PECULIARITIES OF FORMATION OF THE FUTURE PHYSICAL EDUCATION AND SPORTS SPECIALISTS' COMMUNICATIVE READINESS FOR PROFESSIONAL ACTIVITY

Annotation. The ability of a future specialist in physical education and sports to effectively build professional communication affects the result of the activity. The article emphasises the insufficient development of students' communication skills in higher educational institutions, which causes difficulties in organising competent communication with young athletes, their parents, colleagues from sports organisations, managers, and persons involved in sports. It is noted that the communicative competence of students is established in the process of direct communication/interaction and indirectly, through self-education. The realisation of their communicative function is possible in the presence of personal readiness to perform it. The formation of communicative readiness requires organised training in communication with the acquisition of specific communicative knowledge, skills, values, motives, qualities and experience. The importance of studying the ethics of professional communication for communicative readiness for future activities, which should be based on respect and trust; confidentiality of persons involved in sports; clarity and precision in the actions of a specialist; compliance with the norms of professional and activity behaviour; cultural competence (personal culture and value orientations of applicants); management of their own emotional intelligence is proved. The structure of communicative readiness, which includes the acquisition of linguistic, socio-cultural and strategic competence by students of physical education and sports, is outlined.

The training of students in pedagogical, scientific-pedagogical, managerial and recreational types of professional activity, which requires
different approaches to the formation of their communication readiness, is highlighted. The process of formation of the effective communicative readiness of future specialists in physical education and sports for professional activity is made possible by introducing into educational practice the following methodological principles: social and personal relevance of a specialist; humanisation of the educational environment; cultural relevance; professional orientation; interactive interaction and reflective orientation.

**Keywords:** specialist in physical education and sports, training of future specialists, educational standard, professional competence, communicative readiness for future activities.

Лю Хань аспірантка спеціальності 011 Освітні, педагогічні науки, Західноукраїнський національний університет, вул. Львівська, 11, м. Тернопіль, 46000, https://orcid.org/0000-0001-8104-3077

ОСОБЛИВОСТІ ФОРМУВАННЯ КОМУНІКАТИВНОЇ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Анотація. Уміння майбутнього фахівця фізичної культури і спорту ефективно вибудовувати професійне спілкування впливає на результат діяльності. Наголошено на недостатній сформованості у студентів комунікативних навичок в ЗВО, які спричинають труднощі із організації грамотної комунікації з молодими спортсменами, їх батьками, колегами із спортивних організацій, керівниками, особами, котрі задіяні до спорту. Зазначено, що комунікативна компетентність у здобувачів освіти встановлюється у процесі безпосередньої комунікації/взаємодії та опосередковано, шляхом самоосвіти. Реалізація ними комунікативної функції уможливлена за наявності особистісної готовності до її виконання. Для формування комунікативної готовності необхідне організоване навчання у напрямі спілкування із набуттям характерних комунікативних знань, умінь, навичок, цінностей, мотивів, якостей та досвіду. Доведено важливість вивчення етики професійного спілкування для комунікативної готовності до майбутньої діяльності, яка повинна формуватися на основі довіри; конфіденційності щодо осіб, котрі задіяні до спорту; чіткості та ясності у діях фахівця; дотриманні норм щодо професійно-діяльнісної поведінки; культурній компетентності (особистій культурі і ціннісних орієнтаціях здобувачів); керуванні власною емоційною інтелектуальністю. Окреслено структуру комунікативної готовності, що включає набуття студентами фізичної культури і спорту лінгвістичної, соціокультурної та strategічної компетентності.
Виокремлено здійснення підготовки здобувачів освіти за педагогічною, науково-педагогічною, управлінською та рекреаційною видами професійної діяльності, котрі потребують різних підходів до формування у них комунікативної готовності. Процес формування ефективної комунікативної готовності майбутніх фахівців фізичної культури і спорту до професійної діяльності уможливлений за впровадження в освіту практику методологічних принципів: соціальної та особистої затребуваності фахівця; гуманізації освітнього середовища; культурної спрямованості; професійної спрямованості; інтерактивної взаємодії та рефлексивної спрямованості.

