METHODS OF UTILIZING COMMUNICATIVE COMPETENCIES IN THE PEDAGOGICAL PROCESS

MÉTODOS PARA UTILIZAR COMPETÊNCIAS COMUNICATIVAS NO PROCESSO PEDAGÓGICO

МЕТОДИ ВИКОРИСТАННЯ КОМУНІКАТИВНИХ КОМПЕТЕНТНОСТЕЙ У ПЕДАГОГІЧНОМУ ПРОЦЕСІ

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Abstract. The article explores the methods of utilizing communicative competencies within the pedagogical process, focusing on their role in enhancing effective teacher-student interactions. In the context of modern education, fostering communicative skills among teachers is essential to achieve a supportive and interactive classroom environment. The study addresses the importance of communication in establishing mutual understanding, trust, and a positive psychological climate in both school and university settings. It also examines practical strategies, such as modelling communicative situations, problem-solving activities, and case-based learning, which support the development of future teachers' communicative skills. By emphasizing the integration of communication technology and psychological tools in teacher training, the article aims to highlight the significance of these competencies for effective education and the advancement of pedagogical objectives.

Keywords: pedagogical process; communicative competencies; teacher-student interaction; educational communication; teacher training; communicative skills development; pedagogical methods; interactive learning; communication technology

Resumo. O artigo explora os métodos de utilização de competências comunicativas no processo pedagógico, com foco em seu papel na melhoria das interações eficazes entre professores e alunos. No contexto da educação moderna, promover habilidades comunicativas entre os professores é essencial para alcançar um ambiente de sala de aula acolhedor e interativo. O estudo aborda a importância da comunicação no estabelecimento de compreensão mútua, confiança e um clima psicológico positivo tanto em ambientes escolares quanto universitários. Também examina estratégias práticas, como modelagem de situações comunicativas, atividades de resolução de problemas e aprendizado baseado em casos, que apoiam o desenvolvimento das habilidades comunicativas de futuros professores. Ao enfatizar a integração de tecnologia de comunicação e ferramentas psicológicas na formação de professores, o artigo busca destacar a relevância dessas competências para uma educação eficaz e para o avanço dos objetivos pedagógicos.

Palavras-chave: processo pedagógico; competências comunicativas; interação professor-aluno; comunicação educacional; formação de professores; desenvolvimento de habilidades comunicativas; métodos pedagógicos; aprendizado interativo; tecnologia de comunicação

Анотація. У статті досліджено методи використання комунікативних компетенцій у педагогічному процесі, зосереджено увагу на їх ролі в активізації ефективної взаємодії викладача та студента. У контексті сучасної освіти розвиток комунікативних навичок серед вчителів має важливе значення для досягнення сприятливого та інтерактивного середовища в класі. У дослідженні розглядається важливість комунікації для встановлення взаєморозуміння, довіри та позитивного психологічного клімату як у школі, так і в університеті. Також досліджуються практичні стратегії, такі як моделювання комунікативних ситуацій, діяльність з вирішення проблем та навчання на основі конкретних випадків, які підтримують розвиток комунікативних навичок майбутніх учителів. Наголошуючи на інтеграції комунікаційних технологій і психологічних інструментів у підготовку вчителів, стаття має на меті висвітлити значення цих компетенцій для ефективної освіти та просування педагогічних цілей.

Ключові слова: педагогічний процес; комунікативні компетенції; взаємодія вчителя і студента; навчальне спілкування; підготовка вчителів; розвиток комунікативних навичок; педагогічні методи; інтерактивне навчання; комунікаційні технології.

1. INTRODUCTION

Teacher competency is made up of three categories of fundamental professional capabilities: educational competencies, course content competencies (a set of knowledge and skills derived from course material), and communication competence. Communication competence, described as a set of knowledge, skills, abilities, motivational disposition, attitudes, and attributes needed to teach communication and social interaction, is an essential competence for educators.

