

REVIEW
of the Official Opponent
SHUKATKA Oksana Vasylivna
of the Dissertation by **Liu Han**
**«FORMATION OF COMMUNICATIVE COMPETENCE IN
FUTURE PHYSICAL EDUCATION TEACHERS IN HIGHER
EDUCATION INSTITUTIONS»,**
submitted for the degree of Doctor of Philosophy (PhD) in
Specialty 011 Educational, Pedagogical Sciences

Relevance of the Research Topic

In the context of contemporary educational challenges, the requirements for the professional and pedagogical training of future physical education teachers in higher education institutions are increasing exponentially and give rise to new pedagogical tasks that require a high level of communicative competence.

One of the current needs is the improvement of the educational process in the field of physical education. This requires that students properly master the educational components defined by the educational standard, which are aimed at enabling future teachers to acquire fundamental theoretical knowledge, practical skills, of professional interpersonal communication, and the ability to maintain a high level of pedagogical interaction while conducting physical education classes with pupils.

From this perspective, the topic of Lyu Han's dissertation "Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions" is quite timely. The relevance of the dissertation research is properly substantiated in the content of the dissertation. The study of the dissertation text and the scientific publications related to the research topic demonstrates that the reviewed work by Liu Han is devoted to the investigation of a relevant and insufficiently explored problem of pedagogical education.

Connection of the Research with Scientific Programs, Plans, and Topics

The research was conducted within the framework of 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, Conclusions, and Recommendations Formulated in the Dissertation, and Their Validity

The results of the dissertation research are objective, based on a sufficient amount of research material, and are confirmed by the breadth of coverage and the generalization of the primary materials collected and processed personally

by the author, as well as by the use of a comprehensive set of scientific research methods. The obtained indicators were calculated using methods of mathematical statistics.

When analysing the soundness of the scientific provisions and conclusions, it is first of all necessary to note the logical interconnection between the title of the scientific direction, the formulation of the aim, and the research objectives. The conclusions follow from the tasks and the content of the dissertation research; their objectivity and novelty are beyond doubt. The methodological and theoretical foundation of the research has been clearly defined by the author.

The main theoretical and practical results of the dissertation research are presented in 15 publications by the author (12 of them single-authored): 4 reflect the main scientific results of the dissertation (all published in Ukrainian professional scientific journals of category “B”); 9 are of an approbation nature; and 2 publications additionally reflect scientific results.

The work consists of annotations, a list of abbreviations, an introduction, three chapters, conclusions to the chapters, a general conclusion, and a list of references (287 sources), as well as 9 appendices covering 34 pages. The dissertation contains 34 tables and 10 figures. The total volume of the dissertation is 301 pages, of which the main text accounts for 198 pages.

The Reliability of the Results and Their Scientific Novelty

Among the most significant scientific results, it should be noted that the author, for the first time, has identified and theoretically substantiated the pedagogical conditions for the formation of communicative competence in future physical education teachers in higher education institutions, developed an effective methodology for their implementation in the teaching of professional training disciplines, and created an original Program for the formation of communicative competence in students of higher education institutions. Furthermore, a structural and functional model of the formation of communicative competence in future physical education teachers has been developed, which represents a combination of strategic, conceptual-methodological, and criteria-diagnostic blocks that together make it possible to take into account the dynamically changing requirements for the formation of communicative competence in future physical education teachers in higher education institutions.

We are pleased to note that the doctoral candidate has improved the content and essence of the concepts of “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”, as well as substantiated the criteria and levels of the formation of communicative competence of future physical education teachers in higher education institutions.

Further development has been achieved in the content of professional training within the framework of forming communicative competence in future physical education teachers in higher education institutions, as well as in the forms and methods of developing this competence among students.

Practical Significance of the Research Results

The practical significance of the research results lies in the development and implementation of authorial materials into the educational process of higher education institutions, which make it possible to significantly increase its effectiveness.

It is necessary to point out the sufficient geographical scope of the implementation of Liu Han's dissertation research results.

The main provisions and results of the study have been introduced into the educational process of professional training for 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 Content of the Dissertation, Its Overall Completeness, and the Consistency of Its Main Provisions

In the first chapter, **"Theoretical Foundations of the Professional Training of Future Physical Education Teachers for Professional Activity"**, the current trends in preparing future physical education teachers for professional activity in higher education are analysed, the essence of the concept of "competence" is characterized, scientific perspectives on the substantive content of the concept of "professional training" of future physical education teachers are presented, and a schematic representation of the components of communicative competence of future physical education teachers is developed.

In our opinion, it is noteworthy that the author has highlighted both domestic and foreign experience in the training of physical education teachers in educational institutions, the study of which opens new opportunities for improving higher education in Ukraine in the context of its adaptation to European educational standards. The specific features of professional training of future physical education teachers in different countries of the world have been identified. The analysis of global trends makes it possible to determine effective directions for improving the national system of training pedagogical staff in physical education in accordance with the current challenges of the educational sphere.

