

## **ANALYSIS OF DETERMINING THE LEVEL OF FORMATION OF NONVERBAL COMPETENCE OF FUTURE COACHES OF TEAM SPORTS AS A COMPONENT OF THE LANGUAGE FACTOR OF PROFESSIONAL CULTURE**

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The article is devoted to the study of the process of forming non-verbal competence as a component of language competence and an important element of the professional culture of future coaches of team sports in higher education institutions. The relevance of a globalized approach to the implementation of highly specialized skills and abilities in the process of professional training of specialists in the sports industry is emphasized. The content and awareness of students-future coaches of the basic concepts: "non-verbal competence", "non-verbal behavior", "non-verbal means", "non-verbal competence of the coach" is specified. An analysis of modern scientific achievements on the specified issues is carried out, on the basis of which the expediency of a comprehensive approach to the formation of language competence as a holistic formation is substantiated. Within the framework of the empirical stage of the study, a questionnaire was conducted among students of the Kharkiv Academy of Physical Culture in order to determine the estimated level of formation of non-verbal competence. Based on the generalization of theoretical provisions and survey results, criteria and indicators for assessing the level of development of relevant skills were determined. The correspondence of the obtained indicators to the low or high level of development of non-verbal competence was established, and their impact on the effectiveness of the professional activity of a team sports coach was analyzed. Special attention was paid to the role of non-verbal competence in intercultural professional interaction, in particular in the context of communication of the coach not only with the team, but also in a foreign language with representatives of the international sports environment (colleagues, judges, athletes from other teams, etc.). The importance of mastering non-verbal means of communication for the formation of the coach's authority in the team was emphasized. Analysis of the survey results revealed an insufficient level of development of non-verbal competence in first-year students of the field of "Coaching" and their limited awareness of the basics of non-verbal interaction, which may have negative consequences for the formation of the professional culture of the future coach. As a result, the need to review and update

the methods of forming non-verbal competence in the educational process of higher education is formulated.

**Key words:** *language competence, coach of Coand sports, non-verbal competence, professional culture, non-verbal means, non-verbal behavior of the coach, authority of the coach.*

## **АНАЛІЗ ВИЗНАЧЕННЯ РІВНЯ СФОРМОВАНOSTІ НЕВЕРБАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ТРЕНЕРІВ КОМАНДНИХ ВИДІВ СПОРТУ ЯК СКЛАДОВОЇ МОВНОГО ЧИННИКА ПРОФЕСІЙНОЇ КУЛЬТУРИ**

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Статтю присвячено дослідженню процесу формування невербальної компетентності як складової мовної компетентності та важливого елементу професійної культури майбутніх тренерів командних видів спорту у закладах вищої освіти. Наголошено на актуальності глобалізованого підходу до впровадження вузькоспеціалізованих навичок і вмінь у процесі професійної підготовки фахівців спортивної галузі. Уточнено зміст та обізнаність студентами-майбутніми тренерами базових понять: «невербальна компетенція», «невербальна поведінка», «невербальні засоби», «невербальна компетентність тренера». Здійснено аналіз сучасного наукового доробку з означеної проблематики, на підставі якого обґрунтовано доцільність комплексного підходу до формування мовної компетенції як цілісного утворення. У межах емпіричного етапу дослідження проведено анкетування студентів Харківської академії фізичної культури з метою визначення оціночного рівня сформованості невербальної компетентності. На основі узагальнення теоретичних положень і результатів опитування визначено критерії та індикатори оцінювання рівня сформованості відповідних умінь. Встановлено відповідність отриманих показників до низького або високого рівня сформованості невербальної компетентності, а також проаналізовано їхній вплив на ефективність професійної діяльності тренера командних видів спорту. Особливу увагу приділено ролі невербальної компетентності у міжкультурній професійній взаємодії, зокрема в контексті спілкування тренера не лише з командою, а й іноземною мовою з представниками міжнародного спортивного середовища (колегами, судьями, спортсменами з інших команд тощо). Підкреслено значення володіння невербальними засобами комунікації для формування авторитету тренера в команді. Аналіз результатів анкетування виявив недостатній рівень

сформованості невербальної компетентності у студентів першого курсу галузі «Тренерська діяльність» та їхню обмежену обізнаність щодо основ невербальної взаємодії, що може мати негативні наслідки для формування професійної культури майбутнього тренера. У підсумку сформульовано необхідність перегляду та оновлення методів формування невербальної компетентності в освітньому процесі вищої школи.

