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Developing the Competency of Future Physical Education Specialists in Professional Interaction in the Field of Social Communications

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Abstract: The optimal combination of professional and personal qualities is extremely significant for professional activities of physical education specialists, who can engage in professional interaction in the field of social communications. The study aims to theoretically justify pedagogical conditions and experimentally verify the model of developing the competency of future physical education specialists in professional interaction in the field of social communications. At the formative stage, the following pedagogical conditions have been implemented: providing higher professional education of future physical education specialists with relevant information support; implementing an optimal combination of traditional and innovative modes of teaching, which assist the student in adapting to real-life conditions. The control group included in 36 individuals and the experimental group 32 individuals. The following methods have been used, namely, the questionnaire, titled "Clarifying Motivation to Achieve the Goal and the Striving for a High Social Status; the tests compiled by the author; the test, titled "Managerial Duties and Employee Relations"; a test for determining the ability to work in the system "man – man" and the test "Evaluating Organization and Communication Skills". After the pedagogical experiment, 15.28% of CG students and 22.92% of EG students were at a high level of competency in professional interaction in the field of social communications. The results of the pedagogical experiment prove the effectiveness of the determined pedagogical conditions and the suggested model for developing the competency of future physical education specialists in professional interaction in the field of social communications.

Keywords: *training stages; pedagogical conditions; model; professional ethics; business communication; manager.*

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Introduction

Professional training of specialists, who show high professionalism, reveal the creativity and are socially responsible, are a top priority in the 21st century. An educated individual is becoming more and more important for both society and civilization, since they can make informed decisions, when necessary, to predict their possible consequences, to cooperate, to be mobile, proactive and rational.

In the context of developing relevant principles of a new pedagogical paradigm, education policy should be aimed at improving the quality of higher professional education based on the preservation of fundamentalism, compliance with the needs of society, government and individual needs. At the present stage, one of the most important objectives of higher education institutions, which provide professional training in physical education, is to educate competitive, qualified and creative specialists, who have non-standard thinking skills and can promote communicative values at a high professional level.

Theoretical analysis of literary sources has clarified the concept of "the competency of future physical education specialists in professional interaction in the field of social communications". This concept is considered as a specific professional characteristic of the individual, which includes professional knowledge of communication technologies, business behaviour patterns, a spectrum of communication skills, written and oral presentation of scientific and practical material, a complex of personal qualities ensuring specialists' competitiveness and mobility.

Conceptual principles for shaping and developing physical education in Ukraine have been considered by Bezdrabko (2009), Shvetsova (2002), Sitovskyi et al. (2019), Trishchuk (2009). The issues related to the professional training of future physical education specialists in higher education institutions have been explored by Bakhmat et al. (2019), Bezliudnyi, Kravchenko, Maksymchuk, Mishchenko, & Maksymchuk (2019), Halaidiuk et al. (2018), Kokanova (2008), Maksymchuk et al. (2018), Malyk (2009), Nazarenko (2008), Redchuk (2014), Romanyshyn (2011). The issues connected with social communications have been studied by such Ukrainians researchers as Behas et al. (2019), Berehova (2006), Horovyi (2010), Melnyk et al. (2019), Redchuk, & Karpyuk (2014), Sheremet, Leniv, Loboda, & Maksymchuk (2019), Vykhodets (2010), Zarzhevska (2006).

Theoretical analysis of literary sources has shown that nowadays pedagogical conditions for developing the competency of future physical

education specialists in professional interaction in the field of social communications have not been outlined yet.

The research hypothesis implies that the problem of developing competency of future physical education specialists in professional interaction in the field of social communications will be effectively solved provided that: the model of developing future physical education specialists' competency in professional interaction in the field of social communications is based on the multilevel methodology, whose higher level is represented by the laws of dialectics, philosophical and epistemological principles; the second general scientific level is represented by anthropocentric, systemic and synergetic approaches; the third specific scientific level – by axiological, acmeological, activity- and competency-based approaches; the fourth methodical procedural level – by culturological approach; the methodology for developing competency of future physical education specialists in professional interaction in the field of social communications suggests that the model and pedagogical conditions should be gradually implemented into the education process of higher education institutions.

The study aims to theoretically justify pedagogical conditions and experimentally verify the model of developing the competency of future physical education specialists in professional interaction in the field of social communications.

