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PSYCHOLOGICAL STRUCTURE OF THE COMMUNICATIVE COMPETENCE OF THE FUTURE COACH

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Abstract

Introduction. Developed communicative competence in the coaching profession allows to interact effectively in future professional activities, interpersonal communication and involves the subject's mastery of strategies of psychological influence and constructive behaviors in interaction.

Aim is to analyze different approaches to determining the structural components of communicative competence and to describe the author's structure of communicative competence of the future coach.

Material and methods. Theoretical – analysis, synthesis, generalization, systematization. Empirical – observations, questionnaires, psychological and pedagogical experiment.

Results. Applying a systematic approach to the analysis of the structure of communicative competence, we identified four main components: cognitive (cognitive), communicative-speech, social-perceptual and interactive.

Conclusions. The proposed and described author's structure of communicative competence of the future coach contains four components: cognitive, communicative-speech, social-perceptual, interactive, which give the opportunity to reveal the essence and features of the future coach.

Keywords: communicative competence, psychological structure of communicative competence, components of communicative competence.

Introduction. Social practice requires from future coaches solving wide range of psychological, physiological, physical and other tasks which cannot be accomplished without pedagogical and interpersonal interaction. That is why an important aspect of vocational training of a future coach is their perfect acquirement of communicative knowledge, practical

skills, and abilities. Positive communication in the system coach-sportsman encourages and motivates sportsmen for improving their sporting achievements. Also well-developed communicative competence in the coaching job gives an opportunity to effectively interact in future professional activities, interpersonal communication and requires the subject's acquirement of

psychological impact strategies and constructive modes of behavior while interaction. At the same time, the issue of the peculiarities of communicative competence development as means of professional activity and pedagogical interaction of these specialists which have to comply with social and professional standards as well as the issue of creating favorable conditions for its development and correction while vocational training of students are not developed enough.

The aim of the research is to analyze different approaches to determining the structural components of communicative competence and to describe the author's structure of the future coach's communicative competence.

Material and methods. Theoretical ones are analysis, synthesis, generalization, classification, comparison, systematization. Empirical ones are observation, interview, questionnaire, survey, testing, and psychological and pedagogical experiment. The contingent of the study are students who are future coaches.

The research was carried out in accordance with the main bioethical principles.

Results of the research and discussion. Based on the results of theoretical analysis, we consider communicative knowledge as a set of practical skills, and abilities using which the subject of communication realizes the aims and objectives of communicative (and professional) activities and reaches mutual understanding.

Applying systematic approach to the analysis of the communicative competence's structure, we identified

four main components: cognitive, communicative and speech, social and perceptual, and interactive ones.

As for defining the communicative competence's structure there are a few approaches. Firstly, the researchers who define its structure make an accent on cognitive component of this phenomenon, which are the knowledge and abilities necessary for building communication [8]. Secondly, the description of the communicative competence's structure is given by means of communicative skills. Thirdly, according to O. Sydorenko, communicative knowledge as well as communicative practical skills and abilities have to be attributed to communicative competence's structural elements. Fourthly, communicative competence except for knowledge, practical skills, and abilities, according to some researchers, includes personal characteristics as well which are mainly of social and perceptual nature [5].

Y. Prozorova [7] distinguishes two key components in the communicative competence's structure: the first component includes communicative values, orientation and specificity of a communicant's motivation, and their needs in communication; the second component includes demonstration of communicative competence directly in communication process and has two elements: actions during communication (practical skills and abilities) and knowledge on communication [7]. I. Ponomarov and V. Trubochkin distinguish three sets of the phenomenon's components: 1) communicative and personal qualities; 2) acquirement of communication technique – practical skills and abilities



of executing communicative actions; 3) acquirement of methodology and tactic of communication [6].

As a result of psychological research, O. Zhyrun comes to a conclusion that communicative competence has a complex hierarchic structure. The scientist distinguishes the following two components in it: instrumental and motivation and value-based one [2].

A greatly comprehensive characteristic of the studied phenomenon is the one given by Y. Rudenskyi [8]. He distinguishes the following components in communicative competence: communicative and diagnostic, communicative and prognostic, communicative and programming, and communicative and organizational. Along with that, the researcher distinguishes seven groups of communicative practical skills: speech, social and psychological, psychological, skills of using non-verbal means of communication, skills of communication using different organizational and communicative forms of political activities, skills of interaction: dialogue level [8].

Due to A. Samokhvalova [9], a personality's communicative competence is multi-level integrative quality of an individual (a set of motivational, cognitive, and behavioral peculiarities) causing effective communication. The criteria of communicative competence's development are motivational, cognitive, and instrumental ones.