As in various fields of activity, the communicative relationships established during pedagogical activities serve to foster mutual understanding between the teacher and student, as well as to facilitate a better comprehension of the current situation and the subject of communication (Serohina et al., 2022). This aspect can be considered one of the key factors in the field of pedagogical activity. The effective organization of interaction between participants in the educational process is one of the main priorities in modern education. The quality of work performed by school and university teachers largely depends on their ability to communicate with students, that is, the teachers' pedagogical competence, as well as their ability to establish common ground and create purposeful interactions with students. These objectives are achieved primarily through communication (Gaievska et al., 2023).

Acquiring communicative competencies, which play a special role in a teacher's professional activity, is of great importance in this regard. Communicative competence ensures the effectiveness of the teacher's professional performance.

In the dynamic environment of modern education, effective communication has become a cornerstone of successful teaching and learning. The pedagogical process, which revolves around the interaction between teachers and students, heavily relies on the teacher's ability to communicate ideas, instructions, and encouragement in a way that resonates with students of diverse backgrounds and learning styles (Aliyeva, 2017, 2022). Communicative competencies are not only essential tools for transmitting knowledge but also crucial for fostering a supportive, inclusive, and interactive classroom environment.

Teachers who develop strong communicative skills can engage students more deeply, bridge understanding gaps, and create a positive classroom atmosphere conducive to learning. This article explores various methods of using communicative competencies in the pedagogical process, emphasizing how these methods enhance educational outcomes and contribute to the

overall development of students. By examining practical approaches to communication, we aim to underscore its role in shaping effective teaching strategies that align with the goals of modern education.

The aim of this article is to examine and highlight various methods through which teachers can apply communicative competencies within the pedagogical process to enhance teaching effectiveness and student engagement. By exploring practical approaches to communication, the article seeks to underscore how these skills contribute to creating a positive, interactive, and inclusive learning environment. Ultimately, it aims to provide educators with insights and techniques that can support the development of stronger teacher-student relationships, improve knowledge transfer, and foster a supportive classroom culture that aligns with the priorities of modern education.

2. THEORETICAL FRAMEWORK OR LITERATURE REVIEW

Despite various improvements in customized learning and computer-mediated learning, the teacher's primary role in the teaching and learning process has remained unchanged. The position of the teacher as manager in a teaching-learning situation remains sacred. However, according to Okoli and Okpara (2017), while teacher education traditionally emphasizes mastery of content and pedagogical skills, which can be easily assessed through course work, micro-teaching, and teaching practice, it tends to undervalue competencies relevant to the communicative exchange process.

The acquisition of competencies such as pedagogical communicative interaction during practical seminars can play a crucial role in addressing this issue. In the classroom, the mediator in conveying information to the listener is not only the textbook but also the teacher as a mediator. It is the teacher who establishes communication with students as the direct addressee, building this interaction (the speech situation) based on direct communication and feedback. The teacher adjusts his speech actions according to the reaction of the addressees (students). M. Y. Oleshkov emphasizes that "... the management of the teaching process in the classroom occurs precisely due to the teacher's ability, as the 'speaker', to employ the necessary strategies and tactics to achieve the intended didactic goals" (Oleshkov, 2007, p. 26).

Gamification, case studies, and some other approaches are applied within the progressive curricula for shaping communicative competence in teachers. However, whatever method is used, it should fit in the core principle of andragogy – self-reflection and experienced-based learning. The Kolb cycle, often known as experiential learning (EL), is the most successful paradigm in this setting. The initial part of this cycle is to explore and perform using one's own efforts without the support of a teacher or facilitator. During this phase, the learner may engage in solo or group activities that may aid in the learning of a topic or skill via personal labour. In the second phase, the learner shares his first-phase learning experiences and insights. The learner then processes the event by discussing, analysing, and commenting on it. The cycle then progresses to generalizing the learning, in which the learner correlates their experiences with real-world instances. The third stage of their learning process was called application, in which the student uses the information in various situations to ensure the efficiency of his learning (Akhtar, 2019). This learning cycle is successfully implemented at several educational institutions preparing future teachers and serves as a model for EL practitioners.

In 1976, Holmes and Brown discussed the issue of teacher communicative competence and formulated five communication competence dimensions: controlling-designing messages that control the behaviour of others, feelings-expressing emotions and attitudes, informing-providing and receiving information, ritual-designing a message that contributes to the maintenance of social relationships and encourages social interaction, mental creation and

conception.-creating messages that are creative or connect to imagined themes (Holmes & Brown, 1976).

