



Formation of Professional and Communicative Competencies in Future Coaches in Olympic and Professional Sports

Grygoriy Griban^{1*}

Svitlana Vasylieva²

Igor Verbovskiy³

Alona Liashevych⁴

Iryna Lupaina⁵

Olena Grechanyk⁶

Olha Temchenko⁷

Lesia Vysochan⁸

Tetyana Skyrda⁹

Anzhela Denysenko¹⁰

Journal for Educators, Teachers and Trainers, Vol. 13 (5)

<https://jett.labosfor.com/>

Date of reception: 15 Aug 2022

Date of revision: 11 Oct 2022

Date of acceptance: 20 Oct 2022

Grygoriy Griban, Svitlana Vasylieva, Igor Verbovskiy, Alona Liashevych, Iryna Lupaina, Olena Grechanyk, Olha Temchenko, Lesia Vysochan, Tetyana Skyrda, Anzhela Denysenko (2022). Formation of Professional and Communicative Competencies in Future Coaches in Olympic and Professional Sports *Journal for Educators, Teachers and Trainers*, Vol. 13(5). 145-161.

¹ Doctor of Pedagogic Sciences, Professor, Professor of the Department of Physical Education and Sport Improvement, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

² Doctor of Pedagogic Sciences, Associate Professor, Professor of the Department of General Pedagogy and

Higher School Pedagogy, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

³ Candidate of Pedagogic Sciences, Associate Professor of the Department of Professional and Pedagogical, Special Education, Andragogy and Management, Head of Education Division, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

⁴ Candidate of Biological Sciences, Senior Lecturer of the Department of Medical and Biological Disciplines, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

⁵ Candidate of Biological Sciences, Senior Lecturer of the Department of Medical and Biological Disciplines, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

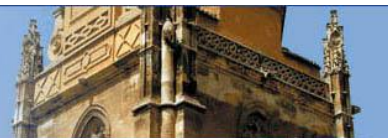
⁶ Candidate of Pedagogic Sciences, Associate Professor, Head of the Department of Scientific Foundations of Management, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

⁷ Candidate of Pedagogic Sciences, Associate Professor, Associate Professor of the Department of Scientific Foundations of Management, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

⁸ Doctor of Pedagogic Sciences, Professor, Professor of the Department of Professional Methods and Technologies of Elementary Education, Vasyl Stefanyk Precarpathian National University., Ivano-Frankivsk, Ukraine.

⁹ Senior Lecturer of the Department of Foreign Languages, National Aviation University, Kyiv, Ukraine.

¹⁰ Candidate of Pedagogic Sciences, Associate Professor, Associate Professor of the Department of Educology and Innovative Pedagogy, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine



Formation of Professional and Communicative Competencies in Future Coaches in Olympic and Professional Sports

Grygoriy Griban^{1*}, Svitlana Vasylieva², Igor Verbovskiy³, Alona Liashevych⁴, Iryna Lupaina⁵, Olena Grechanyk⁶, Olha Temchenko⁷, Lesia Vysochan⁸, Tetyana Skyrda⁹, Anzhela Denysenko¹⁰

¹ Doctor of Pedagogic Sciences, Professor, Professor of the Department of Physical Education and Sport Improvement, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

² Doctor of Pedagogic Sciences, Associate Professor, Professor of the Department of General Pedagogy and Higher School Pedagogy, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

³ Candidate of Pedagogic Sciences, Associate Professor of the Department of Professional and Pedagogical, Special Education, Andragogy and Management, Head of Education Division, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

⁴ Candidate of Biological Sciences, Senior Lecturer of the Department of Medical and Biological Disciplines, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

⁵ Candidate of Biological Sciences, Senior Lecturer of the Department of Medical and Biological Disciplines, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

⁶ Candidate of Pedagogic Sciences, Associate Professor, Head of the Department of Scientific Foundations of Management, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

⁷ Candidate of Pedagogic Sciences, Associate Professor, Associate Professor of the Department of Scientific Foundations of Management, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

⁸ Doctor of Pedagogic Sciences, Professor, Professor of the Department of Professional Methods and Technologies of Elementary Education, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

⁹ Senior Lecturer of the Department of Foreign Languages, National Aviation University, Kyiv, Ukraine.

¹⁰ Candidate of Pedagogic Sciences, Associate Professor, Associate Professor of the Department of Educology and Innovative Pedagogy, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine

*Corresponding Author:

Email: gribang@ukr.net¹, sdf234@ukr.net², super_iagri2011@ukr.net³, lam88leona2@gmail.com⁴, chernuhairina17@gmail.com⁵, grechaniklena@ukr.net⁶, temchenko.o.v@gmail.com⁷, lesjavusochan@gmail.com⁸, skirdatetana@gmail.com⁹, . angelps1505@gmail.com¹⁰

ABSTRACT

The article is devoted to substantiation, implementation and verification of the effectiveness of the methodology of formation of professional and communicative competence of future coaches in Olympic and professional sports who study at the higher educational institution at the Faculty of Physical Education and Sports. The research, which was conducted in 2019-2021, involved 106 students of Zhytomyr Ivan Franko State University. Professional and communicative competence in the students of the experimental group (EG, n = 54) was formed on the basis of the author's methodology in the educative process; the students of the control group (CG, n = 52) studied according to the existing university curriculum. According to the results of the pedagogical experiment, it was found that the increase in the number of students with a high level of professional and communicative competence formedness in the EG is 7.4%, in the CG is 1.9 %; with a sufficient level – in the EG – 9.3 %, in the CG – 3.8 %. At the same time, the number of students with a low level of professional and communicative competence decreased by 20.4 % in the process of pedagogical experiment in the EG, and by 7.7 % in the CG. The analysis showed the high efficiency of the author's methodology of professional and communicative competence forming in future coaches in Olympic and professional sports.

Keywords: professional and communicative competence, coaches in Olympic and professional sports, educative process.

1. INTRODUCTION

Modern higher sports education is aimed at training future coaches, whose qualifications must meet the highest world standards of the educational and training process on the basis of a competency-based approach (Andoh, 2012). Specialists having professional and communicative competence at a high level are required to educate, train and cultivate personality of the future coach, who is able to effectively interact with athletes in the process of their training activities and in everyday life. The importance of professional and communicative competence of the future coach increases in connection with the transition of training from influence to interaction, from insistence to mutual understanding, from monologue to dialogue (Nosko, et al., 2020a; Álvarez, 2020; Prontenko, et al., 2019b;).

Professional and communicative competence of the coach is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of the coach to successfully carry out professional activities at various levels from children and youth sports schools to national teams (Murphy, 2020; Chagovets, et al., 2020; Ng, Klavina, Ferreira, Barrett, Pozeriene, & Reina, 2021; Prontenko, et al., 2020a; Prysiashniuk, et al., 2019). The coach is an active subject of communication in professional activities who transmits and receives information from young athletes, colleagues and parents, establishes contacts with them, builds relationships based on dialogue, understands and perceives the inner world of the child, seeks to maximize the abilities of each athlete and provides his emotional comfort in the training process and within the sports community. Concurrently, communicative competence is an important component of professional competence of the coach; and one of the primary tasks of his education is the formation of professional and communicative competence of the coach, as it is a spiritual and moral factor and scientific content of the educational and training process, where the coach's knowledge, humanity, generosity, desire to understand and help a young athlete play a major role in the formation of young athletes (Fantini, 2020; Chirvasiu, & Simion-Blândă, 2018; Trybulkevych, Zaitseva, Lupak, Dychkivska, & Bortniuk, 2020; Griban, et al., 2019). Professional communication, as a specific process of information exchange within the systems of "coach – athlete", is a means of professional activity of the coach, whose proficiency should be based on the one hand, on special professional knowledge and diverse professional skills, and on the other – on the ability to exchange information with athletes, colleagues, administrative personnel, employees of sports organizations, etc., achieving a certain understanding in his activities. The success of coaching activities provides competence in communication, which is an integral personal composition that combines a conscious understanding of the value of communication by the coach, theoretical and practical readiness for its qualified implementation (Maki, Yamaguchi, Koeda, & Yamaguchi, 2013; Arefiev, et al., 2020; Bondarenko, Okhrimenko, Tverdokhvalova, Mannapova, & Prontenko, 2020).

