

## **REVIEW**

of the dissertation work of Han LIU

### **«Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions»,**

submitted for the degree of Doctor of Philosophy  
in specialty 011 Educational, Pedagogical Sciences  
in the field of knowledge  
01 Education, Pedagogy

**Relevance of the dissertation topic.** In the context of the modernization of higher education in Ukraine, the strengthening of the emphasis on the learner-centered approach, and the development of professional competencies of future teachers, the problem of forming communicative competence in physical education teachers acquires particular significance. A physical education teacher not only contributes to students' physical development but also exerts a significant social and educational influence on the formation of personality, where communication serves as the key instrument of such an impact.

Liu Han's dissertation corresponds to current trends in pedagogical science, which focus on the development of soft skills in future teachers, among which communicative competence is fundamental. In the context of the dissertation research, the quality and effectiveness of pedagogical activity are determined by the level of communicative competence formed in future physical education teachers in higher education institutions. The work is relevant, timely, and socially significant. Therefore, higher education institutions face the task of updating the content, approaches, forms, and conditions for the formation of communicative competence of future physical education teachers. The relevance of the research topic is confirmed by a number of regulatory documents of Ukraine as well as adopted international and European integration legal acts related to the subject of the dissertation.

The analysis conducted by the dissertation candidate of domestic and foreign scientific and methodological literature on the professional training of future physical education teachers, along with the identified contradictions that complicate the formation of their communicative competence, confirms that higher education

institutions need to improve approaches to developing this competence in students of specialty 14.011 Secondary Education (Physical Education), creating conditions for their high-quality preparation. Accordingly, Liu Han appropriately emphasizes the need to enhance the strategic, conceptual-methodological, and criteria-diagnostic components of the model for forming communicative competence in physical education undergraduates within this context.

**Connection of the work with scientific programs, plans, and topics.**

The dissertation research was carried out in accordance with the scientific research work of the Department of Educational Science and Pedagogy at West Ukrainian National University, titled “Professional Growth of an Educational Institution Teacher: Fundamental, Theoretical-Technological, and Practice-Oriented Aspects” (state registration number 0121U110855). The research topic was approved at the meeting of the Department of Educational Science and Pedagogy (protocol No. 5 dated November 9, 2020).

**The scientific novelty** lies in the development, definition, and theoretical substantiation of pedagogical conditions for the formation of communicative competence in future physical education teachers in higher education institutions and the methodology for their implementation in professional training courses; the development of a structural-functional model for forming communicative competence in future physical education teachers; the clarification of its components, criteria, and levels of formation; the creation of an authorial Program for the formation of communicative competence in students at higher education institutions; and the generalization and systematization of the experience of higher education institutions in forming communicative competence in physical education undergraduates.

The practical significance of the obtained results lies in the development and implementation in the educational process of higher education institutions of an authorial Program for the formation of communicative competence in future physical education teachers through the introduction of changes to specific topics within the content of the courses “Theory and Methods of Physical Education,” “Theory and Methods of Children’s and Youth Sports,” and “Professional Mastery (by Professional



Orientation)” (specialty 014.11 Secondary Education (Physical Education), bachelor’s level) and the strengthening of interdisciplinary connections among them; the authorial elective course “Development of Communicative Competence in Future Physical Education Teachers,” implemented and carried out within students’ independent work at higher education institutions; a set of mind maps to support the study of the course “Professional Mastery (by Professional Orientation)” and to schematize intra-disciplinary and interdisciplinary connections.

**The research materials** have been implemented in the educational process of professional training for future physical education teachers at Khmelnytskyi National University (implementation certificate dated April 29, 2025), the State Higher Educational Institution “Uzhhorod National University” (implementation certificate dated May 13, 2025), and Ternopil Volodymyr Hnatiuk National Pedagogical University (implementation certificate dated May 13, 2025).

**The reliability and substantiation of the scientific statements and conclusions** formulated in the dissertation research are ensured by the following **factors**:

1. Through the study and comprehensive analysis of the scientific and theoretical work of domestic and foreign researchers, as well as the state of bachelor-level physical education training in higher education institutions, which enabled Liu Han to substantiate the necessity and feasibility of researching the outlined problem; by defining the conceptual and categorical apparatus and the set of empirical research methods and methods for the mathematical processing of the obtained experimental data; and through the systematic presentation of the fundamental provisions of the dissertation and the organization of the experimental work with students of higher education institutions involved in the experiment.

