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DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE AS A FACTOR OF SUCCESSFUL PEDAGOGICAL ACTIVITY

Summary. The article examines the concept of professional communicative competence, which is defined as the integration of knowledge, skills, experience, and personal qualities that ensure effective interaction in a professional environment, particularly in pedagogical activity. The crucial role of communication competence in the effectiveness of the educational process is emphasized, along with the ability of a educator to appropriately use linguistic tools, promote mutual understanding, and create a positive educational environment. Various approaches to defining professional communicative competence are analyzed, including activity-based, situational-evaluative, and integrative approaches. The diverse components of this competence, such as linguistic, speech, sociocultural, motivational, and cognitive aspects, are revealed. Particular attention is paid to the development of professional communicative competence, especially at the master's level, as a key aspect of modern education. A comprehensive approach to the development of this competence is considered, which includes the use of personality-oriented technologies, active and interactive teaching methods, project work, the creation of a developmental environment, the establishment of partnership interaction, and the application of information and communication technologies. The most important practical skills of professional communication for master's students in pedagogical specialties are identified, including speech, pedagogical, interpersonal, public, monologue, and dialogue competences, interactive competence, social interaction competence, multilingual communication, and communicative flexibility. It is emphasized that developed professional communicative competence is an integral condition for the successful professional activity of future educators.

Key words: professional development, competence, professional communicative competence, educator, pedagogical activity, educational process.

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ФОРМУВАННЯ ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЯК ФАКТОР УСПІШНОЇ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ

Анотація. У статті розглядається поняття професійно-комунікативної компетентності, яке визначається як інтеграція знань, умінь, досвіду та особистісних якостей, що забезпечує ефективну взаємодію в професійному середовищі, зокрема в педагогічній діяльності. Наголошується на вирішальній ролі комунікативної компетентності в ефективності освітнього процесу, здатності педагога доречно використовувати мовні засоби, сприяти взаєморозумінню та створювати позитивне освітнє середовище. Проаналізовано різні підходи до визначення професійно-комунікативної компетентності, включаючи діяльнісний, ситуативно-оцінювальний та інтегративний, а також розкрито різноманітні складові цієї компетентності, такі як мовна, мовленнєва, соціокультурна, мотиваційна, когнітивна. Особливу увагу приділено формуванню професійно-комунікативної компетентності, зокрема на рівні магістратури, як ключовому аспекту сучасної освіти. Розглянуто комплексний підхід до розвитку цієї компетентності, що включає використання особистісно-орієнтованих технологій, активних та інтерактивних методів навчання, проєктної роботи, створення розвивального середовища, налагодження партнерської взаємодії та застосування інформаційно-комунікаційних технологій. Визначено найважливіші практичні навички професійної комунікації для магістрів педагогічних спеціальностей, серед яких мовленнєва, педагогічна, міжособистісна, публічна, монологічна та діалогічна, інтерактивна компетентності, компетентність соціальної взаємодії, полімовна комунікація та комунікативна гнучкість. Підкреслено, що розвинулена професійно-комунікативна компетентність є невід'ємною умовою успішної професійної діяльності майбутніх педагогів.

Ключові слова: професійний розвиток, компетентність, професійно-комунікативна компетентність, педагог, педагогічна діяльність, освітній процес.

Introduction. In the modern educational process, where effective interaction between its participants is crucial, professional communicative competence is essential for a educator's success. Professional communicative competence encompasses the integration of knowledge, skills, and experience, which are based on social interaction and cognitive processes, ensuring effective and constructive communication within interpersonal systems. In the pedagogical context, particularly in the work of educators and lecturers in higher education institutions, communicative competence plays a decisive role in optimizing the educational process. It involves the ability to adequately and effectively use linguistic resources in various sociocultural contexts, transmit information, facilitate mutual understanding, and create a favorable and motivating educational environment.

Different scientific paradigms highlight various aspects of professional communicative competence, ranging from an activity-based approach, which views it as a educator's activity aimed at organizing the educational process, to a situational-evaluative approach, which emphasizes the individual's ability to assess the communicative

situation and their own communicative potential, and an integrative approach, which interprets it as a synthesis of professional knowledge, skills, abilities, and personal qualities. The development of this competence is a key task of modern education, especially at the master's level, where there is a growing need for specialists capable of effectively communicating in complex academic and professional situations. Therefore, research on the essence, components, and methods of developing the professional communicative competence of future educators is relevant and important for improving the quality of the educational process.

