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FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FITNESS TRAINER IN THE SYSTEM OF INTERACTIVE EDUCATIONAL TECHNOLOGIES

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SUMMARY

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CONTENT

BASIC PROVISIONS OF THE STUDY

Relevance and significance of the topic under consideration. The modern period of development of society is characterized by the need for highly qualified specialists. In this regard, the leading task of higher professional education is to educate a competitive specialist for the labor market, which involves improving the quality of training in accordance with the changing needs of society, providing for significant transformations in the system of professional university training. The transformations themselves must be implemented in the structure, principles, organization, content, forms and methods of the learning process. Everything as a whole will contribute to the development of special professional competencies necessary for future specialists in their future professional activities.

In accordance with the definition of the concept of "competence," the university educational process should be aimed not only at the formation of professional knowledge, skills and abilities, but also at creating practical experience, as well as cultivating a personal and semantic attitude towards professional activities [35]. This, in turn, determines the following composition of professional competence [23]:

- special competence, which involves knowledge and skills in a certain type of activity, in our case – in the field of fitness;

- social competence involves the possession of skills and abilities to work in a team, have methods of interpersonal communication, and understand social responsibility for the products of one's activities;

- personal competence, which implies the possession of skills of personal self-education, self-development, self-expression, self-control;

- individual competence determines the skills and abilities of translating creative potential into professional activities.

Within the framework of the mentioned above, it is necessary to note the importance of the communicative activity of a specialist in physical education, fitness, in particular.

Communication skills are divided into two groups: interpersonal skills and group management skills [16].

Interpersonal communication skills require the ability to establish contact, the subject of conversation, provide justification, pose questions, demonstrate decisive behaviour, and listen attentively; in addition, they show sensitivity to non-verbal behaviour, emotional states, and empathy; and the ability to establish collaborative strategy, feedback, diagnostics, and conflict resolution.

Group management skills are expressed in the ability to perceive the training group (T-group) as a collective, a single whole, and not as a collection of individuals. The effectiveness of the T-group will depend on whether the trainer takes into account the group roles of those involved in working with this group as a whole [21].

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. At the same time, *interactive* technologies are components of *active* ones, and in some sources [25] *interactive* technologies are presented as a modern form of *active* technologies used in the educational process.

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.

Thus, a characteristic feature of interactive educational technologies is their focus on multilateral interaction not only between students and teachers within the framework of one academic discipline, but also students of both the same year of study and different courses, which involves project activities, as well as the teachers themselves of various disciplines, expressing interdisciplinary connections.

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 [20, 21]. 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.

The future model, in our opinion, should be structured by blocks that functionally combine various components of the professional activity of a fitness trainer [7].

The modelling process gives the opportunity to penetrate more deeply into the essence of the research object, facilitating a holistic study of the process, which involves tracking not only the elements of the process itself, but also the connections between them; determines the prospect of understanding the process before it occurs with the possibility of identifying the possible

negative consequences and eliminating or weakening them until they truly manifest themselves [13].

In accordance with the mentioned above, an analytical consideration of scientific research and publications related to the use of interactive technologies in the educational process of higher educational institutions indicates the consistency of the scientific-theoretical and scientific-methodological base for further study of the process of developing communicative competence of students specializing in *Fitness and Recreational programs*. At the same time, it has been established that in the theory and methodology of physical education, directly fitness, there is no holistic model for the formation of communicative competence of a fitness trainer, implementing the use of interactive teaching technologies in the unity of didactic, linguistic, activity-communicative competencies of students; it has not been developed a methodological system for the education and development of students' communicative abilities in the system of conducting recreational and health-improving classes.

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.

To achieve the formulated goal, it was necessary to solve the following **tasks**:

1. To study the current state of the problem of training a fitness trainer in the practice of higher education institutions.

2. Determining the level of professional training for the communicative competence of students.

3. Establish a model for training a fitness trainer for professional communicative competence in the system of interactive educational technologies.

4. To develop and empirically substantiate the effectiveness of a program for developing professional communicative competence of future fitness trainers, using interactive technologies in the educational process.

Research hypothesis. The formation of professional communicative competence of a fitness trainer within the system of conducting recreational and health activities will be efficacious if:

– *the Conceptual model of professional training of a fitness trainer* in the system of university physical education has been defined and argued;

– the process of developing communication skills in students using interactive teaching technologies is consistent with the given *Model of training the communication skills of a fitness trainer;*

– communicative competence of a fitness trainer includes general and professional communicative competencies;

– the process of developing communicative competencies in students involves the use of interactive teaching technologies;

– professional communicative activity in the system of conducting recreational and health activities involves the creation of a *Model for the formation of communicative competence of a fitness trainer*;

– the formation of communicative competence of a fitness trainer should take place in necessary stages.

The research methodology is based on the most important provisions of psychological and pedagogical anthropology, focused on the construction of education as a specific practice of cultivating the basic abilities of a specialist in the field of his professional activity, as well as the principles of educational anthropology: *anthropological*, considering the concept of "person" as the initial category of all other categories and concepts [18]; *integrity and uniqueness of a person* [4]; *ontological*, which regards education as a way of human existence, and the concept of "upbringing" as an ontological category [18]; *the unity of the general, the particular and the individual in human cognition* [4]; *affirmation of a person's ability to self-education as a means and mechanism of education* [26]; *creativity*, using pedagogical forms and methods that create conditions for the creative self-realization of the teacher [22]; *dialogism*, which takes into account the possibility of free dialogic self-realization of the learning one in communication with the teacher and other students [20]; *self-knowledge*, *self-determination*, *self-realization* [15]; *freedom of self-expression and self-development of personality* in the process of education and upbringing [14]; *recognition of understanding and mutual understanding* in the format of the required condition of benevolence and effectiveness of diverse pedagogical methods, forms and also means [31].