2. Through the study of a large number of scientific works (the list of references includes 287 titles), which enabled the dissertation candidate to:

- substantively define the concepts of “professional training of physical education teachers,” “competence of future physical education teachers,” “communicative competence of future physical education teachers,” and “social-

communicative activity of future physical education teachers,” as well as to justify the criteria (motivational, knowledge-based, communicative, health-preserving) and levels (high, sufficient/optimal, satisfactory/productive, low/basic) of communicative competence formation in future physical education teachers in higher education institutions;

- specify the main scientific approaches to organizing the formation of communicative competence in future physical education teachers, based on methodological approaches (systemic, competency-based, learner-centered, activity-based);

- determine the particular features of forming communicative competence in bachelor-level physical education students.

3. Through the clear organization of the experimental work and the substantiated analysis of the research results, which demonstrated the effectiveness of the developed pedagogical conditions and methodology for forming the communicative competence of future physical education teachers.

4. By presenting the research results in 15 publications by the author (12 single-authored), of which 4 reflect the main scientific results of the dissertation (all publications in Ukrainian professional scientific journals, category “B”), 9 are of an approbation nature (discussed at international and national scientific-practical conferences), and 2 additional publications reflect other scientific results of the dissertation.

**Characteristics of the structure and content of the dissertation.** The dissertation consists of an introduction, three chapters, conclusions to each chapter, general conclusions, a list of references (287 titles), and appendices (9 appendices spanning 34 pages). The total volume of the dissertation is 301 pages of printed text, with the main content presented on 198 pages. The work includes 10 figures and 34 tables.

In the **first chapter – “THEORETICAL FOUNDATIONS OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS FOR PROFESSIONAL ACTIVITY”**, the conceptual and categorical



apparatus for substantiating the research problem is revealed, modern trends in preparing future physical education teachers for professional activity in higher education are described, and domestic and international experience in training physical education teachers in educational institutions is characterized.

In the **second chapter – “JUSTIFICATION OF THE STRUCTURAL-FUNCTIONAL MODEL AND PEDAGOGICAL CONDITIONS FOR FORMING THE COMMUNICATIVE COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS IN HIGHER EDUCATION INSTITUTIONS”**, the features of forming communicative competence in future physical education teachers are described; the pedagogical conditions for forming communicative competence in future specialists and the structural-functional model for forming communicative competence in future physical education teachers are defined, described, and implemented in the professional training process.

In the **third chapter – “EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE STRUCTURAL-FUNCTIONAL MODEL OF FORMING COMMUNICATIVE COMPETENCE IN FUTURE PHYSICAL EDUCATION SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS”**, the state of communicative competence formation in future physical education specialists during professional training is indicated; the pedagogical experiment is organized, the results of the effectiveness of forming communicative competence in future physical education teachers during professional training are presented, and these results are analyzed.

All chapters of the dissertation are written in an academically correct style, logically interconnected and structured, which allowed Liu Han to consistently reveal all stages of the work. The presentation style is accessible, scientifically balanced, and considers modern pedagogical terminology.

At the same time, despite the high scientific level of the dissertation, certain shortcomings require clarification, namely:

1. The dissertation proposes a set of pedagogical conditions for forming the communicative competence of future physical education teachers; however, their

differentiated impact on the educational outcomes of students was not fully analyzed. From the perspective of analytical pedagogy, it would be advisable to determine the priority factors influencing each specific condition, which would allow the candidate to clearly specify the structure of such influence and assess the effectiveness of the pedagogical conditions in practical application.

2. It would also be advisable to expand the experimental base, as the representative sample size of the study is somewhat limited (59 participants from three higher education institutions at the formative stage), which partially restricts the possibility of generalizing the results to the entire system of professional training in Ukraine.

3. The candidate involved a significant number of foreign-language sources, but their analytical potential in the context of forming the theoretical foundations of the study was not fully revealed. Expanded citation and cross-cultural comparison could further strengthen the theoretical basis of the dissertation.

Therefore, it can be asserted that Liu Han's dissertation, *"Formation of Communicative Competence of Future Physical Education Teachers in Higher Education Institutions"*, represents an independent and comprehensive study, demonstrating clear relevance, scientific novelty, and both theoretical and practical significance. New, previously unprotected scientific findings and substantiated conclusions are fully reflected in the author's scientific publications. The research results are rational and applicable for addressing the problem of forming communicative competence in future physical education teachers. The work complies with the requirements of Clauses 6, 7, 8, and 9 of the *Procedure for Awarding the Degree of Doctor of Philosophy and Annulment of the Decision of a One-time Specialized Academic Council of a Higher Education Institution or Research Institution on Awarding the Degree of Doctor of Philosophy*, approved by the Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022, No. 44 (as amended by Resolutions of the Cabinet of Ministers of Ukraine No. 341 of March 21, 2022, No. 502 of May 19, 2023, and No. 507 of May 3, 2024), and its author, Liu Han,



deserves to be awarded the degree of Doctor of Philosophy in the specialty 011 Educational, Pedagogical Sciences.

Reviewer:

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