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TECHNOLOGY FOR FORMING PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FITNESS TRAINER

Purpose of the study*: to improve the system of communicative professional training of a specialist in the field of fitness through the application of a block of interactive teaching technologies.*

Research methodology*. During the research, it was used the following set of* ***research methods****: methods of theoretical research: comparative analysis of scientific publications, interdisciplinary analysis and synthesis; methods of empirical research: testing, content analysis, pedagogical observation, methodological and practical modelling, pedagogical experiment, analysis of the results of educational activities; methods of mathematical statistics, adapted to the objectives of the study, also there are used forms of schematic and graphical presentation of results.*

The scientific novelty of the research *consists in the fact that based on the analysis of specialized literature and the opinions of specialists in the studied field regarding the optimization of the didactic process in the training of a fitness trainer, a conceptual model of the professional training of a fitness trainer was elaborated and justified, which served as methodological support for the development and practical application of a training program for the professional communication skills of a fitness trainer by using various interactive teaching methods.*

Conclusions. *This way, the experimental program developed and tested by us, aimed at developing professional communication, allows us to carry out the process of preparing students for the profession of a fitness trainer at a higher, quality level.*

At the same time, within the framework of professional competencies, communicative activity should be considered in such manifestations as form (verbal, nonverbal), levels (linguistic, coordination), speech behaviour, forms of communicative action.

Keywords: *fitness coach, professional training, communicative competence.*

Formulation of the problem. An analysis and synthesis of research into the problem of professional activity of the physical education specialist shows that nowadays the preparedness of a trainer in the field of fitness is at the development stage. A number of studies have been devoted to this problem, but to a greater extent this concerns the purely practical component of training. According to this background, the theoretical and methodological aspect is not developed at the proper needed level.

Analysis of major studies and publications. During last period, in the organization of the educational process, active and interactive teaching methods have been widely introduced in order to develop professional and general cultural competencies in students [3, 6]. At the same time, *interactive* technologies are components of *active* ones, and in some sources [5] *interactive* technologies are presented as a modern form of *active* technologies used in the educational process [7].

Thanks to the application of interactive teaching methods, there are created conditions for self-development and self-realization of students, it is established emotional unity between students, are formed communication skills, and also, it is enhanced the motivation to learn a profession [1, 4].

The use of interactive technologies in the educational process contributes to the development of students' skills to work together in mini-projects of small groups and the desire for high-quality results. Interactive technologies enable students to expand their experience and acquire, in the process of educational activities, such competencies of collective interaction that are necessary in their subsequent professional activities [2, 3]. This way, the fundamental goal of interactive educational technologies represents the mobilization of all participants in the educational process for collective activities.

The solution to this problem can be realized by modelling the process of formation of professional, in our case, communicative competence in the recreational activities of future fitness trainers.

Purpose of the study: to improve the system of communicative professional training of a specialist in the field of fitness through the application of a block of interactive teaching technologies.

Research methodology. During the research, it was used the following set of **research methods**: methods of *theoretical research*: comparative analysis of scientific publications, interdisciplinary analysis and synthesis; methods of *empirical research*: testing, content analysis, pedagogical observation, methodological and practical modelling, pedagogical experiment, analysis of the results of educational activities; methods of *mathematical statistics*, adapted to the objectives of the study, also there are used forms of schematic and graphical presentation of results.

Presentation of the main research material. The concept of training competent specialists in any field presupposes the possession of fundamental and specialized knowledge, professional skills and abilities. From these positions, the study presents a *Conceptual model of professional training of a fitness trainer* in the system of university physical education study, which includes three blocks*: theoretical*, *methodological* and *educational-practical*.

The theoretical block determines the acquisition of ***knowledge*** in the field of fundamental and specialized disciplines. At the same time, the condition for the formation of professional competence of a fitness trainer is the implementation of their *interdisciplinary connections*. Only in this case we can talk about a full-fledged professional theoretical training.

The methodological block provides for the development of programs in the main courses: general fitness, fitness aerobics, strength fitness.

Within the framework of ***the educational and practical block***, active and interactive teaching technologies are considered, as well as independent work and educational practice implemented outside the classroom.