**Ключові слова:** *мовна компетентність, тренер коандних видів спорту, невербальна компетентність, професійна культура, невербальні засоби, невербальна поведінка тренера, авторитет тренера.*

**Problem Statement.** Modern global trends in the development of society and intensive reform processes in all sectors of activity in different countries of the world necessitate a rethinking of the requirements for professional training of future specialists. In the context of the growing need for highly qualified specialists of a narrow professional orientation, the formation of a complex of communicative and social competencies that ensure the effectiveness of a specialist's activities is of particular importance. An integral component of the modern professional culture of a coach, especially in the field of team sports, is non-verbal competence. In the context of team sports activities, it is a key factor in creating a positive psychological climate in the team, increasing the motivation and cohesion of athletes, forming the authority of the coach and ensuring productive interaction with players, referees, administration and colleagues.

A modern team sports coach must not only possess deep professional knowledge and methodological skills formed during their studies at a higher education institution, but also demonstrate developed competencies in various areas, among which non-verbal communicative competence occupies an important place. Its formation is a necessary condition for the successful implementation of professional activities, which involves not only sports training, but also educational influence, motivation and the creation of an authoritative leadership image. In this context, the study of the level of formation of non-verbal competence in future team sports coaches during their training at higher education institutions becomes particularly relevant.

**Analysis of recent research and publications.** Analysis of modern scientific works of Ukrainian researchers such as N. Volkova, I. Kovalynska, N. Kolotiy, V. Korniyenko, V. Kremen, Luzhetska, O. Olkhovych, T. Osipova, O. Rudnytska, L. Slavova, O. Subina, O. Tatsiy, G. Filipchuk, K. Yakovenko and others indicates a significant contribution to the development of theoretical and methodological foundations of non-verbal communication and the delineation of multifaceted approaches to its formation in the professional training of coaching staff. [1; 5; 6; 9] Their significant contribution emphasizes the indissociability of the connection between nonverbal behavior and language and culture, especially the professional culture of a specialist, with the study of its manifestations in texts and phraseology, and substantiation by the works of domestic classics, with an indication of the role of nonverbals in interpersonal interaction, empathy and learning, and the development of practical recommendations for various

spheres and directions [11; 14]. The origins of the theory of nonverbal communication are traced back to the works of classics.

Considerable attention is devoted to intercultural dimensions, particularly to the comparative analysis of verbal and nonverbal behavioral stereotypes across different cultures, as well as to the principles of gesture interpretation and the semiotic realities of body language. From a linguistic perspective, nonverbal communication is viewed as an integral component of speech and discourse, necessitating a comprehensive theoretical description and systematic consideration within the frameworks of lexicography, translation studies, and communicative linguistics. [11]. The issue of nonverbal behavior of teachers and its impact on the educational process is considered separately. It was found that the insufficient level of development of skills and abilities in the use and production of nonverbal means among teachers leads to the lack of formation of the ability to manage their own nonverbal behavior during the lesson and to low empathy. In other words, a teacher who lacks proficiency in body language tends to exhibit reduced awareness of their own nonverbal signals and demonstrates limited responsiveness to the emotional states of students. These observations underscore the importance of targeted training in nonverbal communicative competence as part of teacher education. Within pedagogical science, nonverbal communication is conceptualized as an essential element of a teacher's professional skill set. Accordingly, future educators are systematically trained in the use of expressive facial expressions, culturally appropriate gestures, eye contact, and spatial behavior during interactions with learners. Special trainings and methods are being developed: in particular, Ukrainian specialists offer situational tasks, game methods, and video analysis of lessons to improve the teacher's non-verbal behavior.

