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Research paper



Future Specialists in Physical Culture and Sport Communicative Competence Development by Training Methods

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Abstract

Scientific approaches to the of "communicative competence" definition are generalized and analyzed by the authors. Classification of training methods is carried out. The peculiarities of communicative competence development in the specialty 017 "Physical Culture and Sport" on the basis of training methods application during studying of the "Psychology" subject are revealed. The importance of communicative competence in the structure of future specialists in physical culture and sports professional activity is substantiated. It has been proved that in the process of professional training the students' ability to communicate effectively is of special importance. The article examines the essence of pedagogical communication, its functions and styles.
The influence of communicative competence on a specialist' professional skills formation has been characterized. Barriers to communication and approaches to their elimination are defined and described. Exercises for the development of students' constructive communication skills on the basis of future professional activity modeling are offered. The results obtained in the course of pedagogical experiment confirm the effectiveness of the training methods usage in the process of future specialists in physical culture and sports communicative competence development.

Keywords: *communication; communicative competence; communication styles; "I-statement"; pedagogic activity; specialists in physical education and sport;training, training methods*.

1. Introduction

Reform of educational in Ukraine requires implementation of a competency-based approach at all levels of education. Therefore, one of the priority directions of future specialists in physical culture and sports professional training is formation of their communicative competence. The level of communicative competence formation is determined not only by verbal and nonverbal means of communication mastering [6, 8]. This level to a large extent depends on the students' professional-communicative qualities development, as well as their awareness of these qualities value for future professional activities [2].
Generalization of a number of theoretical studies indicates ambiguity in the definition of "communicative competence" notion. Different approaches to the definition of this concept are reflected in the works by V. Bobrytska [4, 5], O. Lakhtadyr [9], A. Samokhvalova [12], I. Cherezova [15] and others. From the standpoint of the activity approach O. Dobrotvor [7] explains that "communicative competence is revealed only in activity and predetermines the individual's (student's) ability for problems-solving, for purposeful productive activity and cooperation" [7, p. 59].
O. Lakhtadyr clarifies that communicative competence is a "set of communicative knowledge, skills and abilities, with the help of which the subject of communication realizes the goals and objectives of communicative and professional activities and reaches mutual understanding in interpersonal and professional interaction" [7, p. 8].

2. Problem Search

Summarizing theoretical and practical experience [3; 5; 13; 16], let us emphasize the fact that the problem of communicative competence formation among students as a guarantee of successful professional interpersonal interaction becomes especially important. It is indisputable that effectiveness of interaction between people is determined by the peculiarities of communication, because "due to communication the originality of each individual reveals, a unique style of human activity" [14, p. 207]. It is known that the skills of constructive communication are best formed during the training session. While applying training technologies, interiorization of students' knowledge occurs, active social position of young people is strengthened; creativity develops in finding mechanisms of interpersonal interaction.

2.1. Training methods classification and their application

First of all, it ought to be noted that application of training methods takes place in accordance with the training group participants' age and psychological characteristics the goals, tasks and structure of the training, etc.
Methods aimed at getting acquainted with the training participants, establishing mutual understanding between them and determining their expectations. It is known that any training sessions should start with getting acquainted. This increases the group cohesion and contributes to a comfortable atmosphere creating. To

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establish interaction the coach suggests raising their left hand for those who think that they have a good smile, or raising their right hand to those who are proud of their sport achievements. Standing up can be offered for those who want to learn more about constructive, non-conflict communication with others. Then those in a good mood and set to work fruitfully are to be congratulated with the applause.

It should be noted that training technologies are focused on the group work organizing, but at the same time they ensure each participant of the training group individual development. The students' level of motivation for communicative competence development can be determined will the help of their own expectations determining. Therefore, every student should clearly understand what he expects from this training session and write it on the flipchart.

Training session efficiency is largely influenced by the definition of the work rules in the group. For effective communication in the training environment we suggest following the principles:

- "here and now" - to speak only about what is happening in a group at this moment;
- personification of statements, that means refusal from impersonal judgments of the type "everybody knows" or "some people suppose ..." and using addressing, in particular, such as "I think', 'in my opinion", etc .;
- replacement of evaluative statements with describing their own emotional states. For example, instead of "you offended me" to say "I feel offended when ...";
- activity includes intensive interpersonal interaction and participants of the training research position;
- frankness and sincerity in expressing own thoughts helps to achieve the necessary level of trust in communication;
- voluntariness is the opportunity to refuse a task performing in case of its being too complicated or for some reason not accepted by the participant;
- punctuality is the key to keeping within the time limit [3].