The active method of learning involves mastering the main educational program, acquiring knowledge by students in the process of independent work with the participation of the teacher, but without his direct contact, or controlled by him indirectly through educational materials like training programs, textbooks, teaching aids, methodological recommendations, etc.

The interactive way of teaching involves the implementation of the learning process through the joint activities of students. To prepare a fitness trainer, interactive technologies are used such as: case technology; problem-based learning; work in small groups/teams; design technologies; information and communication technologies (ICT); test technologies (control and training tests, training tests, task tests, creative tests); training technology; gaming technologies (role-playing games, business games, game modelling).

Extracurricular independent work involves the implementation of an educational program in the form of self-study with the participation of a teacher solely in terms of designing educational tasks and assessing the achieved result.

Extracurricular educational practice within the fitness trainer education system envisages the three following types: *the introductory*, *technological/production* and *research/pre-graduate* one.

The ***Competencies*** block represents the professional competencies of the future fitness trainer, which are divided into *general (general professional)*, *specialized (professional-specific)* and *special competencies*.

A special place is occupied by *communicative competencies* related to professional-profile competencies. The composition of the communicative competencies of a fitness trainer is represented by communication *skills*, *qualities* and *abilities*.

At the same time, professional oriented communicative activity should be studied according to its manifestations, expressed in *form*, *levels*, *speech behavior* and *forms of communicative action.*

Summarizing the above, a ***Model for the formation of communicative competence of a fitness trainer*** was defined (Figure 1).

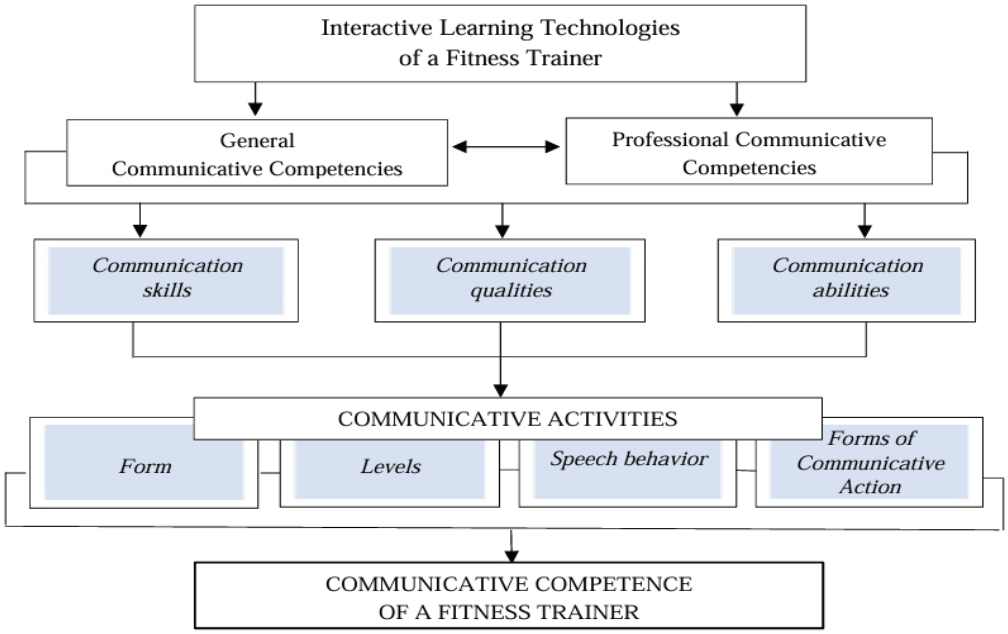


Fig. 1. Model for the formation of communicative competence of a fitness trainer

An analysis of the literature in the field of physical culture allowed us to state that the concept of speech culture of a fitness trainer has not been sufficiently studied. This situation determined the direction of this study to create an experimental program.

The program for *Forming communicative competence of a fitness trainer* provides a 3-stage sequence. The duration of the experiment covered all three courses of study, starting from the 2nd semester and ending with the 5th semester, within six disciplines (Table 1).

