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## **MANAGEMENT ACTIVITIES OF FUTURE PHYSICAL EDUCATION TEACHERS: COMMUNICATIVE ASPECT**

**Abstract.** The article examines the theoretical principles of the formation of communicative competence of future physical education teachers in the context of their managerial activities. The authors emphasize that the modern conditions of transformation of education and society require future specialists not only professional knowledge, but also a high level of communicative skills that ensure effective interaction with colleagues, students, athletes, administration and parents. An analysis of scientific and pedagogical sources related to the essence, structure and approaches to the formation of communicative competence is carried out.

Foreign models are considered that focus on grammatical, sociolinguistic, discursive and strategic components. At the same time, Ukrainian studies highlight motivational, cognitive, activity and reflexive components of communicative competence, which emphasizes its multidimensional and integrative nature. Special attention is paid to the role of communication in the professional activities of future physical education teachers. It has been established that communicative competence is critically important for the implementation of pedagogical, organizational and managerial functions, in particular for planning and coordinating the educational and training process,

managing teams and collectives, organizing sports and educational projects, motivating and maintaining the psychological climate in the team.

The article also substantiates methodological approaches to the formation of communicative competence: a competency-based approach that ensures the integration of knowledge, skills and value orientations and allows determining the level of competence formation according to specific criteria; an activity-based approach that involves active practical interaction of students through role-playing and business games, trainings, discussions and modeling of professional situations; a personality-oriented approach that takes into account the individual psychological characteristics of students, communication style, motivation and values, promotes the development of empathy, tolerance and self-reflection. It is emphasized that the formation of communicative competence of future physical education teachers requires a comprehensive approach that integrates competency-based, activity-based and personality-oriented teaching methods, as well as taking into account the features of blended and digital learning. The importance of developing leadership qualities and intercultural sensitivity as a component of professional competence is also determined.

The results of the study create a scientifically sound basis for the development of modern pedagogical programs and training strategies aimed at the effective formation of communicative competence in future physical education teachers, which allows ensuring their readiness for productive pedagogical, managerial and social activities in the conditions of a modern educational and socio-cultural environment.

**Keywords:** management activities, communicative competence, physical education, future physical education teachers, professional training, competency-based approach, activity-based approach, person-oriented approach, intercultural interaction, digital communications.

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## УПРАВЛІНСЬКА ДІЯЛЬНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ: КОМУНІКАТИВНИЙ АСПЕКТ

**Анотація.** У статті розглядаються теоретичні засади формування комунікативної компетентності майбутніх учителів фізичної культури в контексті їхньої управлінської діяльності. Автори підкреслюють, що сучасні умови трансформації освіти та суспільства вимагають від майбутніх фахівців не лише професійних знань, а й високого рівня комунікативних умінь, які забезпечують ефективну взаємодію з колегами, студентами, спортсменами, адміністрацією та батьками. Проведено аналіз наукових та педагогічних джерел, що стосуються сутності, структури та підходів до формування комунікативної компетентності. Розглянуто зарубіжні моделі, які акцентують увагу на граматичних, соціолінгвістичних, дискурсивних та стратегічних компонентах. Водночас українські дослідження виділяють мотиваційні, когнітивні, діяльнісні та рефлексивні складові комунікативної компетентності, що підкреслює її багатовимірний та інтегративний характер. Особлива увага приділяється ролі комунікації у професійній діяльності майбутніх вчителів фізичної культури. Встановлено, що комунікативна компетентність є критично важливою для реалізації педагогічних, організаційних та управлінських функцій, зокрема для планування та координації навчально-тренувального процесу, управління командами та колективами, організації спортивних і освітніх проєктів, мотивації та підтримки психологічного клімату у колективі.