It is necessary to analyse the concepts of "personal interaction" and "communication" to identify the essence of the concept of professional and pedagogical communication. Personal interaction is the exchange of information, intercourse and mutual influence between the coach and the athlete, each of whom is an active subject. Personal interaction between the coach and the athlete involves the development of personality as a manifestation of his perceptual and reflexive, emotional and empathic capabilities. This level is characterised by the emergence of a mutual understanding or misunderstanding between the coach and the athlete or sports community (Hoffmann, 1999; Tehranian, 1991).

The components of personal interaction can be considered as a level of technique (communicative competence) and as a level of strategies (personal qualities), which are united by communication and form a communicative culture. The individual, as a subject of personal interaction, is the bearer of a certain culture, which characterizes the process of sports training. At the same time, the future coach masters the experience of communication, cognition and the system of improvement in the chosen sport thanks to interaction with other members of the educational or sports community. That is why the training of the future coach, the development of his knowledge, skills and professional development are achieved through communication. At the same time, pedagogical communication simultaneously implements communicative, perceptual and interactive functions, using the whole set of verbal, figurative, symbolic and kinetic means. Functionally, it can be contact and remote, informational, motivating and coordinating, while streamlining the interaction of all subjects of the educational and training process. Pedagogical communication is characterized by dual orientation, polyinformativeness, high degree of representativeness, forming a specific synthesis of all basic characteristics, which is expressed in a new qualitative content and is determined by the nature of interaction of the subjects of the educational process (Feyz, Kiakojouri, Farrokhsersht, & Aghaahmady, 2020; Ghibanu, 2018).

Professional and pedagogical communication is realized as a system of various direct and indirect connections of the subjects of communication. The peculiarity of direct connections of the subjects of communication is their direct contacts (with common temporal, spatial characteristics): "coach – athlete", "coach – sports community or team", "coach – coach", "coach – group of coaches", "coach – representatives of administrative personnel", "coach – parents of the athlete, members of the public, management entities of physical culture and sports, random subjects)", etc.

It should be noted that the formation of professional and communicative competence of future coaches in Olympic

and professional sports should be carried out in a specific socio-cultural space and its content will also depend on the cultural and moral values of the environment, namely:

- political and legal, moral and socio-cultural development of the social environment (national traditions, ethnic features, socio-cultural features, etc.) and professional development (staff of teachers and coaches, logistical and scientific-methodological support of educational and training process, specifics and content of compulsory and elective components of the curriculum);

- internal preconditions, i. e. subjective factors such as age, sex, anatomical and physiological abilities, individual psychological and intellectual characteristics, level of education, pedagogical and coaching experience and qualifications of the teaching staff (Frunza, 2018; Kucherenko, Mamchur, Mamchur, & Bidyuk, 2020; Nosko, et al., 2020b).

That is, the content of the formation of professional and communicative competencies of the future coach can be considered as a complex socio-pedagogical phenomenon consisting of several interrelated components (communicative affirmation, knowledge, communicative skills that are implemented under certain conditions and depend on external conditions and internal factors). The development and improvement of professional and communicative competence of the future coach require creation of such conditions in the educational process of higher education that can provide: 1) comprehensive development of each of the elements of professional and communicative competence; 2) the conditions of the external environment (positive influence of social space), and take into account internal factors (individual and psychological characteristics of the future coach, his sports experience, etc.); 3) the level of culture (Gurevych, Sira, Kanyuk, Sidun, Syno, & Chernovol, 2022; Singhal, & Nagao, 1993).

It is also worth noting that professional and communicative competence of the future coach in Olympic and professional sports has deep sources closely related to his personal traits, goals, interests and preferences, motives of his activities, personal socio-cultural and communicative qualities and system of values. Therefore, the term of “competence” of the coach determines the level of his awareness in his professional activities, the result of professional experience that provides deep knowledge of his professional activities, the essence and features of coaching, availability of ways and means to achieve goals, ability to properly assess unusual situations in competitive activities and find new solutions under extreme conditions of competition or sports duel meet and make the right decision in this regard. Such components as knowledge, experience, professional culture and personal qualities can also be applied to the structure of the coach’s competence. The competence of a highly qualified coach in Olympic and professional sports is stipulated by the peculiarities of his intuition, the richness of predicting the course of a competitive duel meet, the variety of options for changing the situation during competitive activities, the integration of professional experience and is determined by the activity of the athlete and their organizational interaction, the culture of relationships (Manolachi, & Vizitei, 2018; Griban, et al., 2020b).

Analysing the modern theory of communicative training of future coaches, it can be argued that the theoretical foundations of the formation of professional and communicative competence in future coaches have not been sufficiently studied and developed.

2. MATERIALS AND METHODS

The aim of the research is to substantiate the methodology of formation of professional and communicative competence in future coaches in Olympic and professional sports and verify its effectiveness.

The research, which was conducted in 2019-2021, involved 106 students of the Faculty of Physical Education and Sports of Zhytomyr Ivan Franko State University (Zhytomyr, Ukraine). Professional and communicative competence in the students of the experimental group (EG, n = 54) was formed on the basis of the author’s methodology in the educative process; the students of the control group (CG, n = 52) studied according to the existing university curriculum.

The author’s methodology of forming professional and communicative competence of future coaches in Olympic and professional sports was substantiated in accordance with the purpose of the research. Its content included the acquisition of knowledge by future coaches of compulsory and elective components of the curriculum, undertaking coaching practice and defence of a qualifying paper, which, in turn, deepened the professional knowledge of the students in professional disciplines and basic communication concepts, improved their spelling and orthoepic skills, gained familiarity with the basics of rhetorical skills and culture of professional communication, the rules of professional ethics, provided mastery of terminology in Olympic and professional sports, pedagogy and psychology of communication, included the development of control and self-control skills over their own communication.

In the process of formative pedagogical experiment, we took into account that knowledge of the language is the knowledge of one’s profession, the level of mastery of professional language, professional terminology in the field of Olympic and professional sports. The requirements for communication also increased simultaneously with the increase in the level of knowledge of future coaches. For coaches, this meant free use of necessary words, expressions and commands in specific situations of both educational and training as well as competitive activities,

accurate selection and proficiency in the vocabulary of Olympic and professional sports, avoidance of stylistic dissonance and free expression of their opinions. Knowledge of the language itself is one of the components of professional and communicative training. The language expresses the coach's opinion, is a means of learning about sports activities during the communication of the coach with the athlete. Knowledge of professional terminology increases the efficiency and quality of communication, helps to better navigate in difficult professional situations and in contacts with athletes, colleagues and representatives of sports organizations and various communities.

The formation of professional and communicative competencies of future coaches in Olympic and professional sports in the process of professional training is aimed at acquiring profound knowledge, skills and abilities by the students in the disciplines of the primary educational component, namely: 1) Fundamentals of Professional Communication in a Foreign Language; 2) Philosophy of Science; 3) Theory and Methods of Pedagogical Activities; 4) Psychology of Pedagogical Activities; 5) Professional Activities of the Coach; 6) Modern Aspects of Management in the Field of Physical Culture and Sports; 7) Theory and Methods of Sports Training; 8) Sports Metrology; 9) Anatomy of Positions and Movements; 10) Ergogenic Means in Sports; 11) Olympic and Professional Sports; 12) Methods and Techniques of Scientific Research; 13) Sports Facilities and Equipment; 14) Creative Work on the Theory and Methodology of Sports Training 15) Sports and Pedagogical Improvement in Olympic and Professional Sports.

