

**COMMUNICATIVE COMPETENCE OF PHYSICAL  
EDUCATION TEACHER –  
A DECISIVE FACTOR OF PROFESSIONAL SUCCESS**

***Frunză Gabriela<sup>1</sup>***

*<sup>1</sup>State University of Physical Education and Sport, Chişinău,  
Republic of Moldova*

**Key-words:** pedagogical communication, communicative competence, principles of pedagogical communication, pedagogical communication, quality indicators, didactic communication competences.

**Abstract.** *Communication competencies* represent teacher's basic feature and mark the level of performance which ensures the efficiency of message transmission and reception. The purpose of pedagogical communication during physical education classes ensures the providing of communicative feedback within a teacher-student relationship. Communicative behavior changes are marked by student's results: *cognitive, affective, behavioral*.

The experiment, based on questionnaire method, was conducted in 2 (two) stages and consisted of completing a self-assessment grid in which were included relevant items for *communication skills* that must be possessed by a physical education teacher, items such as: strategies for students' communication training, freedom of scientific expression, level of empathy, feedback level, synchronization of nonverbal with verbal communication, use of problematical questions for generating active communication situations, linking teaching strategy with communicating levels of students, active involvement of students in debates, dialogues, verbal modeling of learning situations that stimulate the success of applied interactive strategies, applying various communicative methods for creating opportunities for cooperation and competition during the class etc.

**Introduction.** The European Standard stipulates 8 (eight) basic competencies which should be possessed by each citizen. 3 (three) of these are related to communication culture, and namely: *communication*

*in the mother language, communication in a foreign language and culture of expressiveness.*

In terms of the Common European Framework, communication competencies are defined by the relation of 3 (three) specific components: *linguistic component, socio - linguistic component, pragmatic component*, shown in their fundamental elements as a synthesis of knowledge, skills and abilities.

In this context, communication skills training and development are achieved during the educational process, directly during the lesson. Defined in terms of communication, educational process appears as a chain, theoretically infinite, of teaching communication situations.

**Practical value.** Teacher's communication abilities determine his relationship with students and represent a dynamic system of personality, which ensure harmonization with himself and with others for maximizing professional/social efficiency; are expressed through communication skills that are integrated in a charismatic style of teaching communication, a catalyst of professional comfort and emotional values.

The development degree of communication culture is expressed in didactic speech, *communicative competencies* representing teacher's basic features and mark the level of performance which ensures the efficiency of message transmission and reception.

*Competence*, as interpreted by author Gh.Dumitriu refers to "the ability of the transmitter (teacher) to be well informed, the ability to communicate and express information in a clear, consistent, understandable, accessible and empathy way for recipients" [2, p.87].

L. Sadovei defines *communicative competencies* of teacher as " an ensemble of communicative behaviors for developing/transmission/evaluation of didactic speech and building productive communication networks in the educational context" [3, p. 69].

In author's opinion, the model of didactic communicative competencies represents a theoretical construction of recovery of discursive and relational competencies, of their circuits, teleological determined in the context of teaching mode within the university curriculum. Last is expressed by the functionality/synchronizing of *cognitive, rhetorical* plans in discourse component and by *motivational, conversational* plans in relational component.

*Communication competencies* are targeted by author T. Slama-Cazacu, who claims that these represent "the capacity to present own

intentions, needs, interests in the communication process and to perceive the interlocutor in order to initiate a dialogue within the educational process [...] communication ability determines the understanding between teacher and student with the reason to achieve the learning goals and activity development "[4, p. 84].

I. Cerghit defines *didactic communicative competencies* as a better developed communication code owned by teacher [1, p.70].

In this context, we believe that ,for physical education teacher, *communication skills* are crucial; they directly influence the success of teaching act. The purpose of pedagogical communication during physical education class supposes providing communication feedback (reverse connection) within the teacher-student relationship. Changes of communicative behavior are marked (highlighted) by disciple's results: *cognitive, affective, behavioral*.

*Cognitive results* are materialized in knowledge, ideas and resolvent strategies acquisition, changes in term of opinions, perceptions and attitudes, judgments, scientific concepts and intellectual operations, understanding and expressing the content and significance of informational messages etc.