Methods for a training session information provision. It should be noted that the acquisition of theoretical knowledge takes place as a result of review of thematic videos, presentations, mini-lectures, etc. For example, the following topics for mini-lectures may be chosen: "Verbal and non-verbal communication", "Ways of conflicts overcoming", "Functions of communication in the process of physical culture and health activity", etc.

Methods for organizing group work include the following interactive methods: work in small groups; problem-oriented discussion; role-playing game; "brain storming"; collective presentations; case method, etc.

We share the opinion of O. Sidorenko [13] referring the introduction of art therapy elements in the educational process, which can significantly enhance the students' creativity and provokes non-standard solutions seeking. Regarding this, in order to strengthen the students' awareness of the styles of pedagogical communication, we suggest using the collage technique. For this purpose the participants of the training are divided into micro groups according to the color of the traffic light. Each micro group gets a card of the corresponding color, which specifies the style of pedagogical communication, namely: authoritarian, liberal and democratic. It should be displayed in the collage using various materials. They may include photographs, tickets, cloths, newspaper clippings, colored figurines, as well as bulk materials, such as wire, wood, yarn, rope, etc. During 15-20 minutes students prepare and take turns to represent the result of their creative search.

There is no doubt that a specialist' communicative competence formation is facilitated by the development of constructive communication skills. In this context the "I-message" technique deserves special attention. It provides an assertive behavior model development. Its application promotes the development of subjects of communication ability to confidently defend their position, without inhibiting the dignity of others. The algorithm of "I-message" technique is as follows:

- describe the situation, the event, the fact that causes dissatisfaction;
- describe your mood, feelings and emotions for the moment;
- explain why this affects you so much;
- inform us of what you expect [10].

For the better assimilation of this technique, we propose the following situational tasks [1; 3]:

1. Before the competition trip to Kharkiv, the trainer gathered a volleyball team to discuss some organizational issues. He emphasized the discipline and safety rules in transport. Suddenly, a boy interrupted the conversation with a question that had nothing to do with it. The coach shouted angrily: "You, Andrii, are interrupting as usual!" How would you act if you were the coach?
2. The coach was angry when his football team lost. He approached the judge and said loudly: "My team is better! And you cannot judge, keep out of this!" What whould you recommend a coach in this situation?

The case-method will help to develop the ability of distinguishing barriers to communication and prevent them from occurring. For example, we suggest considering such a problematic situation. A girl named Maryna (7 years old), barely choking tears back, addressed the coach: "Oksana does not want to make friends with me. At the training she handed the ball to other children, but did not pay attention to me". How do you think a coach should act in this situation?

It should be noted that typical barriers to communication include the following:

- calm down with words, convincing that there is no need to cry, after all, everything will be fine;
- ask why the girls quarreled;
- advise Maryna to make friends with another girl;
- avoid the problem and ignore the tears of the child;
- order to immediately stop crying;
- moralize about not complaining but learning instead how to solve problems by herself;
- assume that perhaps Maryna was the first to offend Oksana;
- accuse Maryna in her being guilty if other people do not want to be friends with her.

In the process of discussion it should be determine which situations the above-mentioned barriers are typical for and to which negative consequences they can lead [3].

"Listen and Hear" exercise will help in developing students' effective listening skills. The training group is to be best divided into pairs to do this. One of the participants gets the task to tell about a certain event for a minute. The second participant must listen carefully, using the active listening techniques, and then recite the heard.

Let us recall that among the methods of active listening special attention should be paid to the following:

demonstrate to the opponent that you really listen to and understand;

- be attentive to him, maintain eye contact;
- focus on what you are told about;
- respect the feelings of the opponent, do not judge him;
- be attentive to demonstration of nonverbal means of communication;
- specify, but do not resort to questioning [11].