We used such forms of training as lectures, practical classes, individual and independent work, industrial practice using active methods of teaching and coaching young athletes to form professional and communicative competencies of future coaches. Problem lectures were applied in the process of mastering the knowledge by the students which are necessary to perform the professional functions of a coach in Olympic and professional sports. Thus, the new material was introduced as unknown in the form of a problem that needed to be solved by the students when conducting problem lectures on disciplines that revealed the problem of the specifics of the professional activities of the coach. Prior to presenting the lecture material with the help of technical teaching aids, a part of the training session was reviewed in the sports school, subsequently followed by formulation of the problem, which prompted students to find contradictions and ways to solve them by communicating with the teacher. This contributed to the formation of knowledge, skills and abilities of the students towards communication necessary to perform professional functions, increase motivation and activity of future coaches.

The construction of practical, seminar and independent classes on the curriculum provided for the formation of professional and communicative competencies of future coaches. The development of integrated competence was aimed at developing the ability of future coaches to solve research and innovation problems in the field of Olympic and professional sports. Therewith, communicative competence of the future coach was aimed at: orientation of communication in different sports situations; use of knowledge and life experience to effectively interact with the environment through self-understanding and changes in mental states, interpersonal relationships between athletes, coaches and organizers as well as judges of competitions; internal regulation of communicative actions in situations of interpersonal interaction.

Research methods: theoretical analysis and generalization of scientific and methodical literature on the research topic, pedagogical observation, questionnaire, pedagogical formative experiment, methods of mathematical statistics.

The theoretical analysis and generalization of scientific and methodological literature on the research topic allowed to classify the consistent patterns of professional and communicative competence formation in future coaches in Olympic and professional sports, namely:

- the first consistent pattern reflects the need for the formation of professional and communicative competence of coaches taking into consideration the intensification of information and communication technologies, which cover almost all sporting events in the world arenas and levels of living of coaches and athletes;
- the second consistent pattern requires future coaches in Olympic and professional sports to comprehensively master the professional and communicative competencies as an important component of the general culture of the coach;
- the third consistent pattern envisages the directional effect of the content, forms, methods, tools, technologies, management system, control and assessment of the result of professional and communicative competence formation as an integrative personality trait of the future coach;
- the fourth consistent pattern is related to the modernization and integration of the national education system into the European and world space, which requires mastering the new educational standards, dynamics and changes taking place in the conduct of major international sporting events;
- the fifth consistent pattern requires future coaches to have professional and communicative competence to exchange information between participants from different countries (coaches, judges, athletes, organizers, volunteers) in the course of international competitions;
- the sixth consistent pattern requires the coach to have a harmonious unity of professional and communicative competence with intellectual, ideological and emotional competencies as a complex multifunctional phenomenon in Olympic and professional sports.

The pedagogical observation was carried out as pre-arranged with a standard assessment and description of the quality of student learning in order to collect objective data for further modernization of the educational process. The questionnaire was used to obtain information related to professional and communicative competencies formation in future coaches, to study their attitude to the learning process, teaching aids and to obtain information that can not be obtained by other research methods.

The pedagogical experiment was conducted to introduce and substantiate the effectiveness of the author's methodology of forming professional and communicative competence of future coaches in Olympic and professional sports.

During the researches the authenticity of difference between the indicators of students by means of Student's t-test was determined. The significance was set at $p < 0.05$ for all statistical tests.

Assessment of professional and communicative competence formedness in future coaches was carried out on a 100-point ECTS scale: high level – 90-100, sufficient – 82-89, average – 74-81, low – 60-73. The first three levels show a positive result: the formed professional and communicative competence of the future coach in Olympic and professional sports, and a low level forces to regain awareness of the aims and tasks to be solved by reassessing motivation to learning and activating internal and external resources.

A high level characterizes the perfect mastery of the algorithm for building effective professional and communicative interaction, the ability to apply the acquired knowledge, skills and abilities in the practice of sporting activities; perfect ability to analyse and interpret the features of competitive activities, the ability to set tasks and provide means for their implementation; perfect ability to argue and defend one's own point of view in decision-making and achieving results.

A sufficient level characterizes the mastery of the algorithm for building effective professional and communicative interaction, the available opportunities to apply the acquired knowledge, skills and abilities to training and competitive activities in professional and Olympic sports, to undertake professional and communicative activities during sporting events, the ability to analyse and interpret the achievements of athletes, the ability to ask questions and argue as well as defend one's own point of view in decision-making and achieving results.

An average level characterizes the situational mastery of the algorithm for building effective professional and communicative interaction, episodic manifestations of the ability to apply the acquired knowledge, skills and abilities during training and competitive activities, to carry out professional and communicative activities during sports events, partial ability to analyse and interpret athletes' achievements, partial ability to argue and defend one's own point of view in decision-making and achieving results.

A low level characterizes the lack of mastery of the algorithm for building effective professional and communicative interaction, lack of ability to apply the acquired knowledge, skills and abilities during training and competitive activities, as well as the inability to carry out professional and communicative activities during sporting events, not formed ability to analyse and interpret athletes' achievements, not formed ability to argue and defend one's own point of view in decision-making and achieving results.

This study complies with the ethical standards of the Act of Ukraine "On Higher Education" No. 1556-VII dated 01.07.2014 and the Letter from the Ministry of Education and Science of Ukraine "On the Academic Plagiarism Prevention" No. 1/11-8681 dated 15.08.2018. Informed consent was received from all students who took part in this research.

3. RESULTS

The formation of professional and communicative competence in the process of pedagogical experiment was interrelated with the development of the students' general competencies, namely:

- the ability to act socially, responsibly and consciously during professional activities;
- the ability to search, process and analyse information from various sources and the ability to use it when communicating with athletes, parents, colleagues, etc.;
- the ability to adapt and act in a new situation, possess clear speech;
- the ability to identify, set and solve problems using monologue and dialogue;
- the ability to generate new ideas and be able to convey them to athletes;
- the ability to develop training plans, tactical schemes and manage them in different situations of competitive activities;
- the ability to motivate young athletes, coaches, colleagues and move towards a common goal;
- the ability to work within an international context, to speak one of the international languages.

At the same time, we focused the students' attention on the fact that communicative competence is an integral quality of the coach, which contributes to his socialization, is manifested in the ability and willingness to use language tools, patterns of their functioning in order to build and understand speech acts. That is, mastering professional and communicative competence by the coach as an integral quality will allow him to freely use language tools, patterns of their functioning for speech acts in the context of communication with athletes during training activities and sports competitions.

Special professional competencies were also formed closely with communicative ones and this was the only

general process. Practical classes were the main form of organization of such exercises, the purpose of which was to: repeat and deepen the students' knowledge of the Ukrainian and the English language, the basics of rhetoric, stylistics, linguistics of the text; acquaint with concepts, terms and terminology of Olympic and professional sports; form skills of work with terminological sports dictionaries; develop professional communication, use terminology in accordance with speech situations, etc.

The most important of the professional competencies were:

- the ability to critically comprehend problems in the field of Olympic and professional sports, original thinking and research;
- the ability to develop and implement innovative projects in the field of Olympic and professional sports;
- the ability to manage work or training processes in the field of Olympic and professional sports, which are complex, unpredictable and require new strategic approaches;
- the ability to solve problems in Olympic and professional sports in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility;
- the ability for self-education, self-improvement and self-reflection for successful professionalization in Olympic and professional sports;
- the ability to plan, organize and carry out independent research on the issues of Olympic and professional sports;
- the ability to implement the results of scientific research aimed at solving problems in Olympic and professional sports in practice;
- awareness of the principles of professional and sports ethics and the need to comply with them.

