

РОЗДІЛ IX. ПРОБЛЕМИ ОСВІТИ ДЛЯ ХХІ СТОЛІТТЯ

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COMMUNICATIVE COMPETENCE AS A COMPONENT OF THE PEDAGOGICAL SKILLS OF FUTURE PHYSICAL EDUCATION TEACHERS IN DISTANCE LEARNING CONDITIONS

The article shows that the formation of communicative competence of physical education teachers is an integral part of their professional training, which requires in-depth knowledge of the Ukrainian language. Communicative competence is considered in literary sources as the ability of a teacher to establish and maintain the necessary contacts with students, a set of knowledge, skills and abilities in various communication situations, the volume of knowledge, linguistic and non-linguistic skills and communication skills that are necessary in the process of teaching and education. The socio-philosophical, psychological-pedagogical and health-pedagogical prerequisites for the development of the system of formation of professional speech culture of future physical education specialists are determined. The structural components of the system of formation of professional speech culture of future physical education specialists are identified. In the process of analyzing existing concepts, the main aspects that affect the functioning of the scientific organizational and methodological system of formation of speech skills are identified: socio-cultural, psychological and pedagogical. The purpose of the article is to form the communicative competence of future physical education teachers while observing the norms of speech etiquette in distance learning. The general speech development of physical education teachers takes place in higher education institutions during the mastery of professional activity, self-realization in teaching, achievement of the set goal, comprehension of the essence of their future profession. The profession of a future physical education teacher is clearly focused on communicative competence, which involves direct communication with students, parents and teachers. The formation of the communicative competence of a physical education teacher goes through the appropriate stages during his studies at a higher education institution, professional training to the highest level of professionalism and pedagogical skill. The communicative competence of a physical education teacher is a component of his pedagogical skill and consists in the ability to establish and maintain communication with students in any professional situation, appropriately use non-verbal means, and adhere to the norms of speech etiquette. We see the prospect of further research in the development of a system of communicative training tasks focused on the future professional activities of students.

Key words: *physical education, higher education institutions, communicative competence, professional training, future physical education teacher, distance learning.*

Introduction. The leading idea of Ukraine's modern education system is to view the learning process and its outcomes through the prism of a competency-based approach. The standards of vocational education define general and professional competences of a higher education student, the formation of which is part of the educational outcomes. According to V. Kremen, the country that will be able to ensure priority development of science as a sphere that produces new knowledge and education as a sphere that humanises knowledge and primarily ensures individual development of a person will be able to claim a worthy place in the world community and be competitive (Кремень, 2002, p. 5).

The formation of future physical education teachers' communicative competence is an integral part of their professional training, which requires deep knowledge of the Ukrainian language. The general language development of physical education teachers takes place in higher education institutions during mastering professional activity, self-realization in learning, achieving the goal, and understanding the essence of their future profession. The profession of a future physical education teacher should clearly focus on communicative competence, which involves direct communication with students, parents and colleagues. It is especially important in distance learning.

Analysis of recent publications. At the current stage of education development, the requirements for the professional training of future specialists are growing. In general, secondary education institutions, a new methodological approach to physical education lessons has been identified as a priority, aimed not only at developing motor abilities, skills and abilities, but also at forming students' motivation for physical education activities, fostering their need for physical self-improvement. The decisive place in this process belongs to the physical education teacher, a creative, proactive, competitive, competent specialist who is able to learn throughout life, use the necessary motivational and psychological factors in his/her work, communicate effectively, establish mutual understanding and interaction with students, and have communicative competence.

The rapid advancement of innovative technologies, the emergence of distance, online and blended learning models that complement traditional teaching have changed the educational landscape of higher education and

led to the development and use of new models of organizing the educational process. These changes were intensified during the martial law, which affected all spheres of our life in Ukraine, and the education sector, including physical education, underwent significant changes. In order to ensure the security situation, the educational process was suspended in educational institutions due to the threat to the life and health of participants in the educational process, large-scale destruction of educational institutions, educational material and technical facilities, forced large-scale displacement of participants in the educational process within Ukraine and abroad, which led to significant losses of students and teaching staff.

