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Management of the Communicative Competence Development in Future Physical Education Teacher

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Abstract. *With account of specifics of work of physical education (PE) teachers, we believe the problem of formation of their communicative competence, abilities and skills to solve practical tasks in different psychological-educational situations, studying the level of development of interpersonal relationships among students, identifying their life values and forming value attitude to healthy lifestyle, opening new possibilities of personal development to their students is a topical problem. The goal of the research is to identify the level of maturity of communicative component of preparing future PE teachers for professional activity. The methods of the research are testing, self-evaluation of students using questionnaires, tests, and inquiry forms, analysis, methods of mathematical statistics. During the empirical study we have established that future PE teachers have to develop their ability to create communicative environment for successful interpersonal interaction with students. Comparative analysis of the results of maturity of communicative competence of future PE teachers has shown dynamics of formation of communicative competence of students. The experiment has shown that in the basis of the development of communicative competence of future PE teachers students of experimental groups (EG) taught by the methodology presented in the study show better results than students of control groups (CG). It has been proved that the level of interaction depends on the effectiveness of group work. Regular interaction of EG students during the trainings contributed to the formation of communicative competence of future teachers, which was reflected in effective mastering of models of pedagogical communication.*

Keywords: communication, communicative competence, communicative component of training, level of maturity of communicative competence, physical education teacher.

Introduction

Today the need for new content of knowledge offered in the field of education brings into focus the appropriateness of the issue of modernisation of higher pedagogical physical education and requires reconsideration and reformation of conceptual basis of future PE teachers training.

In general, professional competence of a teacher is a dynamic combination of knowledge, abilities, and practical skills, ways of thinking, professional, worldview, and civil characteristics, moral and ethical values, which identifies the ability of a teacher to successfully conduct professional activity. Within professional activity teacher acts as an active subject of communication: transfers and acquires information from students, colleagues, and parents, gains contact with them, forms relationships based on dialogue, understands and perceives the inner world of a child, is willing to realise the abilities of each student as much as possible and ensure their emotional comfort within the educational process. For this reason, communicative competence is an important component of teacher's professional

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competence while one of the primary tasks of higher pedagogical education is to form communicative competence of a teacher as it acts as a moral and spiritual factor and scientific content of the educational process, in which teacher's knowledge and wish to help and understand students are the most important things.

Communication in pedagogics is mainly a technological, informational, speech aspect of definition of society as a purely technological means of information transmission.¹ However, it is perceived as something that cannot be defined in educational process, as a matter which is neutral concerning the essence, content, values of pedagogics.

Professional-pedagogical communication as a specific process of mutual exchange of information is a means of realisation of professional activity of a teacher whose mastery must be based, on the one hand, on special professional knowledge and versatile professional skills and, on the other hand, on ability to exchange information with students, parents, colleagues, administration, education workers, etc., reaching mutual understanding. Successful realisation of communication ensures competence of its implementation – integral personal education combining teacher's conscious understanding of value of communicative activity, theoretical and practical preparedness to its skilled realisation.²

We should also note that professional-pedagogical communication belongs to the so called socionomy types of activity³ where communication accompanies work activity and becomes professionally significant. This generates a need for considering the communicative aspect of professional-pedagogical activity despite the fact that communication acts as the means of solving educational tasks, social and psychological security of educational process, and the way to organise the relationships of teacher and student.

At the same time researchers of professional-pedagogical communication give the following definition of "professional-pedagogical communication" – it is a system of indirect connections, interactions of a teacher implemented through verbal and non-verbal means, means of computer communication in order to exchange information, model and manage the process of communication, regulate pedagogical relationships.⁴

Professional-pedagogical communication is implemented as a system of the most indirect and mediated connections between the subjects of communication.

¹ L. A. Krasnova, V. Y. Shurygin, "Development of teachers' information competency in higher education institution", in *Astra Salvensis*, V (2017), no. 10, p. 307-314.