For better mastery of professional and communicative competencies, future coaches were required to:

- analyse the peculiarities, contradictions and prospects for the development of modern Olympic and professional sports, to critically comprehend the problems in this area;
- make effective decisions to solve problems in Olympic and professional sports, generate and compare alternatives, assess risks and resource needs;
- freely discuss the results of professional activities, research and innovative projects in Olympic and professional sports in the national and foreign languages orally and in writing;
- clearly and unambiguously communicate their own knowledge, conclusions and arguments on Olympic and professional sports to specialists and non-specialists, in particular to young athletes;
- develop and teach specialized disciplines in educational institutions;
- search for the necessary information in the scientific literature, databases, other sources, analyse and evaluate information;
- apply modern digital technologies and specialized software, methods of statistical data analysis to solve complex problems of Olympic and professional sports.
- Professional qualification of the coach consists of the following components:
- technical competence i. e. the ability to transform the goal set by the customer into a system of specific educational tasks, to select appropriate exercises, to apply them in practice;
- interpersonal communicative competence i. e. developed communication skills, observation of group processes and the ability to interpret them, a high level of self-awareness and understanding of others;
- contextual competence i. e. possession of the social context the profession exists in, no less than the subject of training, understanding where and whom he teaches;
- adaptive competence i. e. the ability to anticipate changes in the profession and adapt to them;
- conceptual competence i. e. possession of generally accepted knowledge bases the coaching practice is based on;
- integrative competence i. e. the ability to make the right decisions holistically and quickly, to be creative in their activities.

The professional coaching role is quite complex in its composition, because it is impossible to conduct a successful training, adhering to a fixed role, and if possible, it is undesirable, because the change of working sub-roles is one of the important methods of influencing the learning process. The coach also performs the functions of an expert, a catalyst for the development of events, a model of behaviour, an organizer, and a saviour. He plays a role depending on both the specific situation in the group and his own beliefs.

Among the indicators of professional qualification of the coach, we found that the students of the experimental group reached a sufficient level during the experiment in interpersonal communicative, conceptual and integrative competencies, and in others – approximately a sufficient level (Table 1). The indicators of professional qualification in the control group are mostly at a low level.

Table 1. Indicators of coaches' professional qualification components formedness at the end of the pedagogical experiment (points)

Components of a coach's professional qualification	EG, n = 54	CG, n = 52	Difference
Technical competence	80.7	67.4	13.3
Interpersonal communicative competence	82.2	66.9	15.3
Contextual competence	79.7	69.1	10.6
Adaptive competence	79.5	70.2	9.3
Conceptual competence	82.3	73.6	8.7
Integrative competence	82.8	74.4	8.4
Average indicator	81.2	70.3	10.9

The purpose of some coaches is to work with group dynamics, develop their own freedom and responsibility of participants. In this case, the coach often plays the role of a catalyst, a mirror and much less often evaluates the work of participants or gives them any recommendations. If the group tries to ask such coach his own opinion, he returns the question to the person or to the group. The opposite is the case, when the goal is to train specific skills and abilities, and only the coach knows whether the participants have mastered everything they need. Then the coach pays attention to the clear implementation of training exercises, and he acts as an expert, specialist, and trainer. He clearly answers questions about the content of the training, pays attention to demonstrating the necessary skills, and assesses the quality of the participants' work. An essential component of communicative competence is the ability to notice changes in participants' behaviour and respond to them.

A professional coach is needed to organize and practically implement this process. It is not enough to master the material (knowledge) and the methods of its teaching for such a specialist, unlike a traditional teacher. His difficult role requires additional types of competence. What does it really look like? A coach in our market is most often a teacher or psychologist (who has undergone some retraining), and sometimes his basic training does not involve knowledge of such "little things" as, say, general learning mechanisms or stages of group dynamics. In real practice, sometimes the criteria for hiring a coach is good language, external presentable appearance and the ability to cheerfully teach "at sight", at best to conduct training on standard programs for the company.

The conducted pedagogical experiment showed that the level of professional and communicative competence was high only in 3.7-5.8 %, sufficient in 11.1-13.5 %, medium in 32.6-35.2 %, and low in 48.1-50.0 % of future coaches in professional and Olympic sports at the beginning of the experiment. The introduction of methodology for forming professional and communicative competence in the educational process of future coaches in Olympic and professional sports and creating a communicative-oriented educational environment in the experimental group resulted in a significant increase in the level of professional and communicative competencies mastering in Olympic and professional sports (Table 2).

Table 2. Levels of formation of professional and communicative competence of future coaches in Olympic and professional sports during the pedagogical formative experiment (%)

Levels of professional and communicative competence	Experimental group (n = 54)				Control group (n = 52)			
	Before experiment		After experiment		Before experiment		After experiment	
	Number	%	Number	%	Number	%	Number	%
High	2	3.7	6	11.1	3	5.8	4	7.7
Sufficient	6	11.1	11	20.4	7	13.5	9	17.3
Medium	19	35.2	21	38.9	17	32.6	18	34.6
Low	27	50.0	16	29.6	25	48.1	21	40.4

Thus, both groups demonstrated improvement in the level of professional and communicative competence formedness of future coaches in Olympic and professional sports at the end of the experiment. However, the number of students with high and sufficient levels was much bigger in the experimental group, whose students studied using the author's methodology, compared with the control group at the end of the experiment, by 3.4 and 3.1 %, respectively. The increase in the number of students with a high level of professional and communicative competence formedness in the EG is 7.4%, in the CG is 1.9 %; with a sufficient level – in the EG – 9.3 %, in the CG – 3.8 %. At the same time, the number of students with a low level of professional and communicative competence decreased by 20.4 % in the process of pedagogical experiment in the EG, and by 7.7 % in the CG. The analysis showed the high efficiency of the author's methodology of professional and communicative competence forming in future coaches in Olympic and professional sports.

The survey of the experimental group graduates in the course of their professional activities as a coach in Olympic and professional sports showed their positive attitude and satisfaction with the author's methodology of forming

professional and communicative competencies, which was used during training in the higher educational institution. The coaches noted that this methodology facilitates and helps in professional communication with senior executives, colleagues, students and in solving contentious problems in the field of Olympic and professional sports, adaptation to competitions, the ability to convey their point of view to colleagues and students and motivate them to sporting activities (Table 3). At the same time, the coaches noted that this methodology did not contribute enough to the formation of the ability to work in an international context, with the main reason being the low level of the English language and other foreign languages used by coaches and athletes in communication at international competitions.

Table 3. Subjective assessment of coaches-graduates of the experimental group in terms of the effectiveness of the author's methodology of forming professional and communicative competencies in the course of coaching activities (n = 47; in %)

Components of professional and communicative competence	Levels of formedness			
	High	Sufficient	Average	Low
Professional communication with senior executives	10.7	29.8	51.2	4.3
Professional communication with colleagues	14.9	36.2	46.8	2.1
Professional communication with students	21.2	42.6	36.2	–
Solving contentious problems	10.7	27.7	55.3	6.3
Adaptation to competitive activities	17.0	31.8	51.2	–
Decision-making in the course of competitions	19.1	34.1	44.7	2.1
The ability to convey one's point of view to colleagues, students	12.8	38.2	44.7	4.3
The ability to motivate students and colleagues	10.7	29.8	53.2	6.3
The ability to work in an international context	2.1	10.6	59.6	27.7

In general, it can be ascertained that the author's methodology of forming professional and communicative competencies facilitates the performance of professional responsibilities by coaches in Olympic and professional sports at high, sufficient and average levels.

4. DISCUSSION

According to the scientists (Hoffmann, 1999; Zahorodna, Saienko, Tolchieva, Tymoshchuk, Kulinich, & Shvets, 2022), the structure of communicative competence of the coach's personality includes cognitive, emotional and behavioural components. The cognitive component is manifested in the mental processes associated with the knowledge of the environment and oneself; it represents a system of knowledge about the nature, structure, functions and features of communication in general and professional, in particular, the humanistic affirmation for communication and personality of the athlete. The emotional component is manifested in a variety of emotional states, satisfaction or dissatisfaction with a partner, communication, self, emotional sensitivity to another person, empathy, willingness to enter into personal, dialogical relationships. The behavioural component determines the actions, methods and styles of mastering space, it is manifested in non-verbal and verbal communication; it includes general and professional-specific communicative skills that allow to successfully establish contact with the interlocutor, to adequately know his internalities, to manage the situation of interaction with him, to apply constructive strategies of behaviour in conflict situations.