Thus, communication processes are considered "situational" events. Let us first examine the concept of a pedagogical situation: According to A.P. Panfilova, the concept of "situation" is defined as "a set of factors and events characterizing a specific phase, period, or event of pedagogical practice, involving the necessary assessments, instructions, and actions required during interaction" (Panfilova, 2008, p. 156).

A "situation" gains pedagogical meaning in the teacher's approach to solving problems of strategic (instilling a sense of responsibility and patriotism in students), tactical (developing methods for knowledge assessment and control, activating cognitive activity in the lesson), and situational (responding to students who are late or distracted) nature, aiming for an appropriate reaction to the emerging context.

In the educational process, the pedagogical situation is closely connected to the communicative situation. In resolving a pedagogical situation, the teacher must identify and analyse the existing context, select an appropriate solution to the problem, and influence the participants through communication tools.

A communicative situation represents a specific set of objective and subjective factors and conditions under which communication occurs. According to O.V.Genisaretsky, the concept of situation includes three key elements:

1) The communicative situation is the object transformed during the process;
2) The situation is another type of activity to which communication is 'attached' and interrelated;
3) It is a communication environment that includes elements such as culture, consciousness, and others" (cited in Kolesnikova, 2007, p. 132).

The main criteria of pedagogical communication include the development of psychological traits that are integral to the future teacher's communicative competence. These traits involve cognitive, emotional-volitional processes, and psycho-emotional states required for communicative activity, such as composure, stability, stress resistance, self-control, and more. Additionally, the enhancement of psychological and pedagogical qualities aimed at improving the teacher's communicative activity (such as self-criticism, appropriate self-esteem and ambition levels, self-analysis, self-regulation, and self-management of behaviour) is essential. The development of psychological and pedagogical qualities aimed at creating an effect of attraction (such as empathy, visual expressiveness, and oratory skills) also falls within this scope.

"In alignment with these criteria, three levels of communicative competence (high, medium, low) have been identified" (Abakumova & Kagermazova, 2007, p. 57). All of this is part of the process of preparing school teachers. The majority of students, in the process of acquiring communicative competencies, develop methods for thinking, self-management, and evaluating their own actions.

V.A.Bolotov and V.V.Serikov identify the following factors as indicators of a teacher's communicative competence:

- Culture of verbal and non-verbal expression;
- Expression of feelings and experiences, expressiveness;
- Culture of an equal partnership dialogue;
- Conflict competence;
- Purposeful development of knowledge about the psychological laws of interpersonal relationships and their technology;
- Creative approach to a system of pedagogically appropriate relationships;

- Constructive resolution of conflicts and contradictions;
- Knowledge of communication psychology (Bolotov & Serikov, 2003; Sokolova, 2019).

One of the ways to realize these factors is through technological advancement. Approaching the teaching process in higher education institutions from a communication perspective requires expanding communication technologies and analysing innovative processes in higher education as a primary goal. The terms "communication" and "interaction", used synonymously, have gained more frequent usage in recent times.

3. METHODOLOGY

A review of literature sources on communicative competencies in education was conducted. This included examining pedagogical theories, studies on teacher-student communication, and best practices in educational psychology. Key sources included academic journals, books, and studies that emphasize the importance of communication skills in teaching. To provide practical insights, case studies and observational analyses from classroom settings were reviewed. By analysing real-world examples, the study highlights specific methods teachers use to enhance communication with students, particularly focusing on successful strategies in diverse learning environments.

A comparison analysis was carried out to determine the efficacy of various communicative techniques at different educational levels (e.g., elementary, secondary, and higher). This assisted in determining which strategies are generally beneficial and which require customization dependent on the age and educational level of the children.

Key resources of this research include peer-reviewed journals, books, and articles focusing on communicative competencies, educational psychology, and pedagogical methods. Resources also cover studies on teacher training programs that emphasize communication skills.