After the involuntary break, the educational process continued using all available forms: online, offline or in a mixed mode. Thus, in accordance with the Law of Ukraine 'On Education', Article 57 on state guarantees in martial law, emergency or state of emergency states that students who, in the context of martial law, emergency or state of emergency in Ukraine or its separate localities declared in accordance with the established procedure, were forced to change their place of residence, leave their workplace, place of study, regardless of their place of residence for the special period, are guaranteed the organization of the educational process in a distance form or in any other form, which is the safest for its participants (Закон України «Про освіту»).

Higher education institutions were forced to develop new approaches to ensure the continuity of education without compromising its quality. These changes are enshrined in the following regulatory and legal state documents: the Laws of Ukraine 'On Education', 'On Higher Education', 'On Physical Education and Sports'; the Resolutions of the Cabinet of Ministers of Ukraine 'On Approval of Licensing Conditions for Educational Activities of Educational Institutions', 'Some Issues of Professional Development of Pedagogical and Scientific and Pedagogical Staff'; the Strategy for the Development of Physical Education and Sports until 2028; the Draft Strategy for the Development of Higher Education of Ukraine for 2021-2031; in the Branch Conception of the Development of Continuing Pedagogical Education; in the Professional Standard 'Teacher of a General Secondary Education institution', etc.)

These documents indicate the strengthening of the role of physical education teacher in instilling in students an interest in learning, stimulating lifelong learning, actualizing their curiosity, initiative, and independence. The implementation of these tasks of pedagogical science

is possible with the introduction of new modern models, various forms and innovative methods and techniques of teaching and upbringing.

The analysis of psychological and pedagogical literature shows that a component of a teacher's professional activity is pedagogical communication, which is considered as a means of solving educational tasks, social and pedagogical support of the educational process, a way of organizing relationships between teachers and students. Since communication is seen as a process of communication, pedagogical communication is pedagogical communication. Therefore, a teacher's communicative competence can be defined as competence in pedagogical communication (Васьков, 2006; 2012; Кондрацька, 2017).

Foreign scientists (C. Laczkovics, G. Fonzo, B. Bendixsen, E. Shpigel, I. Lee, K. Skala, A. Prunas, J. Gross, H. Steiner & J. Huemer) interpret communicative competence as: a certain set of knowledge, experience, qualities, abilities of a personality that allow to effectively perform communicative functions, the ability to act in a situation of uncertainty), the ability to demonstrate knowledge of communicative behaviour in a particular situation, the ability to formulate tasks and achieve them, cooperating with others and adapting to changes in the communication situation (Бондаренко).

The formation of communicative competence should be based on the following categories: speech content (novelty, relevance, specificity, purposefulness), speech structure (duration of sound, use of terms, knowledge of terminology), communicative skill (informative, correct, logical, precise, clean, appropriate expressiveness), sound design (morphological and syntactic aspects), practical orientation (emphasis on the necessary information, persuasiveness, clarity of presentation), image of future physical education teacher as a representative of the elite of modern society (professionalism, attitude to students, colleagues, erudition, emotionality, style of speech) (Закон України «Про світу»).

Improvement of teachers' communicative competence is achieved through the formation of their knowledge about the main components of pedagogical communication. The components of physical education teacher's linguistic abilities can be defined as: a diverse repertoire of linguistic means, good verbal memory, ability to orientate language to solve communicative tasks of dialogue orientation, high level of event prediction (Васьков, 2012; Бондаренко; Прищак, 2010). It is language tools that are the main ones in solving communicative tasks.

Summing up the above, we note that the formation of professional and linguistic culture is an integral part of the professional training of a future physical education teacher, whose activity is impossible without strong in-depth knowledge of the Ukrainian language culture. All of the above determines the relevance of the problem of introducing the most effective technologies for the formation of professional and speech culture of future specialists in physical education and sports into the teaching practice of higher education institutions.

The purpose of the article – formation of future physical education teachers' communicative competence by observing the norms of speech etiquette in distance learning.

