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ESSENCE OF THE PECULIARITIES OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN PHYSICAL EDUCATION AND SPORT

Communication is an important component of the professional activity. It has three main functions, namely:

1. Communicative. It includes the exchange of information.
2. Interactive. Involves the organization of interaction.
3. Perceptual. Reflects the process of perception, and thus the formation of the image of another person and the establishment of interaction between them.

Scientists characterize communicative competence as the ability of a person to establish and maintain the necessary contact with others, the ability to predict a communicative situation and, based on this action, to implement or adjust a plan of communicative interaction, and to evaluate its effectiveness. At the same time, the analysis of scientific literature has shown that the communicative competence of future specialists in physical education and sports has its characteristics.

According to scientists O. Lakhtadyr [1], and N. Stetsenko [2], they are due to the wide range of their activities in the field of physical education and sports and the diversity of objects of professional activity. These include physical education of children and student youth; sports training of young and adult athletes; physical education and health work with the population at the place of residence, study and professional activity, recreation; physical rehabilitation of patients; organizational and managerial work in the field of physical education and sports. Accordingly, the tasks to be solved by future specialists differ in nature and content, and professional activity involves interaction with people of different ages and statuses: students, athletes, consumers of tourist services, etc. In addition, the professional activity of these specialists takes place in rather specific conditions, unlike the professional activity of teachers of other subject areas.

Scientists include the following specific conditions

- conditions of mental tension (noise in the gym, shouts of those engaged in physical education, the need to switch from one age group to another, a significant load on the speech apparatus, responsibility for the life and health of those engaged);
- conditions of physical activity (the need to show physical exercises, insurance of those involved, physical activity, especially in hiking, and skiing);
- conditions related to external environmental factors (climatic and weather conditions, sanitary and hygienic conditions of sports halls and grounds).

In turn, scientists associate the specifics of the activity of a physical education and sports specialist with the peculiarities of training activities: the lack of time allocated for verbal explanation, the connection of words with speech-motor

coordination, the acoustic features of training rooms, the use of gymnastic terminology, etc. This leads to the predominance of non-verbal means of communication for those, engaged in the training about verbal ones [1].

In this regard, significant differences in the language of a specialist in physical education and sports are associated with his/her speech behaviour, which includes

- improvisation (the need to select the necessary thoughts and words in the shortest possible time, rather than reading a pre-written text);
- the ability to use non-verbal means of communication (facial expressions, gestures, speaker's posture, movements, voice intonation);
- ability to establish contact with the audience.

Therefore, the professional activity of physical education and sports specialists is quite specific, characterized by situations of communication with both students and clients (consumers of services), which involves identifying their needs and presenting the services they are interested in. In addition, specialists have different status positions (teacher, coach, instructor, methodologist, etc.) and, accordingly, different goals and norms of communication.

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ЗНАЧИМІСТЬ ІНФОРМАЦІЙНО-КОМУНІКАТИВНИХ ТЕХНОЛОГІЙ В ОСВІТНЬОМУ ПРОЦЕСІ

Сучасне суспільство цілеспрямовано швидкими темпами впроваджує інформаційно-комунікаційні технології (далі – ІКТ). ІКТ – це узагальнююче поняття, що характеризує усілякі пристрої, механізми, методи, алгоритми обробки інформації та ін. Найважливішим сучасним пристроями ІКТ є комп'ютер, з відповідним програмним забезпеченням і засоби телекомунікацій разом із розміщеною ними інформацією [1; 2]. Сфера освіти тут не є винятком. ІКТ в освіті включають наступні аспекти:

- технологізацію індивідуалізованої освіти;
- інтелектуальну навчальну сферу та мотивацію навчання;