У статті також обґрунтовано методологічні підходи до формування комунікативної компетентності: компетентнісний підхід, що забезпечує інтеграцію знань, умінь та ціннісних орієнтацій і дозволяє визначати рівень сформованості компетентності за конкретними критеріями; діяльнісний підхід, який передбачає активну практичну взаємодію студентів через рольові та ділові ігри, тренінги, дискусії та моделювання професійних ситуацій; особистісно орієнтований підхід, що враховує індивідуальні психологічні особливості студентів, стиль спілкування, мотивацію та цінності, сприяє розвитку емпатії, толерантності та саморефлексії. Підкреслюється, що формування комунікативної компетентності майбутніх вчителів фізичної культури потребує комплексного підходу, що інтегрує компетентнісний, діяльнісний та особистісно орієнтований методи навчання, а також враховує особливості змішаного та цифрового навчання. Також визначено значення розвитку лідерських якостей та міжкультурної чутливості як складової професійної компетентності.

Результати дослідження створюють науково обґрунтовану основу для розробки сучасних педагогічних програм і навчальних стратегій,

спрямованих на ефективне формування комунікативної компетентності у майбутніх вчителів фізичної культури, що дозволяє забезпечити їх готовність до продуктивної педагогічної, управлінської та соціальної діяльності в умовах сучасного освітнього та соціокультурного середовища.

**Ключові слова:** управлінська діяльність, комунікативна компетентність, фізична культура, майбутні вчителі фізичної культури, професійна підготовка, компетентнісний підхід, діяльнісний підхід, особистісно орієнтований підхід, міжкультурна взаємодія, цифрові комунікації.

**Formulation of the problem.** In the current conditions of transformation of education and society, the training of specialists who are able to effectively realize themselves in managerial activities is of particular importance. For future physical education teachers, this task has a double meaning, because their professional activity combines educational, sports and organizational and managerial components. Not only the quality of the educational and training process, but also the effectiveness of team management, team interaction, and building partnership relations with colleagues, administration, athletes and parents depend on their ability to communicate.

**The analysis of scientific and pedagogical sources.** The first conceptual approaches to communicative competence were proposed by D. Hymes (1972) [8], who introduced the term communicative competence, emphasizing that mastery of grammar does not guarantee effective communication. He emphasized the social rules of language use, which depended on the context, the role of the interlocutor and the purpose of communication. Hymes's model became the foundation for further developments in the field of linguistics and pedagogy.

M. Canale and M. Swain (1980) expanded the concept, identifying four components: grammatical, sociolinguistic, discursive and strategic. Their model is used in language training and pedagogical practice, as it provides clear guidelines for assessing communicative skills. L. Bachman (1990) [10] proposed a more comprehensive approach, dividing competence into organizational (grammar and text organization) and pragmatic (sociolinguistic and illocutionary aspects). This model has become the basis for assessing communicative competence in professional and academic environments, including intercultural interaction and digital communication.

In the Ukrainian scientific tradition, the essence and structure of communicative competence have been studied by a number of scientists.

O. Pometun (2004) [3] emphasizes that communicative competence is a key competence of a modern teacher and is aimed at the integration of knowledge, skills and value orientations. N. Bibik (2007) [2] defines communicative competence as the ability to use language knowledge in practical activities, taking



into account the socio-cultural context. S. Savchenko (2011) [4] distinguishes motivational, cognitive, activity and reflective components in the structure of communicative competence. O. Khutorsky (2010) considers communicative competence as an integrative characteristic of a person, which ensures the success of professional interaction, critical thinking and the ability to self-regulate.

Research by Ukrainian and foreign scholars indicates a unity of approaches in understanding communicative competence as a multidimensional system that combines knowledge, skills, abilities, values, and personal qualities [1]. At the same time, foreign models more often emphasize the sociolinguistic and strategic component, while Ukrainian research pays more attention to motivational and reflective aspects [2; 3; 5].

In the context of digitalization of education and the spread of blended learning, the need to develop both traditional and digital communication skills is becoming more urgent. Future physical education managers must master modern means of communication, including online platforms, multimedia resources and interactive tools [1; 6]. The socio-cultural aspect of the problem is also important, since the effectiveness of a physical education manager is determined by his ability to intercultural interaction, tolerance and openness to cooperation (European Qualifications Framework, 2018).

Management activities in the field of physical education have a number of specific features. A professional combines pedagogical, organizational, methodological and communicative functions [7; 8; 10]. One of the key features is the specificity of management functions, which include planning, organization, coordination and control [3; 4]. The role of communication in the process of decision-making, organization and coordination of activities is critical. Effective communication ensures team motivation, mutual understanding, rapid response to changes and adequate decision-making [1; 6].

