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FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE IN THE FUTURE COACH

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Key words: *communicative competence, professional communicative competence, educational components, coach, student.*

Annotation. *The coach's professional communicative competence is an important component of his activity when communicating with students, parents, and colleagues. Competence is a dynamic combination of knowledge, skills and practical skills, methods of communication, which determines the coach's ability to successfully carry out professional activities at various levels, from children's and youth sports schools to the national teams of the country.*

Topicality. Every student – a future coach should realize even during his studies at a higher education institution that an important component of his professional activity is pedagogical communication, which solves teaching, educational, training tasks and ensures mutual relations with students, parents, colleagues and administrative workers. Possessing professional communicative competence at a high level allows the coach to communicate freely, establish business contacts, hold meetings, conversations and negotiations, which contribute to effective business and professional mutual understanding. Therefore, there is an urgent need to conduct relevant scientific research in higher education institutions for the study and implementation of new technologies of student learning in order to improve professional communicative competences.

The purpose of the article is to substantiate the ways of formation of professional communicative competence in future coaches.

Research organization. The methods used: analysis of literary sources, pedagogical observation, conversation, questionnaires, testing of the assessment of knowledge of the main and selective educational component, a pedagogical formative experiment for evaluating the effectiveness of means of forming the

professional communicative competence of students, methods of mathematical statistics. The research was conducted at Zhytomyr Ivan Franko State University in 2019–2022 in which 63 students participated (experimental group – n=33, control group – n=30).

Main material and discussion of results. The term "competence" (lat. *competentia* – "jointly achieve, accomplish, meet, approach") is derived from the word "competent", which means, in turn: possessing competence, experienced in a certain field. "Competence" in the scientific literature is interpreted in different ways: as a synonym for professionalism; as the readiness of a specialist to engage in a certain activity and as an attribute of preparation for future professional activity. According to the large explanatory dictionary of the modern Ukrainian language, the term "competence" is interpreted as "acquaintance with, awareness, credibility" [6, p. 506].

The professional communicative competence of a coach is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview, civic and volitional qualities, moral and ethical values which determines the coach's ability to successfully carry out professional activities at various levels from children's and youth sports schools to the national teams of the country. In professional activities, the coach acts as an active subject of communication: he transmits and receives information from young athletes, colleagues and parents, establishes contacts with them, builds mutual relations based on dialogue, understands and perceives the inner world of the child, strives for the maximum realization of the abilities of each athlete and ensuring his emotional comfort in the educational and training process and sports team [1, 2].

In literary sources, there are different interpretations of the professional communicative competence of a coach, in particular, as a personal formation that manifests itself in the process of pedagogical communication with students, parents and colleagues, as the ability to apply the acquired experience of communicative activity as well as individual and psychological qualities of a person to achieve goals and tasks of education and upbringing [4, 7]. Professional communication as a specific process of mutual exchange of information in the "coach-athlete" system is a means of carrying out the professional activity of a coach whose mastery should be based, on the one hand, on special professional knowledge and versatile professional skills and, on the other hand, on the ability to exchange information with athletes, colleagues, administration, employees of sports organizations, etc., achieving a certain mutual understanding in his activities. Competence in the performance of communication which is an integral personal formation that combines the coach's conscious understanding of the value of communicative activity, theoretical and practical readiness for its

qualified performance ensures successful implementation of coaching activities [5, 7].

The modern theory of communicative training of future coaches allows us to state that the theoretical foundations of the formation of communicative competence among students have not yet been sufficiently studied and developed. Therefore, communicative competence as a coach's professionalism consists of the following competences: speech (speaking, understanding, writing); language (knowledge of phonetics, graphics, spelling, vocabulary, grammar); discursive (communicative skills related to the conditions of realization of individual speech functions with the use of adequate language models); sociocultural and sociolinguistic (knowledge, ability to use sociocultural realities in communication and cognition); strategic (development of the future coach's ability for independent learning and self-improvement, desire to communicate, listen, understand others, adequate evaluation and self-evaluation), etc. [3, 8].

The formation of professional communicative competences in students - future coaches can be considered as a complex socio-pedagogical phenomenon consisting of several interconnected components (communicative instructions, knowledge, communicative skills that are implemented under certain conditions and depend on external conditions and internal factors). In order to develop and improve the professional communicative competence of the future coach, it is necessary to create the following conditions in the educational process of the higher education institution which are able to ensure: 1) full-fledged development of each of the elements of professional communicative competence; 2) the conditions of the external environment (positive influence of the social space) as well as take into account internal factors (individual and psychological characteristics of the future coach, his sports experience, etc.); 3) level of culture.