² О. А. Абдулина, *Общепедагогическая подготовка учителя в системе высшего педагогического образования*, Москва, Просвещение, 2010, p. 141. I. Kondrateva, N. Plotnikova, "Future teachers' communicative and educational competence development: Didactic principles of education process", in *Astra Salvensis*, VI (2018), no. 11, p. 383-389.

³ M.-M. Popescu-Mitroi, L.-L. Todorescu & A. Greculescu, "The Impact of Psycho-pedagogical Training on Communicative Competence", in *Procedia - Social and Behavioral Sciences*, 191 (2) (2015), p. 2443-2447.

⁴ E. L. Todd, C. R. Begona & C. I. Carol, "An evaluation of teachers' knowledge and use of physical education instructional models", in *Journal of Physical Education and Sport*, 16(4) (2016), p. 1310–1315.

Indirect connections between the subjects of communication are characterised by their direct contacts (with common time and space characteristics): “teacher – student”, “teacher – group of students”, “teacher – community of students”, “teacher – teacher”, “teacher – group of teachers”, “teacher – community of teachers”, “teacher – representative of administration”, “teacher – social care teacher (psychologist, student’s parents, society representatives, subjects of education management, random subjects)”, etc.⁵

Thus, a teacher of general education school must also study the ways of effective interaction with students, constructively transfer information, and try to achieve educational goals and create positive attitude of schoolchildren to studying and communication with teachers. For this reason, the problem of formation of communicative competence of future PE teacher becomes topical; this teacher spends more time with children than any other specialist as they manage scheduled classes, sports clubs, competitions, etc.

As for analysis of communicative competence, it should be noted that this notion is studied in both theoretical and practical aspects of psychological and pedagogical science, such as: communicative competence as a component of personal communicative activity requiring developed communicative skills and abilities^{6,7,8}; communicative competence as one of the aspects of personal communicative core displayed during the interaction with different people and communities that an individual enters into direct or indirect contact with⁹; communicative competence as competence in the field of social cognition¹⁰; communicative competence as a component of social and pedagogical competence^{11,12}; communicative competence as competence in communication from the positions of historically and culturally driven characteristics and ideological-moral categories of personality showing in communication¹³; communicative competence as a quality of empathy, as knowledge of the ways to orientate in different situations and fluency in verbal and non-verbal means of communication^{14,15}; communicative competence as a component of communicative

⁵ В. Fresko, "Developing narratives as a pedagogical approach to fostering professional interpersonal competences", in *Studies in Educational Evaluation*, 39(4) (2008), p. 232-239.

⁶ А. А. Леонтьев, *Педагогическое общение*, Нальчик, Эль-Фа, 1996.

⁷ М. И. Лисина, *Общение, личность и психика ребёнка*, Москва, Издательство «Институт практической психологии», 1997.

⁸ А.К. Маркова, *Психология профессионализма*, Москва, Муждународный гуманитарный фонд «Знание», 1996.

⁹ А. А. Бодалев, *Личность и общение*, Москва, Муждународная педагогическая академия, 1995.

¹⁰ Р. Стернберг, *Практический интеллект*, Санкт-Петербург, Питер, 2002.

¹¹ Б. Ф. Ломов, *Системность в психологии*, Москва, Московский психолого-социальный институт, 2011.

¹² А. В. Мудрик, *Социализация человека*, Москва, Издательский центр «Академия», 2006.

¹³ Ю. Н. Эмельянов, *Активное социально-психологическое обучение*, Ленинград, Издательство ЛГУ, 1985.

¹⁴ Ю. В. Суховершина, Е. П. Тихомирова, Ю. Е. Скромная, *Тренинг коммуникативной компетенции*, Москва, Академический проект, 2006.

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potential of a personality meaning a set of qualities which facilitates or complicates the process of interaction¹⁶.

