

Enhancing the Quality of Physical Culture Education: Exploring the Role of Communicative Competence in Physical Culture Teachers

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Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation

Abstract

Background and Study Aim Effective communication is crucial for teachers in ensuring a high-quality educational process. This study aims to analyze the communicative competence of physical culture teachers and its contribution to the quality of the educational process in their lessons.

Material and Methods The study employs a literature review using sources from the Vernadskyi National Library and Google search system, with 31 sources selected for analysis. The study focuses on the components of communicative competence and the assessment of its levels.

Results The study finds that the quality of the educational process is closely linked to the teacher's professional skills, with communicative competence being an essential component. The study defines the concepts of communication, pedagogical communication, and outlines the various aspects of communicative competence. It further establishes criteria for evaluating communicative competence and identifies three levels of competence.

Conclusions The study concludes that a physical culture teacher's communicative competence includes verbal and non-verbal means, such as silence, with non-verbal means further categorized into linguistic, kinetic, extralinguistic, and proxemic. Two groups of communicative skills are identified, with one aimed at resolving communicative tasks and the other providing a high level of communication. This study emphasizes the importance of improving teachers' communicative competence in enhancing the quality of the educational process in physical culture lessons.

Keywords: competence, communication, pedagogical, criteria, teacher

Introduction

Physical education plays a vital role in formation of a student's individuality. To ensure effective interaction and learning during physical education lessons, it is essential for teachers to possess communicative competence. The significance of this professional quality increases with the transition from influence to interaction, from insistence to understanding, to mutual understanding, from monologue to dialogue.

In psychological-pedagogical research, communication has been considered as one of the leading problems [1, 2, 3, 4]. Different approaches have been taken to analyze the communication problem, considering it as a specific form of subject activity. Communication acts as a means of transmitting forms of culture and social experience, revealing the subjective world of one person to another [5, 6, 7]. Pedagogical communication is a critical component of a teacher's professional activity, serving as a means of solving educational tasks and organizing relationships between the teacher and students [8, 9, 10, 11]. Therefore, the communicative competence of a physical education teacher can be defined as competence in pedagogical communication. In this context, the article aims to conduct a theoretical analysis of the communicative competence of physical culture teachers, determine

its components, and assess its levels to improve the quality of the educational process in physical education lessons.

Effective communication is a crucial aspect of a teacher's professional activity, particularly in the field of physical education. The ability of a physical culture teacher to interact effectively with their students during lessons is a critical factor in achieving the desired educational outcomes. This communication competence is not only essential for solving educational tasks but also for creating a positive learning environment that promotes mutual understanding and dialogue between teachers and students.

The importance of communicative competence has been widely recognized in psychological-pedagogical research as one of the leading issues [12, 13, 14, 15]. Various approaches have been proposed to address this problem, including a fundamental analysis of communication as a specific form of subject activity. Furthermore, the term "communication" is used in both broad and narrow senses, leading to terminological differences in various studies [16, 17, 18, 19, 20]. Thus, the need to identify and understand the essential components of a teacher's communicative competence, particularly in the context of physical education, has become increasingly relevant.

Therefore, the purpose of this article is to

conduct a theoretical analysis of the communicative competence of the physical culture teacher and determine its components and assessment levels. In doing so, we aim to contribute to the quality of educational process organization and identify ways to improve teacher-student interaction in physical education classes.

Methodology

This study is based on a review of relevant literature on the topic *“Enhancing the Quality of Physical Culture Education: Exploring the Role of Communicative Competence in Physical Culture Teachers”*. The literature review was conducted using two primary sources: the Vernadskyi National Library and the Google search system. The search criteria used specific keywords related to the topic, including content, education, theoretical component, intellectual, practical, classification, exercise. After conducting the initial search, a total of 31 sources were selected for analysis. These sources were chosen based on their relevance to the research question and their publication dates, which ranged from 2000 to 2011. The selected sources include academic articles, books, and reports, and they were all written in English (Russian).