Ключові слова: фахівець фізичної культури і спорту, підготовка майбутніх фахівців, освітній стандарт, професійна компетентність, комунікативна готовність до майбутньої діяльності.

Problem statement. Scientists, currently, reveal the insufficient mastery of communicative competence and the importance of this category in the professional activity of future specialists in physical education and sports. The study of the level of communication readiness of future specialists in this area has shown that negative attitudes in their professional communication are not corrected either by the social environment or by the experience of the students themselves. This, in turn, requires changes in the educational process of training personnel in this field.

Analysis of recent research and publications. The competence approach to the acquisition of communicative competence of future specialists is the subject of research by many domestic (H. Bilavych, N. Butenko, I. Varnavska, I. Zozulia, M. Lukashevych, M. Olliar, L. Rebukha, A. Stadnyi, S. Shandruk, S. Shevchenko, N. Chepeleva, etc. Hybels, K. Dillon, C. Rob, J. Singer, R. Weaver, etc.) scholars who associate communicative competence with a certain formation of communicative knowledge, skills and abilities that should be developed at a high level during specially organised training in a higher education institution (hereinafter - HEI). Therefore, the formation of communicative competence in physical education and sports students is an important component of such training, as it is of particular relevance today.

Scientists S. Rudnytska and K. Hutsol understand communicative competence as "an integral dynamic personal formation that is formed and developed in the process of building personal experience and ensures the productivity of the individual's life through the successful solution of urgent life tasks facing him or her" [7, c. 10].

Scientists N. Hnes [2], M. Karchenkova [3] and others note that in the course of professional activity, it is important to establish and maintain the
necessary communicative contacts with colleagues and other persons involved in the profession. At the same time, in dialogic communication, communicative knowledge, skills and abilities that fully ensure effective communication between participants are of great importance. It is the competence acquired in higher education that allows a future specialist to be the first to start a conversation and change its topic, to understand the interlocutor and be understood by him or her.

Considering the fact that modern scientific research reflects important aspects of the problem of developing future specialists in physical education and sports communicative competence, it is necessary to highlight the peculiarities of formation of the students’ of this speciality communicative readiness for the performance of the professional activity.

The purpose of the article is to study the peculiarities of formation of the future physical education and sports specialists’ communicative readiness for professional activity while studying at a higher education institution.

Summary of the main material. The concept of communicative competence comes from the Latin communico (to make common, to connect something, to communicate) and competens (capable). Hence, the content of this concept includes a certain set of knowledge about the rules of communication, namely dialogue, dispute, negotiation, etc. [4]. According to N. Chepeleva, communicative competence is formed in direct interaction and is the result of the experience of communication between people. Understanding and interpretation of personal experience and the surrounding reality is acquired in the process of direct communication/interaction and indirectly, through self-education: reading literature, visiting the theatre, or the cinema, during which a person receives important information about the nature of communication situations, features of interpersonal interaction, means of resolving conflict problems, etc. [8, с. 52-69]. Scientist I. Varnavska continues her thought and notes that in the process of acquiring communicative knowledge, skills and abilities, a person adopts from the cultural speech environment the means of analysing communicative situations in the form of verbal and visual forms [1, p. 117].

A specialist in the field of physical education and sports, who has successfully completed master's studies, is currently able to work successfully as a teacher in a higher education institution, a teacher in a general secondary education institution, a coach, an instructor-methodologist, a head of a physical education and sports organisation, etc. As a subject of activity, he/she realises his/her professionalism in the subject system "person - person" (according to the typology of L. Chumak [9]. Communication competencies play a very important role in this type of profession, along with other
professional competencies. In its most general form, communication competence is understood as the ability and willingness to establish and maintain the necessary contacts with other people [1].

In recent years, a sufficient number of studies have been conducted to identify the communication competence of athletes, coaches, managers of sports and fitness organisations and the impact of their communication style on students' sports performance, the effectiveness of interaction with the media, etc. [4-6].

Accordingly, it should be noted that the communication skills that are in demand in the labour market have not been properly developed in the educational process of higher education institutions, even though communication competencies are considered important and necessary for physical education and sports professionals.