Communicative competence is the ability to establish and maintain the necessary contacts with other people in professional activities, which is a comprehensive, relatively stable, holistic composition manifested in individual and psychological properties and peculiarities of communication, and includes a set of knowledge, experience, qualities, abilities of the personality, which allow to effectively perform professional communication functions (Nosko, et al., 2020a; Murphy, 2020). According to other scientists (Kryshtanovych, Bilostotska, Ulianova, Tkachova, & Tkachov, 2020), communicative competence is developed communication skills, verbal and non-verbal, attention to group processes and the ability to interpret them, a high level of awareness of one's own personal characteristics and beliefs, understanding the motives of other people's behaviour.

Communicative competence of an experienced highly qualified coach in Olympic and professional sports is based on the following competencies:

- speech (comprehension, speaking, writing);
- language (knowledge of phonetics, graphics, spelling, vocabulary, grammar);
- discursive (communicative skills related to the conditions of implementation of certain speech functions with the use of adequate language models);

- socio-cultural and socio-linguistic (knowledge, ability to use socio-cultural and socio-linguistic realities in communication and cognition);
- strategic (development of the future coach's ability to self-study and self-improvement, desire to communicate, listen, understand others, adequate assessment and self-assessment).

The coach's professional communications are manifested in the performance of functions. Educational and training activities: mastering (by communicative subjects) of communicative knowledge, its constant updating and organization (it is carried out through dialogue and cooperation during training sessions). Attitude development activities: formation of coaches' communicative, moral qualities that ensure the normative behaviour of the individual for successful adaptation to the socio-cultural environment (values, beliefs, respect, culture of communication). It is achieved through the attitude development goals of educational and training sessions and sporting events. Developmental activities: mastering ethical norms and rules of conduct, disclosing the moral content of the offense and more (work at a qualitatively new level of pedagogical communication). Life supporting activities: creating real conditions for personal self-realization, meeting the informative and communicative needs of athletes through the enrichment of information about the culture of language. Socializing activities: preparation for establishing mutual relations with the subject of communication, sports community, athletes, the environment in which training and competitive activities are carried out, which requires overcoming barriers to intercourse and communication; openness and trust in colleagues and athletes; choosing the optimal style of communication between athletes; prevention and overcoming of obstacles in mutual understanding (Manolachi, & Vizitei, 2018; Prontenko, et al., 2020b). Particular attention needs to be paid to the conditions under which professional communication of future coaches in Olympic and professional sports is carried out, namely:

- the presence of a common communicative space for the subjects of communication i. e. a socio-psychological environment that affects athletes and future coaches not only through information (content, novelty), but also through the means of communication (verbal, non-verbal, information and communication ones), rules of communication, customs, speech rituals;
- the use of a single system of coding and decoding of information, i. e. signs, assigned values and meanings known to athletes and future coaches. The presence of a single sign system, the formation of a thesaurus and a dictionary of speech concepts of the coach and athlete during training sessions allows the coach and athlete to feel themselves confident within the system of sports improvement;
- ensuring understanding of the information exchanged by coaches and athletes during communication (words, signs, actions, activities, meaning and significance of information, reflection of plans for sports dual meets, tactical plans for training and competitions, understanding the content of individual words, phrases, passages, expressions, gestures, etc.);
- optimal combination of verbal and non-verbal means of communication in the process of information exchange, which requires appropriate communication knowledge, skills and abilities, some experience of coaching;
- prevention and overcoming of possible communication and language barriers that have a social or psychological nature (differences, culturally determined norms of communication, interaction of representatives of cultures and nations, which takes place during participation in international competitions);
- taking into account the unique personalities of the subjects of communication (Griban, et al., 2020a; Prontenko, et al., 2019c; Shkola, et al., 2019).

The formation of skills, including communication ones, will be more effective the deeper the future coach's personality acquires communicative knowledge and relevant skills i. e. automated conscious actions that contribute to the rapid and accurate reflection of communicative situations both in educational as well as training activities and in the process of competitions. The communicative skills of the coach, which are basic for the formation of professional communication in Olympic and professional sports are:

- communication with colleagues, athletes, judges, competition organizers and their management;
- operational orientation against the background of communication carried out in extreme conditions of competitive activities;
- planning and implementation of a communication system, in particular speech influence during a sports dual meet;
- to feel and maintain feedback in communication (Ng, Klavina, Ferreira, Barrett, Pozeriene, & Reina, 2021; Prontenko, et al., 2019a).

The process of formation of professional and communicative competence of the future coach should be aimed not only at equipping them with deep communicative knowledge, plying with communicative skills and habits, but also at forming their attitude to professional and pedagogical communication, the ability to anticipate and take into account its importance and consequences in the educational and training process and during competitions.

To achieve a high level of professional and pedagogical communicative culture, the future coach must know the individual psychological characteristics of their students, adequately respond to their behaviour and psychological state, choose for each person in a given situation a way of communication that would not conflict with universal values, morality of society, humanity, and at the same time should correspond to the individual characteristics of

a particular individual.

Professional communicative qualities of the coach are understood as a set of individual personality traits of a specialist that affect the effectiveness of professional activities, are responsible for establishing productive interaction of sports subjects and are determined by stability, materiality, finality (i. e. they can not be decomposed into other properties) and observation (the level of their development can be diagnosed, studied).

Thus, based on the analysis of scientists' approaches to the interpretation of the concepts of "communicative competence", "professional competence", etc., we have defined a key definition of our research: professional communicative competence of the future coach is an integrative personal composition, which is considered as a result of professional competencies and personal qualities (friendliness, tactfulness, determination, objectivity, tolerance, orderliness, purposefulness, initiativity, courage, etc.) formedness in the future coach, which allow to establish psychological contact with young athletes, their parents and colleagues; to logically, scientifically and concisely convey meaningful information; to manage the communication process and organize pedagogically appropriate interaction in the educational and training environment; to bring up a harmoniously developed personality, to creatively solve pedagogical tasks that arise in the educational and training process and during sports competitions.

Today, a coach is one of the most important figures in sports when modern sports activities are hardly to be imagined without his involvement. Moreover, it is simply impossible to bring an athlete to the level of international results without the help of a coach (Barth, Güllich, Raschner, & Emrich, 2020; Gee, 2010). The general features of a successful modern coach are the availability of special knowledge, skills, abilities and experience (competencies) to carry out specific activities in sports, as well as the relevant character traits that allow to carry out these activities and achieve the set goals (Keatthoetswe, & Malete, 2019). In Ukraine, as in most countries of the world, the training of future coaches is carried out in special higher educational institutions in accordance with regulatory documents (Higher Education Standard, Educational Program, etc.) at the Bachelor's or Master's level of higher education (Gilbert, & Trudel, 2004; Cushion, Armour, & Jones, 2003). The Higher Education Standard defines integral, general and special (professional, substantive) competencies that a future coach must acquire in the educative process. Integral competence is the ability to solve complex specialized tasks and practical problems in the field of physical culture and sports or in the process of learning, which involves the application of theories and methods of physical education and sports sciences, and is characterized by complexity and uncertainty of conditions. Communicative competence, which is the subject of research in this article, is one of the professional competencies of future successful coaches. In addition, most modern successful coaches, as a rule, have significant experience in sports activities and a large amount of theoretical knowledge in various fields of science: sports theory, medical and biological academic disciplines, humanities, etc. (Kramers, Turgeon, Bean, Sabourin, & Camire, 2020).

