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COMMUNICATION COMPETENCIES OF PHYSICAL AND HEALTH EDUCATION TEACHERS AS A FACTOR IN THE QUALITY OF THE TEACHING PROCESS

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Abstract: *Teachers' communication competencies represent one of the fundamental components of teachers' professional competence and play a crucial role in ensuring the quality of the educational process, particularly in Physical and Health Education, where effective interaction and direct communication with students are essential. The aim of this study was to examine the importance of communication competencies of Physical and Health Education teachers as a determinant of teaching quality through a comprehensive review of relevant scientific literature. A narrative literature review was conducted using analysis, comparison, and synthesis of national and international studies addressing pedagogical communication, teacher competencies, and the specific characteristics of Physical and Health Education. The findings indicate that well-developed communication competencies significantly enhance teaching effectiveness by facilitating clearer knowledge transfer, improving classroom management, fostering a positive psychosocial climate, and increasing students' motivation for active participation. The analysis highlights the importance of verbal and nonverbal communication, constructive feedback, pedagogical sensitivity, and teachers' ability to adapt communication strategies to students' individual needs and developmental characteristics. Furthermore, effective communication contributes not only to improved educational outcomes but also to the promotion of positive attitudes toward physical activity, healthy lifestyles, and collaborative relationships within the school environment. The study concludes that communication competencies constitute a core element of professional teaching competence and should be continuously developed through both initial teacher education and lifelong professional development. Strengthening these competencies has the potential to improve teaching quality, student engagement, and the overall effectiveness of Physical and Health Education.*

Keywords: communication competencies, pedagogical communication, physical and health education teacher, student motivation, psychosocial climate, teaching quality.

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Introduction

In the context of contemporary education, the teacher is recognized as one of the key factors influencing the quality, effectiveness, and outcomes of the educational process. Today, the teacher's role extends far beyond the mere transmission of teaching content and includes active participation in shaping students' personalities, attitudes, values, and approaches to learning (Darling-Hammond et al., 2020). In this complex process, the way a teacher communicates with students is of particular importance, as communication represents the fundamental means of achieving educational objectives.

Modern pedagogical and didactic perspectives indicate that the quality of teaching largely depends on the development of teachers' communication competencies (Šejtanić, 2019). Communication in teaching is not limited solely to the transfer of information; rather, it encompasses a wide spectrum of interactions that influence students' motivation, engagement, sense of security and belonging, as well as the formation of a positive psychosocial climate (Pianta, Hamre, & Allen, 2012). It is particularly important to emphasize that communication in the teaching process is realized through various forms, both verbal and nonverbal, which together contribute to understanding, encouragement, and guidance of students' behavior and activities.

Physical and Health Education, as a specific and dynamic teaching context, poses additional communication challenges for the teacher. Unlike classroom teaching, this form of teaching takes place in conditions of increased physical activity, movement, group work, and direct interaction, which require clear, timely, and appropriately adapted communication. In such an educational context, the teacher's role extends beyond a purely instructional function and includes continuous provision of feedback, fostering student motivation, and demonstrating pedagogical sensitivity toward students' individual abilities, needs, and emotional states. In such an educational context, the teacher's role goes beyond the mere instructional function and includes the continuous provision of feedback, the encouragement of student motivation, as well as the demonstration of pedagogical sensitivity toward their individual abilities, needs, and emotional states. Research indicates that the quality of teacher communication in Physical and Health Education significantly influences students' participation in activities, motivation, and the formation of positive attitudes toward physical activity and healthy lifestyles (Bailey, 2006; Chen et al., 2023).

In practice, significant differences can be observed in the ways Physical and Health Education teachers communicate with students, which directly affects the quality of the teaching process. While some teachers use communication solely as a means of control and discipline, others recognize it as an instrument for encouraging cooperation, trust, and active student participation. This difference in approach raises numerous pedagogical questions regarding the role of communication competencies in achieving educational objectives and their impact on students' overall experience in Physical and Health Education classes.