*Affective results* are highlighted by impersonal accepting of social environment interventions, by the development of feelings and passions, dynamic changing of emotional and motivational states, ranging from simple moods, desires, interests and claims to attitudes, beliefs, convictions; at the same time are related to vision change upon valuation levels, decrease of anxiety, frustrations and increasing of satisfaction feeling.

*Behavioral results* take the form of new methods and manners/learning styles and answers, resulting from verbal and nonverbal behaviors, of conscious and responsible participation, cooperative competence and performance of improved behaviors. These are specific reaction of response, of involvement in learning, decision, resolution etc.

**Research methods.** For assessing knowledge and application of communication skills during physical education class, a sample of 33 subjects was asked to fill in a *grid of communication competencies* in which were included relevant items for communication skills.

Experimental group consisted of physical education teachers, from schools and lyceums from Moldova, with age variation of 25-45 years old.

Initially, it was requested to define *teaching communicative competence*. During data collection process, it was established that not all interviewed subjects could provide an answer, some records were not completed or it was provided a partial definition of the term. Lower are reproduced some answers variants:

- messages exchange, understandable information transfer between teacher and student;
- teacher's ability to communicate with students;
- a set of verbal methods and processes through which teacher transmits information to the audience;
- interaction between teacher and student for streamlining and optimizing the educational process;
- ability to effectively communicate with the audience;
- ability to effectively represent the teaching content;
- possession of an academic language, of specialized terminology;
- literary, accurate, standardized communication with students;
- knowledge and representing of educational message;
- efficient running of the teaching process;
- clear message sending etc.

It is found that the definitions proposed by evaluated subjects have a more explanatory nature, which emphasizes the teacher's ability to communicate with student and understanding produced on him. However, communicative competencies involve the streamlining of lesson content, holding academic language, better interaction between teacher and pupil for achieving educational efficiency.

Communicative behavior of school teachers is reflected in Table 1.

**Table 1. Questionnaire and self-assessment results of teachers' communication competencies (in stages until and post experiment)**

| Nr. |  | Maximum    |          | Minimum    |          | Not done   |          |
|-----|--|------------|----------|------------|----------|------------|----------|
|     |  | Before ex. | Post ex. | Before ex. | Post ex. | Before ex. | Post ex. |
| 1.  | At what level you use strategies for communication competencies training?  | 3%         | 28%      | 75%        | 50%      | 22%        | 12%      |
| 2.  | Ascertain, in proportion, how your free, scientific and accessible expression stimulates learning and communication. | 50%        | 70%      | 47%        | 30%      | 3%         | -        |

|     |   |     |          |     |     |     |     |
|-----|---|-----|----------|-----|-----|-----|-----|
| 3.  | Determine your level of empathy with the audience.  | 12% | 35%      | 76% | 65% | 12% | -   |
| 4.  | Evaluate the feedback during the course.  | 12% | 30%      | 60% | 50% | 28% | 15% |
| 5.  | Appreciate the applicability of interactive didactic strategies for maintaining and promoting the interest.   | 15% | 45%      | 50% | 50% | 35% | 15% |
| 6.  | How often, during teaching approach, you use problematical questions to generate active communication situations?   | 9%  | 35%      | 40% | 65% | 51% | -   |
| 7.  | To what extend, for activating the discussion, you synchronize verbal with nonverbal communication?   | 32% | 60%<br>% | 50% | 35% | 18% | 5%  |
| 8.  | Specify how much attention you pay to the management of communicative competencies training and of students' orientation with the reason to produce and verbalize new knowledge that you promote. | 50% | 70%      | 30% | 20% | 20% | 10% |
| 9.  | Did you design and implement an interactive teaching strategy correlated to communication competencies of students?   | 21% | 48%      | 73% | 52% | 6%  | -   |
| 10. | To what extent you have used the student's communicative behavior for a deeper understanding of the proposed tasks?   | 50% | 65%      | 48% | 35% | 2%  | -   |
| 11. | Specify the extent to which the student is actively involved in debates, dialogues, exercises.  | 27% | 70%      | 73% | 30% | -   | -   |
| 12. | To what extend the modeling of verbal learning situations stimulate the success of interactive didactic strategies implemented by you?  | 33% | 55%      | 67% | 45% | -   | -   |
| 13. | What is the percentage of situations in which, by applying various communicative methods, you have managed to create opportunities for cooperation and competition during lesson?                 | 24% | 48%      | 67% | 52% | 9%  | -   |

For item 1, shown in Table 1, *at what level you iuse strategies for communication competencies trening*, were recorded minimum values: 3% - maximum, 75% -minimum and 22% - not done.