The theoretical basis of the study included: activity theory [10, 22, 26]; theory of innovation [25, 32]; fundamentals of innovation activity [19, 31]; laws of innovation processes flow[14, 19]; fundamentals of innovative educational technologies [14, 25, 36]; ideas of academic approaches to innovative learning: *cognitive approach* [37, 40], *activity approach* [22, 26], *system-activity approach* [5, 6], *structural-functional approach* [11, 12], personal-activity approach [22, 26], individualized-differentiated approach [3, 34], *competency-based approach* [17, 41]; basics of interactive learning technologies [14, 36]; theory and methodology for developing competencies [17, 41]; theory and methodology for developing communicative competencies [24, 27]; problems of professional training of fitness trainers [27, 29].

During the research, it was used the following set of **research methods**:

– methods of *theoretical research*: retrospective, comparative analysis of scientific publications; analytical study of regulatory documents; interdisciplinary analysis and synthesis; study and generalization of experience;

– methods of *empirical research*: sociological survey; diagnostic methods: 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 and originality 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.

The theoretical significance of the research lies in the fact that within the framework of this research, a fundamental justification of the theoretical, methodological and educational and practical blocks of the conceptual model of professional training for a fitness trainer was carried out; the general professional, professional-specific and special competencies inherent to a specialist in the field of practical fitness are argued; the composition of communicative competencies (communicative skills, qualities, abilities), as well as manifestations of communicative activity (form, levels, speech behaviour, forms of communicative action) of a fitness trainer is determined; a method for their diagnosis has been developed; a model for the formation of communicative competence has been designed, which is based on interactive teaching technologies; the stages of formation of the communicative competence of a fitness trainer are substantiated, demonstrating the progressive development of levels of professional activity, based on the corresponding degree of improvement of complex coordination.

Practical significance of the study. A program for the gradual formation of communicative competence in the practical implementation of recreational and health activities has been developed and introduced into the training process for fitness trainers; a methodological system has been implemented for teaching students specializing in *Fitness and recreational programs*, communicative activities in the system of conducting recreational and health activities; an educational and methodological complex of interactive teaching technologies was identified and adapted, which made it possible to increase the level of communicative preparedness of students for conducting fitness classes; a set of practical recommendations is presented for the selection of

interactive teaching technologies that optimize the process of communicative training of specialists in pedagogical professions.

Implementation of scientific results. The developed *Model for the formation of communicative competence of a fitness trainer* has been introduced into the educational process of the Gymnastics Department of the State University of Physical Education and Sports. Methodological developments for the development of communicative competencies were provided to the fitness club "Alexia" when conducting courses for training instructors of group programs. Methodological recommendations for improving the communication activities of coaches were adopted by the Republican High School with Sports Profile from Chisinau for conducting in-school seminars.

Structure and volume of the dissertation: introduction, 3 chapters, general conclusions and recommendations, bibliography of 282 titles, 110 pages of main text, 15 appendices, 17 figures, 16 tables. The results of the work were published in 24 scientific articles.

Key words: professional training, fitness trainer, communicative competence, innovative education, interactive learning technologies.

THE CONTENT OF THE WORK

1. THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR FORMING PROFESSIONAL COMPETENCE OF A FITNESS TRAINER IN THE SYSTEM OF INTERACTIVE EDUCATIONAL TECHNOLOGIES

Innovative processes in education have developed as a result of the changing conditions of the formation of the entire society against the backdrop of scientific and technological progress, increased informatization, and the need for competitive specialists. In this regard, innovative teaching assumes the following composition of components: the personality of the teacher, showing respect for the student and active participation in his development, as well as to himself [9]; transforming the ways of organizing the process of acquiring knowledge and developing skills [33]; reorganization of the process of educating the student's personality, which consists of a transition from individual forms of learning to joint activities, involving various forms of interpersonal relationships that develop sociability [1]; rejection of the overwhelming influence of marks, which provides conditions for creative, independent development [15].

In this regard, it has arisen a question that is being vigorously debated in the teaching community: how to improve the education process. More often, the problem of developing independence in actions that receive education is being raised, which consists in recognizing real problems, formulating their essence, resolving extraordinary situations, carrying out their actions

based on the knowledge they have acquired, the ability to evaluate them and also, carry out self-control.

Resolution of the presented problem is possible by combining a number of approaches in training future specialists. *The cognitive approach* to teaching is aimed at cultivating the consciousness and activity of students, which is manifested in the development of their thinking abilities and expansion of intellectual capabilities [40]. *The activity-based approach* to teaching determines to orient students toward productive, permanently challenging activities that contribute to the formation and improvement of personal qualities [10, 22]. *The system-activity approach* to teaching presupposes the key category of "activity", which is considered as a system of its structural elements focused on a positive result, the result of which is the education of independent active, cognitive activity of students [5]. *The structural-functional approach* to teaching implies a certain system of structural elements of any process or activity, an understanding of their functionality and interaction. The result of this approach is the involvement of students in active educational and cognitive activities [12]. *The personal-activity approach* to teaching provides for the education and development of personal qualities in the conditions of educational and cognitive activity, independent research work that forms personal experience [26]. *An individualized-differentiated approach* to teaching is designed to orient the forms, methods and means of the educational process according to the individual capabilities of students, their level of preparedness, and the characteristics of their psychophysical organization in activity [3]. At the same time, it is necessary to identify individuals or groups of students in such a way as to build a differentiated educational process in accordance with the content, complexity, volume, as well as methods and techniques of teaching. *The competency-based approach* to training is focused on the development of the student's personality in the process of his research and practical activities, forming the necessary competencies as a result of self-development, self-improvement, as well as self-knowledge, reflection, introspection and self-assessment [17].