Table 1

Step-by-step formation of the communicative competence of a fitness trainer

<table>
<tr><td>Theory and Methodology of Fitness I (TMFI)</td><td>Theory and Methodology of Fitness II (TMFII)</td><td>Fitness aerobics I (FA I)</td><td>Pedagogical Technology and Fitness Aerobics Technique I (PTFAT I)</td><td>Fitness Aerobics II (FA II)</td><td>Pedagogical Technology and Fitness Aerobics Technique II (PTFAT II)</td></tr>
<tr><td colspan="2">Semester II</td><td colspan="2">Semester III</td><td>Semester IV</td><td>Semester V</td></tr>
<tr><td colspan="2">STAGE 1</td><td colspan="3">STAGE 2</td><td>STAGE 3</td></tr>
<tr><td colspan="2">1-reproductive level,
2-adaptive Level</td><td colspan="3">2-adaptive level;
3-local modeling level</td><td>4-system-modeling level</td></tr>
<tr><td colspan="2">Visual-motor,
Auditory-motor coordination</td><td colspan="3">Auditory-motor, speech-motor coordination</td><td>Auditory-speech-visual-motor coordination</td></tr>
</table>

The first stage was carried out in the educational process of the TMF I and TMF II disciplines and was aimed at developing the coordination abilities of students. At this stage, ***the reproductive level*** of professional activity is formed, which involves the demonstration of tasks shown by the teacher, which involves the development of *visual-motor coordination.* This is the minimum level, unproductive.

At the same stage, the next ***level*** of professional activity is formed – ***the adaptive*** one, a little productive. Here, *auditory-motor coordination* is developed, which involves demonstrating tasks to musical accompaniment, in accordance with its tempo-rhythm. This stage is focused on preparing the «foundation» for the formation of communicative competence – *visual-motor* and *auditory-motor coordination.*

The second stage covers three disciplines focused on the theory and methodology of fitness aerobics, within two semesters. Here, the education of *the adaptive level* of professional activity continues, and the formation of a ***locally modeling***, medium-productive ***level*** is also carried out. At this level, the development of professional *speech* as a fitness trainer begins. Along with the creation of motor tasks, students had to develop speech texts for them and non-verbal accompaniment of aerobics complexes. This is how *auditory-speech-motor coordination* has been developed.

The third stage is aimed at the final **level** of professional activity that can be formed within the walls of the university – this is a ***system-modeling knowledge***, a productive one. Students learn to structure a holistic recreational and health activity with verbal and non-verbal support. Here we observe the education of complex coordination – *auditory-speech-visual-motor*.

The experimental program for developing the communicative competence of a fitness trainer is based on the utilisation of interactive teaching methods according to all types of training sessions.

In addition to the mentioned above, the pilot program provides for a differentiated instruction.

As a result of the ascertaining experiment, it was identified 3 groups of students with different degrees (high, medium, low) of development and further formation of psychomotor abilities. In this regard, *multi-level* tasks were developed for ongoing monitoring within the framework of the pedagogical experiment.

In order to ensure the effectiveness of the educational process, the modeling of tasks was carried out in small groups, which included students with varying degrees of development of psychomotor abilities. Thus, the function of interactive teaching methods can be traced in the resolution of all educational plans and tasks.

The latter position is confirmed by the results of the diagnostics of the level of *communicative personal anxiety (CPA).*

According to the interpretation of the CPA diagnostic results, the averaged sum of anxiety scores of students from both groups demonstrates a moderate level of its development. However, the indicator of the control group (64.73 points) indicates a borderline state of anxiety assessment (65 points) to a high level of CPA, while the indicator of the experimental group (57.24 points) actually expresses a moderate level of development of CPA. In this vein, the degree of superiority of the obtained results of the experimental group relative to the control group is at the confidence level (99%) $\rho < 0.01$, which confirms the effectiveness of the developed program, the basis of which was interactive learning technologies. This given position is confirmed by the intragroup CPA data. Analysis of the dynamics of the initial and final indicators of the control and experimental groups indicates a significant difference in the levels of reliability of the obtained data ($\rho < 0.05$; $\rho < 0.001$, respectively).

The composition of students in the study groups was selected without violating the integrity of the study groups. The control (15 students) and experimental (17 students) groups were determined sequentially in the 2016-2017 and 2017-2018 academic years according to the indicators of the selected test parameters. The control group was trained using a traditionally organized method, while the process of forming the experimental group was based on interactive methods aimed at developing the communicative competencies of a fitness trainer.