In the United States, the training of future sports coaches in higher educational institutions and professional associations is based on the use of professional Bachelor's and Master's degree educational programs, which is similar in Ukraine. Students have the opportunity to combine academic theory with practical experience (Jenkins, 2018; MacDonald, Camire, Erickson, & Santos, 2020). Bachelors have a wide range of study opportunities after graduation, including professional educational programs (Judge, L., Judge, M., Bellar, Hunter, Hoover, & Broome, 2016). You need to complete a coaching educational program in order to become a certified sports coach. Licenses and certifications are almost universally required for coaches in almost every state. In order to be a sports coach, you need to have a high work ethic and physical working capacity (Gano-Overway, Steele, Boyce, & Whaley, 2017), which is lacking in the training of coaches in Ukrainian higher educational institutions. In addition, another significant difference between the training of coaches in Olympic and professional sports in the United States and Ukraine is that the United States is one of the most successful sports nation-states in the world in the economic, material and scientific support of the training of both students and athletes (Weldon, et al., 2021).

In many European countries (France, Germany, England, Sweden, etc.) professional training of future specialists in physical education and sports (teachers, coaches) is carried out in public and private higher educational institutions in the areas of the Ministry of Education (teachers of schools, higher educational institutions) and the Ministry of Youth and Sports (coaches in mass sports, coaches in sports of higher achievements) (Teques, Duarte, & Viana, 2019). External signs of the responsible attitude of the leadership of the state and society to the field of sports and physical education (training of coaches, teachers and instructors in sports and physical education) as a social phenomenon are a large number of educational, health-promoting and sports institutions in these countries (Lefebvre, Evans, Turnnidge, Gainforth & Cote, 2016).

The peculiarity of the professional skills of successful Chinese coaches is that all of them were high-class athletes in the past, especially the mentors of national teams i. e. world champions and Olympic champions (Li, J., Li, S., Hu, & Chen, 2021). The advantages of the effectiveness of coaches in China, compared to Ukraine, their high competitiveness in the world, are huge financial and human resources, a well-coordinated system of training and competition, the highest level of their training and a constant increase in the number of athletes with high potential (Peng, Zhang, Zhao, Fang, & Shao, 2020). They achieve great success during training, because they have extensive experience in competitions, and implement the National Development Strategy titled "Train at home

and compete with foreigners”, widely use a scientific approach in training i. e. mathematical models in the training process, imitation of the style of competitive contest of the main rivals, detailed video analysis, simulation analysis and knowledge about the opponent give them an advantage over the training of Ukrainian students. During training, they simulate the conditions for creating competition, team formation, closed training before major competitions, holding training camps for athletes with planning and providing athletes with full physical, technical, tactical and psychological preparedness (Chang, Huang, H. C., Huang, F. M., Hsieh, 2019). In the formation of professional competencies, they use training plans, the content of which is evaluated by a team of researchers and coaches. During the training, they implement the scientific assessment and conduct of the training process of elite athletes; prevention and treatment of sports injuries and diseases; development and application of traditional Chinese medicine; development and application of anti-doping methods; development of specialized sports equipment and equipment for training and competition activities (Bonal, Jiménez, & Lorenzo, 2020). The results of our research confirmed and expanded the findings of many scientists (Griban, et al., 2021; Prontenko, et al., 2020a; Tymoshenko et al., 2019; Prontenko, Bublei, Marushchak, & Bondar, 2020).

5. CONCLUSIONS

The effectiveness of formation of professional and communicative competence of future coaches in Olympic and professional sports depends on taking into account psycholinguistic factors and linguodidactic principles. Ways of stimulating active thinking in the process of educational and training activities, the use of appropriate didactic tools aimed at the formation of professional and communicative competence are of paramount importance. The productivity of the process of formation of professional and communicative competence of future coaches depends on taking into account general and specific principles (variability of the learning content as well as scientific and methodological support, interactivity of the learning process, modelling of the selected learning content to form professional speech, fundamental education and its professional orientation, use of speech practices for mastering the theory of language and speech); effective forms of education (communicative training, didactic game, independent work, practical classes, etc.); productive teaching methods (method of exercises, observation of language phenomena, work with educational and reference literature, interactive methods and techniques); the following general techniques such as analysis, synthesis, generalization and specific ones of the students’ mental activity development are distinguished among the techniques that contribute to the formation of professional communicative competence.

The system of professional and communicative competencies formation in future coaches in Olympic and professional sports identifies the main components of the curriculum, which practically and effectively form the necessary knowledge, skills and abilities in various types of educational and professional activities of the coach, namely: technical, interpersonal communicative, contextual, adaptive, conceptual and integrative competence. The subject matter of the selected components was specified and all situational factors of the future professional activities of coaches in Olympic and professional sports were taken into account. The formation of positive motivation of students to master professional and communicative competencies in the course of their educational activities and pedagogical assessment of the level of formedness of their professional and communicative characteristics in the process of study of the main and selective components of the educational program allowed to create pedagogical conditions for effective professional and communicative environment to train future coaches. The verification of the data of the experimental and the control groups showed a positive dynamics of the indicators of components formedness with respect to the coach’s professional qualification. According to the average indicator for students of the experimental group, the result made 81.2 points, in the control group – 70.3 points.

The introduction of the methodology of formation of professional and communicative competence in the educational process of future coaches in Olympic and professional sports and the creation of communicative-oriented educational environment in the experimental group resulted in a significant increase in the level of proficiency of professional and communicative competencies in Olympic and professional sports. The number of students with high and sufficient levels was much bigger in the experimental group, whose students studied using the author’s methodology, compared with the control group at the end of the experiment, by 3.4 and 3.1 %, respectively. It was found that the increase in the number of students with a high level of professional and communicative competence formedness in the EG is 7.4%, in the CG is 1.9 %; with a sufficient level – in the EG – 9.3 %, in the CG – 3.8 %. At the same time, the number of students with a low level of professional and communicative competence decreased by 20.4 % in the process of pedagogical experiment in the EG, and by 7.7 % in the CG. This testifies to the high efficiency of the author’s methodology of professional and communicative competence forming in future coaches in Olympic and professional sports.

Prospects for further research are aimed at improving the author’s methodology of forming professional and communicative competencies of future coaches in terms of improving the level of foreign language skills to improve the quality of communication and strengthen cooperation between coaches in the international sports arena.

Authors' contributions

Grygoriy Griban, Svitlana Vasylieva and Igor Verbovskiy were involved in study concept and experimental design. Grygoriy Griban, Alona Liashevych, Iryna Lupaina and Olena Grechanyk were involved in data collection, analysis and article writing. Olha Temchenko, Lesia Vysochan, Tetyana Skyrda and Anzhela Denysenko were involved in statistical analysis and data interpretation. All authors were involved in critical review and final approval of the article.

Acknowledgements

There are no acknowledgements.

Funding

There was no outside funding provided for this study.

Disclosure statement

No author has any financial interest or received any financial benefit from this research.

Conflict of Interest

The authors declare that there are no conflicts of interest.