With the goal to form communication skills for students, teachers must introduce communication strategies and not to be confined only to use didactic content. Thus, it must be taken into account the reactions of students for setting communication behavior at a proper time. Otherwise, educational activity may be compromised.

For identifying strategies which optimize communication and cultivate communication skills it is necessary, for the teacher, to take into account the student's personality and his knowledge, to demonstrate pedagogical tact and free, scientific, accessible expression for students.

In this context, 50% of respondents believe that exhibit coherent scientific expression, cultivating among students correct, literary expression; 47% think they have a mediocre vocabulary and 3% have deficiencies at this chapter.

For item 3, *determine your level of empathy with the audience*, 12% consider that they empathize at most with the auditory, 76% of teachers empathize a little with students, and 12% do not empathize at all.

*Empathy* dimension is relevant in the educational process; empathizing with students lead to suppression of destructive emotions. Teachers, who tend to have communication skills, must know how to express their emotions in an appropriate language, must be able to identify situations that trigger emotions, and to apply means of behavior destined for emotional expression.

Teachers' communicative behavior is measured by the effect of feedback in the teaching-learning-evaluation process and messages circulation, regardless of their nature: from teacher to student or student to teacher. The *feedback* is the conscious, deliberate reaction; its effect is almost anticipated; it represents the message that promotes cognitive development of students, but also their emotional side.

At the given item - *evaluate the feedback during the course*, 60% of teachers determined it as being minimum, 28% do not take this aspect into account, and only 12% note maximum feedback during classes.

Interactional dimension has been tested and at item 5 - *applicability of interactive didactic strategies for maintaining and promoting the interest*. Most participants of the survey, 50% appreciate at min this aspect; 35% did not achieve it and only 15% accomplished it at max.

From view point of improving interactive teaching strategies for maintaining and promoting the interest, stands out the low quality of teaching communication in terms of pre-university education. School teachers apply few methods of communication activation by using interactive methods - action which creates indisposition for students in some learning situations and limit their enthusiasm during the lesson. Contribution of *interactive methods application*, of collaboration between students and teachers, is undeniable, making, from the teaching communication, a complex process.

In this context, physical education teacher must generate active communication situations, using problematical questions that would require not only the student's physical capabilities, but as well as their logic; it would increase the motivation and active/reflective implication.

Teachers, from pre-university institutions, subjects of questioning, record deficiencies at this chapter - 51% of subjects do not use problematical questions; 40% - occasionally do and 9% generate a lot of active communication situations.

Out turn of didactic communication is not restricted to verbal content formulation. If verbal component expresses a particular content, paraverbal and nonverbal components expresse attitudes.

Asked *at what extend, for activating the discussion, you synchronize verbal with nonverbal communication*, 50% of teachers give less importance to this method, 18% actually do not take this aspect into account and 32% believe that perform the activation of the discussion by synchronizing verbal communication with nonverbal.

Para - and non-verbal communications come before the verbal message. It has been shown experimentally that the information received on a positive emotional background is better remembered, while an emotionally stressful environment (fear, discomfort, excessive physical exercise, etc.) facilitates forgetfulness.

Varied and convergent combining of verbal messages, verbal and nonverbal ensure clarity increase and save time. Communication divergence can produce confusion, uncertainty and even rejection of content transmitted by the teacher.

We believe that, during physical education class, priority should be given to this type of communication, taking into account the specific of discipline.

At item 8, specify *how much attention you pay to the management of communicative competencies training and of students' orientation with the reason to produce and verbalize new knowledge that you promote*, 50% pay attention to making and verbalization of new contents, 30% do not really give importance to verbalization of recently acquired knowledge, and 20% of teachers disregard this aspect during physical education class, where physical capabilities are priority.