**Purpose of the article** The purpose of the article is to study the importance and influence of nonverbal communication in the professional activity of a coach, in particular in the field of team sports, as a key factor in the formation of psychological comfort, effective interpersonal interaction and the quality of the educational and training process. Within the framework of the set goal, the following tasks were defined: 1) to analyze the features of the influence of nonverbal signals (facial expressions, gestures, visual contact, posture, voice intonation) on the psychological atmosphere of training, the motivation of trainees and the level of their emotional involvement; 2) to characterize the relationship between the style of nonverbal behavior of the coach and the perception of his authority in the team; 3) to substantiate the significance of integrating elements of nonverbal influence into the structure of pedagogical interaction, in particular in the context of working with children's and youth teams; 4) to investigate the level of awareness of future coaches with nonverbal means of communication and to identify difficulties that arise in the process of their use in real coaching situations.

It is emphasized that nonverbal communication is not only an additional tool in the work of a coach, but also an integral part of pedagogical and professional competence. A high level of nonverbal expressiveness contributes to increasing the effectiveness

of instruction, forming trusting relationships with students, reducing communication barriers and optimizing the management of the dynamics of group processes in a team. Analysis of empirical research, in particular in the educational practice of training coaching staff, confirms: the combination of verbal and nonverbal context significantly increases the effectiveness of the perception of educational material.

In particular, the use of demonstrations, changes in intonation, spatial positions, etc. allows the coach to better convey information to athletes with different levels of training. The modern model of professional training of coaches in higher education institutions, focused on training competitive specialists both at the national and international levels, should include systematic work on the formation of nonverbal competence. Such an updated educational process is aimed at training coaches with a high level of linguistic, professional competence and culture, based on the implementation of new research and results in science, methods and techniques, of a certain direction; with a high level of pedagogical and communicative competence and the unconditional ability to apply scientific achievements in practice. [3]. This is especially relevant in the context of team sports, where the quality of the coach's communication directly affects the cohesion of the team, the level of trust, the perception of leadership and the achievement of sports results.

**Presentation of the main material of the study.** The language competence of a coach is considered as an integrated professional and personal characteristic in the programs of higher education institutions, which should ensure an effective level of their professional activity and reflect the actual level of formation of professional competence [3]. An analysis of a large number of studies on this issue shows that a systemic concept in the direction of forming non-verbal competence of coaches, as an integral linguistic component of the professional culture of a specialist, has not yet been developed. The developed questionnaire makes it possible to partially identify the level of formation of non-verbal competence in students of various courses of the Kharkiv State Academy of Physical Culture.

An analysis of existing scientific research allowed us to define non-verbal competence of a coach as the ability to effectively use and interpret non-verbal means of communication, namely facial expressions, gestures, gaze, intonation, posture, distance, etc., during interaction with students, athletes, colleagues and other participants in the educational and training process. Nonverbal competence plays a special role in international coaches, given their cooperation and communication with foreign colleagues, athletes and clubs from other countries in a foreign language, when nonverbal means of communication become an integral part of professional communication. Also, according to the conducted studies, the main components of a coach's nonverbal competence can be identified as kinetics (facial expressions, gestures, posture), paralinguistics (tone of voice, pace, pauses, volume), proxemics (distance, spatial position), oculistics (eye contact), takexics (touching – where ethically and professionally permitted). The criteria for determining the formation of nonverbal competence are usually based on an assessment of a person's ability to effectively use and interpret nonverbal means of

communication – facial expressions, gestures, posture, tone of voice, spatial distance, etc. Confident and clear nonverbals form the coach's authority. The coach's gaze, intonation, change of posture or spatial approach help regulate behavior in a group of athletes without words.

The insufficient level of nonverbal communicative competence among future coaches, as well as their inability to establish and maintain effective nonverbal interactions with students, parents, colleagues in sports clubs, school-based sections, and international partners, constitutes a significant challenge in the domain of professional sports education. This issue emerges already during the academic training of students in institutions of higher education. Although the development of various strategies aimed at enhancing the nonverbal competence of future coaches is currently underway, the implementation of such measures remains suboptimal in terms of effectiveness.