• In turn, O. Korniiaka [3] distinguishes three structural components in communicative competence's psychological structure with which the subject realizes three

main functions during activities and communication (communicative, perceptual, and interactive): communicative and speech, social and perceptual, and interactive ones. Due to this, the scientist remarks that communicative competence combines three main groups of skills or abilities (competences):

- *Communicative and speech ability* comprising the following skills: a) perceiving information; b) adequate comprehension of the information sense; c) programming and reporting one's thoughts in oral and written forms.

- *Social and perceptual ability* as perceiving and understanding the nature of another person, interactive learning and cooperative assessment. This ability includes the following skills: a) creating the image of another person (understanding their psychological and individual nature); b) moral views (empathy as awareness of feelings, needs, and interests of other people, respect for the partner in communication, tact etc.); c) reflection (self-awareness – understanding one's own inner states, emotions, resources, passions, intuition).

- *Interactive ability* as to organize and regulate interaction and mutual impact, and to reach understanding. This ability comprises such skills: a) awareness of social and communicative standards, behavioral examples, and social roles; b) ability for social and psychological adaptation; c) control over behavior while interaction, ability to resolve conflicts; d) ability to have impact on a communicative partner: ability to listen and acquirement of effective tactic in persuading another person.

Based on this approach, we can talk about three types of competence (three components) in communication being



combined by such individual entity as communicative competence. The personality has to be aimed at finding a variable range of means promoting integrity of self-expression of partners while interaction, at understanding all sides of their competence – communicative and speech, social and perceptual, and interactive ones [3].

Thus, communicative competence stands as a complex structural phenomenon comprising social and psychological stereotypes, knowledge, practical skills, and abilities which the subject of communication gains based on their developed motivations, values and mindsets.

The analysis of the given models of the communicative competence's structure showed that all of them are built based on system approach requiring their investigation as a complex, defining their inner qualities, connections and attitudes. Within such approach, communicative competence like any other system object allows division into numerous microsystems depending on particular aims put in the course of the research.

The generalization of the results of studying the content and structural components of an individual's communicative competence allowed defining the psychological structure and content indicators of this phenomenon among future coaches.

Applying systematic approach to the analysis of the communicative competence's structure, we can identify at least four main components: cognitive, communicative and speech, social and perceptual, and interactive ones.

Based on the results of theoretic analysis we consider communicative

competence as a set of communicative knowledge, practical skills, and abilities using which the subject of communication realizes their aims and objectives of communicative (and professional) activities and reaches mutual understanding.

Due to the study, the cognitive component comprises theoretical and practical knowledge in psychology of communication, awareness of its styles, structure and functions; general culture knowledge, awareness of the rules, moral standards of communicative behavior, rationalism in communicative sphere, experience in communication, a communicant's focus on their "I", on It comprises high level of professional erudition; awareness of psychological patterns and specificity of interpersonal communication, awareness of applying communicative strategies, psychological awareness of interpersonal evaluation instruments as well as interpersonal interactions; creative thinking; awareness of the methods of psychological impact, rules and techniques of rhetoric and polemic, as well as reflexive listening; awareness of individual qualities promoting or bothering communication; awareness of emotions and feelings always accompanying communication, as well as of its behavioral side.

The most important principles of communicative and cognitive approach include: the principle of integral perception, the principle of functionality, the principle of professional orientation, the principle of integrative speech and non-speech activities, the principle of consistency, the principle of development of communicative strategies activities.



Apart from that, the cognitive component includes theoretical and methodological awareness: a set of knowledge units depicting the nowadays society's system; knowledge units building communicative basis of professional activities; theoretical awareness of the main notions and methods of communicative competence in the PE sphere. Acquirement of this component obliges the specialist to demonstrate creativity, flexibility, consistency, immediacy of thinking in situations of material presentation, bringing feedback, and constructive recovery from a conflict, etc.

Communicative and speech component requires a personality's acquirement of verbal and non-verbal means of communication, speech culture, accuracy, expressiveness and aesthetics of speech. It comprises the following skills: ability to speak, ability to listen to the partner, which means perceiving information; to adequately comprehend the sense of information; to program and report their thoughts in oral and written forms.

The analysis of the content and indicators of communicative and speech component gives opportunity to record increase or decrease of the number of skills necessary for communication occurring in real life: ability to read and understand expressive information in communicative situation constantly focusing on the members of communication; ability to establish contact with a partner in communication due to non-verbal and verbal media; communicative and speech skills; linguistic skills; grammar accuracy; sound characteristics of speech – tone, intonation, expressiveness, necessary speed of speech, elocution aimed at

mutual understanding with an interlocutor; ability to control over one's own speech, ability to change the statement in accordance with the gained result; ability of text communication reflection. Controllability and awareness of speech provide further choice of optimal non-verbal and speech media for this communication [1; 4; 5; 10; 11].