The results of researches. The challenges of modern society, including martial law in Ukraine, are making adjustments to the distance education system. It is becoming more in demand, and the relevance of problems related to the organization of education for different age groups of students, the choice of online platforms for organizing students' educational activities, and the combination of traditional teaching methods with those specific to distance education is growing. The successful implementation of distance learning in the country is significantly facilitated by its state policy. Since independence, a number of laws have been adopted on informatization of society, including the State National Programme 'Education' (Ukraine of the XXI century), the Law of Ukraine 'On the National Informatization Programme', the 'Concept of Development of Distance Education in Ukraine' and in 2020, the 'Regulation on Distance Form of Complete General Secondary Education' (Положення про дистанційну форму здобуття повної загальної середньої освіти, 2020), etc. The methodology of conducting distance physical education classes is in the process of formation, and the principles of distance learning and its features have become serious challenges for the education system as a whole. Today, physical education lessons become even more important, as physical activity helps to maintain the proper level of physical and functional condition of the body, has a health-improving effect, reduces tension, anxiety, helps to restore mental and physical health, etc. Distance learning requires access to the Internet and technical support (computer, laptop, tablet, smartphone, etc.) for all participants in the educational process. There is a problem with access to high-quality Internet, and, accordingly, the lack of equal conditions for all participants in the educational process. Another problem is that some

teachers are not proficient in various distance education technologies. While students master e-learning tools fairly quickly, this problem is complicated for teachers because they need not only to master a new tool, but also to change their own teaching methods, which have been developed over the years, to find and apply new methods and forms in order to achieve the required learning outcomes.

The analysis of the literature shows that a component of communicative competence is a set of language knowledge, mastery of norms, the ability to freely express one's own opinion, and communicate with others.

The position on the professionally oriented essence of speech activity as one of the components of professional readiness and professional potential of future physical education teachers is dominant in the search for ways and mechanisms of forming speech skills. Speech skills of future physical education teachers are a phenomenon whose development is determined by a combination of psychophysiological, socio-cultural and pedagogical factors, the student's knowledge of speech culture and the possibilities of its application in accordance with the needs, characteristics and purpose of the pedagogical process. At the same time, readiness for speech activity is considered as a manifestation of special knowledge, specific physical education concepts, speech competence and speech professionalism.

The organization of speech activity in the context of university education involves students' acquisition of knowledge about language and speech, their own speech experience, the individual's orientation towards self-development and self-realization, the formation of self-awareness as a prerequisite for independence in mastering professional speech skills, accompanied by appropriate correction, and an increase in the level of professional maturity in mastering various speech functions.

The general language development of a future physical education specialist is determined by the qualitative level of his/her language activity, which is manifested both in professional activity and in the process of his/her self-realization as a form of self-manifestation, achievement of the outlined goal, comprehension of the essence of professional language activity. Pedagogical situations involving different types of communication during practical classes, in which students' speech skills are developed, are psychological and pedagogical stimulants of their professional communicative activity in the educational process. So, communicative competence is a synthesis of theoretical and practical knowledge on the

implementation of managerial, informative, emotional, functions in the process of joint activity (Пасинок, 1999, p. 29).

In the process of analysing the existing concepts, there is a need to distinguish three main aspects that influence the functioning of the scientific organisational and methodological system of forming speech skills: socio-cultural, psychological and pedagogical.

Scientists V. Andrushchenko, Yu. G. Hryban, I. Mychka, and others, characterize the socio-cultural aspect as relative stability, traditionality, and foreign cultural influences, the dynamics of social stratification of society, the cultural orientation of its citizens, positive social motivation of a person, etc. All of this generally enhances the preservation of the cultural line in the process of forming professional language skills.

In the works of L. Vygotsky, H. Kostiuk, K. Platonov and others, the psychological aspect is based on the interconnection of external and internal speech, speech and thinking, on the motivation of speech, the personal attitude of the speaker during the speech act, the adequacy of the forms of speech to the situation.

The pedagogical aspect, as a generalizing and effective one, in the process of forming professional speech skills of future physical education teachers contributes to mastering the system of knowledge in organic unity with pedagogical practical actions necessary for improving and correcting speech activity. The main aspect of this provision is the need to develop individual interest in the phenomena of language and speech culture, create pedagogical conditions for self-realization and self-development of the individual in the process of speech activity, promote awareness of the functional role of speech skills in pedagogical activity.