This can be facilitated by interactive teaching methods based on the interaction of all members of the educational process with each other. Such methods are *discussion*, *gaming technologies*, *case method*, *brainstorming*, *training*, as well as *the project method*, which represents a certain training system within the students acquire knowledge and get skills through independent planning and implementation of practical tasks representing successively more complex projects [2, 20, 21, 38, 39]. The advantage of interactive classes is that students show interest in the educational process and heuristic activities, where each student actively participates in the learning process; in the implementation of effective assimilation of educational material, which involves the formation of one's own opinion and attitude to the reality around them; in the formation of life skills.

Information technologies (IT) have an important universal property – communication, in all its manifestations: text, audio, video, which is associated with information exchange, which is the basis of any activity. From this perspective, digital technologies create conditions when communication becomes cross-border, which expands the boundaries of communication, thereby enriching personal information potential and at the same time developing or improving IT skills. This way, information and communication technologies not only act as a means of learning (mastering knowledge, developing skills, developing abilities), but also a means of personal development, nurturing independence and creative thinking, which is very important in the profession of a fitness trainer [8, 28].

2. METHODOLOGICAL SUPPORT FOR THE PROCESS OF FORMING PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FITNESS TRAINER

According to the objectives of this study, it was identified research methods that define an integrated approach to the study of variable aspects of the formation of students' theoretical knowledge and practical skills of communicative competence in the professional activities of a fitness trainer. Analysis of theoretical research in the field of psychology, pedagogy, and sociology made it possible to focus on a number of categories related to the research topic, which is due to the significant general scientific conceptual significance in the implementation of a comprehensive analysis of communicative activity. At the same time, developing a high-quality level of communicative competencies of a fitness trainer is possible only in the system of higher specialized education in terms of terminological, stylistic and linguistic construction.

As part of the study of professional and pedagogical competencies of a fitness trainer, a number of abilities have been identified that directly influence the development of communicative competencies. These abilities were combined into three groups: *memory* (visual, auditory, motor), *sense* (rhythm, tempo), *coordination* (motor, speech-motor). From this perspective, in order to identify the most significant professional abilities for future fitness trainers, a sociological survey of university teachers and fitness trainers, as well as students of 1-3 years of study specializing in *Fitness and recreational programs* was organized.

The choice of teachers and fitness trainers is somewhat different from each other. Fitness trainers believe that *motor memory* (100%) is paramount, while teachers note that *motor coordination* (100%) should initially be developed, then we can talk about motor memory. In addition, teachers rank *speech-motor coordination* in 2nd place (94.74%). The ability *to feel rhythm* (89.47%), which teachers gave 3rd place, also agrees with this. The sense of rhythm allows for speech-motor coordination in accordance with the musical rhythm, as well as technically correctly structuring movements and physical exercise in general. Unfortunately, the surveyed

fitness trainers do not have sufficient information about this psychomotor ability, and therefore gave it 6th place (43.48%). This choice can be explained by the status of the respondents. The activities of teachers are characterized by a theoretical and methodological orientation, while fitness trainers have a more practical approach to professional activity.

Analysing the survey results, it was revealed that the choice of students is somewhat different from the general choice of teachers and fitness trainers. Within the framework of this problem, they consider the main abilities: *visual memory* (91.8%), *motor coordination* (90.16%), *motor memory* (90.16%). The dynamics of the rating of *the sense of rhythm* are observed differently. If first-year students do not yet take into account the presence of a *sense of rhythm* when conducting physical exercises (5th place), then already 2nd year students, as well as 3rd year students, assigned it 3rd place, which indicates its recognition as a necessary quality.

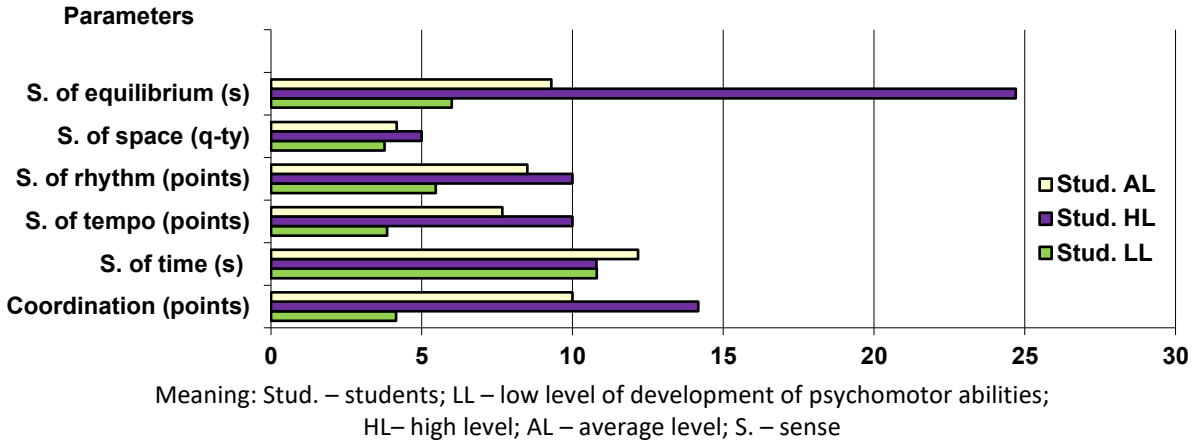
The averaged data of the results of the sociological study allow us to state a positive dynamic in the rating of the necessary abilities of a fitness trainer among students as they gain theoretical knowledge and develop specialized psychomotor competencies from course to course of study at the university.

The pedagogical experiment of an ascertaining nature had the goal of identifying the dependence of the level of professional training of students on their initial degree of development of specialized abilities. The study has been conducted with students specializing in recreational physical education in the field of fitness, within two years of study (2nd and also 3rd year of study). The experiment involved students from two academic groups consisting of 47 people: the initial testing was carried out in the second year of full-time study, the final one already during the third year.