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 author highlights the specific features of the formation of communicative competence in future physical education teachers and proposes a

structural-functional model for its development. This model substantiates a set of methodological approaches, namely: systemic, competence-based, personality-oriented, and activity-based. The developed model provides for the observance of several principles, in particular: scientific validity, professional orientation, consideration of individual characteristics, variability, and innovation.

The structural components of the formation of communicative competence in future physical education teachers are identified as follows: stimulating, cognitive, organizational-communicative, and health-preserving, each characterized by motivational, knowledge-based, communicative, and health-preserving criteria and indicators. The comprehensive formation of these components made it possible to distinguish the evaluative levels of competence formation: high, sufficient, satisfactory, and low.

The dissertation emphasizes the implementation of pedagogical conditions for the formation of communicative competence in future physical education specialists in the process of professional training, namely: designing an educational environment that ensures broad opportunities for the development of communicative activity of each future teacher of physical education; the use of active forms and methods of teaching aimed at deepening and systematizing knowledge of the formation of communicative competence of future teachers of physical education; the development of general and professional competences (including communicative competence) within the context of an interdisciplinary approach to professional training of future teachers of physical education; and the enhancement of organizational and communicative skills and abilities in future physical education teachers.

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 components (stimulating, cognitive, organizational-communicative, and health-preserving), criteria (motivational, knowledge-based, communicative, and health-preserving), indicators, and levels (high, sufficient/optimal, satisfactory/productive, and low/basic) of the formation of communicative competence are defined.

The pedagogical experiment consisted of analytical, exploratory-ascertaining, formative, and generalizing stages and was carried out over four years (2021–2025).

The researcher indicates that in the experimental training, the structural-functional model of forming communicative competence of future specialists in physical education was implemented along with specifically defined pedagogical conditions, which effectively ensured the development of this competence throughout the entire research process and served as a solid theoretical, organizational-technological, and practical foundation for conducting the scientific study. The analysis of the results of the pedagogical experiment confirmed the effectiveness of the structural-functional model of

forming communicative competence of future specialists in physical education in higher education institutions.

The conclusions present the main results of the study of the problem, outlining the fundamental requirements for the training of students with the aim of forming their communicative competence as a systemic and holistic process at all its levels. Proposals have been formulated for further exploration of the problem of developing communicative competence in future physical education teachers in higher education institutions, which envisage research into the theoretical foundations of intercultural communication formation in future teachers and the implementation, under blended learning conditions, of innovative communicative technologies in the educational process of pedagogical students. These technologies will effectively influence the level of professional training and the ability to make well-considered decisions in a multicultural environment.

Style and Language of the Dissertation

The material of the dissertation is presented consistently, in a scientific, clear, and concise style. Overall, the dissertation is a completed scientific work that corresponds to the profile of Specialty 011 Educational, Pedagogical Sciences.

Debatable Provisions and Recommendations for Improving the Content of the Dissertation

While positively evaluating Liu Han's dissertation research, it is necessary to identify several remarks that may serve as points for discussion during the defense:

1. Chapter 1 (Section 1.2) contains valuable analytical material on current trends in the training of future physical education teachers; however, the work would benefit if the author added a critical analysis or problem-oriented aspects of implementing the mentioned approaches in practice, in order to increase the level of scientific substantiation (for example, challenges of digitalization, interdisciplinary overload, etc.).

2. Despite a solid theoretical foundation, in the description of the third pedagogical condition there is a lack of concrete examples of implementing the interdisciplinary approach in the educational process. It would be advisable to provide examples of integrating the content of academic disciplines during students' teaching practice, developing interdisciplinary projects, or fragments of training sessions.

3. Although the text presents a list of methodologies (by Ye. Rohova, T. Ehlers, L. Berezhna, and others), there is insufficient justification for their adaptation to the specialty 014.11 Secondary Education "Physical Education," particularly regarding how they correlate with the professional specifics of future physical education teachers. It would have been appropriate to substantiate why exactly these tools best reflect the formation of communicative

competence in the context of professional training of physical education specialists.

At the same time, it should be noted that the remarks expressed are not fundamental; they are of a recommendatory nature and do not significantly affect the overall positive evaluation, nor do they diminish the scientific value of Liu Han's dissertation research.

General Conclusions

The conducted analysis provides grounds to draw the general conclusion that, in terms of relevance, content, the totality of obtained results, scientific novelty, theoretical and practical significance, reliability, and completeness of their presentation in publications, the dissertation "Formation of Communicative Competence in Future Physical Education Teachers in Higher Education Institutions", submitted for the degree of Doctor of Philosophy (PhD) in Specialty 011 Educational, Pedagogical Sciences, is a completed and comprehensive study of a significant scientific problem. It meets the requirements formulated in the "Procedure for Awarding the Degree of Doctor of Philosophy and Revocation of the Decision of a One-Time 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 of January 12, 2022, No. 44) and the Order of the Ministry of Education and Science of Ukraine No. 40 of January 12, 2017 "On Approval of the Requirements for Dissertation Formatting" (as amended on July 12, 2019), which provides grounds for awarding Liu Han the degree of Doctor of Philosophy (PhD) in Specialty 011 Educational, Pedagogical Sciences.

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