At the same time, these competencies, along with other important ones, are not sufficiently formed after graduation and are largely acquired in the course of professional activity. This allows us to draw attention to the insufficient development of young professionals' organisational and communication skills at university, which manifests itself in difficulties in building competent communication with young athletes, their parents, colleagues at work and other sports organisations, managers, and people involved in sports (doctors, analysts, masseurs, etc.).

The peculiarity of future specialists’ in physical education and sports formation of the communicative readiness for the performance of professional activity is that the solution to this problem can be the inclusion of materials on the formation of communication skills of coaches in the content of academic disciplines, namely trainings, special exercises for the development of communication skills, case studies, etc. [10-11].

Based on this, one of the goals of the educational process should be the formation of communication skills, the implementation of which will fully ensure the effectiveness of multidisciplinary interaction in the educational and training process [7]. Therefore, the training of future specialists in the field of physical education and sports should include disciplines of the pedagogical cycle aimed at the formation of communicative competence. This competence includes the Ethics of professional communication as an important aspect in the work of specialists. Such communication should always be based on:

- respect and trust. Professional communication requires respect for colleagues, students, managers and partners. Professionals must demonstrate trust and honesty in their relationships. In sport, it is important to communicate effectively and confidentially with colleagues to achieve common goals;
confidentiality. Physical education and sports professionals usually have access to the personal information of their clients. Accordingly, it is important to maintain confidentiality in conversations and not to disclose personal data to others without permission;

- clarity and precision. Communication should be clear and precise. This is especially important when explaining new exercises, giving instructions and announcing new rules. Coaches and sports professionals must be able to clearly explain, motivate and support their students;

- professional behaviour. Professional standards and codes of ethics, including honesty, responsibility and strict adherence to ethical rules, should always be followed;

- cultural competence on a parity basis. In professional activities, a specialist should take into account cultural differences in communication and carry out it. Understanding the personal culture and value orientations of students helps to avoid misunderstandings in sports;

- balanced emotional intelligence. Being able to control your emotions and fully understand the emotions of others is an important aspect of professional communication [7].

Therefore, the development of communicative competence in future physical education and sports professionals and their adherence to ethical principles throughout their professional activities can help them successfully interact with students, colleagues and society as a whole.

The structure of communicative competence includes:

- linguistic competence, which includes the skills of literate speech, understanding of texts and the ability to choose appropriate words.

- Sociocultural competence, which is always associated with understanding cultural differences, norms and values in communication.

- Strategic competence, which is determined by the effective use of communication skills in different situations related to sport.

The significance of communicative competence for physical education and sports specialists lies in the fact that it helps students interact effectively with others in the process of education and teaches them to succeed in their future profession. However, the formation of such communicative qualities is associated with the problem of the readiness of future junior specialists in physical education and sports for multidimensional communicative interaction during professional activities. Therefore, readiness will be considered as a key basis in the training of future specialists. In terms of communicative interaction, this means that all students should have a formed readiness for effective communication with other people in their professional activities. Such communication includes interaction and understanding of each other,
exchange of information, personal thoughts, feelings and performance. That is why it is so important to develop communication competence in higher education institutions, which is a basic component of a future specialist's readiness for effective communication.

Communication competence includes effective communication skills that allow you to interact with other people. This includes the ability to express oneself, listen and understand others, and use language and non-verbal cues. It should be borne in mind that communication readiness can be affected by negative attitudes, such as low self-esteem and fear of speaking in public, which can complicate communication.

Scientists (N. Hnes, O. Lakhtadyr, V. Korotia, T. Sovgiria, et al.) emphasise that, given the state educational standards, students majoring in physical education and sports are trained in several types of professional activities at once: pedagogical (training of a physical education teacher or coach in a particular sport); scientific and pedagogical (after completing a master's degree, a person has the right to enter postgraduate studies, where, after its successful completion and defence of a dissertation, he or she becomes a full-fledged scientific and pedagogical employee); managerial (a specialist in this speciality can be managerial positions that take place in sports); recreational (a teacher of physical education and sports should have his/her free time for his/her own health improvement, treatment and cultural leisure and, if necessary, engage in these activities for other people).