Studying the results of group initial and final indicators of psychomotor parameters of students in the control group, it should be noted that 8 out of 9 demonstrated the reliability of statistical data (Table 2). And this is entirely fair, since it justifies the professional "affiliation" of a fitness trainer.

Table 2

Dynamics of psychomotor competencies development of control group students

PARAMETERS		№ n/o	$\bar{X} \pm m$		t	ρ
			initial	final		
Sense	rhythm (points)	1.	7,133±0,462	8,533±0,308	3,465	*< 0,01*
	tempo (q-ty)	2.	3,333±0,308	4,267±0,154	3,525	*< 0,01*
	time (s)	3.	10,959±0,310	10,381±0,179	2,165	*< 0,05*
	balance (s)	4.	19,871±2,039	23,731±1,985	1,938	> 0,05
	space (q-ty)	5.	6,2±0,616	7,6±0,385	2,617	*< 0,05*
Coordination (q-ty)	motor	6.	12,267±0,616	14,667±0,231	4,478	*< 0,001*
	visual-motor	7.	12,267±0,693	14, 667±0,231	3,941	*< 0,01*
	auditory-motor	8.	11,0±0,693	13,4±0,357	4,0268	*< 0,01*
	speech-motor	9.	10,667±0,616	12,733±0,462	3,756	*< 0,01*

n = 15 (f = 14); ρ < 0,05, t = 2,1448; ρ < 0,01, t = 2,976; ρ < 0,001, t = 4,140

It should be noted that the traditional training program for a fitness trainer focuses on the development of these mentioned competencies, since they form the basis of its professional motor skills.

However, having received the results of the experimental group, we can note a different number of levels of statistical reliability of the initial and final data on psychomotor competencies (Table 3).

Table 3

Dynamics of development of psychomotor competencies of experimental group students

PARAMETERS		№ n/o	$\bar{X} \pm m$		t	ρ
			initial	final		
Sense	rhythm (point)	1.	7,941±0,348	9,294±0,209	4,393	*< 0,001*
	tempo (q-ty)	2.	3,412±0,279	4,529±0,139	4,346	*< 0,001*
	time (s)	3.	10,945±0,310	10,332± 0,088	2,197	*< 0,05*
	balance (s)	4.	19,082±1,99	24,118±2,135	2,390	*< 0,05*
	space (q-ty)	5.	6,118±0,488	8,353±0,279	5,198	*< 0,001*
Coordination (q-ty)	motor	6.	12,294±0,557	15,294±0,279	6,135	*< 0,001*
	visual-motor	7.	11,706±0,627	15,0±0,279	5,989	*< 0,001*
	auditory-motor	8.	10,941 ±0,557	14,235±0,348	6,655	*< 0,001*
	speech-motor	9.	10,588±0,557	13,765±0,418	6,217	*< 0,001*

n = 17 (f = 16); ρ < 0,05, t = 2,119; ρ < 0,01, t = 2,92; ρ < 0,001, t = 4,015

All 9 parameters demonstrated statistical reliability of the initial and final indicators, 7 of which were at the level of $\rho < 0.001$, which indicates a high degree of their formation process. They are slightly superior to the indicators of the *sense of time* (t = 2.197) and *the sense of balance* (t = 2.390), which equates to a level of statistical significance of $\rho < 0.05$. Perhaps the education of these specialized perceptions requires a special, highly specialized methodology, which guides us towards the development of recommendations for their formation and further research in the system of university physical education.

In general, it should be noted that the inclusion of interactive technologies in the programs of the above-mentioned specialized disciplines for training a fitness trainer made it possible not only to enrich their content, but also to increase the level of education of basic professional and practical competencies among students in the experimental group.

This given conclusion is to some extent confirmed by the comparative results of the final indicators of psychomotor competencies of the control and experimental groups, which are presented in Table 4.