Material & methods

Presently, professional training of future physical education specialists and information activities is conducted as follows: higher education institutions prepare students to conduct in-depth studies of modern paper documents of various types and kinds, apply working methodology and perform digital conversion; in technical education institutions, they conduct an in-depth study of digital repositories, electronic documents, electronic workflow and modern methods of receiving, processing, storing and transmitting information from documents; in other higher education institutions, both approaches can be incorporated into curricula, however at different levels.

The study involved Identification, Search and Practice and Generalization **stages**.

During ***Identification stage***, the aim, objectives, principles and conditions for organizing the experiment have been determined; the syllabus for professional training of future physical education specialists has been analyzed; pedagogical conditions for developing competency of future

physical education specialists in professional interaction in the field of social communications have been revealed; the methodology for evaluating the level of future physical education specialists' competency in professional interaction in the field of social communications has been developed; the methodology for developing competency of future physical education specialists in professional interaction in the field of social communications has been defined.

During ***Search and Practice stage***, the methodology for evaluating the level of future physical education specialists' competency in professional interaction in the field of social communications has been approved; the model of developing future physical education specialists' competency in professional interaction in the field of social communications has been experimentally verified. The criteria for identifying the level of future physical education specialists' competency in professional interaction in the field of social communications are motivational and axiological, cognitive, procedural and personal. The following methods have been used to conduct pedagogical experiment, namely, to evaluate the level of future physical education specialists' competency in professional interaction in the field of social communications based on the motivational and axiological criterion – the questionnaire, titled "Clarifying Motivation to Achieve the Goal and the Striving for a High Social Status; to evaluate the level of future physical education specialists' competency in professional interaction in the field of social communications based on the cognitive criterion – the tests compiled by the author; to evaluate the level of future physical education specialists' competency in professional interaction in the field of social communications based on the procedural criterion – the test, titled "Managerial Duties and Employee Relations"; to evaluate the level of future physical education specialists' competency in professional interaction in the field of social communications based on the personal criterion – a test for determining the ability to work in the system "man – man" and the test, titled "Evaluating Organization and Communication Skills").

During ***Generalization stage***, the results of the pedagogical experiment have been analyzed, relevant conclusions have been drawn, methodical recommendations for developing the competency of future physical education specialists in professional interaction in the field of social communications have been developed and implemented.

The following **pedagogical conditions** ensure the effectiveness of developing competency of future physical education specialists in professional interaction in the field of social communications: providing higher professional education of future physical education specialists with relevant

information support; ensuring a top-priority of the subject-subject interaction between the teacher and the student in the education process; implementing an optimal combination of traditional and innovative modes of teaching, which assist the student in adapting to real-life conditions; orienting the education process in higher education institutions towards professional and personal development of future physical education specialists.

Information provision of higher professional education for future physical education specialists acts as a holistic system of information and information technologies (information resources) that create the core of education and characterize higher education institutions and their educational activities. It performs the following functions: an information function that characterizes the information conveyed in the communication process from the teacher to the student; a function ensuring the education process and implied in the educational and methodological support of such subjects as "Professional Ethics", "Theory and Practice of Social Communications", "Organizing Representative Events (Protocol)"; a function enhancing awareness of the community and the external social environment, which is implied in informing about the main characteristics of higher education institutions, their mission, priorities, modes of learning, faculty.

Before studying the course on *professional ethics*, the students were familiarized with modern approaches to understanding the essence and importance of ethics in professional activity and explaining that there is no consensus on ethical rules and principles of communication. To this end, the search for definitions of the concept of social communication in various sources can be given as a research-oriented homework task.

The task is to find the maximum number of definitions of the term "social communications" and write them out with the obligatory indication of the source of information. The following discussion of these definitions in the lesson should lead the students to understand the multi-faceted concept of social communications, as well as the need for an interdisciplinary approach to analyzing the essence and specifics of this concept.

For instance, the course on professional ethics covers the topic "Ethical Problems in the Company". The following definition is given: business ethics is a set of defined principles, professional rules and norms of behaviour of businesspeople (entrepreneurs, businessmen) during the realization of goals, tasks, various programs and plans of companies, institutions of production and non-production industry. If the student understands this definition, he/she can answer whether business ethics implies specific and generally universal norms, forms, techniques used when performing individual professional functions by employees and public

servants. When explaining the material, the experimenters attempted to allow the students to compare different definitions of business ethics and draw the right conclusion. During practical classes, the student provides his/her examples illustrating the content of the material being taught. If he/she can change information from one form to another, namely, to present verbal information in the form of tables, graphs, or vice versa, it means he/she knows the material well.