We carried out the formation of professional communicative competences of the students in a specific educational space taking into account the cultural and moral values of the environment, namely: a) political and legal, moral and sociocultural development of the social environment (national traditions, features of the ethnic group, sociocultural features) and professional development (composition of teachers and coaches, material, technical, scientific and methodological support of the educational and training process, the specifics and content of the mandatory and optional component of the educational program); b) internal conditions, that is, subjective factors: age, gender, anatomical and physiological abilities, individual psychological and intellectual characteristics, level of education, pedagogical and coaching experience and qualifications of the teaching staff.

In the process of the formative pedagogical experiment, we took into account language knowledge - the level of mastery of professional language, professional terminology in the field of sports. As the level of knowledge of future coaches increased, the requirements for communication also increased. For coaches, this meant freely using the necessary words, expressions and commands in specific situations of both educational and training activities, as well as competitive activities, aptly choosing and fluently mastering the vocabulary of sports. Knowledge of professional terminology increases the efficiency and quality of communication, helps better manage difficult professional situations and contacts with colleagues and students.

The formation of professional communicative competences in students in the process of professional training took place during their acquisition of knowledge, abilities and skills in the following disciplines: basics of professional communication in a foreign language, philosophy of science, theory and methodology of pedagogical activity, psychology of pedagogical activity, professional activity of a coach, modern aspects of management activities in the field of physical culture and sports, theory and methods of sports training, sports metrology, anatomy of positions and movements, ergogenic means in sports, Olympic and professional sports, methods and methodology of scientific research, sports facilities and equipment, creative work on the theory and methodology of sports training, sports and pedagogical improvement in various sports, etc.

In addition, we used such forms of training as lectures, practical classes, individual and independent work, industrial practice where active methods of education and training of athletes were used.

The confirmatory experiment showed that only 6.1–6.7% of future coaches from various sports have a high level of professional and communicative competence, average – 33.3%, low – 60.0–66.6% (Table 1). The introduction of tools for the formation of professional communicative competence in the educational process of future coaches from various sports and the creation of a communicative-oriented educational environment in the experimental group led to a significant increase in students with high level (15.2%), medium (51.5%) and low level (33.3%). No significant changes occurred in the control group.

Table 1. Levels of professional communicative competence of future coaches in a pedagogical formative experiment (%)

Levels of professional communicative competence	Experimental group (n=33)				Control group (n=30)			
	Before experiment		After experiment		Before experiment		After experiment	
	Number	%	Number	%	Number	%	Number	%
High	2	6.1	5	15.2	2	6.7	2	6.7
Medium	11	33.3	17	51.5	10	33.3	12	40.0
Low	20	60.6	11	33.3	18	60.0	16	53.3

Implemented means of forming the professional communicative competence of coaches led to a significant increase in the level of mastery of the system of theoretical knowledge in various sports and disciplines of compulsory and optional educational components. The difference before the experiment and after its completion was: for the mandatory components of the educational program – 27.74 points with the reliability difference $P < 0.001$ and for the optional components – 25.92 points with $P < 0.001$ (Table 2). The research confirmed that theoretical knowledge became the basis for activating the consciousness of the students and determined the level of their needs for mastering professional communicative competences.

Table 2. The dynamics of the formation of theoretical knowledge of professional communicative competences among future coaches during the pedagogical formative experiment (n=33, in points)

Components of the educational program	Before experiment	After experiment	Difference ΔX	Significance of difference	
	$X \pm \sigma$	$X \pm \sigma$		t	P
Required	$53.4 \pm 6,41$	$81.14 \pm 7,63$	27.74	4.52	<0.001
Optional	$51.73 \pm 7,13$	$77.65 \pm 7,56$	25.92	4.17	<0.001

Conclusions and prospects for further research. The effectiveness of the formation of professional communicative competence of future coaches depends on taking into account general didactic and specific principles, the content of training and scientific-methodical support, interactivity of training, modeling of selected content of training for the purpose of forming professional communication. The pedagogical formative experiment confirmed that the level of formation of the professional communicative competence of the future coaches has significantly increased, while there are no significant changes in the students of the control groups. Prospects for further research are aimed at improving the

methods of formation of professional communicative competence in future coaches.

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