4. RESULTS AND DISCUSSION

According to theoretical and scientific analysis, the phrase "communicative competence" refers to a complex system of interrelated knowledge, habits, skills, and abilities (Radojevic et al., 2019). Some scholars (Spitzberg & Cupach, 1989; Trenholm & Jensen, 2000) have previously said that teacher communicative competence is defined as his or her capacity to communicate effectively and properly, adjust their behaviour to the context, and attain individual and relational goals. Thus, communication competence is defined as a relative value. Everyone does not have the same level of communicative skill. This indicates that an individual's communication style may be more or less effective in various relationships, settings, and with certain individuals (Almeida et al., 2024; Mota et al., 2024; Nacimento et al., 2023). Thus, a teacher of K-12 school can manifest ineffective communication with university students, and vice versa – university teacher can experience crucial difficulties in attempts to find right approach to primary school pupils.

There is also another trap in the teaching profession. The interaction between instructors and students is inherently professional. As a result, it should be more rational and less emotional, more open and less private. In his study, Richard N. Bush (cited in Bakic-Tomic, 2003) examined the relationships between each teacher and each student and discovered that the primary elements of a successful relationship between teachers and students are personal affection, interests, mutual understanding, attitudes and values, intelligence, social background, and working methods (Bakic-Tomic et al., 2015). Bush found that if a teacher and a student's personal attachment is broken, their connection is also damaged, as is the likelihood

of cooperating and reaching professional aims and objectives. This is why instructors' communication skills are so vital.

Communication established between the addressee and the addresser plays an essential role in this context, as it encompasses information exchange, successful teaching and upbringing, fostering a favourable psychological environment, and achieving emotional connection. From this, it becomes clear that one of the primary methods supporting effective interaction between participants in the pedagogical process is connected to practical activity.

In both secondary schools and higher education institutions, the teaching process is synchronous in nature. The ease and simplicity of establishing connections between teachers and students, as well as the efficiency of this communication in achieving pedagogical goals, depend on the teacher's level of communicative skills and competence in the field of communication. The productivity of pedagogical communication relies on both the student's and teacher's ability to transmit information effectively. This is possible if the communicative competence represents a system, where all its elements generate synergy effect or at least do not produce entropy. Fig. 1 below depicts such a system.



Figure 1. Teacher' communicative competence as a system (Yulbarsova, 2022)

Therefore, during university training, future teachers should learn as much as possible about the specific features of professional activities, independently analyse the studied events and processes, establish connections among participants in the teaching process, and be aware of the characteristics of professional activity. Achieving the logical sequence of pedagogical behaviours requires the ability to analyse situations, which is facilitated by practical seminars focused on solving professional problems as a primary prerequisite.

In today's context, using Case Technology (Case Study) to strengthen communication can be considered an effective method for understanding pedagogical situations and finding optimal solutions. This approach fosters students' interest in their activities and activates their intellectual potential. At the same time, courses such as "Developmental Psychology," "Pedagogical Psychology," and "Social Psychology in Pedagogical Situations," as well as pedagogical assignments, independent study tasks, electronic learning programs, and educational materials, are of particular importance for students specializing in pedagogical fields to develop their communicative competencies.

One of the communicative links established between the addressee and the addresser is the form of linear communication. "Linear communication consists of messages directed in one direction by the communicator without feedback" (Kolesnikova, 2007, p. 12). In the teaching process, such communication can take place in a virtual classroom or be presented through

electronic instructions. However, in any case, the teacher performs an explanatory function in this process.

In the interactive communication model (such as focus group training, business games, educational conferences and video conferences, internet forums, etc.), close contact during information exchange and transmission between communicators (even if remotely) plays a crucial role. Among these technologies, business games hold a special place, allowing students to reveal their pedagogical positions in educational or instructional situations.

Mastering active learning forms, such as the method of analysing specific situations and simulation games, is essential for acquiring communicative skills in the teaching process.

In pedagogical communication, it is essential to be able to adapt to each student and establish a personal connection with them to achieve communication goals. There are various ways to accomplish this, depending on the student's age, educational setting, development, social background, and individual mentality.

Despite these factors, certain consistent principles remain unchanged in the communicative relationships established between teacher and student. For the addressee, the teacher's friendly facial expression, calm gaze, smile, and even tone of voice are highly important. Through these means, the teacher should capture the attention of students by increasing visual contact and using some facial and body movements directed specifically toward the student.