When teaching theory and practice of social communications, the experimenters attempted to focus the students' attention on the main functions of communication: the informational function (communication as an information exchange), the social function (communication as a field of developing cultural interaction skills in society), the expressive function (both expression and understanding of emotions), the pragmatic function (the coordination of joint activities and encouragement to take certain actions), the recreational function. The authors of the article attempted tried to convey the finished information by various means. The students perceived, realized and memorized this information. The information was presented orally (stories, lectures, explanations), in writing (textbooks, manuals) and visually (pictures, diagrams, films, videos).

The priority of the subject-subject interaction between the teacher and the student in the education process involves an interpersonal contact, which results in dialogue, personal responsibility of future physical education specialists for their behaviour, their positive attitude towards themselves, professional activity, their independence and a high level of self-organization. Among the methods of joint activities, the authors of the article have used educational discussions on the topic "Ethical Traditions in Ukraine", "Social Communications as an Interdisciplinary Scientific Trend", the implementation of the projects on the topics "Solving Ethical Problems in the Organization", "Ethical and Legal Problems of Intellectual Property and Copyright Protection on the Internet".

The subject-subject interaction is regarded as a specific form of interpersonal relationships between the participants in the educational process, which is based on the unity of business (cooperation) and personal (communication) aspects of interaction allowing the students to discover, express themselves and engage in learning.

In the context of education, the subject-subject foundation can be realized by ensuring trusting relationships between the teacher and the students in combination with mutual demands, providing the student with the opportunity to control their actions, tracking the actions of others, as

well as by enriching each lesson with emotional content, shifting from monologue to expanded dialogue.

The implementation of this condition is facilitated by the introduction of the elements of modular learning into the educational process of higher education institutions, which allows the student to feel his / her subjectivity when solving the tasks of planning, organizing, controlling, assessing the level of his / her achievements and ensures the individualization of progress in learning and the development of their educational routes.The methods of joint activities of teachers and students included **educational discussions**. The discussion on *ethical traditions in Ukraine*, which is incorporated in the course on professional ethics, ensured the active involvement of future physical education specialists in the search for truth and created relevant conditions for open expression of their opinions, positions and attitudes towards the topic discussed. Also, it contributed to a group interaction between its participants. The educational effect of the discussion was related to the fact that each participant was allowed to obtain various information from the speakers, demonstrate and improve their competency, verify and refine their ideas and views on the problem being discussed, apply their existing knowledge to collaboratively solve educational tasks.

At the stage of the project analysis, the results were summarized, mistakes were identified and ways and means of their correction were indicated. The final evaluation involved comparing the results with the set purpose and all such activities, demonstrating and evaluating the created multimedia presentations.

The students were offered to choose a topic for the project themselves. So, choosing, for example, the topic of the project on *solving ethical problems in the company* and using modern software, the students created and defended their projects by their ideas and views.

It was also suggested to a group of students that they should implement the project, which significantly reduced the pressure on students, especially those who were poorly prepared. The group was assigned a presenter, who distributed the functions of the project participants, for example, on the topic "*Ethical and Legal Problems of Intellectual Property Protection of and Copyright on the Internet*". Before the start of the project, the students were assigned a task included in the project report. The implementation of the project involved the interim evaluation, during which the students had the opportunity to consult with teachers. At the stage of the project analysis, the teacher needed to supervise the performed work. On the assigned day, the students defended their project.

The project was evaluated taking into account the qualitative characteristics of creative activity proposed by Lerner (1981). The evaluation took into account the relevance of the topic, practical value, theoretical significance; autonomy, creativity, originality; expediency of the proposed solutions, conclusions; volume, consistency and completeness; project defence, explanatory material; use of hardware and software; work of the leading project, initiative of group members; involvement of participants in the discussion (ability to ask and answer questions); interim evaluation points. A point (up to 10) is given for each criterion. The project leader is determined by total points.

The combination of traditional and innovative modes of teaching, which assist the student in adapting to real-life conditions, has been realized in the process of writing essays, holding business games, compiling a portfolio of future physical education specialists, creating multimedia presentations, etc.