Based on the results of the first testing, students were identified into three groups: with a high (12 people), average (12 people) and low (23 people) level of development of psychomotor abilities (Figure 1).

During the second and third years, students were trained in six specialized disciplines: four disciplines in health aerobics and two disciplines in strength fitness. At the end of the fifth semester, they were retested, and the results showed no changes in group differentiation from the original.

This way, the ascertaining pedagogical experiment confirmed the hypothesis that the level of professional training depends on the innate abilities of future fitness specialists, which should be taken into account during professional selection into the specialty.



Meaning: Stud. – students; LL – low level of development of psychomotor abilities; HL– high level; AL – average level; S. – sense

Fig. 1. Indicators of initial testing of psychomotor abilities of students

As part of the sociological study, the importance of the communicative side of the professional activity of a fitness trainer was confirmed, implying the interaction between the trainer and the student through communication, using his verbal and non-verbal means (students: 85.5%, trainers: 93.3%).

Meanwhile, one can observe some dynamics in understanding the significance of some communicative qualities from course to course (Figure 2), understanding their importance in helping the fitness trainer establish contact with the student in the process of communication and, thereby, contributing to the success of his activities.

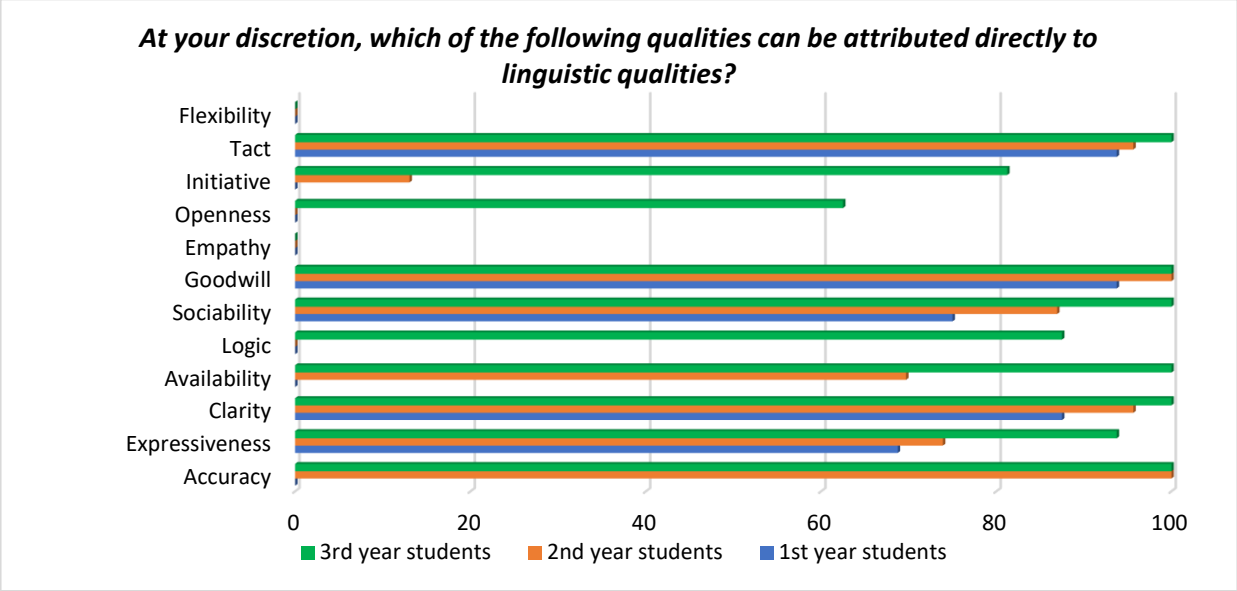


Fig. 2. Analysis of the sociological survey results of students (%)

Summarizing the analysis of the sociological study, we can state that recognition of the importance of communicative activities in the system of fitness classes is realized in the process

of acquiring professional experience, as evidenced by the generalized responses of students (69.09%) and the responses of fitness trainers (93.3%).

3. TECHNOLOGY FOR FORMING PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FITNESS TRAINER

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 3).