Table 4

Comparative indicators of the final data of psychomotor competencies parameters of the control and experimental groups

PARAMETERS		№ n/o	$\bar{X} \pm m$ Group		*t*	*ρ*
			Control	Experimental		
Sense	rhythm (points)	1.	8,533±0,308	9,294±0,209	2,479	*< 0,05*
	tempo (q-ty)	2.	4,267±0,154	4,529±0,139	1,569	> 0,05
	time (s)	3.	10,381±0,179	10,332±0,088	0,288	> 0,05
	balance (s)	4.	23,731±1,985	24,118±2,135	0,164	> 0,05
	space (q-ty)	5.	7,6±0,385	8,353±0,279	1,612	> 0,05
Coordination (q-ty)	motor	6.	14,667±0,231	15,294±0,279	2,140	*< 0,05*
	visual-motor	7.	14, 667±0,231	15,0±0,279	1,137	> 0,05
	auditory-motor	8.	13,4±0,357	14,235±0,348	2,082	*< 0,05*
	speech-motor	9.	12,733±0,462	13,765±0,418	2,574	*< 0,05*

n = 32 (f = 30); ρ < 0,05, t = 2,042; ρ < 0,01, t = 2,750; ρ < 0,001, t = 3,646

Of the 9 parameters, 4 demonstrated statistical significance at the level of $\rho < 0.05$. The remaining 5 are unreliable, which can be justified by a number of advantages of the traditional methods of professional training of future fitness trainers.

At the same time, our attention is drawn by the statistically reliable indicators of *the sense of rhythm* and 3 types of coordination: *motor*, *auditory-motor* and *speech-motor*. According to our observations and sociological research, the indicated parameters represent the basis for developing communicative competencies in the professional activities of a fitness trainer. And since the experimental program is aimed at their formation, we obtained the corresponding result.

The effectiveness of the inclusion of interactive forms of training can also be traced according to the data in Table 5, which presents a comparative analysis of the initial and final indicators of communicative competence of the studied groups.

The data obtained demonstrate a significant superiority of the indicators of the experimental group compared to the indicators of the control group. Of the 8 parameters of communicative competence, 7 showed a level of statistical significance of $\rho < 0.001$, which indicates the high productivity of interactive technologies.

Table 5

Comparative analysis of the initial and final indicators of communicative competence of the control (CG) and experimental (EG) groups

PARAMETERS (point)		Groups	$\bar{X} \pm m$ initial	*t*	*ρ*	$\bar{X} \pm m$ final	*t*	*ρ*
Composition of 4 aerobic steps with didactic text		**CG**	7,867±0,308	0,32	> 0,05	8,6±0,231	3,907	*< 0,001*
		EG	8,0±0,279			9,647±0,139		
Composition with a partner		**CG**	7,733±0,231	1,424	> 0,05	8,467±0,231	4,896	*< 0,001*
		EG	8,176±0,209			9,647±0,07		
Preparatory part	Didactic text (DT)	**CG**	7,067±0,231	0,026	> 0,05	7,867±0,154	4,341	*< 0,001*
		EG	7,059±0,209			9,0±0,209		
	Gestures(G)	**CG**	6,733±0,308	0,716	> 0,05	7,4±0,231	4,765	*< 0,001*
		EG	7,0±0,209			8,882±0,209		
Aerobic part	DT/Block Method	**CG**	6,467±0,231	0,389	> 0,05	7,4±0,231	4,196	*< 0,001*
		EG	6,588±0,209			8,705±0,209		
	G/Addition Method	**CG**	6,467±0,231	0,389	> 0,05	7,333±0,231	4,228	*< 0,001*
		EG	6,588±0,209			8,648±0,209		
	DT/Step platform	**CG**	6,333±0,308	0,842	> 0,05	7,267±0,231	5,153	*< 0,001*
		EG	6,647±0,209			8,648±0,139		
	G/Step platform	**CG**	6,2±0,308	1,148	> 0,05	7,133±0,308	3,271	*< 0,01*
		EG	6,588±0,139			8,353±0,209		

n = 32 (f = 30); ρ < 0,05, t = 2,042; ρ < 0,01, t = 2,750; ρ < 0,001, t = 3,646

At the same time, it should be noted that traditional methods of teaching a control group of students majoring in *Fitness and recreational programs* demonstrate the effectiveness of the learning process, which is natural, since the university trains specialists in the field of fitness. In view of this, Table 6 demonstrates the reliability of the studied parameters at 2 levels: $\rho < 0.05$ – 2 parameters; $\rho < 0.01$ – the remaining 6 parameters. This indicates the activity of the current professional training program for fitness trainers.