According to the theoretical studies of Vasiliev¹⁷, Petrovskaya¹⁸ and others, the structure of communicative competence of teacher's personality includes cognitive, emotional, and behavioural components. Cognitive component shows in psychological processes related to cognition of the world and person themselves; represents a system of knowledge on the essence, structure, functions, and specifics and communication in general and professional communication in particular, humanistic set on communication and another person's personality. Emotional component shows in various emotional states, satisfaction/dissatisfaction with a partner, communication, oneself, emotional sensitivity to another person, empathy, willingness to enter personal and dialogic relationships. Behavioural component defines actions, ways, and styles of mastering the space, shows in verbal and non-verbal communication; includes general and professional-specific communicative skills.

Foreign researchers¹⁹ consider communicative competence as a set of speech, language, discourse, sociocultural, sociolinguistic, and strategic competence.

Speech competence is based on four types of competences: listening comprehension, speaking, reading, and writing. Speech skills are an integral part of speech abilities. It should be noted that speech competence includes dialogic and monologic speech, so students must learn to use both types of speech.

Language competence is integrative and includes linguistic knowledge (lexical, grammatical, phonetical, and spelling) and corresponding skills. Knowledge of language material only does not ensure the formation of speech abilities, students must obtain corresponding linguistic knowledge and develop certain speech skills to create and identify information. Lexical competence includes lexical knowledge and speech lexical skills, grammatical competence includes knowledge of grammar and speech grammatical skills; phonological competence includes phonetical knowledge and speech auditory vocal abilities.

Discourse competence includes communicative skills related to conditions of realisation of certain speech functions using adequate speech model samples.

Sociocultural and sociolinguistic competence is knowledge, ability to use sociocultural and sociolinguistic realities in communication and cognition. Sociocultural competence, in its turn, can be divided into country-specific

¹⁵ И. Б. Дерманова, *Психологический практикум. Мужличностные отношения*, Санкт-Петербург, Речь, 2001.

¹⁶ В. Н. Куницына, Н. В. Карпова, В. М. Погольца, *Межличностное общение*, Санкт-Петербург, Питер, 2001.

¹⁷ Н. Н. Васильев, *Тренинг профессиональных коммуникаций в педагогической практике*, Санкт-Петербург, Речь, 2005.

¹⁸ Л. А. Петровская, *Общение-компетентность-тренинг: избранные труды*, Москва, Смысл, 2007.

¹⁹ J. M. Wiemann, P. Backlund, "Current Theory and Research in Communication Competence", in *Review of Educational Research*, 1980, 50, p. 185-199. D. J. Canary, I. M. MacGregor, "Differences That Make a Difference in Assessing Student Communication Competence", in *Communication Education*, 2008, 57(1), p. 41-63.

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competence, which is knowledge of country's culture (history, geography, economics, state structure, traditions) and linguistic-cultural competence. The latter presupposes mastering the specifics of verbal and non-verbal (facial expressions, gestures) behaviour in certain communication situations.

Strategic competence means knowing how to choose effective strategies to solve communicative tasks; development of students' ability to study on their own and self-improve, willingness to communicate, listen, and understand other people, plan the educational process, give adequate appraisal and self-appraisal.

Methods

We have noticed that communicative training of a future teacher in a higher school begins in the 1st year, when students develop primary understanding of communication, empathy, attraction. Being senior students, future PE teachers study the development of these aspects of communication in ontogenesis and consider them as elements of pedagogical influence. During their pedagogical practice students get possibility to watch the specifics of communication at the level of "teacher-student".

In order to develop communicative skills of future PE teachers in experimental groups, we together with psychology teachers used social and psychological trainings aimed at preparation of teachers and students for communication, interpersonal influence trainings, communication development trainings - non-verbal, in particular, training of effective communication, etc. During such studying students were offered to solve tasks that could later be used in educational activity, such as: non-verbal communication exercises, active listening exercises, positive statement, etc., all of them helped to implement creative approach to pedagogical activity.

421 students of the 1st year and 407 students of the 4th year of sports pedagogical faculty of Pavlodar State Pedagogical Institute divided into control and experimental groups participated in the research. As future teachers had not developed enough skills and abilities in the field of pedagogical communication yet, teachers used special training exercises for practical psychological-pedagogical classes in experimental groups to develop their ability to apply the obtained knowledge first in modelled pedagogical situations in class, then during pedagogical practice and after that in professional activity.