Leadership and communication skills are equally important. Management activities in this area involve working with multi-level groups, which requires the ability to inspire, motivate, and maintain a psychological climate in the team [2; 3; 5].

### **Identification of previously unresolved aspects of the general problem.**

Despite the significant amount of research on communicative competence as a key factor of managerial effectiveness, a number of its aspects require additional theoretical understanding in the context of training future physical education teachers. Existing models [7; 8; 10] focus on grammatical, sociolinguistic, discursive and strategic components, but the issues of integrating digital communication skills into professional managerial activities and pedagogical approaches to their formation remain underdeveloped. Ukrainian studies [2; 3; 4] emphasize motivational and reflective components, but their relationship with



modern blended and digital educational environments requires deeper analysis. In addition, the formation of intercultural communication skills that ensure effective interaction in a multicultural and interdisciplinary environment has not yet been sufficiently studied. The identification of these gaps provides grounds for a theoretical justification of the essence, structure and features of the formation of communicative competence of future physical education teachers in the conditions of managerial activity, as well as the definition of pedagogical conditions and approaches that contribute to the effective development of this competence in a higher education institution [11].

Based on the identified unresolved aspects, the purpose of the article is to theoretically substantiate the essence, structure and features of the formation of communicative competence of future physical education teachers in the conditions of managerial activity, as well as to determine pedagogical conditions and approaches that contribute to the effective development of this competence in a higher education institution.

**Outline of the main research material with full justification of scientific results obtained.** The theoretical foundations of the concept of "communicative competence" include understanding its essence, structure, and significance in the professional training of specialists, as well as studying the main approaches to its formation. First of all, communicative competence is considered as an integral quality of a person, which determines his ability to successfully enter into the process of communication, choose adequate linguistic and non-linguistic means and achieve the set communicative goals. It is not limited to knowledge of the language system, but involves the ability to apply linguistic resources in specific situations, taking into account socio-cultural norms, ethical principles and characteristics of communicative partners. Its essence lies in the combination of knowledge, skills, abilities and personal qualities that ensure the effectiveness of interaction, and the structure reflects the internal organization of this quality. In modern studies, communicative competence is most often presented as a multi-component formation, which includes: a linguistic component (knowledge of grammar, vocabulary, phonetics and stylistics), a discursive component (the ability to build logically and meaningfully coherent statements), a sociolinguistic component (the ability to take into account social roles, etiquette norms and cultural differences), a pragmatic component (adequate selection of means according to the goal and situation), a strategic component (the ability to overcome difficulties in communication using compensatory strategies), as well as a socio-psychological component (development of empathy, tolerance, the ability to listen and interact with partners) [12]. Such a multi-level structure indicates that communicative competence is a dynamic system that combines cognitive, behavioral and emotional elements.



In the context of professional training, communicative competence is a key condition for the success of a specialist in any field of activity. It performs a number of important functions: informational (ensuring accurate transfer and exchange of knowledge), interactive (creating conditions for cooperation and effective interaction in the team), organizational (coordinating the activities of a group or team) and regulatory (resolving conflicts, reaching agreement, making collective decisions). In the modern professional environment, a high level of communicative competence determines readiness for intercultural dialogue, professional mobility, leadership and adaptation to rapidly changing working conditions [13]. This is especially important for teachers, managers, lawyers, doctors and representatives of other professions, where communication is the main tool for achieving results.

The formation of communicative competence is carried out on the basis of several methodological approaches. **The competency-based approach** focuses on the final result of the educational process - the formation of certain competencies in the future specialist, among which the leading place is occupied by communicative. It focuses on the integration of knowledge, practical skills and value orientations, as well as on the use of tasks that are as close as possible to real life and professional situations. **The activity-based approach** emphasizes that competence is formed in the process of active activity; therefore, communicative skills are best developed in situations of live or simulated communication, during role-playing games, trainings, discussions, project work. **The personally oriented approach**, in turn, proceeds from the uniqueness of each individual, takes into account their individual needs, communication styles, motivation and values. It is aimed at developing empathy, creativity, the ability to express themselves and reflect, which ensures not only the formation of communicative skills, but also the personal growth of the future specialist [14; 15].