A question that naturally arises within this topic is how teachers' communication competencies contribute to improving the quality of the teaching process and to what extent

they influence student motivation, their attitudes toward physical activity, and the development of a positive classroom climate. In other words, the dilemma emerges as to whether effective Physical and Health Education can be achieved without well-developed pedagogical communication and to what extent communication represents a key prerequisite for successful teaching practice. Despite the importance of teachers' communication competencies, which has been confirmed in numerous pedagogical and psychological studies, it can be observed that existing knowledge is most often focused on the general context of teaching, while the specific characteristics of communication in Physical and Health Education are significantly less represented in the scientific literature. Existing research mainly addresses individual aspects of communication, such as feedback, student motivation, or classroom management, whereas studies that comprehensively examine teachers' communication competencies in Physical and Health Education as a factor in the quality of the teaching process are relatively scarce. This theoretical gap serves as the starting point for this paper.

Based on these considerations, the aim of this paper is to examine, through a theoretical analysis of relevant pedagogical and didactic literature, the importance of communication competencies of Physical and Health Education teachers as one of the key factors in the quality of the teaching process, with particular emphasis on their role in creating a stimulating, safe, and motivational learning environment.

Theoretical Consideration of the Significance and Definition of Communication Competencies in the Context of Physical and Health Education

In contemporary education, pedagogical communication represents a fundamental element of an effective teaching process, given that the quality of teacher–student interaction directly influences student motivation, engagement, and achievement. Through communication, teachers not only convey instructional content but also shape the psychosocial atmosphere in the classroom, encourage critical thinking, and develop students' social competencies (Šejtanić, 2019). In Physical and Health Education, the importance of this aspect is particularly pronounced, as the activities involved are interactive and require constant dialogue and feedback—whether verbal or nonverbal—in order to ensure safety, correct performance of exercises, and the development of healthy lifestyle habits (Vasileva, 2015).

The concept of competence was first mentioned in the journal *American Psychologist* in 1973 and was introduced by the American psychologist David McClelland. Dell Hymes (1966) was among the first authors to systematically approach this concept, emphasizing that communicative competence encompasses more than linguistic knowledge—it also includes social appropriateness within a specific context.

In this regard, Blažková (2011:108) defines competencies as “the set of all key professional and personal skills, talents, and behavioral patterns that an individual needs in order to successfully fulfill defined professional goals and duties.”

Teachers' communication competencies can be defined as an integrated set of knowledge, skills, and affective abilities that contribute to effective, purposeful, and developmentally supportive interaction (Trivunović, 2017). They primarily include the ability to convey instructional content clearly and in an adapted manner, active listening, assertive expression,

empathy, adaptation to students' individual needs, and ethical conduct in all situations. For this reason, communication competencies are increasingly highlighted as one of the most significant professional aspects that directly influence the quality of teaching, the psychosocial climate in the classroom, and the holistic development of students.

In Physical and Health Education, communication competencies enable teachers to effectively manage group dynamics, motivate students to actively participate in physical activities, and ensure a safe and stimulating learning environment. These competencies include the ability to clearly convey content, use adaptable speech, and employ nonverbal signals that encourage active participation and the development of healthy habits among students (Chen et al., 2023).

Furthermore, effective classroom communication involves not only the transmission of information but also the creation of a supportive learning environment. The personality of a Physical Education teacher does not fundamentally differ from that of other educational professionals; however, the specific nature of their work arises from the particular characteristics of teaching and extracurricular activities. Understanding one's own role and pedagogical competencies enables the teacher to effectively direct their work, motivate students, and achieve established goals. One of the most important characteristics of a teacher is the ability to convey knowledge and instructions clearly and comprehensibly, using speech, gestures, facial expressions, graphic representations, teaching aids, and controlled body movements. Quality communication with students, as well as motivating messages that encourage activity beyond Physical Education classes, have a determining influence on students' motivation, engagement, and achievement (Martinović & Branković, 2012).