At the end of the exercise, ask about the following:

1. Did everyone use active listening techniques?
2. What are the impressions and feelings of the exercise?
3. What is easier: to speak, to listen or to tell?

It can be added that in the process of training it is expedient to use energy-intensive exercises. These include the movers, relaxation pauses, breathing exercises, and the like. They help in emotional disorientation, removal of muscle clamps, activating thinking and enhancing group cohesion.

Methods for feedback establishing. At the end of the training session there should be return to the group members recorded expectations. In order to provide feedback, it is worth discussing some issues, namely:

1. Have your expectations come true?
2. What are the impressions of this activity?
3. What did you like most of all?
4. Which task was the most interesting and most useful for your future professional activity?

Particular attention should be paid to participants of the training session positive impressions formation. It is important to listen to the thoughts and suggestions of each participant.

2.2. Results

It should be noted that training sessions in the "Psychology" subject for the students of the EG were conducted using a variety of training methods. CG students studied using traditional methods. For diagnostics of the level of students' communicative competence formation we applied the "Diagnosis of communicative competence in the field of business communication method" (A. Samokhvalova, 2012) [12].

At the beginning of the experimental study, it was revealed that both groups participants demonstrated approximately the same level of communicative competence formation (Fig. 1).

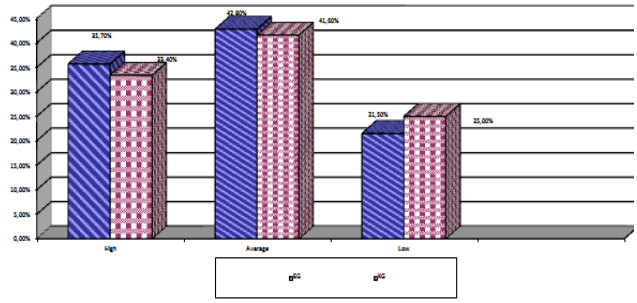


Fig. 1: Level of students' communicative competence development at the stating experiment stage %.
Comment: EG – experimental group. CG – control group.

As we see, level of communicative competence development by students of 017 "Physical Culture and Sport" specialty is 2.3% higher, and the average - by 1.2%, compared to students of 227 "Physical therapy, ergo therapy" specialty. Consequently, the difference between the percentages in EG and KG is insignificant. This indicates that the participants in both experimental groups have the same initial level of communicative competence formation.

Experimental data, shown in Fig. 1, testify to the effectiveness of applying the described methods of training in the process of teaching students of the specialty 017 "Physical Culture and Sport" in the "Psychology" subject (fig. 2).

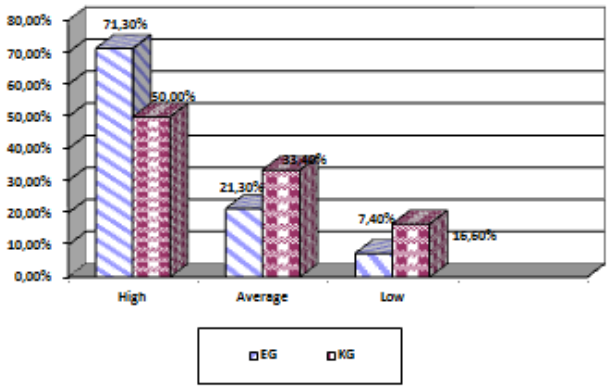


Fig. 2: Level of students' communicative competence formation after the forming experiment %.

It was established that in the EG as compared to the KG the number of students with a high level of communicative competence development (21.3%) has significantly increased. At the same time, the number of students with an average level of communicative competence development decreased by 12.1% and the low level – by 9.2%. This confirms the effectiveness of the training methods use in the communicative competence development of the future specialists in physical culture and sports.

3. Conclusions

1. Development of a specialist's professionally important communicative qualities is growing on the basis of modern training methods application in the process of a specialist's professional training.
2. The use of training methods while teaching 017 'Physical Culture and Sports' students in the 'Psychology' subject contributes to raising the level of their communicative competence development.
3. Students develop their self-control ability over their own social behavior, understanding the behavior of subjects of communication and mastering the mechanisms for effective professional communication. It contributes to improvement of specialists in physical culture and sports adaptation to the conditions of future professional activities.

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