In the process of pedagogical communication, fostering a positive emotional atmosphere, instilling confidence in students that they will succeed and reach their goals, is essential. Recognizing the addressee's efforts, offering support, and mobilizing their motivation for learning and communication serve as a foundation for their future success and achievements (Sokolova, 2019, p. 52).

Currently, in the educational process of developing countries, in particular, within Azerbaijani education there is a growing emphasis on the application of pedagogical communicative competencies. The development of modern higher education in Azerbaijan, the cultural environment, and policies aimed at preserving national cultural heritage in the regions all contribute to cultivating individuals who are prepared and skilled to live and work in a multicultural and communicative environment. These factors highlight the importance of addressing the challenge of shaping a high level of communicative culture among teachers.

As a result of these factors, significant changes have been observed in Azerbaijan's education system in recent years. However, despite the fact that teachers working in regional areas meet the cultural and communicative competence levels required by modern Azerbaijani society, there is still a need for technological support in the development of teachers' pedagogical information-communication competencies.

The acquisition of these competencies should be further advanced through the "Cognition - Interpretation Creativity" pedagogical information technology, which supports the development of professional-pedagogical and information-communication competencies. As noted by L.Kagermazova, "The effectiveness of this technology is determined by several indicators: the ability of students to interpret acquired knowledge, to transform humanitarian knowledge and general cultural experience into pedagogical practice, to analyse pedagogical objects and events, to understand and substantiate pedagogical laws, all of which are essential components of pedagogical experience" (Kagermazova, 2007, p. 50).

The goals of pedagogical communication are the consciously defined expected outcomes that a teacher aims to achieve, both in the present moment (in a specific situation of pedagogical communication) and in the near future, through various communicative means. These goals depend on various conditions, including the addressee's age, the level of development and education, experiences, psychological state, and more. Let us look at the overall objectives and tasks of pedagogical communication:

- Information – the reception and transmission of certain information in response to a query, as well as the exchange of opinions, views, decisions, etc.
- Connection – establishing a state of mutual readiness to receive and transmit messages, maintaining ongoing mutual orientation in the form of continuous interaction.
- Motivation – stimulating the communication partner's actions, directing them toward specific behaviours.
- Coordination – mutual orientation and coordination of actions in organizing joint activities.
- Understanding – not only the adequate perception and comprehension of the message's meaning but also the mutual understanding between partners (their intentions, relationships, experiences, situations, etc.).
- Affective – encouraging necessary emotional experiences ("exchange of feelings") in the partner, as well as using these experiences to alter own emotions and states.
- Establishing Relationships – recognizing and defining one's place in the system of roles, status, professional, interpersonal, and other community relationships in which the individual must operate.
- Participation – actively engaging in the partner's situation, behaviour, and personal and semantic development, including their intentions, relationships, opinions, decisions, ideas, needs, actions, and more (*Pedagogical communication: concept and essence. Objectives of pedagogical communication*, n.d.).

The acquisition of pedagogical communicative competencies through the methods we have outlined helps future teachers master essential communication skills. In the practice of developed countries, a special curriculum has been designed to prepare future teachers for communicative activities by focusing on problem-solving. This includes "modelling communicative situations, direct participation in solving problem situations, analysis of verbal and written texts to resolve communicative issues, rhetorical games" (Kagermazova, 2007, p. 52).

Communicative competence is developed through the processes of education, upbringing, and solving pedagogical problems, serving as a means of implementing interpersonal connections in the processes of communication and activity.

However, one of the main priorities is to study the nature of professional communication that emerges during the formation of a teacher's communicative competence, as well as to identify psychological and pedagogical criteria for evaluating this professional communication. This is directly related to defining the structure of the teacher's competence and addressing a set of issues described within this framework (Tarmaeva, 2006, pp. 126-134).