Teachers' communication competencies are closely related to the effectiveness of the teaching process. Well-developed competencies ensure that teachers provide clear instructions, respond appropriately to individual student needs, motivate students to actively participate, and offer an adequate level of feedback (Zlatić, 2022). In the context of Physical Education, this includes not only the transmission of knowledge about techniques and proper exercise performance but also fostering students' self-confidence, developing self-discipline, and promoting ethical behavior in sports. In Physical and Health Education, effective communication enables a better understanding of the importance of healthy lifestyles and encourages students to apply learned principles in everyday life (Šejtanić, 2019).

Teachers' communication competencies represent an integral part of professional identity and expertise, and their implementation in Physical and Health Education directly influences the quality of the teaching process and student development. The development of these competencies requires continuous professional training, self-evaluation, and adaptation to contemporary pedagogical and technological demands of schools in order to ensure interactive, motivating, and safe environments for students' learning and personal growth.

Based on the aforementioned theoretical definitions of teachers' communication competencies, it is clear that their importance does not remain at the level of definitions but achieves its full value only in concrete teaching situations. In this sense, the way teachers apply their communication knowledge and skills in practice is reflected through various types

and styles of communication they use in working with students, particularly within the specific conditions of Physical and Health Education classes.

Despite differences in their theoretical foundations, all of the aforementioned approaches define communication competence as a complex and multidimensional construct that, in addition to the transmission of information, encompasses the social, emotional, and professional aspects of interaction that are relevant to the successful implementation of the teaching process.

However, it can be observed that most existing conceptualizations have been developed at a general level and do not sufficiently take into account the specific characteristics of particular subject areas. This is especially evident in physical and health education, which differs from most school subjects in terms of both its organization and content.

Specifically, physical and health education is conducted within a unique environment characterized by intensive interaction between teachers and students, the demonstration of motor tasks, the continuous provision of feedback, the management of group dynamics, and the maintenance of student safety during physical activities. In such circumstances, communication competencies extend beyond the boundaries of clear and effective verbal expression and include the ability to appropriately employ nonverbal forms of communication, motivate students to participate actively, adapt communication to their individual characteristics and needs, and create a positive socio-emotional climate that fosters learning, cooperation, and students' personal development.

Building upon these theoretical considerations, it may be argued that an integrative approach to communication competencies provides the most comprehensive understanding of their role in physical and health education. This approach integrates the sociocultural dimension of communication, the professional requirements of the teaching profession, and the specific features of the educational context, thereby offering a more comprehensive framework for understanding communication processes in teaching. At the same time, it enables communication competencies to be viewed not only as a means of transmitting information but also as an important factor in achieving educational, developmental, and health-related objectives, fostering a positive classroom climate, and encouraging students' active participation in the teaching and learning process.

Verbal and Nonverbal Communication of Physical and Health Education Teachers

In Physical and Health Education classes, it is particularly important to establish high-quality and open communication between teachers and students, as the teaching process takes place under specific conditions that involve constant interaction, cooperation, and direct contact. Through various forms of communication, teachers operationalize their communication competencies and adapt them to the dynamics of the teaching process, the students' age, and the requirements of the instructional content. Students more easily develop motivation and a sense of security when they perceive the teacher as someone who genuinely cares about their physical, emotional, and social development. The most effective communication is achieved in an atmosphere of mutual trust, when the teacher actively participates in both

curricular and extracurricular activities as an equal member of the group, rather than exclusively as a transmitter of information (Šejtanić, 2016).

The most important component of a teacher's professional qualities is the ability to communicate with students, as the success of teaching partly depends on the quality of interaction with them. Every exercise represents a specific form of interaction between teacher and students, which must be adapted to the students' age, abilities, and current physical and psychological condition. Effective communication requires clear, concise, and understandable expression, logically structured information, and the possibility of two-way exchange between teacher and students.

Within pedagogical communication in Physical and Health Education, particular importance is given to forms of communication which enable direct interaction between teacher and students during dynamic and practical activities. Considering various types and styles of communication, it becomes evident that their implementation in teaching practice is primarily manifested through verbal and nonverbal communication. The manner in which teachers use verbal and nonverbal signals directly affects the understanding of instructional content, student motivation, and the quality of socio-emotional relationships within the class. Therefore, the analysis of verbal and nonverbal communication is of particular importance for understanding effective pedagogical communication in the teaching process.

