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The development of interpersonal communication skills in Physical Culture students from the teacher preparation stage

[El desarrollo de habilidades comunicativas interpersonales en estudiantes de Cultura Física desde la preparación docente]

[O desenvolvimento das habilidades de comunicação interpessoal em estudantes de Educação Física desde a fase de formação de professores]

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ABSTRACT

Introduction: Interpersonal communication skills are essential for the professional performance of graduates in Physical Culture. Multiple factors contribute to their development, including teacher training, which must be intentional and consider the specific characteristics of the professional's sphere of action.

Objective: To establish the role of university professor training in the Physical Culture degree program in fostering the development of interpersonal communication skills in their students.

Methods: The specific characteristics of the training process and the demands of professional performance were considered. A theoretical and documentary review of recent research on communication skills in the context of Physical Culture was conducted, with an emphasis on the teacher's role in their development. The theoretical methods used were analysis-synthesis and documentary analysis.

Results: The results obtained identified the theoretical and methodological foundations that support the significance of these skills, as well as criteria for teacher preparation from the cognitive, procedural, and attitudinal dimensions.

Conclusion: It is concluded that teacher preparation should be comprehensive, contextualized, and oriented toward the development of interpersonal communication skills as part of the graduate's professional profile.

Keywords: interpersonal communication skills; teacher preparation; physical education; professional development; educational communication.

RESUMEN

Introducción: las habilidades comunicativas interpersonales son esenciales para el desempeño profesional del licenciado en Cultura Física. En su desarrollo intervienen múltiples factores, entre ellos la preparación docente, la cual debe ser intencional y considerar las particularidades de las esferas de actuación de este profesional.

Objetivo: fundamentar el papel de la preparación del docente universitario de la carrera

Licenciatura en Cultura Física para favorecer el desarrollo de habilidades comunicativas interpersonales en sus estudiantes.

Métodos: se consideraron las particularidades del proceso formativo y las exigencias del desempeño profesional. Se realizó una revisión teórico-documental de investigaciones recientes sobre habilidades comunicativas en el contexto de la Cultura Física, con énfasis en el rol del docente en su desarrollo. Se utilizaron como métodos teóricos el análisis-síntesis y el análisis documental.

Resultados: Entre los resultados alcanzados se identificaron los fundamentos teóricos y metodológicos que sustentan la significación de estas habilidades, así como criterios para la preparación docente desde las dimensiones cognitiva, procedimental y actitudinal.

Conclusión: Se concluye que la preparación docente debe ser integral, contextualizada y orientada a la formación de habilidades comunicativas interpersonales como parte del perfil profesional del egresado.

Palabras clave: habilidades comunicativas interpersonales; preparación docente; Cultura Física; formación profesional; comunicación educativa.

RESUMO

Introdução: As habilidades de comunicação interpessoal são essenciais para o desempenho profissional de graduados em Educação Física. Múltiplos fatores contribuem para o seu desenvolvimento, incluindo a formação docente, que deve ser intencional e considerar as características específicas das esferas de atuação do profissional.

Objetivo: Estabelecer o papel da formação docente de professores universitários do curso de Educação Física no fomento do desenvolvimento de habilidades de comunicação interpessoal em seus alunos.

Métodos: Foram consideradas as características específicas do processo de formação e as demandas do desempenho profissional. Realizou-se uma revisão teórica e documental de pesquisas recentes sobre habilidades de comunicação no contexto da

Educação Física, com ênfase no papel do professor em seu desenvolvimento. A análise-síntese e a análise documental foram utilizadas como métodos teóricos.

Resultados: Entre os resultados obtidos, foram identificados os fundamentos teóricos e metodológicos que sustentam a importância dessas habilidades, bem como critérios para a formação docente a partir das dimensões cognitiva, procedimental e atitudinal.

Conclusão: Conclui-se que a formação docente deve ser abrangente, contextualizada e focada no desenvolvimento de habilidades de comunicação interpessoal como parte do perfil profissional do graduado.

Palavras-chave: habilidades de comunicação interpessoal; formação de professores; educação física; desenvolvimento profissional; comunicação educacional.

INTRODUCTION

The training of Physical Culture professionals in contemporary higher education requires a comprehensive approach that integrates knowledge, skills, and values in accordance with the social and professional demands of the current context. The Cuban model for professionals in the Bachelor of Physical Culture program, based on Study Plan E, emphasizes the need to train graduates characterized by a high level of social responsibility, a solid general knowledge, and the development of professional skills that allow them to perform competently in their various spheres of activity and to embrace lifelong learning (Ministry of Higher Education [MES], 2016).