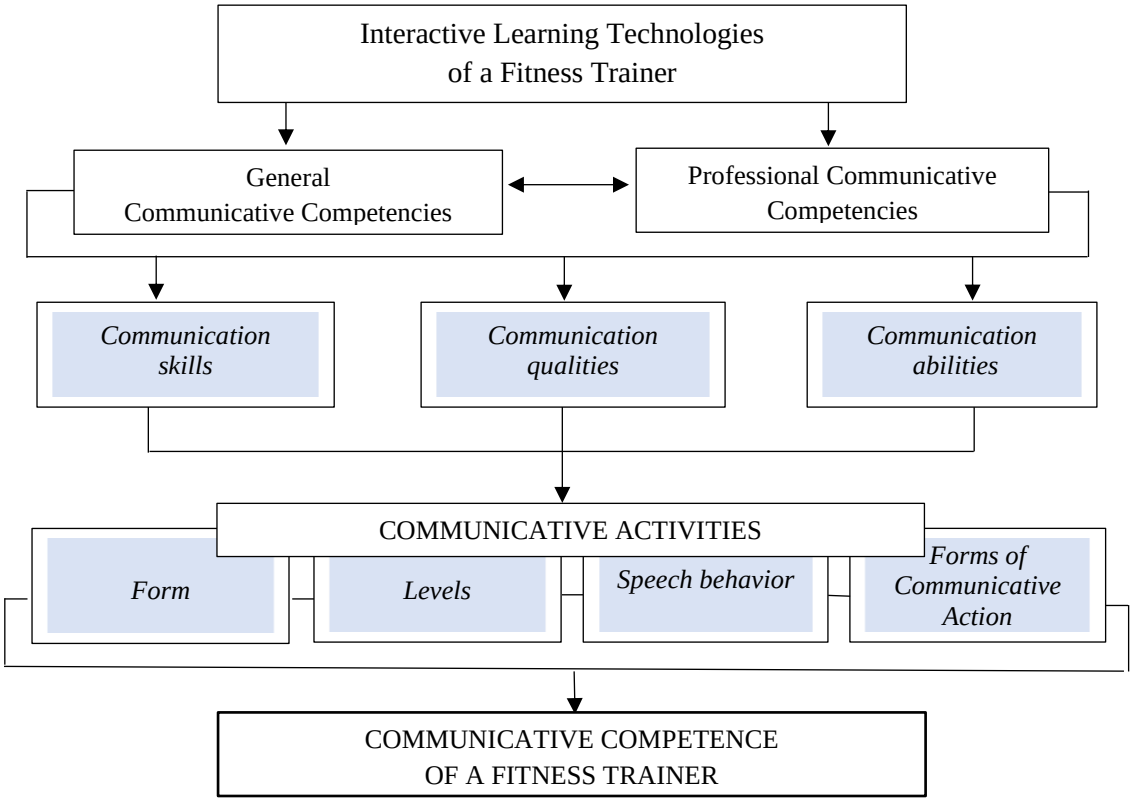


Fig. 3. Model for the formation of communicative competence of a fitness trainer

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

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

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	$\bar{X} \pm m$ initial	$\bar{X} \pm m$ final	*t*	*ρ*
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

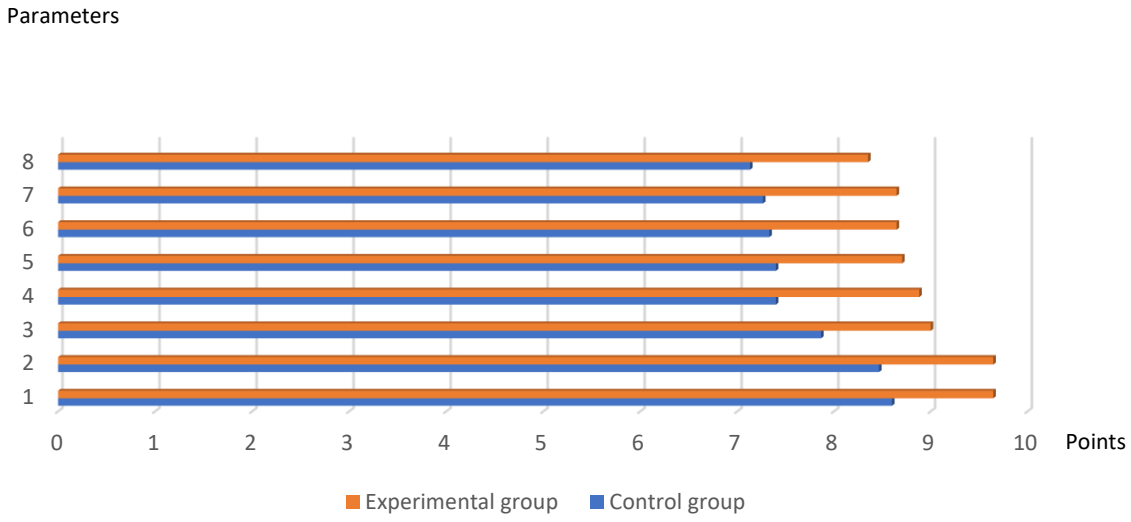
At the same time, all initial and final indicators of the parameters of communicative competencies of the experimental group demonstrate a level of statistical significance of $\rho < 0.001$ (Table 7).

Table 7. Dynamics of developing communicative competencies of students in the experimental group

PARAMETERS (points)		№ n/o	$\bar{X} \pm m$		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.



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

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.

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.

CONCLUSIONS AND RECOMMENDATIONS

1. The current socio-economic development of the country is occurring at a rapid pace, which provides for major changes in the structures of the entire education system with a focus on the competitiveness of the professional level of specialist training. Updating the content of pedagogical education and the organization of the educational process is carried out in accordance with modern scientific and technical achievements, as well as the fundamentals of a market economy. The concept of "innovation" is connected with this, introduced into the educational process at all levels and areas of education. At the same time, innovative education does not deny the methodology implemented by approaches to the learning process that have been formed up to this time, such as cognitive, activity-based, system-activity, structural-activity, personal-activity, individualized-differentiated, competency-based. In this context, physical education integrates these approaches into the educational process of professional training of specialists, in particular fitness trainers.

2. Innovative education involves the use of interactive learning technologies, which in the context of this study becomes an urgent problem, since their specificity provides great opportunities for the development of both personal and professional qualities. The subject-subject relationship helps to develop in students specializing in fitness the ability to work together, initiative, creativity, and the ability to intelligently resolve conflicts; promotes the activation of thought processes, the development of imagination, the ability to select the necessary ways to solve situational problems, as a result of which the communicative competencies necessary for the future profession are tested. At the same time, the modern system of physical education widely uses, as one of the types of interactive learning, information and communication technologies (multimedia applications on the website, video lessons/trainings, videos of teachers' practical training sessions) as methods, software and hardware for collecting, processing, storing, distributing and applying information in the educational process, which not only helps to increase motivation for the learning process, increasing the productivity of educational activities, but also contributes to the formation of communication skills and interaction of future fitness trainers.