Verbal communication in this context refers to the use of spoken and written language for educational purposes during Physical and Health Education classes. Effective verbal communication requires the teacher's ability to express themselves clearly, precisely, and appropriately, as well as to practice active listening and provide meaningful feedback. A teacher who possesses these skills can structure instructional content in an accessible manner, encourage critical thinking, ask targeted questions, and motivate students to actively participate in exercises and games (Sophia, Rustandi, & Sugiarto, 2024). Such communication contributes to a better understanding of techniques, correct task performance, and the development of trust in both the classroom and the gymnasium.

However, in the dynamic environment of Physical and Health Education, words alone are often insufficient to ensure complete understanding and effective task performance. In such situations, nonverbal communication assumes a key role, complementing verbal messages through facial expressions, gestures, tone of voice, body posture, and movement. This enables students to immediately recognize the correct way to perform exercises and to interpret the teacher's reactions to their activities. Nonverbal communication refers to the transmission of messages without words, whether intentional or unintentional. It complements or substitutes verbal communication and is used to express emotions, demonstrate attitudes, reflect personality traits, and reinforce or modify verbal messages. In other words, it involves conveying messages through means other than spoken language. A teacher who consciously uses nonverbal signals can direct students' attention, correct body posture and exercise technique, while simultaneously maintaining discipline and safety (Radenčić, 2013). In practical terms, nonverbal communication represents a key mechanism through which the teacher demonstrates movements and techniques, provides encouragement and correction without interrupting activities, thereby increasing the efficiency of the teaching process.

In the teaching process of Physical and Health Education, the alignment of verbal and nonverbal elements of communication is particularly important. When words and nonverbal cues function synchronously, the teacher's communication gains authenticity and persuasiveness, and students feel greater security and motivation to participate in sports activities. In contrast, inconsistency between verbal instructions and nonverbal signals may lead to confusion, reduce students' trust, and negatively affect the quality of task performance (Šejtanić, 2019). It follows that the integration of verbal and nonverbal communication represents a prerequisite for effective Physical and Health Education teaching, as it enables students to properly understand instructions, correctly perform exercises, and develop self-confidence in mastering motor and health-related competencies.

From this discussion, it can be concluded that the effective integration of verbal and nonverbal communication is not merely a technical aspect of teaching, but a key factor influencing students' perceptions, motivation, and achievement in Physical and Health Education.

Although verbal and nonverbal communication are interconnected and complementary, the specific characteristics of physical and health education highlight the particular importance of nonverbal communication. Unlike most school subjects, in which instructional content is primarily conveyed through speech, students in physical and health education acquire a substantial portion of information through the observation of movements, demonstrations, and the visual presentation of activities. Consequently, the effectiveness of teacher communication cannot be assessed solely on the basis of the clarity of verbal instructions, but also in terms of the teacher's ability to facilitate understanding, motivation, and the safe performance of motor activities through the appropriate use of nonverbal cues.

The significance of communication in teaching is reflected not only in its functional role during the implementation of instructional activities but also in the way it is perceived and evaluated by students. Students' perceptions of teacher communication represent an important indicator of its effectiveness, as they influence students' motivation, engagement, and attitudes toward both the teaching process and participation in physical activity.

Student Perception and the Effectiveness of Teacher Communication

Students' perception of their teacher represents one of the key indicators of the effectiveness of the teaching process, as it directly influences their motivation, engagement, and achievement. In the context of Physical and Health Education, the way a teacher communicates—through verbal instructions, nonverbal cues, and overall approach—plays a particularly significant role in shaping students' attitudes toward the subject, as well as their willingness to actively participate in curricular and extracurricular physical activities.

When considering the teacher's personality, it is important to emphasize that the way a teacher presents themselves and communicates with their environment significantly influences the relationships they establish with students, colleagues, and superiors. Students' perception of the teacher is often transferred to their attitude toward the subject itself; thus, a positive perception of the teacher can contribute to the development of interest and motivation for learning. In this context, students particularly value teachers who are able to connect instructional content with their own experiences, show understanding for their

feelings and needs, use appropriate humor, maintain a professional appearance, and cultivate an atmosphere of mutual trust and respect. Flexibility, spontaneity, and genuine enjoyment in the teaching process further contribute to students' positive perception of both the teacher and the subject as a whole.