Communication studies of students within training had two principal goals: to teach them spontaneous behaviour and to broaden their role repertoire through acting in different roles. Training participants could freely choose the ways to solve the problems of interaction between two people, justify, and understand whether the choice was reasonable. Play nature of group work made the process of anamnesis of the situation easier for the participants observing the game, which created possibilities for detailed analysis of the situation. Thus, game within training became a means of personal development for students of experimental groups, not just an interesting idea for a lesson as mentioned by students of control groups.

The level of maturity of communicative component was identified through testing, self-evaluation of students by questionnaires, tests, and inquiry forms in the

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1st and 4th years, analysis of students' participation in trainings and their independent behaviour in classes conducted during pedagogical practice.

Results

Results of the levels' identification of communicative component maturity of preparing students for use of trainings in their work with schoolchildren of general education schools are presented in table 1.

Table 1. Indicators of the levels of maturity of communicative competence of future PE teachers

Year	Groups	NS	Levels of communicative competence maturity							
			high		sufficient		satisfactory		low	
			NS	%	NS	%	NS	%	NS	%
1 st year	CG	210	8	3,81	52	24,76	123	58,57	27	12,86
	EG	211	7	3,32	50	23,7	128	60,66	26	12,32
4 th year	CG	203	9	4,43	57	28,08	111	54,68	26	12,81
	EG	204	23	11,28	116	56,86	57	27,94	8	3,92

Note: CG – control group; EG – experimental group; NS – number of students

Analysis of the obtained data allows to make a conclusion that experimental groups show more significant changes in indicators of the levels of communicative competence maturity of students from 1st to 4th years than students of control groups, in particular:

- the number of EG students with high level of communicative competence has increased from 1st to 4th years by 7,96% (from 3,32% to 11,28%), while in control groups this indicator has only increased by 0,62% (from 3,81% to 4,43%);
- the number of students with sufficient level of communicative competence has increased in EG by 33,16% (from 23,7% to 56,86%) and in CG by 3,32% (from 24,76% to 28,08%);
- the number of students with satisfactory level of maturity of communicative competence has reduced: in EG by 32,72% (from 60,66% to 27,94%), in CG by 3,89% (from 58,57% to 54,68%);
- similar situation is with the number of students with low level of communicative competence: in EG their number has decreased by 8,4% (from 12,32% to 3,92%), in CG only by 0,05% (from 12,86% to 12,81%).

Correlation analysis has proved the reliability of positive dynamics of the level of communicative component in EG students and their absence in CG students.

During introductory control in CG and EG high level of communicative competence was shown by 3,81% of students in CG (3,32% in EG). After the experiment high level of communicative competence was found in 4,43% students of CG and in 11,28% students of EG. Communicative competence of sufficient level was formed in 24,76% of CG students (in EG in 23,7%). After the experiment sufficient level of communicative competence was formed in 28,08%

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of CG students (in EG 56,86% of 4th year students). Analysis of satisfactory level of components of preparedness of 1st year students of CG to introduction of trainings in school was found in 58,57% 1st year students of CG (60,66% in EG). After the experiment satisfactory level of maturity of communicative component changed: it was 54,68% in CG and 27,94% in EG. The same pattern could be seen in the indicators of the low level of maturity: 12,81% in CG and 3,92% in EG.

Correlation analysis had shown no differences in the level of communicative component between the students of CG and EG in the 1st year and proved the difference in the 4th year.

Discussion

Comparative analysis of the dynamics of formation of communicative competence of students, future PE teachers, has shown that students of experimental groups who studied by the methodology suggested in the research show better results than students of control groups, which proves the effectiveness of the method.

Training of communication and communicative competence is aimed exactly at teaching to conduct any conversation, public communication, it develops the abilities to improve and support interpersonal “teacher-student”, “teacher-teacher”, and “teacher-students’ parents” relationships. This communication training included methods of personal influence and counter-influence, enriched the participants with techniques of resisting verbal aggression, ability to find communication channels with students through non-verbal communication.

