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CULTURE OF COMMUNICATION AS AN IMPORTANT CONSTITUENT IN THE PROFESSIONAL ACTIVITY OF PHYSICAL CULTURE OF A TEACHER

Abstract. The communication culture of physical education specialist is an integrative personal quality that provides a high level of verbal behaviour in the educational process and allows a teacher to interact with students for the purpose of reporting the information orally, to establish and maintain the contact, to regulate their behaviour, to coordinate actions on conflicts preventing, to share feelings and emotions.. Therefore, it is important in the educational process to lay the foundations of a communication culture of future physical education specialists that meets the temporal, spiritual and creative potential and professional activity. For the communication to be successful, one is to have the necessary skills. They are acquired with experience using psychological tools, certain specific exercises and pedagogical techniques. The aim of research is to conduct the analysis of scientifically-methodical, psychology-pedagogical and special literature on questions the culture of communication of teacher of physical education. Research methods used: system analysis, generalisation, classification for selection of types, factors of communication culture and components of communication culture level of physical training teacher. Research results: (i) the main types of communication are highlighted (communication with a real partner, communication of a person with an illusory partner, communication of a person with an imaginary partner); (ii) the components, which establish high level of communicational culture of physical training teachers (communicational devices, skills and knowledge) are defined); (iii) main factors which influence the formation of the components of physical training teacher communication culture have been disclosed; (iiii) the categories and indexes (cognitive, operational activity, personal) have been considered, which define the level of formation of communication culture of physical training teacher.

Key words: communication culture, student, teacher, physical culture.

Introduction. A communication culture of physical training teacher is a part of general culture of personality. The communication culture includes certain knowledge about communication in general. The main characteristic of communication culture of physical training teacher is normativity which determines how to communicate different situations. So, it is important in the educational process to lay the foundation of such communication culture which will respond the time, spiritually creative potential and professional activity. Knowledge itself wouldn't provide communication culture if it was used in everyday life and professional activity of physical training teacher. The communication to be successful needs necessary skills and abilities. They are gained with the experience, with the help of some psychological means, special exercises and pedagogical skills.

Literature review. A lot of scientists research a communication problem in general and the communication culture in particular. Methodological problems of communication have been analyzed by O.Bodalov [2], P.Kanduba [7], A.Leontev [9]. In works of H.Ball [1], L.Kovalchuk [8], N.Chepeleva [3], A.Chepelyuk [4] different sides of professional communication have been studied: communicational, interactive, and perceptive. P.Kanduba highlights the issue of the development of human communication concept. The scientist defines four communicational functions informational communicative, regulating communicative, interactive, emotional communicative [7]. Z.Pidruchna has researched the communication process and determined main characteristics of it: communication, interaction, social perception [10].

V. Yagupov distinguishes communication by the principle of subjective-objective and subjective-subjective scheme [6].

The aim of the paper is to conduct analysis of scientific-methodological, psychological pedagogical and special literature about problems of communication culture of physical training teacher. **The tasks of research:** 1. to define the main types of communication; 2. to highlight the components, which create high level of physical training teacher's communicational culture; 3. to disclose the main factors which influencing the formation of the components of physical training teacher communication culture; 4. to describe the categories and indexes which define the level of formation of physical training teacher communication culture. **Methods of research:** system analysis, generalisation, classification for selection of types, factors of communication culture and components of communication culture level of physical training teacher.

Discussion. The communication culture is an important part of professional culture and for physical training teacher it is the main working skill. For the clearer understanding of the importance of communication culture of physical training teacher it is necessary to consider the main notions: "culture", "communication", and "communication culture".

"Culture" traditionally determines the totality of material, practical and spiritual achievements of society, reflecting the level of its historical development, casual personal activity, find its reflection in social, moral aesthetic and other characteristics. In the narrow sense "culture" is a sphere of spiritual life of the society. It

includes educational system, spiritual creativity, covers institutions and organisations, which provide the defined processes: schools, high schools, museums, theatres, libraries and other culture institutions and creative unions. The concept “culture” often marks the level of upbringing and education of a person, skills in any sphere of knowledge and activity. In such a case personal qualities, behaviour, attitude toward the other people and work are fixed. After all, the basis of culture is humanity; the humanistic character realizes in a comprehensive personal development, identification of essential forces and skills.

Communication is the process of interaction between the communicants including the exchange of activity, information, experience, skills and knowledge, as well as achievements. In narrower sense communication is the process of exchanging the information and experience [10].

O. Bodalov considers communication as interaction between the communicants which is the exchange of information with the help of different communicative means in order to establish relationships between people [2].

The term “communication culture” was introduced by T. Chmut, who defined this phenomenon as “available in the society and human life forms of creation of communication, systematization and realization of its forms, ways and means, according to the hierarchy of values and adjustments” [5].

The communication culture is a totality of knowledge and the level of mastering communicative skills created and accepted in a particular society at the certain stage of development [11].

The communication culture is an integral part of behaviour in a society, any conversation, phrase, coordinated to one or another side, should be cultural, beautiful and worthy. Language is the main communicative element, and communication culture depends on cultural, structural and intellectual language [3].