Thus, communicative competence appears as a multidimensional category that includes a complex of knowledge, abilities, skills and personal traits that ensure the effectiveness of communication. In professional development, it plays a strategic role, as it determines the quality of interaction in the team, the ability to intercultural dialogue and the readiness to perform socially significant functions. The formation of this competence requires a purposeful integration of competence, activity and personality-oriented approaches, which makes it possible to achieve harmonious development of the communicative culture of the individual.

The concept of "communicative competence" occupies an important place in modern pedagogy, linguistics, psychology and sociology, as it reflects the integral ability of a person to enter into productive interaction in various life and



professional situations. The term "communicative competence" was first introduced by the American sociolinguist D. Hymes (1972) [8], who emphasized that knowledge of the grammatical system of a language is not sufficient for effective communication; it is also necessary to know the rules for using language forms in certain social contexts. This idea was later developed in the works of M. Canale and M. Swain (1980) [7], who proposed a model of communicative competence consisting of four components: grammatical, sociolinguistic, discursive and strategic.

In further research, L. Bachman (1990) [10] proposed an expanded model in which communicative competence is viewed as a combination of organizational and pragmatic competences. This approach emphasizes the integrative nature of the concept, which includes not only linguistic knowledge, but also cognitive, social and cultural factors.

In the Ukrainian scientific tradition, communicative competence is defined as a complex personal formation that encompasses knowledge, skills, value orientations and personal qualities necessary for successful communication. In particular, O. Pometun (2004) [3] emphasizes its importance as a basic key competence in the system of general secondary and higher education. N. Bibik (2007) [2] considers it as the ability to apply language knowledge in practical activities, taking into account the socio-cultural context.

Thus, communicative competence in modern science is interpreted multidimensionally: as knowledge of language norms, as the ability to interpersonal interaction, as socio-cultural sensitivity and as strategic flexibility in various communicative conditions.

The analysis of scientific literature shows that the structure of communicative competence is multi-level and multi-component. It is interpreted differently in different studies, but all authors emphasize the integrative nature of this concept.

One of the first researchers to draw attention to the structural nature of communicative competence was D. Hymes (1972) [8]. He defined it as the ability not only to construct grammatically correct utterances, but also to use them appropriately in specific social situations. Thus, the structure incorporated a combination of **linguistic** and **sociocultural** components.

The concept was further developed in the works of M. Canale and M. Swain [7], who identified four basic components: **grammatical** (knowledge of phonetics, vocabulary, grammar, morphology); **sociolinguistic** (the ability to take into account social roles, the status of communication participants, and norms of politeness); **discursive** (the ability to build coherent and logically consistent statements); and **strategic** (the ability to overcome communicative barriers and use compensatory strategies).



Bachman (1990) [10] expanded this model by introducing the concepts of **organizational competence** (grammatical and textual) and **pragmatic competence** (illusory and sociolinguistic). His approach is considered one of the most comprehensive, as it combines cognitive, linguistic and social aspects.

In Ukrainian science, the structure of communicative competence is often defined in a more applied, pedagogical context. Thus, N. Bibik (2007) [2] identifies the following components: **speech** (proficiency in native and foreign languages), **socio-cultural** (knowledge of cultural norms, traditions), **pragmatic** (ability to choose adequate means of communication), **strategic** (ability to respond flexibly in complex communicative situations).

Pedagogical researchers also emphasize psychological and personal components. For example, S. Savchenko (2011) [4] in the structure of communicative competence of future teachers distinguishes **motivational** (value orientations, interest in professional communication), **cognitive** (knowledge of language and communication), **operational-activity** (communication skills and abilities) and **reflective** (ability to self-analysis and self-correction).

Therefore, it can be argued that the structure of communicative competence is multidimensional and encompasses both cognitive and activity, motivational and reflective components. A common feature of different models is the desire to reflect the balance between knowledge and practical skills, between language resources and sociocultural factors, between individual abilities and the requirements of professional activity.

In modern conditions, professional training of specialists requires not only thorough knowledge of specialized disciplines, but also developed communication skills that ensure effective interaction in educational, managerial and social environments. Communicative competence in this context is considered one of the basic professional competencies, without which the successful performance of official and managerial functions is impossible.