3. As part of a sociological study, to establish attitudes towards the professional abilities/competencies of respondents, it was conducted a survey of university teachers, fitness trainers, and 1st-3rd year students. With regard to psychomotor and mnemonic abilities, a certain difference was noted in the answers of university teachers and fitness trainers, justified by their type of activity (theoretical-methodological and practical-methodological, respectively), which was not expressed in the negative aspect of opinions. At the same time, there is a favorable dynamics in the rating of professional abilities of a fitness trainer among students in the process of their training in each course. In addition, the relevance of communicative competencies in the activity under study was noted in the responses of fitness trainers (93.3%) and students (85.5%). At the same time, as in previous abilities, students showed some progress in recognizing the importance of communication skills in the professional coordination/practical activities of a fitness trainer: 1st year – 25%, 2nd year – 82.61%, 3rd year – 93.75%.

4. Based on the results of the sociological study, as well as the ascertaining experiment, the blocks of psychomotor and communicative competencies necessary for a fitness trainer to implement his professional activities were determined, for which the initial and final testing of the students participating in the experiment was carried out. The block of psychomotor competencies included specialized perceptions (senses: rhythm, tempo, time, balance, space) and coordination abilities (coordination: motor, visual-motor, auditory-motor, speech-motor). The block of communicative competencies consisted of a number of educational tasks, including verbal (4 tests) and non-verbal (4 tests) aspects of the activity of a fitness trainer in the process of conducting health-improving and recreational classes.

5. The conceptual model of training a fitness trainer in the system of university physical education is carried out within three blocks: theoretical, methodological and educational-practical. The implementation of the content of the above blocks is expressed in the formation of professional competencies of future fitness trainers, divided into general, specialized and special competencies. In the context of the problem under study, a special place is occupied by communicative competencies belonging to the second group, specialized competencies. Their analytical research contributed to the creation of a model for the formation of communicative competence of a fitness trainer, based on the use of interactive teaching technologies. Directly within the framework of professional activity, communicative competencies are expressed according to its following manifestations: form (verbal and nonverbal), levels (linguistic and coordination), speech behaviour, forms of communicative action.

6. The pilot program covers three courses of study at the university, starting from the 2nd semester and ending with the 5th semester, within six specialized disciplines. The step-by-step formation of communicative competence generated four levels of professional activity:

reproductive and adaptive, nurturing visual-motor and auditory-motor coordination, local modelling, improving auditory-motor coordination and nurturing speech-motor coordination, systemic modelling, organizing complex coordination. In light of the mentioned above, students acquire the skills of structuring a holistic recreational and health activity with verbal and non-verbal support.

7. Summarizing the results obtained during the period of the pedagogical experiment, we state a significant positive impact ($\rho < 0.001$, not counting *the sense of time* and *balance* - $\rho < 0.05$) of interactive educational technologies on the psychomotor development of students in the experimental group relative to the control group studying using traditional methods, which also demonstrated reliable results ($\rho < 0.05$-0.001, with the exception of *the sense of balance*, $\rho > 0.05$), but at a lower level, which does not detract from the merits of the developed program, since the previous fitness trainer training system also addressed issues of communicative competencies , but not to the same extent and significance as presented in the given study.

8. The functionality of interactive forms of learning included in the developed program can be traced through the comparative results of indicators of communicative competence of both groups of students subjected to the study. The final data of the comparative analysis of the initial and final indicators of communicative competence demonstrate a significant superiority of the experimental group ($\rho < 0.001$, except for *gestures on the step platform* - $\rho < 0.01$) in relation to the control group.

The obtained results, which contribute to the solution of an important scientific problem, consist in the scientific and methodological substantiation of the improvement of the educational process of training a fitness trainer for professional communication competence through the consistent formation of professional activity levels, taking into account the use of interactive didactic technologies.

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To the teachers of higher physical education institutions.

Nowadays, the scientific and technological progress is ahead of the comprehension of its products by teaching staff, especially for teachers with 20-30 years of teaching experience. Since the main learning population is young people, many of whom have knowledge and skills in ICT, teachers should expand their practical and methodological activities, using innovations in interactive learning, comprehending the latest developments in this area, and staying up to date with current trends.

Since all pedagogical professions are focused on interaction with people, there exists a need to pay more attention to the communicative component of professional activity: to develop the

educational tasks that include the use of communicative competencies in the process of directly conducting lessons/sessions with the future contingent of students/learners.

To the leaders of courses and seminars for the training of fitness instructors and trainers.

When developing the content of training courses and seminars, it should be payed more attention to the communicative training of cadets, including not only theoretical material in the field of psychology, pedagogy, sociology, but also the practical implementation of acquired knowledge, demonstrating the acquired skills and abilities of communicative support for conducting health-improving and recreational classes. It is essential to invite specialists teaching disciplines related to the communicative aspect of the professional activity in question to teach this aspect of the training of fitness instructors and trainers in the framework of such courses and seminars.

To the scientific researchers.

Considering that the problems of communicative training of a fitness trainer have not been fully developed, contribute to the study of this aspect of professional activity: conduct debates, discussions, presentations, lectures, seminars, conferences both in person and as part of a webinar, covering a larger contingent of listeners and specialists , thereby increasing the opportunities for improving the quality of professional work, expanding the scope of research in one country, which involves the exchange of experience and research results.

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університету імені Тараса Шевченка, ПЕДАГОГІЧНІ НАУКИ, №3 (351), квітень 2022 р., с.21-31. ISSN 2227-2844

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21. POLAYKOVA, V.; **AFTIMICHUK, O.** Aspecte ale profesionalismului unui antrenor de fitness. В: *Сучасні проблеми фізичного виховання, спорту та здоров'я людини*: Матеріали VII інтернет-конференції. м. Одеса, 17-18 жовтня 2023 р. Одеса: Видавець Букаєв Вадим Вікторович, 2023, р. 148-150.

ANNOTATION

Polyakova Varvara, *Formation of professional communication competence fitness trainer in the system of interactive educational technologies*, doctoral thesis in educational sciences, Chisinau, 2024

Structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, bibliography of 282 titles, 110 pages of main text, 15 appendices, 17 figures, 16 tables. The results of the work were published in 24 scientific articles.