Analysis of recent research. A literature review shows that communicative competence is a key element of successful professional activity in various fields, especially in education. Research by L. Baidiuk (2024) emphasizes the importance of communicative competence for effective interaction in the educational process, while works by L. Hrebeniuk (2023) reveal the theoretical aspects and practical methods of forming this competence of future educators. The research by L. Kanibolotska (2017) focuses on the professional and communicative training of educators

and on communicative competence as an integral part of the professional competence of specialists. The research by O. Korniyaka (2011) and L. Kochyna (2013) focuses on the psychological characteristics of the development of communicative competence of educators and psychologists, as well as on the definition of the concept of “professional communicative competence”. Practical methods of forming communicative competence, such as business games and project-based learning, are considered in the research of I. Lobachuk (2024). Communicative competence of educators as a component of their professional competence and as a prerequisite for the professionalism of future educators is studied by Y. Lushchik (2020) and S. Radzabova (2020). Thus, professional communicative competence is considered as a set of professional knowledge, humanitarian culture, communication skills and abilities. An important aspect is the ability to apply this knowledge and skills in new situations, which requires flexibility and adaptability. In addition, communicative competence involves the presence of a motivational factor that encourages effective interaction, and also takes into account individual experience and personal traits.

Identifying previously unresolved aspects of the overall problem. The issue of professional and communicative competence of future educators is a subject of scholarly interest. However, a number of questions require further investigation. In particular, the dynamics of educators’ professional competence, pedagogical careers, comparative aspects of professional competence development in different countries, and conditions that affect the effectiveness of educators’ training and professional growth remain understudied. The specifics of developing professional and communicative competence of future educators, considering contemporary demands, require detailed analysis.

The aim of the article is to theoretically substantiate the specifics of developing professional and communicative competence of future educators, taking into account modern requirements for their professional activity.

Presentation of the main material. Professional communicative competence is a multifaceted construct defined as the individual integration of knowledge, skills, and experience, based on social interaction and cognitive processes. This integration ensures effective and constructive interaction with other people in interpersonal systems. The communicative competence of a higher education educator is an integral

characteristic that reflects their ability to effectively and competently carry out communicative activities (Lushchik, 2020, pp. 95–96). This competence is based on a dynamic combination of knowledge about communication, experience in communicative activities, a complex system of values, and motivation for communication, which allows for the implementation of professional functions in all areas of teaching work.

Various definitions of professional communicative competence emphasize its different aspects:

- activity-based approach: considers communicative competence as the educator’s activity, based on acquired knowledge, skills, abilities, continuous self-improvement, and personal self-development. This activity is aimed at organizing the educational process as a whole and effective interaction with students in particular (Radzabova, 2020, p. 133);

- situational-evaluative approach: emphasizes the individual’s comprehensive ability to assess the communicative situation, the communication partner, and one’s own communicative potential. On this basis, the selection of constructive strategies for solving communicative tasks and techniques for effective interaction takes place (Korniyaka, 2011, p. 33);

- integrative approach: presents communicative competence as a synthesis of professional knowledge, skills, abilities, and personal qualities, abilities, and experience. This synthesis ensures the effectiveness of communicative functions that allow a specialist to successfully navigate the professional environment (Lobachuk, 2024, p. 99).

Analyzing various sources, one can identify diverse components of professional communicative competence. For example, the State Standard of Primary Education defines communicative competence through linguistic, speech, and sociocultural components. The subject-content structure may include motivational, cognitive, operational, and personal components, as well as linguistic-thinking components. For students, communicative competence encompasses communication activity, emotional reactivity, decision-making speed, communicative confidence, self-regulation stability, communicative objectivity, and subjectivity. Researchers also highlight communicative knowledge, skills, and abilities as key elements of this competence. In the context of psychology, communicative competence combines communicative-speech, socio-perceptual, and interactive components (González-Fernández et al., 2023).

Regarding educators, cognitive, emotional, and behavioral components are identified, as well as motivational-value, cognitive, operational, and positional-value components. The variety of approaches to defining the components of communicative competence indicates its complexity and multifaceted nature, as well as the need for its development for effective professional activity.