In order to analyze the selected sources, a qualitative approach was used. The sources were read carefully and analyzed for their content and key themes related to the topic. The results of this analysis are presented in the following section.

Results

Based on the analysis of psychological and pedagogical literature, three approaches to defining the category “pedagogical communication” can be identified as a set of means and methods that ensure the realization of the goals and tasks of education and training and determines the nature of interaction between the teacher and students, as a professional type of communication process, and as the main component of the joint activity of the teacher and students.

Communicative competence is considered as a person’s ability to establish and maintain necessary contacts with other people, a set of knowledge, abilities and skills in the field of verbal and non-verbal means for adequate perception and reflection of reality in various communication situations, and a conglomerate of knowledge, linguistic and non-linguistic abilities and communication skills that are expected in the course of natural socialization, learning and upbringing [21, 22, 23, 24]. Non-verbal means of communication include paralinguistic, kinetic, extralinguistic, and proxemic.

Several types of classification of the teacher’s communicative skills are presented in the literature [11, 12, 13, 25]. One classification system singles

out two large groups of communicative skills. The first includes skills that ensure the resolution of a wide range of communicative tasks, while the second includes skills that ensure a high level of communication. These skills include the ability to understand the position and internal state of the other in communication, to show interest in the personality of the partner, the ability to stand up for the student’s point of view, mastering the means of verbal and non-verbal communication, the ability to create comfortable psychological circumstances, and the ability to effectively resolve conflicts.

Discussion

The topic of communicative competence of teachers is an important and relevant issue in the field of education. Effective communication skills are essential for teachers in order to create a positive learning environment, build strong relationships with students and colleagues, and facilitate learning and development.

One aspect that stands out from the literature is the multidimensionality of communicative competence. It involves not only linguistic abilities but also non-verbal communication, social and emotional intelligence, and the ability to adapt to diverse cultural contexts [26, 27, 28, 29]. It is a complex and dynamic skill that is influenced by many factors, such as personality traits, cultural background, and educational experiences.

Moreover, the importance of communicative competence goes beyond the classroom. Teachers with strong communication skills can positively impact students’ social and emotional development and prepare them for successful participation in society [8, 10, 30, 31]. Effective communication can also contribute to creating a positive school culture and fostering productive relationships among staff, students, and parents.

However, despite its importance, there are challenges in developing and assessing communicative competence. Traditional approaches to teacher education may not adequately address the development of communication skills, and there is a need for targeted training and support for teachers to enhance their communicative competence. Additionally, assessing communicative competence is complex, and there is a need for valid and reliable measures that can capture the different dimensions of this skill.

Overall, the topic of communicative competence of teachers is an important and complex one that requires attention from researchers, educators, and policymakers. By addressing the challenges and promoting the development of effective communication skills, we can improve the quality of education and contribute to the overall well-being of students and society.

In conclusion, communication is a critical

aspect of the educational process, and the teacher's communicative competence plays a significant role in ensuring effective interaction between the teacher and students. Through our analysis of the psychological and pedagogical literature, we have identified several approaches to defining the category of "pedagogical communication", including its role as a set of means and methods for achieving educational goals, a professional type of communication process, and the main component of joint activity between teachers and students.

Additionally, our analysis highlights the various components of communicative competence in modern literature, which include linguistic and non-linguistic abilities and communication skills. Non-verbal means, such as paralinguistic, kinetic, extralinguistic, and proxemic, play a crucial role in communication.

Furthermore, our review of literature identified several types of classification of the teacher's communicative skills, including those aimed at creating psychological safety in communication and realizing the internal reserves of communication partners, as well as those that ensure a high level of communication.

Conclusions

Overall, our analysis suggests that the teacher's communicative competence is a crucial factor in creating a positive and effective learning environment. Therefore, it is essential for teachers to develop and continuously improve their communicative skills to meet the demands of the changing educational landscape. Further research is needed to better understand the relationship between communicative competence and educational outcomes.

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