From the students' perspective, an important segment of teacher communication also relates to classroom management. Clearly formulated expectations, encouragement of mutual interaction, the establishment and consistent implementation of rules of conduct, as well as stability and predictability in managing the teaching process, contribute to students' sense of security and trust (Stronge, 2007). When students perceive the teacher's actions as fair and consistent, a more positive perception of the teacher's communication develops, which is reflected in their behavior and engagement in class.

Based on these considerations, it can be observed that the teacher's personality, communication style, and approach to classroom management do not operate in isolation; rather, they represent interconnected factors that collectively shape students' overall experience in the learning process. The way a teacher communicates, sets expectations, and builds relationships with students directly influences their perception of the teacher, as well as the formation of attitudes toward teaching, learning, and school in general. For this reason, contemporary pedagogical research increasingly focuses on examining the characteristics of successful teachers and the ways in which they are perceived by students.

Regarding the characteristics of successful teachers, previous research highlights the importance of further study in this area. It has been shown that students' attitudes toward learning, teaching, and school, as well as their academic achievement, are associated with the way they perceive teachers' personal qualities (Đigić, 2013). Numerous authors emphasize that positive experiences in Physical Education classes can contribute to the adoption of physical activity as an integral part of students' lifestyles in adulthood (Sallis & McKenzie, 1991).

Research in the field of Physical Education indicates that teacher behavior significantly influences students' attitudes, both positively and negatively. Students who have had positive experiences with their Physical Education teacher are more likely to express favorable attitudes toward the subject and greater willingness to participate in instructional activities (Subramaniam & Silverman, 1999).

From the students' perspective, the effectiveness of teacher communication is not reflected solely in the transmission of teaching content, but primarily in the way the teacher builds

relationships and shapes students' experiences in Physical and Health Education classes. Students' perceptions of teachers' communication practices, personal qualities, and behavior in the teaching process significantly influence their motivation, sense of security, engagement, and attitudes toward the subject. When students perceive teacher communication as supportive, clear, and fair, they develop a more positive attitude toward teaching and physical activity in general, which may have long-term effects on their educational and life habits. Therefore, student perception can be considered a key indicator of the quality of teacher

communication and one of the essential prerequisites for effective Physical and Health Education teaching.

Challenges and Obstacles in Physical and Health Education Teaching

Communication of Physical and Health Education teachers takes place within a specific instructional context characterized by dynamic activities, outdoor work, increased noise levels, and the simultaneous engagement of a large number of students. In such conditions, teachers face numerous challenges that may hinder the effective transmission of information and the establishment of quality interaction with students. Limited spatial and time conditions, varying levels of students' motor abilities, and the need to simultaneously monitor safety and activity represent significant obstacles to achieving clear and consistent teacher communication.

One frequent challenge relates to adapting communication to students' individual characteristics. Differences in motivation, interests, physical abilities, and self-confidence may influence how students perceive and interpret teachers' verbal and nonverbal messages. If communication is not sufficiently adapted, misunderstandings may arise, student engagement may decrease, or negative attitudes toward the subject may develop (Xie & Derakhshan, 2021).

In analyzing the work of Physical Education teachers, it is particularly important to consider the possibility of misunderstandings between teachers and students during activities. Misunderstandings may occur with an individual student, a group, or the entire class. Differences in physical abilities, motivation, and self-confidence may affect how students interpret teachers' instructions and feedback. A Physical Education teacher must not allow such conflicts to escalate into hostility but must ensure productive and supportive communication with students. Escalating misunderstandings can significantly jeopardize the teaching process, student safety, and trust within the teacher–student relationship (Martinović & Branković, 2012).

Managing student behavior during Physical and Health Education classes also represents a particular challenge. Increased levels of activity, competitive spirit, and emotional involvement may lead to conflicts, rule violations, or reduced concentration. In such circumstances, the teacher must apply clear, consistent, and calm communication in order to maintain discipline while preserving a supportive learning atmosphere (Cothran, Kulinna, & Garrahy, 2009).