To combine traditional forms of teaching with innovative ones, the authors of the article employed a problematic presentation of the material, which consists in the fact that the teacher raises and formulates the problem and, eventually, shows the way of solving the problem in its relevant contradictions understandable by future physical education specialists and reveals the train of thoughts in the process of solving it. This method suggests that that the teacher shows samples of scientific knowledge, scientific solutions to problems, and future physical education specialists not only perceive, comprehend and memorize ready scientific conclusions but also follow the logic of evidence, the train of the teacher's thoughts, control his / her assurance and verify the reliability of such analysis. The students may have doubts or questions about the logic and reliability of both evidence and solutions. They are involved in predicting the next step in thinking.

At the present stage, one of the tasks of teaching is to introduce the students to current problems of modern science. The most acute problems of physical education are reflected primarily in the pages of periodicals. In this regard, a colloquium on the topic "*Solving Ethical Issues in the Company*" was conducted to accomplish this task.

The task is to find an article on the current problem of solving ethical problems in the company. Based on it, the students should prepare an oral presentation (7-8 min), which reflects the main content of the article. It is advisable to offer a list of the most interesting articles. This list, however, should not restrict students; choices rigorously. The students are allowed to present the article to the audience. The time limit, evaluation

criteria and requirements for the best scientific presentation should be determined beforehand and announced to the students.

The students should also write an essay on the chosen topic related to future professional activities. The first session can be dedicated to ethical rules of communication. Writing an essay is possible both in a practical lesson and in the form of homework, whose essence implies expressing one's opinion regarding ethical requirements for business communication. The basic requirements for writing an essay include the independence of thought, the text structure, the corresponding volume. Based on the results of the work and its analysis, it is important to lead the students to the idea that etiquette is a set of rules of human behaviour and point out the peculiarities of business communication. An important conclusion based on the results of such work can be the idea that the mission of physical education specialists is to maintain ethics and etiquette in relations with business partners.

Teaching also included business games. According to Popchuk (2010), "business games allow students to consolidate theoretical knowledge and gain practical skills when preparing information support for representative activities. As a result of such lessons, students develop the ability to interact with the audience, using different tools and techniques. Future professionals participate in live communication during the preparation and implementation of appropriate representative activities and achieve a higher level of autonomy in decision-making regarding the use of schemes and methods for the preparation of representative activities".

The experimenters held a business game, titled *"Organizing a College Presentation"*. Future physical education specialists were divided into two groups and needed to develop a logical sequence of the presentation, to determine the start time, the total duration of the event, to determine the circle of participants, to form a working team, which should ensure the preparation and implementation of all presentation activities. The success of a presentation depends on the venue. The teams needed to decide where it was most appropriate to hold a presentation. After that, the team members chose a student who should be the leader and who should be communicatively prepared. The students were also required to provide speeches by the College administration.

After determining the main guidelines of the presentation, student teams approved the order and duration of the presentations and coordinated their topics and content to avoid repetition. At the same time, they needed to prepare the show materials. According to the objectives of the presentation, they formulated a key focus (phrase) of the performances that participants should remember, modelled the desired audience response and

predicted further actions. All this influenced the preparation of the texts of speeches, informational materials, which were handed to the invitees, in particular, the booklet about the College.

Much attention has been paid to the use of multimedia presentations, which are a convenient and effective way of presenting information through computer programmes. Indeed, it is a combination of computer animation, graphics, video, music and sound series, all organized in a single environment and able to attract the attention of future physical education specialists. Using PowerPoint presentations, the students met several requirements for their design, namely, they maintained a single style, selected the total number of slides, graphic images, animated objects, adhered to a specific location and ways of highlighting information, font size, use of colour and a minimum of text.

To prepare such a presentation, the student must use many information sources, which makes it possible to avoid cliches and transform every work into a product of individual creativity. During the preparation of the presentation, special conditions were created to develop motivation towards studying the theory and practice of social communications and professional ethics, improve the students' background knowledge, worldview and information awareness and enhance intellectual functions such as analysis, synthesis, abstraction, comparison, generalization, logic. Thus, a multimedia presentation is material for professional communication for monologic speech and allows realizing the communicative function of speech.

The experimenters designed 21 test tasks to monitor the students' proficiency in *professional ethics*, which contains 105 questions on theoretical aspects of professional ethics (Redchuk, 2013). The preface to the test tasks states that professional ethics is an applied socio-philosophical discipline that studies the origin, nature, specificity, social functions of moral and professional norms and relationships, as well as patterns of their development at different historical stages.