Keywords: vocational training, fitness trainer, communicative competence, innovative education, interactive learning technologies.

The purpose of the work: improving the communicative system of professional training of a fitness specialist through the use of a block of interactive didactic technologies.

Research objectives: 1. Studying the current state of the problem of training a fitness trainer in the practice of higher education institutions. 2. Determine the level of professional preparation for the communicative competence of students. 3. Establish a model for training a fitness trainer for professional communicative competence in the system of interactive educational technologies. 4. To develop and empirically substantiate the effectiveness of a program for developing professional communicative competence of future fitness trainers, using interactive technologies in the educational process.

The scientific novelty and originality of the study lies in the fact that, based on the analysis of specialized literature and the opinions of specialists in the field under study regarding the optimization of the didactic process in the preparation of a fitness trainer, a conceptual model of the professional training of a fitness trainer was developed and justified, which served as methodological support for the development and practical application of a program for the formation professional communication competencies of a fitness trainer through the use of interactive teaching methods.

The results obtained, which contribute to the solution of an important scientific problem, consist in the scientific and methodological substantiation of the improvement of the educational process of training a fitness trainer for professional communication competence through the consistent formation of professional activity levels, taking into account the use of interactive didactic technologies.

The theoretical significance consists in the fact that within this research a fundamental justification of the theoretical, methodological and educational-practical blocks of the conceptual model of professional training for a fitness trainer was achieved; the general professional, specific professional and special skills inherent to a specialist in the field of practical fitness are argued; the composition of communicative skills was determined, as well as the manifestations of communicative activities of a fitness trainer; a method was developed to diagnose them; a communicative competence training model was designed, which is based on interactive teaching technologies; the stages of training the communicative competence of a fitness trainer are substantiated, demonstrating the progressive development of the levels of professional activity, based on the corresponding degree of improvement of complex coordination.

The practical significance of the study. A program of gradual training of communicative competence in the practical implementation of recreational and health activities was developed and introduced into the training process of fitness trainers; a methodological system for training students specializing in Fitness and recreational programs of communicative activities was implemented in the system of conducting recreational and health lessons; an educational and methodological complex of interactive teaching technologies was identified and adapted, which made it possible to increase the level of communicative preparation of students for conducting fitness lessons; a set of practical recommendations is presented for the selection of interactive didactic technologies that optimize the process of communicative training of specialists in pedagogical professions.

Implementation of scientific results. The developed Model for the formation of communicative competence of a fitness trainer has been introduced into the educational process of the Gymnastics Department of the State University of Physical Fitness and Sports. Methodological developments for the formation of communicative competencies were offered to the Alexia fitness club during courses for training instructors of group programs. Methodological recommendations for improving the communication activities of coaches were adopted by the Republican High School with Sports Profile from Chisinau for conducting in-school seminars.

АННОТАЦИЯ

Полякова Варвара, *Формирование профессиональной коммуникативной компетентности фитнесс тренера в системе интерактивных образовательных технологий,*
диссертация доктора педагогических наук, Кишинев, 2024

Структура диссертации: введение, 3 главы, общие выводы и рекомендации, библиография из 282 наименований, 110 страниц основного текста, 15 приложений, 17 рисунков, 16 таблиц. Результаты работы опубликованы в 24 научных статьях.

Ключевые слова: профессиональная подготовка, фитнесс тренер, коммуникативная компетентность, инновационное образование, интерактивные обучающие технологии.

Цель работы: совершенствование системы коммуникативной профессиональной подготовки специалиста в области фитнесса посредством применения блока интерактивных обучающих технологий.

Задачи исследования: 1. Изучить современное состояние проблемы подготовки фитнесс тренера в практике деятельности учреждений высшего профессионального образования. 2. Определить уровень профессиональной подготовки к коммуникативной компетенции студентов. 3. Установить модель подготовки фитнесс тренера к профессиональной коммуникативной компетентности в системе интерактивных образовательных технологий. 4. Разработать и эмпирически обосновать эффективность программы формирования профессиональной коммуникативной компетентности будущих тренеров по фитнессу, применяя интерактивные технологии в учебном процессе.

Научная новизна и оригинальность состоит в том, что на основе анализа специальной литературы и мнений специалистов исследуемой отрасли относительно оптимизации дидактического процесса в подготовке фитнесс тренера, разработана и обоснована концептуальная модель профессиональной подготовка фитнесс тренера, что послужило методическим обеспечением разработки и практического применения программы для формирования профессиональных коммуникативных компетенций фитнесс тренера посредством применения интерактивных обучающих методик.

Полученные результаты, способствующие решению важной научной проблемы, заключаются в научно-методическом обосновании совершенствования образовательного процесса по подготовке фитнесс тренера к профессиональной коммуникативной компетентности путем последовательного формирования уровней профессиональной деятельности с учетом применения интерактивных обучающих технологий.

Теоретическая значимость заключается в том, что в рамках настоящего изыскания было проведено фундаментальное обоснование теоретического, методического и учебно-практического блоков концептуальной модели профессиональной подготовки фитнесс тренера; аргументированы неотъемлемые специалисту в сфере практического фитнесса общепрофессиональные, профессионально-профильные и специальные компетенции; определен состав коммуникативных компетенций, а также проявлений коммуникативной деятельности фитнесс тренера; разработана методика их диагностики; спроектирована модель формирования коммуникативной компетенции, в основу которой заложены интерактивные обучающие технологии; обоснованы этапы формирования коммуникативной компетенции фитнесс тренера, демонстрирующие поступательное развитие уровней профессиональной деятельности, основанное на соответствующей степени усовершенствования сложной координации.