The formation of professional communicative competence is an important aspect of modern education, requiring a comprehensive approach. The scientific literature highlights various models and approaches aimed at developing this important skill. Personality-oriented learning technologies, as noted by L. Hrebeniuk (2023), create conditions for individually equal relationships between educators and students, and also facilitate the involvement of personal experience of communication subjects. L. Baidiuk (2024) emphasizes the need to provide students with diverse opportunities to construct their own communicative competence through interaction with peers and educators, develop a system of external and internal views and values, and develop communication skills both at the level of professional training in higher education institutions and in the process of continuous professional development.

An important aspect is the implementation of dialogue and success psychology strategies, partnership interaction, and strengthening interpersonal contacts into higher education institution practice. Adherence to the main principles of learning, such as setting up self-education, considering free time and the educational-methodical base, and a comprehensive approach to problem-solving, is a necessary condition for the effective formation of communicative competence.

To optimize the educational process, it is necessary to create a developmental environment that integrates various educational processes, forms, and teaching methods, using effective communicative strategies, active listening techniques, and success achievement strategies. It is important to model the learning process as real communication, which contributes to the formation of practical skills.

Partnership interaction, based on respect for equal participants, exchange of experience and ideas, as well as the use of business games and case methods, is a significant element of effective learning. To increase students' motivation for their future profession, it is necessary to apply tutoring support, role-playing of situational tasks, involvement in projects and grants, and informal communication. Creating situations that stimulate

creative activity, the development of imagination and associative thinking, is important for fostering a desire for continuous self-improvement (Hrebeniuk, 2023, p. 17).

Effective construction of learning as a holistic system requires consideration of teaching conditions, means of gradual inclusion and increase of material, educator influence, student orientation and activation, as well as the use of material of varying complexity. The use of active learning methods, including dialogical (discussions, case studies, debates, heuristic conversations), gaming (business, role-playing games, psychodrama), and training methods (exercises "Wonder Chair", "Listening... with eyes"), contributes to increasing the effectiveness of learning (Kanibolotska, 2017).

The use of the project method, which creates optimal conditions for independent work of students, activates the educational process, enhances its practical orientation, and develops communication skills, the ability to defend one's position and public speaking (Lobachuk, 2024). Preventive analysis of information about the content of activities and the individuality of the partner, a humanistic position, and professional orientation of learning are also important (Lushchyk, 2020). Engaging students in psychological training, personal growth groups, and psychological support contributes to the development of psychological culture and personal correction (Radzabova, 2020).

The formation of professional communicative competence in Master's programs is a complex and multifaceted process, which, although not directly covered in individual sources, can be understood based on the general principles of higher education and the specifics of the Master's level. At this stage of education, competence formation relies on already acquired Bachelor's knowledge and experience, but with an emphasis on more complex communication situations related to research activities, professional practice, and leadership (Kiessling & Fabry, 2021).

Master's training involves the use of advanced and specialized teaching methods, such as scientific seminars, discussions, and project work, aimed at developing communication in academic and professional environments. Particular attention is paid to the development of public speaking skills, argumentation, conducting scientific discussions, and effective teamwork in research projects.

The role of students' independent work in improving communication skills through reflection on their own experience, self-assessment, and self-development is increasing. Master's students are actively involved in scientific

conferences, seminars, and round tables, where they have the opportunity not only to present the results of their research but also to develop communication skills with scientists and practitioners. An important aspect is also the development of intercultural communication, especially in the context of globalization and international cooperation. Master's students must be prepared for effective communication with representatives of different cultures and professional environments (D'Orazzi & Marangell, 2025).

Effective development of professional communicative competence requires the creation of a system of psychological and pedagogical conditions encompassing various aspects of the educational process. A key element is establishing a positive and engaging educational environment that fosters active social interaction and cognitive activities among students. It's crucial to provide opportunities for interaction with peers and instructors, as well as to develop a system of external and internal perspectives and values that form the basis for effective communication (Baidiuk, 2024).

It is essential to create conditions for students to achieve their personal goals, taking into account the interests and needs of other communication participants. The practical application of communication skills during classes is a vital component, which includes developing the ability to attract attention, give instructions, address errors, explain, use the instructor's language, and employ non-verbal communication skills.