There are several types of communication process: (i) Communication with a real partner: (a) Practical communication: take place in the process of compatible practical activity, which requires mutual agreement of action, establishing relations of cooperation, management and subordination; (b) Spiritual communication: interpersonal, intellectual and emotional connection which shows up in friendship; (c) Representative communication: communication in which individuals are not communicating as free sovereign personality, but as the representatives of separate groups or social institutes. Typical representative procedure is negotiation; transitional form between interpersonal and group communication; (ii) Group communication: interaction of groups, each one acting as the only whole; (iii) Communication of person with an illusory partner; (iiii) Communication of person with an imaginary partner.

Having analysed scientific resources [2; 5; 7; 8] we define the components which create the high level of

communication culture: (a) Communicative sets which include communicative mechanism; (b) Possession of communicative norms accepted in certain society; psychology of communication (categories, regularity, mechanisms; psychology of perception and understanding); (c) Skills to use that knowledge according to the situation and moral norms of a concrete society and universal values.

Communication culture of physical training teacher is a personal integrative quality, providing the high level of speech behaviour in the educational process and allowing a teacher to cooperate with students orally, store and maintain contact, regulate behaviour, coordinate actions, prevent conflicts, exchange feelings and emotions [7].

In the basis of communication culture of physical training teacher lay definite motives: demands, interests, duties, habits, goals. They can be individually or social significant. A level of formation of teacher’s communication culture is determined by some criteria and indicators: (i) Cognitive: Psychologically pedagogical knowledge about communication essence, communication culture, its features in the sphere of professional activity, subjective knowledge; (ii) Operational: communication skills and knowledge, culture and speech techniques, non-verbal communication skills; (iii) Personal: communicativeness, emotional stability, tolerance, erudition [11].

In the communication culture of physical training teacher the level of communication culture is important for the dynamic of professional communicative culture development which is characterised by psychological, pedagogical, subjective, professionally oriented knowledge. As well as formation of communicative skills and abilities; in the development of personal qualities of physical training teacher [8].

Determinants affecting the formation of components of physical training teacher communication include: systematic, motivatedness, dialogicity, reflectivity of educational process and education of physical training teacher; combination of traditional and innovational forms, methods and techniques of educational process; integration of educational process; professional direction of educational process and extra-curricular work; partnership in educational process; realization of personal-oriented and communicative approaches.

Conclusions. The authors of the article have analysed the literary sources on a problem of communicative culture of physical training teacher. Main types of communication are highlighted: communication with a real partner, communication with an imaginary partner, communication with illusory partner. Components which create the high level of teacher’s communicative culture are defined: communicative devices, skills, knowledge. Determinants affecting the formation of the components of teacher’s communicative culture are revealed cognitive, personal. Criteria and indicators determining the level of communicative culture formation are described.

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КУЛЬТУРА ОБЩЕНИЯ, КАК ВАЖНАЯ СОСТАВЛЯЮЩАЯ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ

Аннотация. Культура коммуникации является важной частью профессиональной культуры, и для учителя физического воспитания это основной рабочий навык. Поэтому в учебном процессе важно заложить такую культуру общения, которая будет отвечать временному, духовно-творческому потенциалу и профессиональной деятельности. Целью исследования является анализ научно-методической, психолого-педагогической и специальной литературы по вопросам культуры общения учителя физического воспитания. С помощью теоретических методов исследования (системного анализа, обобщения, классификации, для выделения видов и факторов культуры общения и компонентов уровня культуры общения учителя физической культуры) выделены основные виды общения (общение с реальным партнером, общение человека с иллюзорным партнером, общение человека с мнимым партнером), определены компоненты (коммуникативные установки, знания, умения), которые создают высокий уровень культуры общения учителя. Раскрыты определяющие факторы, которые наиболее существенно влияют на формирование компонентов культуры общения учителя. Описаны критерии и показатели (когнитивный, операционно-деятельностный, личностный) за которыми определяется уровень сформированности культуры общения учителя физической культуры.

Ключевые слова: культура общения, коммуникация, студент, учитель, физическая культура.

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**КУЛЬТУРА СПІЛКУВАННЯ, ВАЖЛИВА СКЛАДОВА, У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ ВЧИТЕЛЯ
ФІЗИЧНОЇ КУЛЬТУРИ**

Анотація. Культура комунікації є важливою частиною професійної культури, і для вчителя фізичного виховання це основна робоча навичка. Тому в навчальному процесі важливо закласти таку культуру спілкування, яка відповідатиме часовій, духовно-творчому потенціалу та професійній діяльності. Метою дослідження є аналіз науково-методичної, психолого-педагогічної та спеціальної літератури з питань культури спілкування вчителя фізичного виховання. За допомогою теоретичних методів дослідження, а саме: системного аналізу, узагальнення, класифікації для виділення видів та чинників культури спілкування та компонентів рівня культури спілкування вчителя фізичної культури виділено основні види спілкування (спілкування з реальним партнером, спілкування людини з ілюзорним партнером, спілкування людини з уявним партнером), визначено компоненти (комунікативні установки, знання, вміння), які створюють високий рівень культури спілкування вчителя. Розкрито визначальні чинники, що найбільш суттєво впливають на формування компонентів культури спілкування вчителя. Описано критерії та показники (когнітивний, операційно-діяльнісний, особистісний) за якими визначається рівень сформованості культури спілкування вчителя фізичної культури.

Ключові слова: культура спілкування, комунікація, студент, вчитель, фізична культура.