This model recognizes communication skills as professional skills. Graduates in Physical Culture work in four fundamental areas: Physical Education, Physical Recreation, Sport, and Therapeutic Physical Culture. Each of these areas has specific characteristics that demand the proper development of communication skills, as well as their contextualization in relation to the professional challenges that arise in each field.

Within this framework, interpersonal communication skills are particularly relevant, as they mediate the pedagogical, group, and social relationships established in different intervention contexts. These skills directly impact the quality of interaction, educational guidance, motivation, and the achievement of professional goals. In this context, communication not only serves an informative function but also an educational, affective, and motivational one.

Several studies have addressed communication and communicative skills from both pedagogical and sporting perspectives. Authors such as Vives-Ribó and Rabassa (2020), González-Hernández *et al.* (2022), Martínez Blanco *et al.* (2022), and Andréu-Pardo *et al.* (2023), among others, have studied the coach-player relationship, communicative interactions in different sporting contexts, and the impact of these skills on professional performance. These studies consistently recognize that communicative skills enable the establishment of effective, empathetic relationships geared toward achieving educational and sporting goals.

Similarly, Boizán Mesa *et al.* (2020) highlight the need to strengthen the psychopedagogical training of future graduates in Physical Culture and emphasize the importance of developing communication skills that foster creative dialogue, empathy, and the authentic expression of knowledge, emotions, and experiences. These contributions reinforce the need to develop interpersonal communication skills in students of this degree, with an impact on both the pedagogical and sports spheres. Also of interest are the criteria of Tumbaco Figueroa *et al.* (2025), who, although focusing on education students, address the significance of communication skills in related training processes.

Recognizing the value of these skills in affective interaction, emotional regulation, relationship building, and the integration of theory and professional practice allows us to affirm that their development requires intentional, contextualized, and coherent treatment tailored to the specific characteristics of each area of professional practice in Physical Culture. This underscores the need for adequate preparation of university

faculty, including an understanding of the process of developing and cultivating these skills.

In accordance with the above, the scientific problem is defined as the need to strengthen the preparation of university professors in the Physical Culture degree program to foster the development of interpersonal communication skills in their students. Therefore, the objective of this article is to provide a foundation for such preparation, taking into account the specific characteristics of the educational process and the demands of the professional performance of this type of student.

MATERIALS AND METHODS

The research adopted a qualitative, theoretical approach, in accordance with the proposed objective. To examine, compare, and integrate the main theoretical, pedagogical, and didactic contributions related to the study's central categories, analysis-synthesis and document analysis were used as theoretical methods.

Indexed scientific articles, books, regulatory documents, and research results, primarily published within the last ten years and belonging to the fields of pedagogy, psychology, and didactics, were reviewed. This review allowed for the identification of theoretical foundations, methodological approaches, and practical experiences that support the need to prepare Physical Culture teachers to develop interpersonal communication skills in their students.

RESULTS AND DISCUSSION

Interpersonal communication skills as professional skills in Physical Culture

Several researchers have highlighted the multiple ways in which communication manifests itself and impacts activities related to Physical Culture. Among these impacts

are its direct relationship with the quality of the pedagogical relationship, participant motivation, emotional regulation, and the effectiveness of the educational and sporting process (Bosque Jimenes, 2021). The importance of communicative interactions during the execution of specific technical actions, such as passing in soccer, has also been noted.

González-Hernández *et al.* (2022), in their study of the coach-player relationship, point out that communication skills are crucial to athletic performance and competitive success. Their analysis of communication between coach and athlete, particularly regarding the technical action of passing, reinforces the idea that these skills constitute an essential component of professional practice. Other authors, such as Vives-Ribó and Rabassa (2020), also emphasize the role of the coach's communication skills and their influence on the results achieved.

From the perspective of the Physical Culture professional model (MES, 2016), communication skills are considered specific professional skills. In particular, interpersonal skills are recognized as an essential component of professional performance, especially in activities involving systematic interaction with individuals and groups. For this professional, these skills are manifested across all four areas of practice.

Boizán Mesa *et al.* (2020) refer to the transformation of teaching practice based on the development of pedagogical and professional skills, including communication skills. These authors highlight verbal and non-verbal expression, creative dialogue, empathy, and the free and authentic expression of knowledge, emotions, and experiences – all elements of particular value to the subject of study. Likewise, they provide evidence supporting the need to develop interpersonal communication skills in Physical Culture undergraduate students, with an impact on the pedagogical and sporting spheres.