The experimenters conducted computer tests that allowed them to monitor and evaluate the students' level of knowledge. On the one hand, computer testing is an indicator of the quality of learning, a means of determining student success and, on the other hand, an indicator of the effectiveness of the didactic system used, including teaching methods and the organization of the educational process, the implementation of modern computer technologies.

The orientation of the educational process in higher education institutions towards professional and personal self-development of future physical education specialists. Professional self-development is

defined as the growth, formation, integration and realization of professionally important personal qualities and abilities, profession-oriented knowledge, abilities and skills, as well as the active qualitative transformation of the individual's inner world, which leads to a fundamentally new way of life. Professional self-development is an integral part of personal self-development since the principle of self-development is the basis of these processes. Professional and personal development is defined as the process of personality formation (in the broad sense) and its professionalism in self-development, learning, professional activity and interactions (Mingaleeva, 2011).

Professional self-development is defined as the growth, formation, integration and realization in the professional activity of professionally important personal qualities and abilities, profession-oriented knowledge, abilities and skills, active qualitative transformation of the person of his inner world, which leads to a fundamentally new way of life. Professional self-development is an integral part of the personal aspect since the principle of self-development is the basis of these processes.

Considerable attention has been paid to the organization of independent work when the teacher provides only the necessary lecture material, which must be supplemented by the independent work of the students themselves. These tasks include test papers, summaries, essays, reports and multimedia presentations. However, the specificity of students' independent work is that future physical education specialists independently acquire new knowledge.

At the formative stage of the pedagogical experiment, the students from the Private Higher Educational Establishment Academy of Recreational Technologies and Law, T. H. Shevchenko National University "Chernihiv Colehium", Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, Lviv State University of Physical Culture, Rivne State University of the Humanities, Sumy Makarenko State Pedagogical University, Ternopil National Economic University, Vasyl' Stus Donetsk National University were divided into the control group (CG) – 136 participants and the experimental group (EG) – 132 participants.

At the ascertaining stage of the pedagogical experiment, the current level of competency in future physical education specialists for professional interaction in the field of social communications has been analyzed.

The questionnaire involved 214 future physical education specialists from the following educational institutions: the Private Higher Educational Establishment Academy of Recreational Technologies and Law, T. H.

Shevchenko National University "Chernihiv Colehium", Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, Lviv State University of Physical Culture, Rivne State University of the Humanities, Sumy Makarenko State Pedagogical University, Ternopil National Economic University, Vasyl Stus Donetsk National University.

Results and Discussion

The results obtained from the questionnaire of 214 respondents at the ascertaining stage of the experiment regarding **why they need** professional interaction in the field of social communications show the following: communication on professional topics – 28.03%; communication on everyday topics / travelling abroad – 23.8%; planning to choose the profession – 48.11%; the future profession can provide significant opportunities for career growth – 25.58%; a steady interest in ethical rules and principles of communication – 28.53%; the available information on professional interaction in the field of social communications is enough – 36.86%; a steady interest in the educational courses related to professional ethics – 42.14%; some difficulties in mastering the features of **professional ethics** – 50.56%.

The analysis of the answers obtained from teachers shows that 75% of them consider it expedient to develop competency in professional interaction in the field of social communications in future physical education specialists; only 33.33% of respondents are satisfied with the educational and methodological literature necessary for developing readiness for professional interaction in the field of social communications in future specialists in physical culture and sports.

Those data characterizing the results of the questionnaire of 18 specialists show that only 22.23% of them believe that trainee students have knowledge about the theory of social communications; 50% of them assume that trainee students can organize representative events; 55.56% of them are sure in trainee students' ability to communicate with the observance of ethical requirements for the culture of oral and written business speech; 72.22% of them state that trainee students can perform secretarial duties and establish relationships in the team.

Figure 1 shows that, at the formative stage at the end of the pedagogical experiment, 15.28% of CG students and 22.92% of EG students are at *a high level* of competency in professional interaction in the field of social communications; 52.08% of CG students and 44.91% of EG students – *an average level*; 39.81% of CG students and 25% of EG students – *a low level*.