For future physical education and sports teachers, this competence is of particular importance, since their professional activity is based on constant interaction with different categories of people: students, pupils, athletes, colleagues, administration, parents and representatives of the public. Performing the roles of organizer, trainer, teacher and manager requires them to be able to convey information clearly and convincingly, motivate for activity, resolve conflicts, and ensure a positive psychological climate in the team. That is why communicative competence in this professional field is not a secondary, but a determining condition for work efficiency.

A feature of the professional training of future physical education teachers is the integration of theoretical knowledge, practical skills and communicative skills. Thus, according to the European Qualifications Framework (European



Qualifications Framework, 2018), communicative competence is classified as a key “soft skills” that should be developed in parallel with professional knowledge. Ukrainian scientists [3; 4; 9] emphasize that future teachers and trainers should master the skills of public speaking, discussion, intercultural communication, persuasive argumentation and constructive resolution of conflict situations.

In addition, professional training in the field of physical education is increasingly carried out in a blended and digital learning environment, which requires students not only traditional communication skills, but also the ability to interact effectively in a virtual environment: during video conferences, in chats, on learning platforms. This expands the concept of communicative competence, including the **digital communicative component** of the ability to use modern technologies to support productive communication.

Thus, communicative competence in the professional training of future physical education teachers is an integrated quality that encompasses the ability for interpersonal, professional and digital interaction. It forms the basis for the development of managerial, pedagogical and organizational skills and determines the readiness of a graduate of a higher education institution to successfully implement professional functions in the modern socio-cultural environment.

The formation of communicative competence in the professional training of future physical education teachers should be based on a system of scientifically sound approaches that ensure the integrity of the educational process, its practical orientation and individualization of learning. The most productive in this context are competency-based, activity-based and personality-oriented approaches that complement and mutually enrich each other.

**The competency-based approach** is leading in the modern educational paradigm, as it is aimed not only at transferring knowledge, but also at developing in students the ability to effectively apply it in real professional and life situations. Within the framework of this approach, communicative competence is considered as a key learning outcome that integrates knowledge, skills, abilities, value attitudes and personal qualities [2; 3]. For future physical education teachers, the ability to organize interaction with the team, to exercise pedagogical and managerial influence, to establish a constructive dialogue with various social groups is important. In this sense, the competency-based approach allows us to define clear criteria and indicators of the level of development of communicative competence.

**The activity approach** emphasizes that any competence is formed and developed in the process of active practical activity. As noted by L. Vygotsky (1982), personality development occurs through activity, which is the main means of assimilating social experience. For the preparation of future physical education teachers, this means the need to involve students in various types of



communicative activity: role-playing games, trainings, business games, modeling professional situations, discussions and debates. It is in the activity context that students acquire the skills of argumentation, persuasive speech, negotiation, and conflict resolution, which is an important component of their future managerial and pedagogical activities.

**The personally oriented approach** is based on the recognition of the uniqueness of each student, his individual experience, communication style and learning. According to K. Rogers [9], effective learning is possible only under conditions when the educational environment promotes self-development, self-realization and the disclosure of the potential of the individual. In the context of the formation of communicative competence, this means taking into account the individual psychological characteristics of students, developing their empathy, tolerance, ability to work in a team, as well as supporting motivation for professional self-improvement. For physical education teachers, the personally oriented approach is especially important, because it is through an individual approach to students, athletes or colleagues that the success of pedagogical and managerial activities is ensured.

Thus, the combination of competency-based, activity-based, and personality-oriented approaches creates a holistic methodological basis for the formation of communicative competence of future physical education teachers. It allows simultaneously ensuring the effectiveness of training, the practical orientation of the educational process, and the individual development of each student.

**Management activities** in the field of physical culture and sports have a number of specific features that distinguish it from management in other professional fields. A professional specialist in this field combines pedagogical, organizational, methodological and communicative functions, ensuring the effective functioning of sports organizations, educational institutions, sports clubs or training centers.

