveness in the professional environment.

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