Organizing collaborative interaction within the educational process and fostering positive motivation towards future professions are significant factors. The effectiveness of this process is greatly enhanced through active interaction and the practical application of knowledge. Project-based learning, for instance, allows students to tackle socially relevant tasks, which necessitates active communication at all project stages, from planning to presenting results. Such activities promote the development of communication, argumentation, public speaking, and presentation skills. When organically combined with the project method, interactive learning technologies facilitate holistic professional and personal development, including communicative collaboration (Tsatzalli et al., 2025).

Active learning methods, such as dialogical (discussions, case studies, debates, heuristic conversations) and gamified (business, role-playing, psychodrama), play a crucial role in forming professional communicative competence.

Debates, for example, stimulate the exchange of ideas, collective discussions, the ability to defend one's position, and the analysis and synthesis of information. Gamified methods, in turn, activate material perception and increase interest in learning. Training methods, particularly those focused on developing non-verbal communication and emotional understanding, are also essential tools. Modeling pedagogical communication and micro-teaching with subsequent analysis allows future instructors to practice and monitor their communication skills (Kießling & Fabry, 2021).

For the successful integration of professional and communicative competence formation into the educational process, it's necessary to consider the student-centered focus of education, create a developmental environment to activate speech knowledge, establish partnership interactions between educators and students, ensure positive motivation, and include disciplines in the curriculum that develop thinking, speech, and communicative culture.

Modern information and communication technologies (ICT) open up broad opportunities for developing master's students' communication skills. The use of interactive learning materials, online discussions, forums, webinars, and video conferences fosters the development of written and oral communication in a virtual environment. Integrating ICT into practical classes allows for modeling professional situations and practicing communication strategies in a safe digital space. Training, case methods, role-playing games, discussions, debates, round table seminars, and micro-presentations are effective forms for targeted development of communication skills. Pedagogical practice, volunteer initiatives, and participation in conferences and forums provide real-world experience in professional communication and contribute to self-improvement of communication skills (González-Fernández et al., 2023).

The formation of professional and communicative competence in master's students of pedagogical specialties is a key aspect of their successful professional activity. Effective interaction in and outside the educational process requires educators to have not only deep subject knowledge but also developed communication skills. For master's students of pedagogical specialties, a variety of practical professional communication skills are essential to ensure successful work in the educational environment. Speech competence, which includes the effective use of language in various contexts, is the foundation of

a educator's professional communication. Communicative competence involves the ability not only to use language but also to convey information, promote mutual understanding, and create a positive educational environment. Pedagogical communication includes the ability to attract students' attention, give instructions, work with errors, explain, and use non-verbal communication (Savignon, 2017).

Interpersonal communication involves the ability to communicate tolerantly, influence the interlocutor, build dialogue, and resolve conflicts. Public communication includes the ability to conduct discussions, argue one's point of view, and use improvisational public speaking. Monologic and dialogic communication involves the ability to construct monologues, establish contact with the audience, listen to the interlocutor, and ask questions. Interactive competence includes the ability to navigate communication situations, understand motives, and control one's behavior. Social interaction competence involves clear communication, language culture, establishing contact, and the ability to resolve conflicts. Multilingual communication includes the ability to communicate in one's native and foreign languages. Communicative flexibility involves the ability to find an appropriate communication style and actively listen. These skills allow an educator to work effectively with students, colleagues, and parents, creating a favorable educational environment.

Conclusions. Professional communicative competence is an integral component of successful professional activity, particularly in the

pedagogical field, as evidenced by the diversity of theoretical approaches and practical recommendations presented in the sources. Its formation is a multi-stage process that encompasses not only the acquisition of theoretical knowledge but also the active practical application of communication skills in various educational and professional situations. Creating favorable psychological and pedagogical conditions that are student-centered, stimulating their creative activity and independence, establishing partner interaction between the educator and the learner, as well as using interactive teaching methods and modern information and communication technologies are key factors in the successful development of this important competence.

For master's students in pedagogical specialties, it is especially important to master specific practical skills of professional communication, such as the effective use of language in various contexts, pedagogical and interpersonal communication, public speaking and discussions, as well as the development of interactive competence and the ability to social interaction. These skills are the foundation for establishing contact with all participants in the educational process, creating a positive educational environment, and achieving professional goals.

Further research can be directed towards the development and implementation of innovative pedagogical technologies and methods that will contribute to a more effective formation and improvement of the professional communicative competence of future educators at various levels of education.

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