

**Modelling Didactic Communication Technology in Sports Psychopedagogy for
Developing Transformative Skills and Perspective Abilities in Physical Education and
Sport**

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Abstract

The process of psychopedagogical communication in the field of sports can be considered a specific form of message, presented in a wide circle of scientific fields and consequently can be examined in terms of the models offered in the theory and technology of didactic communication, having a fundamental role transfigured in its original form and progressive in teaching, learning and assessment.

The status and role of didactic communication are essential coordinates in the realisation of social personality. The ability to communicate is a particularly important element in the development of social competence in the first stages of human development, and it represents an essential part of the educational process.

The character of the general-theoretical and praxiological concept of psychomotor actions is modelled on stages of communication (forecasting, initiation, directing communication and analysis of the pedagogical process of communication), on levels of manifestation in physical and sports education (preschool, general, pre-university, professional and university education), communication schemes within the school activity influence the cognitive, affective, motivational, volitional-action processes of the subjects, the psychosocial climate, the degree of group cohesion and efficiency, having various communication roles (formal, interpersonal, individual, theoretical).

The development of communication skills is fundamental to the teacher trainer's work.

Pedagogical and psychophysical training in sports is body language as powerful as words, as the basic unit of active vocabulary.

The modelling of communication art technology is a methodical process for optimising professional training and perfecting athletes, structuring and ordering the content of body language in the field of physical education and sports.

Keywords: pedagogical and psychophysical training, technology, communication art, psychopedagogy.

Introduction

The study of the specific bibliography and the selection of the most valuable recommendations for resolving the quality problems of the didactic communication technique art represent a rather arduous investigative activity. Psychopedagogical communication can be considered a key objective in expanding the network of new information technologies as a complex and dynamic strategic phenomenon with exploratory content units for the formation and development of human personality language.

From the perspective of the psychopedagogy of physical education and sports, the analysis of the communication process in the context of the instructive-educational teaching-learning phenomenon is a universal, productive, and constructive force (Stephen J.B. 2011). The general didactics of physical activities does not neglect the contribution of psychopedagogical sciences, the theory of temperament, with communication models (sanguine, choleric, melancholic, phlegmatic), medical-biological, social, mathematical-statistical, modern languages, etc., through the conceptual system contributes to scientific knowledge and mastery of communication in cognitive, affective and behavioural aspects (Dumitru, G. 1997). In the context of communicating new movement science content in the field of sports, both coaches, teaching education system staff, students, and pupils can interact with other specialists to achieve the objectives of sports performance.

The purpose of the work is to expose the set of psycho-pedagogical communication tools applied in the field of physical education science and sports in the professional training of students, and to optimise the performance of sports-pedagogical language.

If, through intelligible verbal communication, of the external language, the information of the operational contents of biopsychomotor activities is expressed, forming the cognitive-intellectual competence, then the teacher's repertoire in non-verbal skills, the professional orientation is given to the expressiveness of mimicry, gesture, pantomime, related to the internal personality posture (Dicționar de psihologie, 1997). In non-verbal communication, the subject changes his impressions, emotional experiences, desires, intentions, expectations, and attitudes, which express a subjective-individual praxiological content, or, in a sports team, conscious competence built on motivation is formed, serving as the catalyst for global learning (Grimalschi, T. 2014). The student's heuristic communicative competence, as they enter the immediate learning phase, can explain the biomechanical execution of exercises and comment orally on graphs, diagrams, and images based on scientific research, developing heuristic skills. The communication scheme within physical activity influences subjects' cognitive, psychomotor, affective, behavioural, motivational, and volitional-action outcomes. The psychosocial climate, the degree of cohesion, and the efficiency of the sports team improve with sports mastery (Dumitru, G., 1997).

The results of scientific research in the field of physical education have identified the technology of forming the textual competence of the macro-didactic communicative situation (Danail, S. 1989), the formation of the rhythm of communication in the professional pedagogical activity (Aftimiciuc, O. 1989, 2018), dialogic-didactic communication at different linguistic levels (Tomsa, N. 2003), the formation of written language (Timus, M. 2016), the culture of communication in the field of physical education and sports language (Luca, A. 2005), the training of professional skills of physical culture institutions students within the discipline of English by Nastas, N. based on the fields of Communication, Culture, Connection, Comparison and Society (2020).

Transition models of communication activity technology were developed at the methodological level of the educational process, with functions of verbal, written, and

praxiological expression in the formation of communication skills, motor actions, and the demonstration of creative potential, based on memory concentration and knowledge integration. The process of memory integration and verbal, non-verbal expression is carried out on the basis of the sensory organs (visual, auditory, sound, tactical, olfactory) and the integration of knowledge with a pronounced transitional informative-formative character that processes, stores and permanently uses the information from environment, external and internal ones in three areas: 1) **restructuring area** current transition information; 2) **middle area** of periodic restructuring; 3) **global area** transitional, communication-learning reformers (Grimalschi, T. 2024).

In the first area, the development of expression is achieved, which refers to the formation of the taste in writing, the style of communication and listening, the intonation and harmony of the voice, verbal and facial feelings, the taste of movement, and expressiveness. Incorporating numerous physiological, psychological (sensitivity, aesthetic sense), and cultural-level characteristics in the form of expression, based on an understanding of those mentioned and involved in logical learning and creation, the psychology of movement and the adjustment of the non-verbal mode of expression are studied.