Table 6

Dynamics of communicative competencies development of students in the control group

PARAMETERS (point)		№ n/o	$\overline{X} \pm m$		*t*	*ρ*
			initial	final		
Composition of 4 aerobic steps with didactic text		1.	7,867±0,308	8,6±0,231	2,675	*< 0,05*
Composition with a partner		2.	7,733±0,231	8,467±0,231	3,219	*< 0,01*
Preparatory part	Didactic Text (DT)	3.	7,067±0,231	7,867±0,154	3,96	*< 0,01*
	Gestures (G)	4.	6,733±0,308	7,4±0,231	2,434	*< 0,05*
Aerobic part	DT/Block Method	5.	6,467±0,231	7,4±0,231	4,092	*< 0,01*
	G/Addition Method	6.	6,467±0,231	7,333±0,231	3,798	*< 0,01*
	DT/Step Platform	7.	6,333±0,308	7,267±0,231	3,409	*< 0,01*
	G/Step platform	8.	6,2±0,308	7,133±0,308	3,368	*< 0,01*

n = 15 (f = 14); ρ < 0,05, t = 2,1448; ρ < 0,01, t = 2,976; ρ < 0,001, t = 4,140

At the same time, all initial and final indicators of the parameters of communicative competencies of the experimental group demonstrate a level of statistical significance of $\rho < 0.001$ (Table 7).

Table 7

Dynamics of developing communicative competencies of students in the experimental group

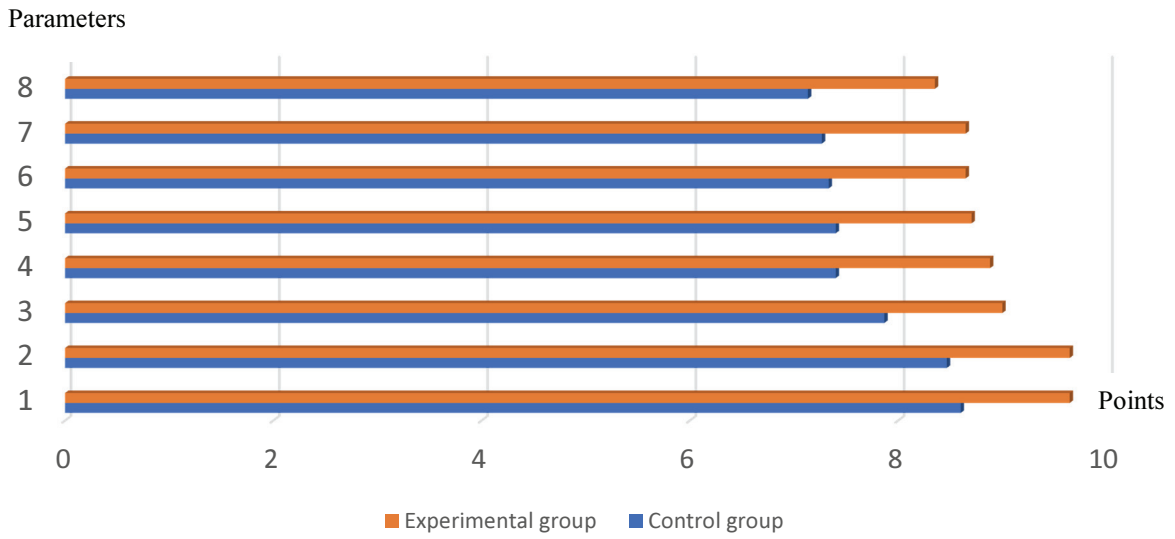
PARAMETERS (points)		№ n/o	$\overline{X} \pm m$		*t*	*ρ*
			initial	final		
Composition of 4 aerobic steps with didactic text		1.	8,0±0,279	9,647±0,139	6,722	*< 0,001*
Composition with a partner		2.	8,176±0,209	9,647±0,07	7,866	*< 0,001*
Preparatory part	Didactic Text (DT)	3.	7,059±0,209	9,0±0,209	9,07	*< 0,001*
	Gestures (G)	4.	7,0±0,209	8,882±0,209	8,796	*< 0,001*
Aerobic part	DT/Block Method	5.	6,588±0,209	8,705±0,209	9,893	*< 0,001*
	G/Addition Method	6.	6,588±0,209	8,648±0,209	9,621	*< 0,001*
	DT/Step Platform	7.	6,647±0,209	8,648±0,139	9,35	*< 0,001*
	G/Step Platform	8.	6,588±0,139	8,353±0,209	9,438	*< 0,001*