REFERENCES

1. Álvarez, L. F. C. (2020). Intercultural Communicative Competence: In Service EFL Teachers Building Understanding Through Study Groups. *Profile: Issues in Teachers' Professional Development*, 22(1), 75-92. doi: 10.15446/profile.v22n1.76796
2. Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology*, 8(1), 136-155. <http://ijedict.dec.uwi.edu/viewarticle.php?id=1361>
3. Arefiev, V., Tymoshenko, O., Malechko, T., Domina, Zh., Bezcopylny, O., Dutchak, Yu., Riabchenko, V., Garmata, O., Griban, G., Rusanivskiy, S., Melnychuk, V., Bloschynskiy, I., & Prontenko, K. (2020). Methodology of differentiation of health-improving classes in physical education for primary school students. *International Journal of Applied Exercise Physiology*, 9(7), 134-143.
4. Barth, M., Güllich, A., Raschner, C., & Emrich, E. (2020). The path to international medals: A supervised machine learning approach to explore the impact of coach-led sport-specific and non-specific practice. *PloS One*, 15(9), e0239378. <https://doi.org/10.1371/journal.pone.0239378>
5. Bonal, J., Jiménez, S. L., & Lorenzo, A. (2020). The talent development pathway for elite basketball players in China. *International Journal of Environmental Research and Public Health*, 17(14), 5110. <https://doi.org/10.3390/ijerph17145110>
6. Bondarenko, V., Okhrimenko, I., Tverdokhvalova, I., Mannapova, K., & Prontenko, K. (2020). Formation of the professionally significant skills and competencies of future police officers during studying at higher educational institutions. *Revista Românească pentru Educație Multidimensională*, 12(3), 246-267. <https://doi.org/10.18662/rrem/12.3/320>
7. Chagovets, A., Chychuk, A., Bida, O., Kuchai, O., Salnyk, I., & Poliakova, I. (2020). Formation of motivation for professional communication among future specialists of pedagogical education. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(1), 20-38. <https://doi.org/10.18662/rrem/197>
8. Chang, C. M., Huang, H. C., Huang, F. M., & Hsieh, H. H. (2019). A multilevel analysis of coaches' paternalistic leadership on burnout in Taiwanese athletes. *Perceptual and Motor Skills*, 126(2), 286-304. <https://doi.org/10.1177/0031512518819937>
9. Chirvasiu, N. D. V., & Simion-Blândă, E. (2018). Alternative and augmentative communication in support of persons with language development retardation. *Revista Romaneasca Pentru Educatie Multidimensionala*, 10(2), 28-35. <https://doi.org/10.18662/rrem/43>
10. Gilbert, W. D., & Trudel, P. (2004). Analysis of coaching science research published from 1970-2001. *Research Quarterly for Exercise and Sport*, 75(4), 388-399. <https://doi.org/10.1080/02701367.2004.10609172>
11. Cushion, C. J., Armour, K. M., & Jones, R. L. (2003). Coach education and continuing professional development: experience and learning to coach, *Quest*, 55, 215-230.

12. Fantini, A. E. (2020). Reconceptualizing intercultural communicative competence: A multinational perspective. *Research in Comparative and International Education*, 15(1 SI), 52-61. doi:10.1177/1745499920901948
13. Feyz, M., Kiakojouri, D., Farrokhseresht, B., & Aghaahmady, G. (2020). Developing a model of communication skills for managers in the public sector. *Postmodern Openings*, 11(1Sup1), 61-77. <https://doi.org/10.18662/po/11.1sup1/123>
14. Frunza, S. (2018). Philosophical counseling and the practices of dialogue in a world built on communication. *Postmodern Openings*, 9(3), 1-19. <https://doi.org/10.18662/po/33>
15. Gano-Overway, L. A., Steele, E., Boyce, B. A., & Whaley, D. (2017). Exploring relationships between the coach-initiated motivational climate and psychological coping skills over the high school American football season. *International Journal of Sports Science & Coaching*, 12(6), 790-794. doi: 10.1177/1747954117738873
16. Gee, C. J. (2010). How does sport psychology actually improve athletic performance? framework to facilitate athletes' and coaches' understanding. *Behavior Modification*, 34(5), 386-402. <https://doi.org/10.1177/0145445510383525>
17. Ghibanu, I. (2018). Communication management within the organization. *Postmodern Openings*, 9(4), 16-23. <https://doi.org/10.18662/po/41>
18. Griban, G., Dovgan, N., Tamozhanska, G., Semeniv, B., Ostapenko, A., Honcharuk, N., Khurtenko, O., Kozibroda, L., Husarevych, O., Denysovets, A., Hrynychuk, O., Prontenko, K., & Bloschynskiy, I. (2020a). State of physical fitness of the students of Ukrainian higher educational institutions. *International Journal of Applied Exercise Physiology*, 9(5), 16-26.
19. Griban, G., Filatova, O., Bosenko, A., Tamozhanska, G., Lytvynenko, A., Topchii, M., Orlyk, N., Prontenko, K. (2021). Water in students' life and its impact on their health. *Acta Balneologica*, 2(164), 99-104. doi: 10.36740/ABAL202102104
20. Griban, G., Prontenko, K., Yavorska, T., Bezpaliy, S., Bublei, T., Marushchak, M., Pustoliakova, L., Andreychuk, V., Tkachenko, P., Zhukovskyi, Ye., Baldetskiy, A., & Bloschynskiy, I. (2019). Non-traditional means of physical training in middle school physical education classes. *International Journal of Applied Exercise Physiology*, 8(3.1), 224-32. doi: 10.26655/IJAEP.2019.10.1
21. Griban, G., Vasylieva, S., Yahupov, V., Svystun, V., Khurtenko, O., Starchuk, O., Vysochan, L., Aliksieieva, I., Ivanitskiy, R., Solohub, O., Kurillo, T., Biloskalenko, T., Hres, M., & Bloschynskiy, I. (2020b). The role of physical education in the professional activity of teaching staff. *International Journal of Applied Exercise Physiology*, 9(5), 56-65.
22. Gurevych, R., Sira, L., Kanyuk, O., Sidun, L., Syno, V., & Chernovol, O. (2022). Formation of communicative competence of foreign students in conditions of distance learning. *Revista Romaneasca Pentru Educatie Multidimensionala*, 14(2), 500-512. <https://doi.org/10.18662/rrem/14.2/592>
23. Hoffmann, T. (1999). The meanings of competency. *Journal of European Industrial Training*, 23 (6), 275-285.
24. Jenkins, S. PR. (2018). Working with coaches and their teams in youth and collegiate sport in the USA: An interview with Dr Andy Gillham. *International Journal of Sports Science & Coaching*, 13(3), 305-314. doi: 10.1177/1747954118771132
25. Judge, L. W., Judge, M., Bellar, D. M., Hunter, I., Hoover, D. L., & Broome, R. (2016). The integration of sport science and coaching: A case study of an American junior record holder in the hammer throw. *International Journal of Sports Science & Coaching*, 11(3), 422-435. doi: 10.1177/1747954116645014
26. Keattholetswe, L., & Maletse, L. (2019). Coaching efficacy, player perceptions of coaches' leadership styles, and team performance in premier league soccer. *Research Quarterly for Exercise and Sport*, 90(1), 71-79. <https://doi.org/10.1080/02701367.2018.1563277>
27. Kramers, S., Turgeon, S., Bean, C., Sabourin, C., & Camire, M. (2020). Examining the roles of coaching experience and coach training on coaches' perceived life skills teaching. *International Journal of Sports Science & Coaching*, 15(4), 576-583. doi: 10.1177/1747954120922367
28. Kryshtanovych, S., Bilostotska, O., Ulianova, V., Tkachova, N., & Tkachov, A. (2020). Experience in the application of cognitive techniques in the field of physical education and sports. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 11(2), 147-159. <https://doi.org/10.18662/brain/11.2/79>
29. Kucherenko, I., Mamchur, L., Mamchur, Y., & Bidyuk, N. (2020). Technological principles of the