Asked if teaching strategy is correlated to communication competencies of students, only 21% gave positive answers, 73% correlate at min teaching strategy to communication skills and 6% neglect the given aspect.

For item 10, *to what extent you have used the student's communicative behavior for a deeper understanding of the proposed tasks*, 50% largely turn account the communicative behavior of students for the efficient execution of the proposed tasks, 48% give lower

importance and 2% do not give importance to communicative behavior of the student.

Asked to clarify the *extent to which the student is actively involved in debates, dialogues, exercises*, 27% say that students participate actively in conversation and debates, 73% believe that the involvement of pupils in discussion during classes is minimal.

Referring to the item 12 – *to what extent the modeling of verbal learning situations stimulate the success of interactive didactic strategies implemented by you*, 33% think they use at max this method during lesson time, while 67% have reservations in this regard.

Asked to determine *what is the percentage of situations in which, by applying various communicative methods, you have managed to create opportunities for cooperation and competition during lesson*, 24% consider that use at max communication methods that lead to cooperation and competition opportunities during lesson, 67% manage deficient communicative methods and 9% do not apply communicative methods.

Post - experimental self-evaluation was carried using the same questionnaire, that was applied at the initial stage (Table 1). The results are shown in Table 2.

Statistically, it was shown that the level of communication skills for teachers involved in the experiment has grown by effective increasing of average values of variables, such as: presenting of communication training strategies, empathy degree, students' motivation through communication, satisfaction produced by individual progresses pursued by the teacher, ascertaining of communication feedback between teacher - student, verbal and nonverbal communication.

**Conclusion:** We tend to point that a *teacher's speech* supposes permanent evidence of communicative behavior of education's participants in various situations and interactions, involving creativity and continuous renovation of pedagogical approach.

In this context, during physical education lesson, pedagogical approach must be focused on meeting certain dimensions of communication: training and development of communication skills; development of cooperation capacity; self-esteem developing; development of participatory spirit; development of active listening habit; development of empathic capacity; training and development of emotional skills; training and development the capacity of providing and receiving a feedback; crystallization of own communication style.



**Bibliography:**

1. Cerghit I. Prelegeri pedagogice. Iași: Polirom, 2001. 230 p.
2. Dumitriu Gh. Comunicare și învățare. București: Editura Didactică și Pedagogică, 1998. 276 p.
3. Sadovei L. Competența de comunicare didactică. Chișinău: UPS „Ion Creangă”, 2008. 171 p.
4. Slama-Cazacu T. Stratagemе comunicaționale și manipularea. Iași: Polirom, 2000. 236 p.

**Titlul:** Competența comunicativă a profesorului de educație fizică – factor decisiv al succesului profesional

**Key-words:** comunicare pedagogică, competență de comunicare, principii ale comunicării pedagogice, indicatorii calității comunicării pedagogice, competență de comunicare didactică.

**Abstract.** *Competența de comunicare* reprezentînd caracteristica de bază a cadrului didactic și marchează nivelul de performanță ce asigură eficiența transmiterii și receptării mesajului. Finalitatea comunicării pedagogice în cadrul lecției de educație fizică presupune asigurarea feedback-ului comunicativ în relația profesor-elevi. Modificările conduitei comunicative sunt marcate de rezultatele discipolului: *cognitive, afective, comportamentale*. Experimentul, bazat pe metoda chestionarului, s-a desfășurat în două etape și a constatat în completarea unei grile de autoevaluare în care au fost incluși itemi relevanți *competențelor de comunicare* pe care trebuie să le posede profesorul de educație fizică, precum: strategii de formare a competențelor de comunicare la elevi, exprimarea liberă, științifică, nivelul de empatie, nivelul feedback-ului, sincronizarea comunicării verbale cu cea nonverbală, utilizarea întrebărilor problematizate pentru a genera situații de comunicare activă, corelarea strategiei didactice cu nivelul de comunicare a elevilor, implicarea activă a elevilor în dezbateri, dialog, modelarea verbală a situațiilor de învățare care să stimuleze succesul strategiilor didactice interactive aplicate, aplicarea diverselor metode comunicative pentru a crea oportunități de cooperare și competiție la lecție etc.