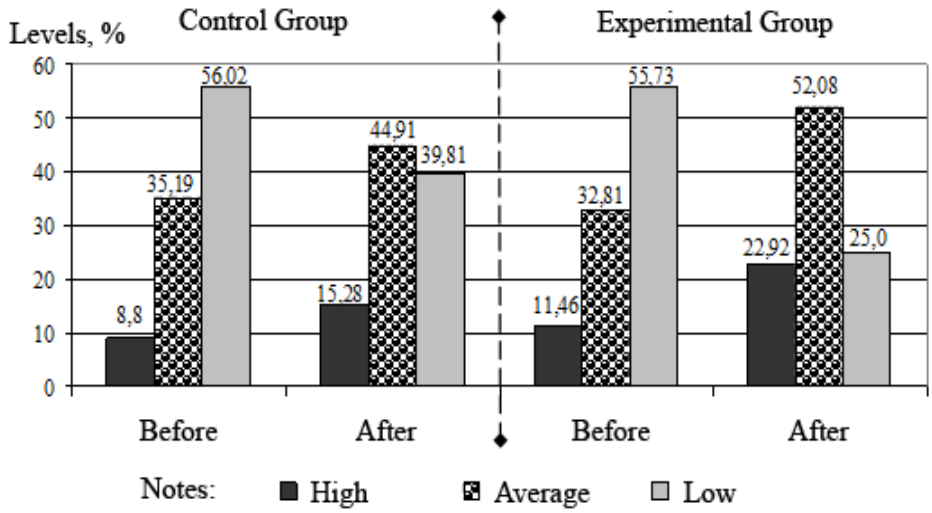

Fig. 1. The generalized results on the dynamics of levels of CG and EG students' competency in professional interaction in the field of social communications before and after the pedagogical experiment (%)

The concept of "social communications" is interpreted as "a system of social interaction, which includes certain ways, methods, means, principles of establishing and maintaining contacts based on professional technological activities aimed at developing, implementing, organizing, enhancing, updating relationships within a society that consists of different social institutions, where, on the one hand, social communication institutions, services, and, on the other hand, organized communities (socium, social groups) act as full participants in social interaction (Rizun, 2010); as "a branch of knowledge that studies the organized system of documents, their arrays, the products of mass media and information technologies ensuring the implementation of information processes and intentions with direct involvement of the participants in the communication process" (Kholod, 2011).

The experimenters attempted to explain to the students that communication in today's information society encompasses all spheres of social reality and influences social relations in a new way. As rightly pointed by Devterov (2011), "the intensive development of communication technologies has greatly facilitated the production and dissemination of socially relevant information, which has led to the formation of a global information space involving the community goals, as well as political, economic, religious and cultural institutions". It was extremely necessary to ensure that the information provided to the students should not biased, one-

sided and focused on one's thoughts or commercial interest and should take into account the needs of the market.

Matviienko (2005) believes that "the discussion method is based on a group discussion". According to the scholar, "the main principles of this method are the following: 1. A discussion is a form of partnership. Teachers and students alike share power and responsibility for the learning process and learn from each other. 2. The discussion group is gradually transformed into a learning community, sharing common values and pursuing common goals. 3. Working with students, the teacher can help them master the course material more thoroughly. 4. Double competency is the ability to manage both the process and the content of the discussion at the same time". The authors of the article believe that the developing function of the discussion is related to stimulating the creativity of future physical education specialists, developing their ability to analyze information and prove their ideas and views, increasing students' communicative activity and ensuring their emotional involvement in the learning process. The influence of the discussion on the personal development of future physical education specialists is conditioned by their professional orientation, creation of favourable conditions for the expression of individuality, self-determination in the existing points of view on a particular problem and the choosing of their positions. The methods of joint activities included a discussion to form the ability of future physical education specialists to interact with others, listen and hear others, respect others' beliefs, accept opponents, find points of contact, relate and to reconcile their positions with those of other participants in the discussion. Luman (2004) and Habermas (2000) consider it to be the main category and the subject of sociological research. In this regard, it is difficult to find the relation between sociological theory and the sociology of communication and social communication theory.

The authors of the article believe that research activities of future physical education specialists help them to express their individuality, reveal creative abilities and develop readiness for self-realization in professional interaction in the field of social communications. It is important to note that the research process is individual and of value in both educational and personal sense. In this regard, a future physical education specialist should be ready to engage in research.