In recent years, these skills have also been referred to as soft or social skills. Lozano Fernández *et al.* (2022) associate them with ease of communication, responsibility, empathy, problem-solving ability, tolerance, and respect for opinions. Sate *et al.* (2025),

for their part, recognize empathy as a socio-emotional skill, attributing to it a positive role in building interpersonal relationships in the educational setting.

Among the proposals for classifying interpersonal communication skills, this research considers Mangrulkar 's proposal to be particularly useful. *et al.* (2001), who identify five key types: assertive communication, negotiation, interpersonal trust, cooperation, and empathy. These categories are relevant for understanding the demands of the professional performance of graduates in Physical Culture and for guiding the preparation of university professors.

The preparation of university teachers for their development

Professional skills do not develop spontaneously; they require an intentional, systematic, and contextualized training process. Their defining characteristics lie in their direct link to professional practice, their dependence on acquired knowledge, and their continuous refinement throughout professional experience. From this perspective, the development of interpersonal communication skills demands comprehensive teacher training that encompasses cognitive, procedural, and attitudinal dimensions. This implies understanding communication as a process, mastering methods and strategies to foster these skills, and projecting a coherent and exemplary professional performance.

The importance of university faculty preparation in improving the quality of higher education and training competent, committed, and socially responsible professionals is therefore recognized. Vaillant and Manso (2022) emphasize that this preparation is not only a key factor in improving educational systems but has also become a priority in contemporary educational policies. Similarly, Fis Díaz *et al.* (2022) highlight its impact on faculty practices and the integration of activities designed for their professional development.

Systematized criteria allow us to recognize several essential characteristics in teacher preparation: its dynamic, interactive, and intentional nature; its focus on improving knowledge and developing skills; and its contribution to fostering attitudes, abilities,

and qualities appropriate to the profession. Its impact on teaching performance and the personal resources teachers bring to their practice is also valued.

Teaching and methodological work is a fundamental means of ensuring this preparation. This is recognized in the Regulations for Teaching and Methodological Work for University Programs (Resolution 47/22), which emphasizes that it must be geared towards fulfilling the objectives of the curriculum and addressing the specific needs of each academic group. In the Bachelor's Degree in Physical Culture, teacher preparation acquires special relevance due to the diversity of professional settings in which its graduates work and the complexity of the pedagogical and social relationships established within them.

Didactic requirements for teacher preparation

Skill development requires an understanding of cognitive, procedural, and attitudinal elements that influence this process in different ways. Understanding what skills are, how their development generally unfolds, and the specific characteristics of the communicative skills development process is a necessary foundation for teacher preparation.

From a didactic perspective, it is recognized that the skills development process needs to be guided through distinct phases, including preparation for execution and the execution itself, with monitoring and evaluation as cross-cutting components (Montes de Oca Recio & Machado Ramírez, 2009). This approach is relevant for the development of professional skills, as it allows them to be adapted to the characteristics of the content, the context, and the individuals involved.

This position is adopted due to its flexibility and the possibility of adapting it methodologically to the specific characteristics of the communicative skills development process. Furthermore, its emphasis on contextualization facilitates the identification of the skill's elements in relation to the physical education graduate's modes of action and the professional challenges that characterize their areas of expertise.

This necessitates considering specific requirements in the preparation of university teachers, including: understanding the communication process as a complex, interactive, and contextualized phenomenon; mastering the elements that make up interpersonal communication skills; and cultivating teaching behaviors that facilitate healthy and professional interpersonal relationships.

Other factors influencing this preparation include mastery of methods, approaches, and procedures that foster the student's conscious involvement in their learning process, as well as the contextualization of communication skills in relation to the professional challenges specific to the areas of expertise of a graduate in Physical Culture. These demands require the teacher to ensure consistency between their discourse, their actions, and the values they promote, which implies simultaneously acting as a guide and a communicative role model in the development of interpersonal communication skills.

Consequently, the training of Physical Culture faculty should foster their recognition of the potential for change and development, both in their students and in themselves. As a formative process, this training will contribute not only to the development of interpersonal communication skills in their students, but also to the faculty's own professional and personal growth.

CONCLUSIONS

It was confirmed that the process of training and developing interpersonal communication skills requires conscious didactic direction, in which the teacher acts simultaneously as a guide and as a communicative model for his students.

The preparation of university professors in the Physical Culture degree program must be intentional and systematic to foster the development of these skills based on the specific characteristics of the educational process. Furthermore, it must be comprehensive and integrate the cognitive, procedural, and attitudinal dimensions.

The elements assessed point to the relevance of further research into the empirical validation of the foundations presented in this work.

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The authors declare no conflicts of interest.

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The authors have participated in the writing of the work and analysis of the documents.



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