Communication challenges may also arise from organizational and materialistic conditions in which teaching is implemented. Insufficient equipment, large class sizes, and limited school resources may affect the quality of interaction between teachers and students. These factors often require a high level of flexibility and creativity in adapting communication strategies to specific working conditions. In such circumstances, the teacher must effectively convey instructions, maintain order and discipline, and ensure that every student is included in activities. Research indicates that large numbers of students and limited equipment reduce learning time and student activity while increasing the teacher's organizational workload,

which may negatively affect the quality of teaching communication and student engagement (Dyson & Casey, 2007).

Considering these aspects, it can be concluded that the challenges and obstacles in Physical and Health Education stem from the complexity of the teaching context, diverse student characteristics, organizational and material school conditions, and potential interpersonal conflicts. Overcoming these challenges requires the development of effective communication competencies, the application of adaptive and strategic communication approaches, continuous professional development, and awareness of the importance of adapting instructional interaction to students' needs, abilities, and motivation. Effective communication in this context is essential for maintaining safety, motivating students, and encouraging their active participation in instructional activities.

Methods

This paper represents a theoretical and analytical review of relevant pedagogical, didactic, and interdisciplinary literature addressing teachers' communication competencies and their significance for the quality of the teaching process, with particular reference to Physical and Health Education as a specific teaching context.

The methodological approach is based on descriptive and comparative analysis of scientific sources, with the aim of identifying fundamental theoretical perspectives on communication in teaching and highlighting key dimensions of teachers' communication competencies that are particularly significant in Physical and Health Education. The analysis included domestic and international scientific papers, monographs, doctoral dissertations, and relevant publications in the fields of pedagogy, educational psychology, communication studies, and sports pedagogy.

The selection of literature was guided by criteria of scientific relevance, timeliness, and thematic connection with the research subject. Particular attention was given to sources addressing pedagogical communication, verbal and nonverbal interaction in teaching, student motivation, psychosocial climate, classroom management, and the specific characteristics of Physical and Health Education.

The analysis involved procedures of identification, classification, and synthesis of key concepts and findings. The first step included defining the conceptual framework of teachers' communication competencies and positioning them theoretically within contemporary pedagogical approaches. The second step involved examining the specific characteristics of Physical and Health Education as an interactive and dynamic environment in which communication plays a pronounced functional and educational role. The third step encompassed analyzing the relationship between teacher communication, student motivation, and the quality of the teaching process, as well as considering challenges that may limit communication effectiveness in practice.

Based on the synthesis of relevant theoretical and research findings, conclusions were drawn emphasizing the importance of communication competencies of Physical and Health Education teachers as one of the fundamental factors of teaching quality, the development of

a positive psychosocial climate, and the formation of lasting student attitudes toward physical activity and healthy lifestyle habits.

The results of the theoretical analysis indicate that teachers' communication competencies represent one of the central professional determinants of successful teaching, particularly in the context of Physical and Health Education, where interaction, cooperation, and direct communication are indispensable elements of teaching. Unlike traditional classroom teaching, in which communication is often primarily directed toward verbal explanation and control of cognitive activities, Physical and Health Education takes place in conditions of increased dynamics, group activity, and the need for constant adaptation of teachers' instructions to specific situations.

In such a context, teacher communication is not merely a means of transmitting information but also serves to organize activities, manage group dynamics, motivate students, and ensure safety during the performance of motor tasks. For this reason, a competent Physical and Health Education teacher must possess well-developed skills of clear and timely instructional speech, as well as the ability to use nonverbal means—such as demonstrating movements, gestures, facial expressions, body posture, and eye contact—to guide students and correct task performance. Alignment between verbal and nonverbal messages enhances the authenticity of the teacher's performance and strengthens students' trust, whereas inconsistency may lead to confusion, insecurity, and reduced engagement.