Based on the results gained in the study we should note that development of communicative and speech component of communicative competence among students requires:

- familiarizing with general communicative, speech and ethical rules and standards;
- development of the skill to competently state one's thoughts in oral and written forms;
- development of the skill to correct communicative and non-communicative forms of communication as well as tactic of interaction with accordance to the opponent's interests, training level and mood;
- ability to listen to and hear the interlocutor, ask questions of different types, enter the conversation correctly, give remarks, add and develop the topic of the conversation or object justifiably;
- development of the skill to speak in front of the audience with different ambitions, in different genres being adequate towards the situation;
- development of the skill to acquire and improve speech media of cultural self-expression: ability to report one's thoughts, beliefs and evaluations as speeches, statements, articles, etc.



Thus, communicative and speech component of a specialist in PE sphere requires them obtaining the following characteristics:

- 1) high level of general culture of a student, and their system of knowledge;
- 2) availability of a necessary minimum of general as well as communicative and speech abilities including ability to adequately evaluate the conditions, orient in different communicative situations;
- 3) flexibility, ability to correct their communicative and non-communicative activities in accordance with the conditions of communication, as well as the interlocutor's psychological state;
- 4) ability to see and use semantic and aesthetic qualities of words;
- 5) ability to use mimic and pantomimic support being adequate towards the statement;
- 6) need in communicative self-improvement – development of the corresponding practical skills and abilities;
- 7) using communicative and speech knowledge, practical skills, and abilities being adequate towards a communicative situation.

Moreover, for communicative and speech component of such specialist the following characteristics are inherent: conciseness, schematic manner, discretion, intonation, expressiveness of the statements about pedagogical interaction.

Social and perceptual component usually comprises the abilities to adequately perceive and understand another person and establish mutual understanding based on that, as well as to make evaluation of the

communicative situation. Perceiving another person means perceiving their appearance, its relation to personal characteristics, and interpreting their actions based on that. Social and perceptual skills of a personality become apparent from the ability to control their perception and organize it: to give correct evaluation of the communicative partners' social and psychological moods; "read" changes on the communicative partner's face, voice, and gestures; "reveal the subtext" of mimic moves, smile, eye-sight, etc.; define the tone of communication; establish the necessary contact; anticipate the "way" of further communication by the initial impression. They give opportunity for a personality to correctly evaluate the communicative partners' emotional and psychological reactions and even anticipate such reactions overcoming those ones bothering reaching the aim of communication [13; 15, 16].

Based on the mentioned above, the social and perceptual component has to combine at least the following elements:

- 1) ability for *empathy* (sympathy, compassion);
- 2) ability to regulate emotional state while interaction (learning and vocational interaction);
- 3) ability for adequate interpersonal perception (ability to "read" from the face understanding the opponent's mental state).

Interactive side of communication is a conditional term connected with people's interaction and with direct organization of their cooperative activity. If the process of communication exists basing on some kind of cooperative activity, the exchange of knowledge and ideas according to this



activity requires the fact that the gained mutual understanding is realized in the new cooperative tries to further develop the activity and organize it. The participation of a few people in this activity at a time means that each person makes their own contribution giving opportunity to interpret interaction as cooperative activity organization.

Interactive side of communication requires building of a general interaction strategy where it is important not only to exchange information but also to organize "exchange of actions", and to plan general activity. During such planning it is possible to regulate one individual's actions by "the plans created by thoughts of another one's" which makes this activity really cooperative when its hosts stand not as separate individuals but as a group [12, 14].

Hence, the subject's possession of interactive component of communicative competence requires organization of interaction between the communicating individuals meaning not only exchanging the knowledge and ideas, but also the actions.

The interactive component shows the components of communication related to interaction of people and direct organization of their cooperative activity. In this case, communication performs also as interpersonal interaction – a set of relationships and cooperative impacts of people being realized in their cooperative activity. Thus, interactive component comprises:

1) acquirement of flexible communicative strategy;

2) acquirement of tactic of interaction organization;

3) ability for constructive behavior in conflict situations;

4) acquirement of technique of persuasion while interaction;

5) ability for dialogic style of communication.

Due to this, we can interpret the interactive component of communicative competence as ability to organize cooperative actions giving the partners opportunity to realize the activity common for them, in the PE sphere they are a coach and a sportsman (the team).

Conclusions.

1. The analysis of different approaches to defining the structural components of communicative competence allowed determining that all models are built based on the system approach requiring its investigation as a system, defining internal connections and ratios of its elements. Within such approach, communicative competence, as any other system object, allows being divided into subsystems depending on exact objectives set in the course of the study.

2. The offered and described author's structure of the future coach's communicative competence comprises four components: cognitive, communicative and speech, social and perceptual, and interactive ones giving opportunity to explore the essence and peculiarities of the future coach's work.



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