One of the key features is the specifics of the managerial functions of a physical education specialist. These include planning and organizing the educational and training process, coordinating the work of teams and collectives, managing sports and educational projects, monitoring the implementation of tasks and evaluating the results of activities. In this context, the managerial role of a specialist combines pedagogical functions - the formation of physical, moral and psychological qualities of athletes or students, with administrative ones - resource allocation, scheduling, documentation and monitoring compliance with rules and standards.

An important component of effective management is the role of communication in the decision-making process, organization and coordination of



activities. The success of management largely depends on how clearly and clearly a specialist is able to convey information, motivate the team, ensure mutual understanding between the participants in the process and maintain effective feedback. Communication in the field of physical education includes not only verbal and written communication, but also non-verbal means - gestures, facial expressions, demonstration of exercises and techniques, which is an integral part of the educational and training process. Effective communication allows you to quickly respond to changes in the situation, make adequate decisions and coordinate the team's activities in real time.

No less important is the need to develop leadership and communication skills in physical education specialists. Management activities in this area often involve working with multi-level groups – athletes of different ages and qualifications, colleagues, administrative staff and parents. Therefore, leadership qualities, such as the ability to inspire, motivate, accept responsibility, as well as communication skills that ensure effective dialogue, constructive criticism and conflict resolution, are critically important. It is through the development of these qualities that a specialist is able to create a favorable psychological climate in the team, ensure a high level of discipline and involvement, and also achieve high results in professional activities.

Thus, management activities in the field of physical culture and sports are a complex process that combines pedagogical, organizational and communicative functions. The effectiveness of this process largely depends on a high level of communicative competence and the development of leadership qualities in future specialists, which ensures productive leadership, interaction and achievement of set goals.

**Conclusions.** Analysis of scientific and pedagogical sources shows that communicative competence is a multidimensional integrative formation that combines knowledge, skills, abilities, value orientations and personal qualities. Foreign models emphasize the importance of grammatical, sociolinguistic, discursive and strategic components, while Ukrainian studies focus on motivational, reflective and socio-psychological components. Such a multilevel structure demonstrates that communicative competence includes cognitive, behavioral and emotional elements that ensure the effectiveness of interpersonal, professional and managerial interaction.

For future physical education teachers, communicative competence is a determining condition for the effectiveness of managerial and pedagogical activities. It ensures the implementation of key functions: organizational (planning, coordination, control), interactive (interaction with the team, motivation and support of team spirit), informational (accurate transfer of knowledge and instructions) and regulatory (conflict resolution, reaching



agreement, making collective decisions). A high level of communicative competence determines the ability to intercultural dialogue, professional mobility and adaptation to rapidly changing working conditions.

The literature analysis confirmed the effectiveness of combining three main approaches: a competency-based approach, which defines communicative competence as a key educational outcome, integrates knowledge, practical skills and value orientations, allowing for the establishment of clear criteria and indicators of the level of formation; an activity-based approach, which is based on active communicative practice (role-playing and business games, trainings, discussions, modeling of professional situations) and promotes the development of reasoned speech, negotiation, constructive conflict resolution and management skills; a personality-oriented approach, which takes into account the individual characteristics of students, communication style, motivation and values, promotes the development of empathy, tolerance and self-reflection, which ensures a harmonious combination of communication skills and personal growth. Professional activity in the field of physical education combines pedagogical, organizational and managerial functions. Communication is a critically important factor in the effectiveness of team management and team interaction, ensures the successful implementation of projects, training programs and educational events. To do this, future professionals must possess not only traditional language skills, but also digital and intercultural communication skills, which is becoming more relevant in the context of blended and distance learning.

Therefore, the development of leadership qualities, the ability to motivate and maintain a psychological climate in the team, the ability to inspire, persuade and resolve conflicts are integral elements of the managerial competence of future physical education teachers. Communicative competence is closely interconnected with the socio-psychological component, which determines the effectiveness of work with different-level groups of athletes, students, colleagues and administrative staff. Theoretical substantiation of the essence, structure and methodology of the formation of communicative competence creates the basis for the development of modern pedagogical programs, methodological recommendations and educational strategies. The implementation of an integrated approach allows for the systematic development of professional, managerial and communicative skills, which guarantees a high readiness of future physical education teachers to perform professional functions in modern socio-cultural and educational conditions.

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