n = 17 (f = 16); ρ < 0,05, t = 2,119; ρ < 0,01, t = 2,92; ρ < 0,001, t = 4,015

These tables support the assertion of the superiority of the experimental program over the traditional one in terms of developing professional communication competencies among students. This is presented more clearly in Figure 4.

As we can see, all indicators of the control group are inferior to the indicators of the experimental group within the range of 1.482-1.047 points. On the scale of an entire group, this is a sufficient argument to confirm the advantages of interactive technologies included in the process of professional training of students over the traditional system for developing the communicative competence of a fitness trainer.

In addition, as already indicated in Table 5, for all parameters of communicative competence, the final indicators of the experimental group relative to the control group demonstrated statistical significance.



Parameters: 1-8 – according to the digital designation in tables 3.12, 3.13

Fig. 4. Indicators of communicative competence of the final test in studied groups

Conclusions. This way, the experimental program developed and tested by us, aimed at developing professional communication, allows us to carry out the process of preparing students for the profession of a fitness trainer at a higher, quality level.

At the same time, within the framework of professional competencies, communicative activity should be considered in such manifestations as form (verbal, nonverbal), levels (linguistic, coordination), speech behaviour, forms of communicative action.

In the context of prospective research, the specifics of the communicative competence of a trainer by types of fitness programs are considered.

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ТЕХНОЛОГІЯ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ФІТНЕС-ТРЕНЕРА

Аналіз і синтез наукових досліджень, присвячених проблемі професійної діяльності фахівця з фізичного виховання, свідчить про те, що на сьогодні підготовка тренера у сфері фітнесу перебуває на етапі становлення. Цій проблематиці присвячено низку наукових праць, однак більшість з них акцентує увагу переважно на практичній складовій професійної підготовки. Водночас теоретико-методологічний аспект дослідження розвитку професійної підготовки фітнес-тренера залишається недостатньо розробленим і потребує подальшого наукового обґрунтування.

***Мета дослідження** – удосконалення системи професійної комунікативної підготовки фахівця у сфері фітнесу шляхом впровадження комплексу інтерактивних освітніх технологій.*

***Методологія дослідження** охоплює використання низки теоретичних і емпіричних методів, зокрема: порівняльний аналіз наукових джерел, міждисциплінарний аналіз і синтез; тестування, контент-аналіз, педагогічне спостереження, моделювання методичних і практичних ситуацій, педагогічний експеримент, аналіз результатів навчальної діяльності. Також застосовано методи математичної статистики, адаптовані до специфіки дослідження, а результати подано у вигляді схем та графічних моделей.*

***Наукова новизна** полягає у розробленні та теоретичному обґрунтуванні концептуальної моделі професійної підготовки фітнес-тренера, що стала основою для створення навчальної програми з формування комунікативної компетентності із залученням інтерактивних методів навчання. Модель базується на сучасних педагогічних підходах і враховує специфіку професійної діяльності у сфері фітнесу.*

***Висновки.** Розроблена та експериментально перевірена авторська програма, орієнтована на розвиток професійного спілкування, забезпечує підготовку майбутніх фітнес-тренерів на якісно вищому рівні. У межах професійних компетентностей комунікативна діяльність розглядається через її форми (вербальну, невербальну), рівні реалізації (лінгвістичний, координаційний), мовленнєву поведінку та форми комунікативної взаємодії.*

***Ключові слова**: фітнес-тренер, професійна підготовка, комунікативна компетентність, інтерактивні методи навчання.*

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