- formation of a pupil's communicative competence. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(1Sup1), 126-146. <https://doi.org/10.18662/rrem/12.1sup1/227>
30. Lefebvre, J. S., Evans, M. B., Turnidge, J., Gainforth H. L., & Cote, J. (2016). Describing and classifying coach development programmes: A synthesis of empirical research and applied practice. *International Journal of Sports Science & Coaching*, 11(6), 887-899. doi: 10.1177/1747954116676116
 31. Li, J., Li, S., Hu, J., & Chen, R. (2021). Coaching by age: An analysis of coaches' paternalistic leadership on youth athletes' organizational citizenship behavior in China. *Frontiers in Psychology*, 12, 622703. <https://doi.org/10.3389/fpsyg.2021.622703>
 32. MacDonald, D. J., Camire, M., Erickson, K., & Santos, F. (2020). Positive youth development related athlete experiences and coach behaviors following a targeted coach education course. *International Journal of Sports Science & Coaching*, 15(5-6), 621-630. doi: 10.1177/1747954120942017
 33. Maki, Y., Yamaguchi, T., Koeda, T., & Yamaguchi, H. (2013). Communicative competence in Alzheimer's disease: metaphor and sarcasm comprehension. *American Journal of Alzheimer's Disease and Other Dementias*, 28(1), 69-74. <https://doi.org/10.1177/1533317512467677>
 34. Manolachi, V., & Vizitei, N. (2018). Psychology of sport: The need for modernization and the ways of its implementation. *Revista Romaneasca Pentru Educatie Multidimensionala*, 10(2), 58-68. <https://doi.org/10.18662/rrem/46>
 35. Murphy, E. (2020). Language design and communicative competence: The minimalist perspective. *Glossa: a journal of general linguistics*, 5(1) 2. doi:10.5334/gjgl.1081
 36. Ng, K., Klavina, A., Ferreira, J. P., Barrett, U., Pozeriene, J. & Reina, R. (2021) Teachers' preparedness to deliver remote adapted physical education from different European perspectives: Updates to the European standards in adapted physical activity. *European Journal of Special Needs Education*, 36(1), 98-113. doi: 10.1080/08856257.2021.1872848
 37. Nosko, M., Sahach, O., Nosko, Yu., Griban, G., Kuznietsova, O., Bohuslavskiy, V., Dovgan, N., Samokish, I., Shkola, O., Zhukovskiy, Ye., Plotitsyn, K., & Bloshchynskiy, I. (2020a). Professional development of future physical culture teachers during studying at higher educational institutions. *International Journal of Applied Exercise Physiology*, 9(5), 44-55.
 38. Nosko, M., Mekhed, O., Ryabchenko, S., Ivantsova, O., Denysovets, I., Griban, G., Prysyzhniuk, S., Oleniev, D., Kolesnyk, N., & Tkachenko, P. (2020b). The influence of the teacher's social and pedagogical activities on the health-promoting competence of youth. *International Journal of Applied Exercise Physiology*, 9(9), 18-28.
 39. Peng, J., Zhang, J., Zhao, L., Fang, P., & Shao, Y. (2020). Coach-athlete attachment and the subjective well-being of athletes: A multiple-mediation model analysis. *International Journal of Environmental Research and Public Health*, 17(13), 4675. <https://doi.org/10.3390/ijerph17134675>
 40. Prontenko, K., Bondarenko, V., Bezpaliy, S., Kyslenko, D., Lisnichenko, Yu., Ollo, V., Aloshyna, A., Bychuk, O., & Smirnov, V. (2020a). Physical training as the basis of professional activities of patrol policemen. *Baltic Journal of Health and Physical Activity*, 2020, 12 (1), 41-53. doi: 10.29359/BJHPA.12.1.05
 41. Prontenko, K., Bublei, T., Marushchak, M., & Bondar, T. (2020). A computer program for evaluation of children's fitness at football classes. *Information Technologies and Learning Tools*, 77 (3), 90-100. doi: <https://doi.org/10.33407/itlt.v77i3.3277>
 42. Prontenko, K., Griban, G., Bloshchynskiy, I., Boyko, D., Loiko, O., Andreychuk, V., Novitska, I., & Tkachenko, P. (2019a). Development of power qualities of cadets of Ukrainian higher military educational institutions during kettlebell lifting training. *Baltic Journal of Health and Physical Activity*, 11 (3), 27-38. doi: 10.29359/BJHPA.11.3.04
 43. Prontenko, K., Griban, G., Medvedeva, I., Aloshyna, A., Bloshchynskiy, I., Bezpaliy, S., Bychuk, O., Mudryk, Zh., Bychuk, I., Radziyevsky, V., Filatova, Z., & Yevtushok, M. (2019b). Interrelation of students' motivation for physical education and their physical fitness level. *International Journal of Applied Exercise Physiology*, 8 (2.1), 815-824. doi: <https://doi.org/10.30472/ijaep.v8i2.1.566>
 44. Prontenko, K., Griban, G., Okhrimenko, I., Bondarenko, V., Bezpaliy, S., Dikhtiarenko, Z., Yeromenko, E., Bulgakov, O., Bloshchynskiy, I., & Dzenzeliuk, D. (2019c). Academic performance and mental capacity of cadets engaged in sports during studies. *Revista Dilemas Contemporáneos: Educación, Política y Valores*. Año: VII, Número: Edición Especial, Artículo no.: 23, Período: Octubre, 2019. Retrieved from <https://www.dilemascontemporaneoseducacionpoliticayvalores.com/index.php/dilemas/articl>

e/view/1896/1403

45. Prontenko, K., Griban, G., Plachynda, T., Mychka, I., Khurtenko, O., Semeniv, B., Gnydiuk, O., Muzhychok, V., & Puzdymir, M. (2020b). Model characteristics of sportsmen' preparedness in kettlebell lifting. *Baltic Journal of Health and Physical Activity*, 2020, 12 (3), 92-102. doi:10.29359/BJHPA.12.3.09
46. Prysiazniuk, S., Oleniev, D., Tiazhyina, A., Popov, M., Hunchenko, M., Parczevskyy, Yu., Pryimakov, O., Lyshevska, V., Krasnov, V., Ejder, E., Bloshchynskyi, I., & Prontenko, K. (2019). Formation of health preserving competence of students of higher educational institutions of information technologies specialties. *International Journal of Applied Exercise Physiology*, 8(3.1), 283-292. doi: 10.26655/IJAEP.2019.10.1
47. Shkola, O., Griban, G., Prontenko, K., Fomenko, O., Zhamardiy, V., Bondarenko, V., Bezpaliy, S., Andreychuk, V., Tkachenko, P., Zhukovskyi, Ye., Novitska, I., & Bloshchynskyi, I. (2019). Formation of valuable orientations in youth during physical training. *International Journal of Applied Exercise Physiology*, 8(3.1), 264-272. doi: 10.26655/IJAEP.2019.10.1
48. Singhal, A. & Nagao, M. (1993). Assertiveness as communication competence a comparison of the communication styles of American and Japanese students. *Asian Journal of Communication*, 3(1), 1-18. doi: 10.1080/01292989309359570
49. Tehranian, M. (1991). Communication and theories of social change: A communitarian perspective. *Asian Journal of Communication*, 2(1), 1-30. doi: 10.1080/01292989109359538
50. Teques, P., Duarte, D., & Viana, J. (2019). Coaches' emotional intelligence and reactive behaviors in soccer matches: Mediating effects of coach efficacy beliefs. *Frontiers in Psychology*, 10, 1629. <https://doi.org/10.3389/fpsyg.2019.01629>
51. Trybulkevych, K. H., Zaitseva, A. V., Lupak, N. M., Dychkivska, I. M., & Bortniuk, T. Y. (2020). The influence of social reflection to enhance the efficiency of professional communication of the in-service teachers in the settings of methodical work. *Applied Linguistics Research Journal*, 4(9), 182-189. doi: 10.14744/alrj.2020.87894
52. Tymoshenko, O., Arefiev, V., Griban, G., Domina, Zh., Bublei, T., Bondar, T., Tymchyk, M., Tkachenko, P., Bezpaliy, S., & Prontenko, K. (2019). Characteristics of the motivational value-based attitude of students towards physical education. *Revista Dilemas Contemporáneos: Educación, Política y Valores*. Año: VII, Número: Edición Especial, Artículo no.: 11, Período: Octubre, 2019. Retrieved from <https://www.dilemascontemporaneoseducacionpoliticayvalores.com/index.php/dilemas/article/view/1880/1391>
53. Weldon, A., Duncan, M. J., Turner, A., Sampaio, J., Noon, M., Wong, D. P., & Lai, V. W. (2021). Contemporary practices of strength and conditioning coaches in professional soccer. *Biology of Sport*, 38(3), 377-390. <https://doi.org/10.5114/biolsport.2021.99328>
54. Zahorodna, O., Saienko, V., Tolchieva, H., Tymoshchuk, N., Kulinich, T., & Shvets, N. (2022). Developing communicative professional competence in future economic specialists in the conditions of postmodernism. *Postmodern Openings*, 13(2), 77-96. <https://doi.org/10.18662/po/13.2/444>