A coach's inadequate command of nonverbal communicative means contributes to diminished mutual understanding, which in turn negatively affects athletic performance and achievement. This may result in a loss of trust and motivation among athletes, a decline in the coach's authority, interpersonal tensions within the team, strained relationships with parents, and potential intercultural miscommunications with foreign colleagues and athletes. The urgency of addressing these deficiencies served as the impetus for the present research and the systematic analysis of its findings. Accordingly, the study of the formation and development of nonverbal communicative competence in future coaches is positioned as a critical objective in the context of modern professional training.

A theoretical analysis of existing research in this area was carried out and a questionnaire was conducted among students of the Kharkiv State Academy of Physical Culture to clarify the features of the components of nonverbal competence of a future coach of team sports and the need to form professional nonverbal competence in the educational process in higher education institutions. A coach cannot become successful by ignoring nonverbal means of communication as a linguistic component of professional culture, because the work of each professional coach is built on relationships with the environment: colleagues, partners, team, wards. After all, the success of the future coach depends on how competently this interaction is built and effectively supported. A high level of professional nonverbal competence of a coach contributes to the creation of a morally healthy atmosphere in the team, which determines the high effectiveness of training, supports the positive emotional mood of all team members, and prevents the emergence of conflicts. Therefore, sometimes nonverbal competence is understood as a highly developed professional ability to use existing and generate new stereotypes of communication. In order to identify the formation of nonverbal competence in future coaches, a survey was conducted among 2 groups of 1st and 4th year students of the Kharkiv State Academy of Physical Culture specializing in "coaching activities". The diagnostic tool for the survey was the questionnaire "Assessment of nonverbal competence of future coaches". It is this questionnaire of scientific research work that partially reflects the level of formation of nonverbal competence of students.

Based on their combined results, we assess the development of nonverbal competence and the general level of readiness of students of the Academy of Physical Culture for interaction in professional activities. To determine the development of nonverbal competence of students, we asked them about their awareness of nonverbal means of communication, understanding the meaning of facial expressions, gestures, postures, gaze, etc. during professional communication in training, the ability to consciously regulate their nonverbal manifestations depending on the situation, their assessment of the expressiveness of their own nonverbal behavior, the ability to convey emotions and intentions using facial expressions, intonation, gestures, the consistency of verbal and nonverbal messages, the ability to adapt their behavior to the context (formal/informal communication), the adequacy of nonverbal reactions in interpersonal interaction with other coaches and athletes, the ability to "read" the emotions, intentions and reactions of the interlocutor by nonverbal signs, the ability to recognize hidden emotions or contradictions between words and nonverbal signals. Students were also asked to assess their cultural awareness, namely, awareness of cultural differences in the use of gestures, gaze, distance, and avoidance of conflicts related to different cultural backgrounds of nonverbal communication.

**Conclusions and prospects for further research.** The analysis of the questionnaire results obtained from students majoring in "Coaching" reveals a significantly higher level of development in the components of nonverbal communicative competence among fourth-year students. These respondents demonstrated greater awareness of nonverbal means of communication, a clearer understanding of their relevance in professional interactions, and a more advanced level of cultural and communicative consciousness. In contrast, first-year students exhibited both a limited command of nonverbal communication tools and an underdeveloped perception of their functional role in professional contexts.

The comparative analysis affirms a positive developmental trajectory in nonverbal competence throughout the later years of study, which can be attributed to the integration of profession-specific subjects and specialized courses within the curriculum. These findings underscore the necessity of further enhancing the educational programs dedicated to the preparation of coaches in team sports disciplines. Moreover, the assessment criteria introduced in this study provide a foundational framework for the ongoing evaluation of linguistic and nonverbal communicative competence among future professionals in the field. Improving the KhSAPC training programs can ensure the training of competitive coaches who are able to work effectively with different age groups and in an intercultural environment.

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