The multifaceted aspects of studying the problems of the ontogeny of physical education teacher's speech culture prompts the need to reveal the essence of a whole range of issues that needed to be addressed and were clearly reflected in the works of both foreign and domestic scholars.

It should be noted that after a meeting with a physical education teacher, students remember not only the information he or she provided, but also the atmosphere that accompanied their communication. Pupils retain the impression of meeting the teacher, the memory of his/her look, intonation, tone, speech, and the way he/she reacts to the behaviour of his/her pupils. Therefore, the level of skill in speech activity is determined by the level of culture of his speech and the direction of his communicative behaviour.

Conclusions and proposals. The communicative competence of a physical education teacher is a component of his/her pedagogical skills and consists in the ability to establish and maintain communication with students in any professional situation, use non-verbal means appropriately, and follow the norms of speech etiquette. We see the prospect of further research in the development of a system of communicative training tasks focused on the future professional activities of students.

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Положення про дистанційну форму здобуття повної загальної середньої освіти: затверджено наказом МОН від 8 вересня 2020 року №1115. URL: <https://zakon.rada.gov.ua/laws/show/z0703-13#Text> (*Regulations on the distance form of obtaining complete general secondary education: approved by the order of the Ministry of Education and Science of September 8, 2020 No. 1115. URL: https://zakon.rada.gov.ua/laws/show/z0703-13#Text*)

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АНОТАЦІЯ

Конох Анатолій, Мосейчук Юрій, Шукатка Оксана. Комунікативна компетентність як складова педагогічної майстерності майбутніх учителів фізичної культури в умовах дистанційного навчання.

У статті показано, що формування комунікативної компетентності учителів фізичної культури є складовою частиною їх професійної підготовки, яка потребує глибоких знань оволодіння українською мовою. Комунікативна компетентність розглядається в літературних джерелах як здібність учителя встановлювати і підтримувати необхідні контакти з учнями, сукупність знань, умінь і навичок у різних ситуаціях спілкування, обсяг знань, мовних і немовних умінь і навичок спілкування, які необхідні в процесі навчання і виховання. Визначено соціально-філософські, психолого-педагогічні та оздоровчо-педагогічні передумови для розвитку системи формування професійно-мовленнєвої культури майбутніх фахівців фізичного виховання. Виокремлено структурні компоненти системи формування професійно-мовленнєвої культури майбутніх фахівців фізичного виховання. У процесі аналізу існуючих концепцій виокремлено основні аспекти, які впливають на функціонування наукової організаційно-методичної системи формування мовленнєвих умінь: соціокультурний, психологічний та педагогічний. Мета статті – формування комунікативної компетентності майбутніх учителів фізичної культури дотримуючись норм мовленнєвого етикету в умовах дистанційного навчання. Загальний мовленнєвий розвиток учителів фізичної культури відбувається узакладах вищої освіти під час оволодіння професійною діяльністю, самореалізацією у навчанні, досягненні поставленої мети, осмисленні сутності своєї майбутньої професії. Професія майбутнього вчителя фізичної культури чітко орієнтована на комунікативну компетентність, яка передбачає безпосереднє спілкування з учнями, батьками та вчителями. Формування комунікативної компетентності учителя фізичної культури проходить відповідні етапи впродовж його навчання у закладі вищої освіти, професійного навчання до найвищого рівня професіоналізму та педагогічної майстерності. Комунікативна компетентність учителя фізичної культури є складовою його педагогічної майстерності й полягає в умінні встановлювати та підтримувати спілкування зі здобувачами освіти у будь-якій професійній ситуації, доречно використовувати невербальні засоби, дотримуватись норм мовленнєвого етикету. Перспективу подальшого дослідження вбачаємо в розробці системи комунікативних тренінгових завдань, орієнтованих на майбутню фахову діяльність студентів

Ключові слова: фізична культура, заклади вищої освіти, комунікативна компетентність, професійна підготовка, майбутній учитель фізичної культури, дистанційне навчання.