Практическая значимость исследования. Разработана и внедрена в процесс обучения фитнесс тренеров программа поэтапного формирования коммуникативной компетентности в практической реализации рекреативно-оздоровительных занятий; реализована методическая система обучения студентов, специализирующихся по специальности *Фитнесс и рекреативные программы* коммуникативной деятельности в системе проведения рекреативно-оздоровительных занятий; определен и адаптирован учебно-методический комплекс интерактивных обучающих технологий, позволивший повысить уровень коммуникативной подготовленности студентов к проведению фитнесс занятий; представлен комплекс практических рекомендаций для отбора интерактивных обучающих технологий, оптимизирующих процесс коммуникативной подготовки специалистов профессий педагогической направленности.

Внедрение научных результатов. Разработанная *Модель формирования коммуникативной компетентности фитнесс тренера* внедрена в образовательный процесс кафедры Гимнастики ГУФВС. Методические разработки по воспитанию коммуникативных компетенций были предложены фитнесс клубу Алексия при проведении курсов по подготовке инструкторов групповых программ. Методические рекомендации по совершенствованию коммуникативной деятельности тренеров были приняты Республиканским лицеем спортивного профиля г. Кишинева для проведения внутришкольных семинаров.

ADNOTARE

Poleacova Varvara, *Formarea competenței profesionale de comunicare a antrenorului de fitness în sistemul de tehnologii educaționale interactive*, teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie de 282 titluri, 110 pagini de text principal, 15 anexe, 17 figuri, 16 tabele. Rezultatele lucrării au fost publicate în 24 de articole științifice.

Cuvinte cheie: pregătire profesională, antrenor de fitness, competență comunicativă, educație inovatoare, tehnologii de învățare interactivă.

Scopul lucrării: îmbunătățirea sistemului de pregătire profesională comunicativă a unui specialist în domeniul fitness prin aplicarea unui bloc de tehnologii didactice interactive.

Obiectivele cercetării: 1. Studierea stadiului actual al problemei formării unui antrenor de fitness în practica instituțiilor de învățământ superior. 2. Determinarea nivelului de pregătire profesională pentru competența de comunicare a studenților specializați în fitness. 3. Stabilirea modelului de pregătire a antrenorului de fitness pentru activitatea profesională. 4. Elaborarea și fundamentarea empirică a eficacității programului de formare a competențelor de comunicare profesională a viitorilor antrenori de fitness în baza aplicării tehnologiilor interactive în procesul educațional.

Noutatea și originalitatea științifică a tezei constă în faptul ca, în baza analizei literaturii de specialitate și a opiniilor specialiștilor în domeniul studiat cu privire la optimizarea procesului didactic în pregătirea antrenorului de fitness, a fost definit și justificat un model conceptual de pregătire profesională a antrenorului de fitness, care a servit ca suport metodologic la elaborarea și aplicarea în practică a programului de formare a competențelor de comunicare profesională a antrenorului de fitness prin aplicarea tehnologiilor de predare interactivă.

Rezultatele obținute contribuie la rezolvarea unei probleme științifice importante constau în argumentarea științifică și metodologică a perfecționării procesului educațional al pregătirii antrenorului de fitness pentru competența comunicativă profesională prin formarea consecventă a nivelurilor de activitate profesională, ținând cont de utilizarea tehnologiilor didactice interactive.

Semnificația teoretică constă în faptul că în cadrul acestei cercetări s-a realizat o justificare fundamentală a blocurilor teoretice, metodologice și educațional-practice ale modelului conceptual de pregătire profesională pentru un antrenor de fitness; se argumentează competențele profesionale generale, specifice profesionale și speciale inerente unui specialist în domeniul fitness-ului practic; a fost determinată componența competențelor comunicative, precum și manifestările activităților comunicative ale unui antrenor de fitness; a fost elaborată o metodă de diagnosticare a acestora; a fost conceput un model de formare a competenței comunicative, care se bazează pe tehnologii de predare interactivă; sunt fundamentate etapele de formare a competenței comunicative a unui antrenor de fitness, demonstrând dezvoltarea progresivă a nivelurilor de activitate profesională, pe baza gradului corespunzător de îmbunătățire a coordonării complexe.

Semnificația practică a cercetării. A fost elaborat și introdus în procesul de formare a antrenorilor de fitness un program de formare treptată a competenței comunicative în implementarea practică a activităților recreative și de sănătate; a fost implementat un sistem metodologic de pregătire a studenților specializați în Fitness și programe recreative de activități comunicative în sistemul de desfășurare a lecțiilor recreative și de sănătate; a fost identificat și adaptat un complex educațional și metodologic de tehnologii de predare interactivă, care a făcut posibilă creșterea nivelului de pregătire comunicativă a studenților pentru desfășurarea lecțiilor de fitness; se prezintă un set de recomandări practice pentru selectarea tehnologiilor didactice interactive care optimizează procesul de formare comunicativă a specialiștilor în profesii pedagogice.

Implementarea rezultatelor stiintifice. Modelul elaborat pentru formarea competenței de comunicare a unui antrenor de fitness a fost introdus în procesul educațional al Departamentului de Gimnastică al USEFS. Elaborările metodologice pentru formarea competențelor de comunicare au fost propuse în cadrul clubului de fitness „Alexia” la desfășurarea cursurilor de formare a instructorilor de programe în grup. Recomandările metodologice pentru perfecționarea activității de comunicare au fost aplicate la Liceul Republican cu Profil Sportiv din mun. Chișinău pentru desfășurarea seminarelor de specialitate.

POLYAKOVA VARVARA

FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FITNESS TRAINER IN THE SYSTEM OF INTERACTIVE EDUCATIONAL TECHNOLOGIES

Specialty: 533.04 – Physical education, sports, kinetotherapy and recreation

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