A particularly significant aspect of teacher communication concerns feedback. In Physical and Health Education, feedback has a dual role: on the one hand, it serves as a tool for correcting motor activities and exercise techniques; on the other hand, it has a strong motivational and educational effect. Constructive, supportive, and progress-oriented feedback can foster students' self-confidence and positive attitudes toward physical activity. Conversely, feedback that is unclear, unfair, or directed at the student's personality rather than performance may reduce motivation, lead to avoidance of participation, and contribute to negative attitudes toward the subject.

Student motivation in Physical and Health Education is especially sensitive, as students often differ in motor abilities, physical fitness, and self-confidence. In this regard, teachers' communication competencies play a crucial role in creating an inclusive and supportive environment in which students are not evaluated solely based on results or athletic success, but on personal progress and effort. Contemporary pedagogical perspectives emphasize the importance of developing a motivational climate that encourages cooperation, self-regulation, and intrinsic motivation, rather than focusing exclusively on competition and external rewards.

Additionally, students' perception of the teacher and their communication has proven to be a significant mediating factor in the quality of the teaching process. Teachers who are communicative, fair, consistent, and empathetic are more likely to be perceived as supportive in students' learning and personal development, contributing to greater engagement and more positive attitudes toward instruction. This is particularly important in Physical and Health Education, where learning often occurs through practical activities that involve public

performance, the possibility of making mistakes, and fear of failure or peer ridicule. A teacher who demonstrates pedagogical sensitivity and communication maturity can significantly reduce these negative aspects by creating an atmosphere in which mistakes are accepted as part of the learning process.

Despite the recognized importance of communication competencies, practice shows that numerous obstacles may limit their effective application. Organizational conditions such as large class sizes, insufficient equipment, limited space and time, and increased noise levels may restrict opportunities for individualized communication. In such circumstances, teachers are often compelled to simplify communication and focus primarily on control and discipline, which may reduce the educational potential of class and weaken student motivation.

Based on the above, it can be concluded that the communication competencies of Physical and Health Education teachers represent not only an important pedagogical resource but also a factor that mediates between teachers' professional expertise and the actual outcomes of the teaching process. They enable teachers to make class content understandable, organize activities safely and efficiently, provide students with support and motivation, and develop a positive psychosocial climate within the group. In this regard, continuous professional development in the field of communication, the cultivation of reflective practice, and the adoption of contemporary communication strategies can contribute to improving the quality of Physical and Health Education teaching and fostering lasting positive attitudes toward physical activity and healthy lifestyles among students.

Although most authors emphasize the importance of a supportive and collaborative motivational climate, the literature does not provide complete consensus regarding how a balance between cooperative and competitive activities should be established in physical and health education. While some authors highlight the value of cooperative learning and students' personal improvement, others argue that moderate competition can serve as an important source of motivation and engagement. This suggests that teachers should adapt their communication strategies to the specific instructional context and the characteristics of their students.

Conclusion

Based on the analysis of the relevant literature, it can be concluded that teachers' communication competencies represent one of the key factors influencing the quality of the teaching process in physical and health education. Their importance is reflected not only in the effective transmission of instructional content but also in the establishment of a supportive learning environment, the motivation of students, the development of positive interpersonal relationships, and the creation of conditions that encourage students' active participation in the teaching and learning process.

The specific characteristics of physical and health education, manifested through direct teacher–student interaction, the demonstration of motor activities, the continuous provision of feedback, and the maintenance of safety during instruction, highlight the particular importance of communication competencies within this educational domain. The effective integration of verbal and nonverbal communication facilitates a clearer understanding of

instructional requirements, the proper execution of activities, the development of students' motivation and self-confidence, and the establishment of a positive socio-emotional climate.

The literature further indicates that students perceive teaching more positively and demonstrate higher levels of engagement when they view their teachers' communication as clear, supportive, fair, and responsive to their needs. In this regard, communication competencies may be considered an integrative factor that connects the professional, pedagogical, and social dimensions of the work of physical and health education teachers.

Accordingly, it can be concluded that the continuous development of communication competencies constitutes an important prerequisite for improving the quality of physical and health education. Therefore, greater attention should be devoted to the development of these competencies both within initial teacher education programs and through various forms of continuing professional development and lifelong learning.

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