The scientific value of the obtained results is as follows:

- for the first time, pedagogical conditions for developing competency in professional interaction in the field of social communications in future physical education specialists (providing higher professional education of future physical education specialists with relevant information support;

ensuring a top-priority of the subject-subject interaction between the teacher and the student in the education process; implementing an optimal combination of traditional and innovative modes of teaching, which assist the student in adapting to real-life conditions; orienting the education process in higher education institutions towards professional and personal development of future physical education specialists) have been determined;

- the model for developing the competency of future physical education specialists in professional interaction in the field of social communications, which is structurally represented by target, content, technologies, assessment and results blocks and is realized on the principles of social conditionality of the goals and content of higher education, professional focus of teaching and learning, creativity, activity and independence of students, subjectivity of the interaction between teachers and students, has been developed, theoretically justified and experimentally verified;

- the author's methodology for developing the competency of future physical education specialists in professional interaction in the field of social communications, which involves consistent implementation of both the model and pedagogical conditions in the educational process of higher educational institutions, have been developed;

- the methodology for applying explanatory-and-illustrative and generative methods, joint activities and problem-based learning during practical training of future specialists, have been *improved*;

- the concept of "competency of future physical education specialists in professional interaction in the field of social communications", structural components of such competency, criteria (motivation and values, cognition, procedures and personality), indicators and levels (low, average, high) of the competency of future physical education specialists in professional interaction in the field of social communications have been *specified*;

- theoretical provisions on the selection and structurization of the content of professional training for future physical education specialists in higher educational institutions have been *further developed*.

The practical value of the obtained results lies in elaborating the educational and methodological complex for developing competency of future physical education specialists in professional interaction in the field of social communications, which includes the educational and methodological complexes for such courses as "Professional Ethics", "Theory and Practice of Social Communications", "Organizing Representative Events (Protocol)", developing the computer programme "Pedagogical Diagnostics on the

Results of the Competency in Future Physical Education Specialists in Professional Interaction in the Field of Social Communications".

Theoretical provisions and practical results of the research can be used in professional training of future physical education specialists, master and graduate students, as well as in the system of advanced training for physical education specialists.

However, this research does not seek to exhaustively address all issues related to shaping the readiness of future physical education specialists to engage in professional communication in the field of social communications. The prospects for further research are seen in the comparative and pedagogical study on the theory and practice of training future physical education specialists abroad and applying distance courses in professional training of future physical education specialists in higher education.

Conclusions

Pedagogical conditions for developing the competency of future physical education specialists in professional interaction in the field of social communications have been determined. They include providing higher professional education of future physical education specialists with relevant information support; ensuring a top-priority of subject-subject interaction between the teacher and the student in the education process; implementing an optimal combination of traditional and innovative modes of teaching, which assist the student in adapting to real-life conditions; orienting the education process in higher education institutions towards professional and personal development of future physical education specialists.

The high level of future physical education specialists' competency in professional interaction in the field of social communications is characterized by the fact that the students have ideological and moral stands; their ideals and humanistic values are manifested in the attempt to evaluate events and facts; they intend to raise their professional status in the future, gain recognition of their colleagues and enhance their professional reputation; they are highly motivated to regulate their activities in view of professional interaction in the field of social communications; their knowledge of ethics in business communication is systemic and profound; their knowledge of theory and practice of social communication is systemized and consolidated; their knowledge of organizing representative events is complete; there is a need to improve their professional status; poorly developed and unstable orientation towards success in their lives and professional interaction in the field of social communications is clearly

traceable; they show socioprofessional activity and tolerance, communication skills adhering to ethical requirements for oral and written business communication, the ability to perform managerial duties and to sustain team climate at the proper level; their professionally significant qualities (the ability to work in the system "man – man", communication skills, organization skills) are quite developed.

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We are very pleased to know that you have reviewed our paper and provided appropriate comments. As for the number of scholars who participated in the research, we would like to explain the following. We wanted the variability of the research sample to be representative and cover a significant part of the territory of Ukraine. Also, such a number of authors in the paper is due to the fact that all of them worked together to elaborate the necessary methodology for developing competency in professional interaction in the field of social communications in future specialists in physical culture and sports. Also, all the authors conducted experimental work at the premises of the universities where they work. At the formative stage of the pedagogical experiment, the students from the Private Higher Educational Establishment Academy of Recreational Technologies and Law, T. H. Shevchenko National University "Chernihiv Colehium", Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, Lviv State University of Physical Culture, Rivne State University of the Humanities, Sumy Makarenko State Pedagogical University, Ternopil National EconomicUniversity, Vasyl Stus Donetsk National University were divided into the control group (CG) – 136 participants and the experimental group (EG) – 132 participants.
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