In the second area, the middle transition area, the process of memory activation of large-scale thinking takes place. The capacity of the verbal and non-verbal activities of the progressive learning effort, the mobilisation of all intellectual functions and the emotional-motivational psychoenergies is concentrated and exploited.

In the third area, the global reformatory/transitional area, professional communication training includes the specific performances in movement pedagogy:

1. Knowledge of specialised terminology, sports-pedagogical language as a qualitative communication system using non-verbal means, gestures, facial expression, body position, movement aesthetics, clothing, emotions, clapping according to a rhythm, accompanying the partner through the execution phases of the exercise.

2. Knowledge of the global connection of the neuromuscular system groups for remotely directed practice with various vocal, paraverbal characteristics, regulating the vocal cords, tonality, intensity, rhythm of speech, etc.

Verbal communication in its oral and written form is historically established as an essential factor and mechanism of social life. Through the mediation of social-cultural and sports life, other communication tools emerged: the imagistic language of choreographic arts, the figurative-symbolic language of music used in the fields of physical education and gymnastics, aerobics, sports dance, kinetotherapeutics, musical accompaniment, and the languages of science and kinesthetic programming.

According to the dictionary of psychology (Dicționar de psihologie, 1997), each form of movement and organisation of matter corresponds to a certain genre/code of communication with ambience, what is around the personal Universe, joining their natural, material world, social or moral; environment or existence, atmosphere, its space, climate, "the world". In inorganic material systems, communication with the environment occurs within the context of the principle of universal connection (Dicționar de psihologie, 1997).

Our current knowledge regarding the transmission of electrical information from the environment to the body is insufficient, but that regarding the transmission from the body to the environment, totally insufficient (Grimalschi, T. 2024). The surrounding environment is an electrical environment; it represents all natural and artificial electromagnetic phenomena that surround us. We can say that, through electromagnetic energy, the living organism

communicates with the Universe, serving as a source of information about the processes that maintain the body's rhythm and balance.

The energy levels of communication are connected through the energy centres, which allow energy to pass from one level to another, filtering and adapting the universal energy according to the body's needs, reducing the indicators to the operating parameters. Under the influence of sports training, the fundamental processes that take place in the central nervous system, the energy potential, remain valid over time within strictly personal limits. Electromagnetic fields in the body interact with other fields in the body and near a person, including the biomagnetic fields of other individuals, for example, during sports training.

A magnetic field can influence another magnetic field through bioelectromagnetic communication, producing visible changes in the functioning of the body, including the muscle tissues.

This electromagnetic communication is important for the programming of sports and competitive training, providing a scientific support and a model for the training of performance athletes, eliminating the inhibitions and complexes of the disciplines on all levels: physical, emotional, mental and spiritual (Grimalschi, T. 2024)

Biopsychosocial-electromagnetic information about the athlete's body is the most important information coaches have at their disposal for directing the pace of an effective, well-organised training program. The content of sports training framed in a longer or shorter term strategy based on updated programs and specially developed plans on electromagnetic levels: physical-material, emotional-mental and transcendent level (Grimalschi, T. 2024) which is the natural source of knowledge through visual, auditory, tactile, gustatory and olfactory stimuli, physical, physiological and mental stimuli serving as channels for transmitting the message, as a non-verbal communication process.

The evaluation of the results obtained by 140 sporting value subjects was carried out by external evaluators, based on rigorously developed scales and in accordance with the refereeing regulations for sports wrestling, boxing, and gymnastics competitions.

The experimental findings confirmed the magnetic field's informational role in the results obtained by the subjects. The communicative value of the low-intensity magnetic field (-0.116 – $+0.633$) produces sensations of physical, functional, and psychological deficiency, reduces the degree of difficulty of the competitive task, and affects the effects of their covariation on the level of sports performance. The value of the magnetic component changes with time.

The methods of the negative spectrum of the body's electromagnetic field have been shown to reflect physical, functional, mental and intellectual deficiency feelings, as well as self-denial of the grace exterior, unfavourable educational ambition, identification of inappropriate behaviour and conduct, clichéd language spoken in the presence of the team and not in the last line, the previous experience – accidents, stresses, aggressiveness, failure in competitions (Grimalschi, T. 2024).

Thus, communication, internal bio-psycho-electromagnetic biofeedback is a strategy in performance sports on which the entire psychic and functional organisation of man is structured and developed; it is a continuous flux of information about the inner state.

Conclusions, compelling and persuasive communication by the teaching staff and pupil/student necessarily requires the fulfilment of some conditions of psychosocial and psychophysical interaction through which the subjects exchange messages, achieve specific objectives, direct, describe, explain constructivist, control the action, correct and predict the body language of a person or group, methodologically influences each other through

convictions of correct execution of the movement and is convinced that what has been communicated is understood on the condition that he applies what he has learned in practice. Subjects broaden their field of applicability through self-regulation of psychic states, as a self-regulation state of active sports-artistic creation consciousness expressed by stocks of complex quantitative and qualitative informational energies.

External and internal communication skills, through pedagogical training, respecting orthographic, international, punctuation, lexical, and grammatical norms, and the rigours of the functional style of correct speech, are the mission, ideal, and fundamental principles of physical education and sports. Promoting intersport-cultural dialogue to collaborate in pairs, variable pairs, in a triangle and group/team, to express creative thinking orally and in writing, it is necessary to apply concrete and scientific terms, to understand/perceive their psychomotor and functional role, to respect the opinions of their peers in various communication situations in order to delimit the emotional blockage.

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