Teaching the students of experimental groups effective pedagogical interaction within training was accompanied by certain advantages over traditional learning (lectures, seminars) which consisted in modelling real situations of pedagogical communication, which allowed to discuss effective methods and techniques of interaction, verbal repertoire during classes (right here and now), offer different exercises and role play to consolidate constructive abilities of partner communication.

The students of experimental groups clearly realised that entering communication during their professional activity, a PE teacher was willing to achieve a certain goal, in particular:

- develop personal and business qualities, form their own professional skills and abilities, give necessary educational information to students simply and logically;
- form attitude towards oneself, other people, society in general during communication;
- correct students’ activity when necessary, actualise the motivation of their behaviour;
- exchange emotional states and feelings.

Within play situation of training, participants of experimental groups faced the situations similar to the cases of real pedagogical activity as well as with the need to change their attitude within interaction with various psychological types of

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students. Thus, conditions for the formation of new, more effective communicative skills of future teachers were created. As intensification of teaching was achieved not only through actions but mostly depended on emotional and cognitive introduction of a future teacher into the process of dramatization, the use of trainings in teaching students, future PE teachers, allowed to switch students' attention from the acquired theoretical knowledge on communication to the development of communication skills and abilities.

We have defined main criteria of communicative component as competence in communication, maturity of abilities to give necessary educational information to students simply and logically, use the models of educational communication based on knowledge and skills. It has been proved that the degree of interaction depends on the effectiveness of group work. At the same time, an interactive group has advantages over any other one similar in composition in many regards. Within interactive communication students have adopted something from each other that cannot be acquired in other study groups while the success of their joint activity has depended not only on active participation of each person but on their interaction, strategy, and tactics of joint efforts.

Group method of making decisions was especially effective in those cases when the discussed problem was of creative nature and had several solutions. Considering one's own communication style through the work in group, students noticed positive aspects as well as drawbacks in their work with schoolchildren. During the observation of students' work in class it turned out that members of experimental groups had better developed technique of efficient communication than students of CG.

It should particularly be noted that PE teacher's speech is specific, as we have repeatedly mentioned in classes. During various forms of physical education PE teacher needs to formulate goals and tasks, give theoretical knowledge to students, explain the technique of studied exercises, analyse and evaluate the quality of their performance, sum up the results of a lesson, etc. The quality of speech communication with students depends on the level of speech culture. Of course, corresponding knowledge of special terminology and grammar rules allows teachers to express their thoughts correctly and to make their speech logical and justified. Speech culture also includes requirements to relatively rich vocabulary and observance of grammar-stylistic and pronunciation norms. Speech culture is expressed in teacher's ability to select necessary words, construct grammatically justified sentences using them. Language is characterised by clarity, good articulation, emotional and intonational nuances, inner confidence, rich vocabulary. That is why among the mistakes of some PE teachers are primitivism and monotony, use of standard phrases, dialectic and even slang words, wrong terms, etc. Silence can also be a means of communication and interaction between the teacher and the student. A professional teacher is sometimes called a master of pause, as his or her silence is stronger than words.

Conclusion

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Modern approach to teaching students should ensure appropriate level of knowledge of graduates, create possibilities to develop active living position of future PE teachers, broaden the mind and pedagogical thinking, psychological-pedagogical abilities, and educational mastery.

Increased requirements to teacher's personality are explained by the fact that specifics of teacher's interaction with students play the most significant role in school. Teacher's personality is one of the key factors ensuring effective education, and thus there is a question of positive influence that a teacher may have on students and on the process of formation of subject-subject relationships in school.

The results of the experimental research have shown that systematic interaction between the students of experimental groups within trainings in class contributed to the formation of communicative competence of future PE teachers, which was reflected in effective acquisition of pedagogical communication models. Prospects of future study of the problem may be related to creating didactic materials and development of training programmes to be used in education of future teachers.

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