Education 3.0 invites students to participate in global collaboration initiatives. This connection not only broadens viewpoints, but also encourages the development of vital skills like cooperation, communication, and problem solving, all of which are becoming increasingly crucial in an increasingly linked society. Education 3.0's key aspect is its focus on students. It focuses on each learner's unique requirements, interests, and talents. Rather than using a one-size-fits-all strategy, this model embraces students' different learning styles and interests and allows them to take charge of their educational path. Accordingly, new challenges arise for teachers within the domain of building effective communication with students and in turn instilling high communicative competence in them.

Moreover, the Industrial Revolution 4.0 is booming over the world, which indicates that universities and educational institutions should embrace the future, i.e., Education 4.0. The sector of education has seen significant changes throughout the past decade. Covid-19 has caused a shift from physical to digital learning. As digital learning became more prevalent,

significant advancements were made using Industrial Revolution 4.0 technology. ICT has enabled new modes of learning for students, but the availability of excellent communication tools and platforms remains an issue. Education 4.0 enables worldwide access to a variety of platforms and instruments for communication, teaching, and learning, at the same time requiring teachers to enhance their communicative competence accordingly (Guaña-Moya et al., 2023; Mammadova et al., 2019).

In this next stage of education, increasingly more penetrating the global educational landscape - Education 4.0 - teacher' communicative competence is complemented by new important element – virtual empathy. Garcia-Perez et al. (2016) rightly state that the digital agenda emphasizes the need for a shift in educational institutions' pedagogical models to meet the demands of the new knowledge society, pointing to greater flexibility and tailoring of learning, implying a greater role for new digital technologies in formal teaching-learning processes.

Studies of the last decade (Ivanovic & Jain, 2014; Praveenkumar & James, 2024; Wheeler, 2015) have looked into online pedagogies and discovered that they all share a vision of the learner as an active person who can decide what, how, when, where, and with whom they learn, which is at the heart of the educational process. They consider learning as a broad and dynamic process that encompasses many settings of activity and provides chances and resources for learning. All of these ideas (connectivism, rhizomatic learning, self-regulated learning, and so on) are developed in response to the need to rethink formal education in order to make it more open and adaptable.

Empathy has already been examined in education, and there is a wealth of information available regarding how empathy affects educational processes. According to research on teacher effectiveness, empathetic instructors not only create more secure and encouraging settings for their pupils, but also have a favourable impact on student achievement. According to Fernández-Pinto, López-Pérez, and Márquez (2008), empathy should be viewed as a multifaceted talent that includes cognitive, emotional, and situational components. In turn, research into digital literacy (Jiang & Gao, 2020) has highlighted the relevance of incorporating emotional abilities into the study of digital competence.

As technology advanced, instructors' expectations shifted. It is no longer adequate to show up to class and display some notes on an overhead projector or whiteboard. Each stage of the learning process should prepare students for the workplace by promoting innovation, creativity, and cooperation. Educators nowadays must be confident technology users with an up-to-date online presence and the capacity to teach digital literacy and citizenship via experience.

5. CONCLUSION

Our analysis reveals that the formation of a teacher's communicative culture is characterized by the following competencies: the teacher must understand the necessity of acquiring communicative culture, show a conscious interest in the process of interpersonal interaction, comprehend the nature of mental activity, and recognize the ways personality is shaped through interaction and communication.

The teacher should be able to create an environment of sufficient cooperation, mutual trust, and understanding, and must be capable of overcoming any problems or psychological barriers that arise during communication. A teacher distinguished by high communicative skills should know how to utilize the full range of verbal and non-verbal communication tools, demonstrating speech conformity, a calm and friendly tone, an appropriate pace, correct intonation of sentences, and logical coherence. Additionally, they should be able to create a good communicative atmosphere for their interlocutor by appropriate using of pauses, emphasis, and expressive language tools.

Considering the above points and the main functions of a teacher, realizing the role and importance of communicative qualities in professional education is essential for evaluating the formation of communicative competence in future specialists. Studying the communicative component of pedagogical activity and applying this process to pedagogical competencies are critical factors.

Furthermore, the digital era has profoundly changed the character of education, moving it away from a static, teacher-cantered paradigm and toward a more dynamic and participatory approach. This evolution is driven by the integration of advanced technology, which has reshaped learning environments and methods, and this new landscape necessitates modifying, complementing, and enhancing teachers' communicative competence, making it aligning with new conditions.

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