In this regard, the communicative component in education includes the general characteristics of the activity of a physical education teacher, coach, lecturer, sports manager, organiser of physical education and recreational activities, etc. [6]. Without a formed readiness for communication activities, a future specialist may have problems in coordinating the interaction of players with each other, exchanging professionally relevant experience, etc. The creation of a favourable psychological and pedagogical environment in the process of training specialists in this speciality allows them to learn to build relationships on the basis of mutual understanding and emotional and activity support. The team nature of many modern sports leads to increased requirements for the quality of interaction between participants in competitive activities and effective communication with teammates and opponents, coaches and judges, and spectators.

At the same time, the analysis of pedagogical research has shown that, despite the numerous works on certain aspects of the formation of the communicative competence problem, there is not enough fundamental research on the issue of formation of this competence in specialists in the field of physical education and sports in the context of organising practice-oriented educational activities on this issue.
The formation of the communicative competence of a future specialist in the field of physical education and sports will be more successful when it is among the key educational goals of professional training, then it can be considered as a professional and personal quality of a student. The essence of this quality is an adequate assessment of sports situations that require the productive inclusion of communication and comfortable game interaction with partners and fans.

The process of formation of the communicative readiness of a future specialist in the field of physical education and sports is possible with the consideration of methodological principles that serve as guidelines in determining the possibilities of solving the problem under study in the educational practice of higher education. Scientists have identified the following principles:

- social and personal demand for a specialist, which determines the importance of formation a communicative culture in future specialists in higher education institutions and the needs of society in training competent teaching and sports personnel; value-semantic, moral guidelines for learning the process of mastering various types of professional activities and the need for self-design and self-realisation to achieve a high level of professionalism;

- humanisation of the educational environment as a set of socio-cultural, specially organised psychological and pedagogical conditions in an educational institution. The humanisation of the educational environment promotes the disclosure of students' inner potential and focuses on the achievement of a new educational outcome - the formation of the professional culture of future specialists in the field of physical education and sports through the development of key cognitive, activity, value and personal constructs. In accordance with the principle of humanisation, higher education institutions need to create a set of pedagogical conditions that can determine changes in the structural components of professional culture, which testify to the effective professional development of the individual;

- culture conformity, which provides a holistic view of the student's originality and interaction with professional and general cultures; actualises the formation of a professional person with acquired ideals, norms and value professional orientations; directs to the study of the system of formation of professional culture of future specialists in physical education and sports in the context of students' development and personal potential;

- professional orientation, which focuses the educational process on the formation of a system of needs and motives in future specialists in physical education and sports by identifying the attitude of the individual to professional activity and becoming a professional. This principle actualises the
development of special disciplines in order to obtain professional knowledge, form patterns of actions, norms, value orientations and professionally significant qualities as components of a person's professional communication culture. Understanding the professional orientation of training as a unity of content and procedural aspects allows us to define the pedagogical process as a prerequisite for the formation of the communicative readiness of a university graduate for professional activity in the field of physical education and sports;

- interactive interaction, which determines the leading role of joint activities in the formation of the professional culture of future specialists in physical education and sports. Professional culture is a fundamental basis in interpersonal professional interaction, as a result of which the formation of its components is indirectly influenced by the use of effective interactive learning strategies in the educational process that ensure students' creative activity and expand the potential for self-realisation;

- reflective orientation, which is able to determine the development future specialists' personal attitude to the formation of professional culture. Reflective orientation saves the personality of a specialist from ineffective personal experiences by rethinking them, which leads to overcoming problematic and conflict situations that have arisen in the process of solving practice-oriented tasks.

The implementation of these principles implies that students have an idea of professional and communicative culture, its critical awareness and the formation of components of their own communicative readiness.

**Conclusions.** The formation of future specialists in physical education and sports in higher education institutions for professional activity is closely related to direct interaction and is the result of the experience of communication between teachers and students both in the process of studying and in extracurricular time. Therefore, the formed communicative readiness allows him/her to set and solve certain types of sports tasks, which are manifested in certain sports goals and uncertain situations, taking into account the opinions of participants of the sports event, ways of implementing the planned sports events, choosing a communication strategy on a parity basis in the process of conducting sports events.

**References:**


Література:


