

REVIEW

of the Official Opponent Doctor of Pedagogical Sciences, Professor
MOSEICHUK YURIY YURIOVYCH

on the dissertation of LIU Han on the topic

«FORMATION OF COMMUNICATIVE COMPETENCE IN FUTURE PHYSICAL EDUCATION TEACHERS IN HIGHER EDUCATION INSTITUTIONS»,

submitted for the degree of Doctor of Philosophy (PhD) in the field of knowledge
01 Education/Pedagogy, Specialty 011 Educational, Pedagogical Sciences

The analysis of LIU Han's dissertation «Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions» and the main publications made it possible to draw conclusions regarding the relevance of the research topic, its scientific novelty, the substantiation of its scientific provisions, the reliability of the obtained results, as well as its theoretical and practical value, and to confirm the absence of any violations of academic integrity in the work.

Relevance of the Dissertation Topic. In today's conditions, the modern education system in Ukraine is undergoing profound changes, focusing on the competence-based approach as the foundation for training specialists. In this context, one of the main priorities of the Ministry of Education and Science is improving the quality of professional training of future physical education teachers in general secondary education institutions, since they play a crucial role in shaping a healthy lifestyle, physical development, and the upbringing of the younger generation.

The relevance of the research is also determined by the need to adapt educational programs to the requirements of the New Ukrainian School, which involves the active use of innovative technologies, a competence-based approach, and a redefined role for the physical education teacher. One of the key components of teacher training is communicative competence, which combines knowledge of professional disciplines with modern teaching methods and technologies, ensuring the ability to conduct pedagogical activities effectively and to establish constructive communicative relationships with students, parents, colleagues, and other participants in the educational process.

The relevance of the chosen dissertation topic by LIU Han is reinforced by a number of contradictions identified by the doctoral candidate, namely:

- the need of society for future physical education teachers prepared to meet modern educational challenges, and the actual state of their professional training in higher education institutions;
- the high requirements for professional and pedagogical training within the framework of developing communicative competence of future teachers, and the insufficient level of communicative competence formed in physical education students in higher education institutions for their professional activity;
- the needs of general secondary education institutions for physical education

teachers capable of effectively carrying out pedagogical interaction during physical education lessons, and the insufficiently organized training of students in higher education institutions for such activity;

– the objective necessity of scientifically defining and implementing effective pedagogical conditions and scientific-methodological support for the formation of communicative competence in future teachers during their professional training, and the empirical character of its realization under the traditional organization of teacher education in higher education institutions.

Therefore, it can be stated that the scientific research presented for defence is timely, practically oriented, and its relevance is beyond doubt. We emphasize that the reviewed dissertation research should be considered a holistic and completed work.

LIU Han's dissertation research was carried out in accordance with the research project of the Department of Educology and Pedagogy of West Ukrainian National University «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 Educology and Pedagogy (Minutes No. 5 of November 9, 2021).

The Degree of Substantiation of the Scientific Provisions and Conclusions.

All the scientific provisions, conclusions, and recommendations formulated in the dissertation are sufficiently substantiated and correspond to the purpose and objectives in relation to the object and subject of the research. The analysis of the content of the dissertation, its abstract, and LIU Han's publications provides grounds to conclude the scientific validity and reliability of the results presented by the author, which are ensured by: the clarity of the defined qualification characteristics of the research; the correctness of the formulation of the tasks considered; the substantiation of the initial provisions; the systematic analysis of theoretical material; and the use of appropriate scientific tools.

The attainment of reliable results was facilitated by the application of an adequate set of scientific research methods, which made it possible to properly organize the pedagogical experiment and verify the results of the experimental study. The significance of the obtained results was enhanced by the thorough study of the source base (287 references) and the approbation of the dissertation materials through presentations at scientific and practical conferences of various levels.

The results of the research substantiated by LIU Han ensure the novelty and reliability of the general conclusions of the dissertation and, overall, raise no doubts. It is important to note the author's ability to generalize and systematize research material. In particular, the presented conclusions correspond to the defined objectives and correlate with the scientific novelty. The content of the abstracts presented in Ukrainian and English reflects the essence of the dissertation and highlights its essential aspects and main provisions.

Scientific Novelty of the Dissertation Results. The analysis of the dissertation research allows us to state that the author has obtained significant scientific results, in

particular, for the first time: the pedagogical conditions for the formation of communicative competence of future physical education teachers in higher education institutions have been identified and theoretically substantiated (designing the educational environment; implementing active forms and methods of teaching aimed at deepening and systematizing knowledge; developing organizational and communicative skills and abilities, with an effective methodology created for their implementation in the teaching of educational components); an original Program for the formation of communicative competence in students has been developed; a structural-functional model for the formation of communicative competence in future physical education teachers has been designed as a combination of strategic, conceptual-methodological, and criteria-diagnostic blocks, which together make it possible to take into account the requirements for the formation of communicative competence of future physical education teachers in higher education institutions..

We note the improvement of the content and the essence of the following concepts: *«professional training of physical education teachers»*, *«competence of future physical education teachers»*, *«communicative competence of future physical education teachers»*, and *«socio-communicative activity of future physical education teachers»*. The dissertation separately substantiates the criteria and levels of formation of communicative competence of future physical education teachers in higher education institutions.

It should also be emphasized that the content of professional training within the framework of forming communicative competence in future physical education teachers in higher education institutions has been further developed, reflecting the author's own logic in the use of content, forms, methods, and means of professional training in the process of developing communicative competence.

Practical Significance of the Results Obtained by the Author. The analysis of the dissertation research allows us to state that the doctoral candidate has obtained significant scientific results, in particular: *for the first time*, the author has developed and implemented in the educational process an original Program for the Formation of Communicative Competence in Future Physical Education Teachers (Specialty 014.11 Secondary Education – Physical Education, Bachelor's level) by introducing modifications to certain topics of the curricular content of the educational components *«Theory and Methodology of Physical Education»*, *«Theory and Methodology of Children's and Youth Sports»*, and *«Professional Mastery (by Professional Orientation)»* through the strengthening of interdisciplinary connections; has presented an original elective course *«Development of Communicative Competence in Future Physical Education Teachers»*, which has been implemented within the framework of independent student work; and has introduced a set of mind maps for informational support in studying the educational component *«Professional Mastery (by Professional Orientation)»*.

It should be noted that the obtained research results can be applied in the system of professional training of future teachers in higher education institutions, in the

preparation of educational and methodological support for the formation of teachers' communicative competence, as well as in the development of syllabi for educational components related to the development of communicative qualities in future physical education teachers. In the future, the research results can also be implemented in professional development courses for teachers of general secondary education institutions, provided the developed materials are adapted.

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

Evaluation of the Structure and Content of the Dissertation. Based on the review of the research, we note that the scholar has correctly defined the object and subject, formulated the aim and objectives of the study, and substantiated the choice of research methods. In our view, all components of the scientific framework are fully correlated with one another and directed toward achieving the stated aim. Attention should be drawn to the appropriate selection of research methods and their correspondence to the tasks addressed in the course of the work.

The dissertation contains all the necessary structural elements: abstracts, a list of abbreviations, a list of published works on the dissertation topic, an introduction, three chapters, conclusions to each chapter, general conclusions, a list of references, and appendices. The total volume of the dissertation is 301 pages of printed text, with the main content presented on 198 pages. The work is illustrated with 34 tables and 10 figures.

In the introduction, the relevance of the research topic is substantiated; the connection with the scientific plan and topic is presented; the aim, objectives, object, and subject are defined; the research methods are characterized; the scientific novelty and practical significance of the work are disclosed; information is provided regarding the approbation and implementation of the obtained results; and the total number of publications, structure, and volume of the dissertation are indicated.

In the first chapter, *«Theoretical Foundations of the Professional Training of Future Physical Education Teachers for Professional Activity»*, based on a review of the literature, the author substantiates the conceptual and categorical framework of the research problem and conducts a theoretical analysis of domestic and foreign literature concerning the peculiarities of training physical education teachers. The author covers many aspects of current trends in the training of future specialists, namely: outlining the connection of the professional training of future physical education teachers with social demands, educational reforms (the New Ukrainian School), and contemporary challenges in the field of school physical education. We are impressed by the doctoral candidate's perspective on addressing issues of content development, the use of teaching methods and forms considering innovations, the application of information

and communication technologies, interdisciplinarity, and individualization.

LIU Han's research emphasizes the development of innovative thinking among future physical education teachers, the formation of their ability to create original methodological products, and the departure from outdated approaches to organizing physical education lessons, which overall corresponds to modern educational trends.

In the second chapter, *«Justification of the Structural-Functional Model and Pedagogical Conditions for the Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions»*, the methodological substantiation of the readiness of future physical education teachers for professional activity is provided through a comprehensive approach to the methodological support of communicative competence formation.

Of particular note is the author's specification of pedagogical conditions that positively influence the development of communicative competence, namely: the design of the educational environment, the implementation of active forms and methods of learning, and the development of organizational and communicative skills and abilities of future physical education teachers. This demonstrates a focus on the active role of students in the context of the real needs of school practice.

Among the strong points of the research is the structural-functional model of forming communicative competence of future physical education teachers in higher education institutions, developed by the scholar. It includes strategic, conceptual-methodological, and criteria-diagnostic blocks, which make it possible, when necessary, to adjust the content and methods of teaching in accordance with the individual needs of students. We highly value the clarity with which the structural components of communicative competence formation in future physical education teachers are specified, namely: the stimulating component (activating the motivational-value sphere), the cognitive component (ensuring theoretical training and acquisition of necessary communicative knowledge), the organizational-communicative component (creating an effective pedagogical environment, experience in using modern ICT, and the ability to apply a set of techniques and tools for the proper organization of communicative interaction in physical education lessons), and the health-preserving component (promoting communicative skills for the effective implementation of health technologies). These are characterized by specific criteria (motivational, knowledge-based, communicative, and health-preserving).

In this chapter, the author has conducted an in-depth study of the theoretical and practical aspects of forming communicative competence in future physical education teachers. The research is distinguished by its systematic character, scientific substantiation, practical orientation, and innovative potential.

In the third chapter, *«Experimental Verification of the Effectiveness of the Structural-Functional Model of Forming Communicative Competence of Future Specialists in Physical Education in Higher Education Institutions»*, the results of a thorough scientific-pedagogical study are presented, characterized by a clearly demonstrated experimental logic and a well-structured methodology.

The research was divided into four stages, each with clearly defined tasks and results. At the analytical stage, an in-depth analysis of the literature was carried out, the purpose was defined, the objectives of the dissertation research were outlined, a working hypothesis was formulated, the conceptual-categorical framework was substantiated, and the program for conducting the experimental study was developed. At the exploratory-ascertaining stage, criteria for evaluating the formation of competence were developed, assessment indicators for determining the levels of formation were established, pedagogical conditions were identified and described, a structural-functional model of forming communicative competence of future physical education teachers was developed, a diagnostic experiment was conducted, the state of formation of the components (stimulating, cognitive, organizational-communicative, and health-preserving) was analysed, and the educational-methodological support of the experimental study was refined.

The formative stage involved the direct conduct of the experiment: the selection and distribution of students into control and experimental groups; the implementation of the identified pedagogical conditions in the educational process of future physical education teachers; and the introduction of the structural-functional model of forming communicative competence. At the summarizing stage, the final diagnostic assessment of the level of communicative competence formation in future physical education teachers was conducted, the obtained data were analyzed and processed mathematically, and the results of the experimental work were generalized to determine the effectiveness of the pedagogical conditions and the structural-functional model in the process of forming communicative competence in future physical education teachers, followed by the formulation of general conclusions.

It should be emphasized that the structure corresponds to scientific approaches to conducting pedagogical experiments. The dissertation also presents the developed Program for the Formation of Communicative Competence in Future Physical Education Teachers as a holistic system in which all stages are subordinated to a common goal.

The conclusions drawn by the author testify to systematic, well-considered, and scientifically substantiated research with a high level of validity of the obtained results. The work possesses considerable scientific and methodological potential for reforming the training of future physical education teachers in the context of current requirements.

Completeness of the Presentation of Results in Published Works. The main results of the research are presented in 15 scientific publications by the author, 12 of which are single-authored. Four of these publications reflect the key scientific results of the dissertation in professional scientific journals of Ukraine, Category «B»; nine are of an approbation character; and two publications additionally reflect the scientific results of the study. An analysis of the aims and conclusions of the articles confirms their consistency with the scientific results of the dissertation. The content and number of published works meet the requirements of the Ministry of Education and Science of Ukraine regarding the publication of the main content of a dissertation submitted for

the degree of Doctor of Philosophy and entitle the candidate to the public defence of the dissertation research.

Debatable Provisions and Remarks on the Content of the Dissertation.

Positively evaluating the obtained results of LIU Han's dissertation research, we consider it necessary to highlight certain debatable points that require clarification and explanation, which may be taken as recommendations and suggestions:

1. In the first chapter of the dissertation (subsections 1.2, 1.3), considerable attention is given to the essence of training future physical education teachers in educational institutions, with references to the works of domestic and foreign scholars. In our opinion, it would be advisable to include more of the author's own generalizations and to engage critically with established views. In this case, it would be more appropriate to identify the positive and negative aspects from the author's perspective, as well as to determine similarities and differences. Such a comparative analysis of foreign and domestic approaches would better emphasize the research nature and the author's own position.

2. We believe that the study would be enriched by an analysis of how the presented structural-functional model of forming communicative competence in future physical education teachers could be adapted to other pedagogical specialties.

3. The dissertation addresses a wide range of terminological concepts; however, it would be advisable to maintain greater terminological consistency. For example, in the dissertation text (pp. 185, 212) the terms «*bachelor of PE*», (p. 187) «*bachelors of PE*», (p. 20) «*students of PE*», and (p. 197) «*PE students*» are used. In our opinion, the more correct formulation would be «*students of the specialty 014.11 Secondary Education (Physical Education)*».

4. We note that the dissertation refers to a number of key normative documents, which highlights the relevance and regulatory basis of the work. However, in our view, the research would have benefited from an analysis of the Professional Standard «*Teacher of a General Secondary Education Institution*» (2024). It should also be mentioned that while the dissertation refers (pp. 18, 49, 194) to the Higher Education Standard for the specialty 014.11 Secondary Education (Physical Education), first (bachelor's) level, there is no information on this specialty in the official list of approved higher education standards on the website of the Ministry of Education and Science.

5. From the dissertation text, the methodology for forming the experimental (EG) and control (CG) groups, the method of selection, and the distribution by year of study are not entirely clear.

6. In our opinion, it would be appropriate to include in the appendices the profiles of the educational and professional programs with a list of educational components of the specialty 014.11 in all higher education institutions whose students participated in the experiment. This would make it possible to trace the competences and learning outcomes that directly ensure the fulfillment of the stated objectives.

However, the remarks expressed do not have a fundamental character and do not

diminish the positive evaluation of the scientific work. Rather, they are intended to encourage scholarly discussion.

Conclusion on the Compliance of the Dissertation with the Requirements of the «Procedure for Awarding Scientific Degrees». Summarizing the above, we state that LIU Han's dissertation on the topic «Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions» is a completed independent study that contains scientific novelty and original contributions, and has both theoretical and practical significance in its results. The formatting of the work complies with the requirements of the Order of the Ministry of Education and Science of Ukraine No. 40 of January 12, 2017 (as amended by Order of the Ministry of Education and Science of Ukraine No. 759 of May 31, 2019) «On Approval of the Requirements for Dissertation Formatting», and the «Procedure for Awarding the Degree of Doctor of Philosophy and Revocation of the Decision of a Specialized Academic Council of a Higher Education Institution or Scientific Institution on Awarding the Degree of Doctor of Philosophy» (Resolution of the Cabinet of Ministers of Ukraine No. 44 of January 12, 2022, as amended by Resolutions of the Cabinet of Ministers No. 341 of March 21, 2022, No. 502 of May 19, 2023, and No. 507 of May 3, 2024). Therefore, LIU Han fully deserves to be awarded the degree of Doctor of Philosophy in Specialty 011 Educational, Pedagogical Sciences, within the field of knowledge 01 Education/Pedagogy.

Official Opponent:

Dean of the Faculty of Physical Culture,
Sports and Rehabilitation,
Yuriy Fedkovych Chernivtsi
National University,
Doctor of Pedagogical Sciences, Professor

Yurii MOSEICHUK

