

PEDAGOGICAL ASPECTS OF IMPROVING COMMUNICATION SKILLS OF UNIVERSITY STUDENTS

Myroslava Fabian¹
Serhii Rabiichuk²
Nataliia Mykhalchenko³
Nataliia Pavlushchenko⁴
Alina Dzhurylo⁵
Tetiana Soroka⁶

ABSTRACT

Objective: Object of research: pedagogical conditions that contribute to the development of communicative self-sufficiency of students of higher educational institutions.

Method: The theoretical and methodological basis of the study consists of the following components: the basics of the general theory of management and management, the analysis of management in the field of education, as well as the main principles of marketing as a methodology for the activity of any enterprise in the conditions of a market economy, the theory and practice of marketing, marketing concepts in the field of education, as well as work in the field of marketing of additional education and management of educational systems. Areas of pedagogical innovation are also taken into account.

Results: The article clarifies the essence and content of the concept of "communicative self-efficacy of university students". The pedagogical content of the process of formation of communicative self-efficacy of university students has been clarified. The evaluation diagnostic toolkit was theoretically substantiated, developed and tested, taking into account the criteria, indicators and levels of formation of the communicative self-efficacy of university students.

Contribution: Pedagogical conditions for the formation of communicative self-efficacy of university students were developed and implemented, and their effectiveness was experimentally verified. It is substantiated that the communicative self-efficacy of university students is a personal meta-quality that reflects the conscious mastery of productive strategies and tactics of communication, confidence in one's own possibilities of their implementation and achievement of constructive results, which ensures effective and flexible communicative behavior in various spheres of activity.

Keywords: Educational System, Educational Institutions, Technology, Educational Process.

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¹ Uzhhorod National University, Uzhhorod (Ukraine). Orcid: <https://orcid.org/0000-0002-3351-1275>

² Khmelnytskyi National University, Khmelnytskyi (Ukraine). Orcid: <https://orcid.org/0000-0003-3948-0083>

³ V. O. Sukhomlynskyi National University of Mykolaiv, Mykolaiv (Ukraine). Orcid: <https://orcid.org/0000-0003-0327-5491>

⁴ Sumy State Pedagogical University named after A.S. Makarenko, Sumy (Ukraine). Orcid: <https://orcid.org/0000-0002-7010-816X>

⁵ Borys Grinchenko Kyiv University, Kyiv (Ukraine). Orcid: <https://orcid.org/0000-0002-5129-6724>

⁶ Izmail State University Of Humanities, Izmail (Ukraine). Orcid: <https://orcid.org/0000-0002-7680-6604>

Email: Soroka@gmail.com

ASPECTOS PEDAGÓGICOS PARA MELHORAR AS HABILIDADES DE COMUNICAÇÃO DE ESTUDANTES UNIVERSITÁRIOS

RESUMO

Objetivo: O objetivo do artigo: definição e fundamentação teórica das condições pedagógicas para o desenvolvimento da autossuficiência comunicativa de alunos de instituições de ensino superior.

Método: A base teórica e metodológica do estudo é constituída pelas seguintes componentes: os fundamentos da teoria geral da gestão e gestão, a análise da gestão no domínio da educação, bem como os princípios fundamentais do marketing como metodologia para a atividade de qualquer empresa nas condições de uma economia de mercado, a teoria e prática do marketing, conceitos de marketing na área da educação, bem como trabalhos na área de marketing de educação complementar e gestão de sistemas educacionais. Áreas de inovação pedagógica também são levadas em conta.

Resultados: O artigo esclarece a essência e o conteúdo do conceito de “autoeficácia comunicativa de estudantes universitários”. Foi esclarecido o conteúdo pedagógico do processo de formação da autoeficácia comunicativa de estudantes universitários. O kit de diagnóstico de avaliação foi fundamentado teoricamente, desenvolvido e testado, levando em consideração os critérios, indicadores e níveis de formação da autoeficácia comunicativa dos estudantes universitários.

Contribuição: Foram desenvolvidas e implementadas condições pedagógicas para a formação da autoeficácia comunicativa de estudantes universitários, e sua eficácia foi verificada experimentalmente. Constata-se que a autoeficácia comunicativa dos estudantes universitários é uma metaqualidade pessoal que reflete o domínio consciente das estratégias e táticas produtivas de comunicação, a confiança nas próprias possibilidades de sua implementação e o alcance de resultados construtivos, o que garante eficácia e flexibilidade comportamento comunicativo em diversas esferas de atividade.

Palavras-chave: Sistema Educacional, Instituições Educacionais, Tecnologia, Processo Educacional.

1. INTRODUCTION

In today's world, characterized by uncertainty and change, the ability to self-development, which includes skills, allowing a person to effectively adapt and interact in society, control his emotions and act as an initiator in professional and personal contacts, is increasingly valued. In Ukraine, such self-learning is highly valued by employers, and teachers of higher education institutions emphasize their importance for the development of students, which is reflected in professional standards (Jiang, Du, & Dong, 2017). Analysis of educational standards shows that communicative competence is included in a number of key skills that students need. An important part is the student's self-assessment of his abilities in professional communication, which determines his readiness for effective interaction, especially in unpredictable situations (Knyazeva, Mikhailova, Usmanova & Shindina, 2022).

However, teaching practice (Iasechko & Iasechko, 2024) often does not take into account the individual views of students, their self-confidence and motivation to actively participate in communication, which negatively affects their ability to act effectively in unstable conditions (Mojsa-Kaja et al., 2015). According to the results of modern psychological and pedagogical research, there is a growing interest in the topic of self-efficacy both in education and in the professional sphere (Reynolds, M., 2020). However, research on

communicative self-efficacy is often fragmented and focused on applied aspects in various professional fields. We believe that there is a significant gap in research related to the identification and implementation of pedagogical conditions for the formation of this meta-quality, which is important for the development of universal and specialized professional competencies.

Thus, the pedagogical work of a teacher of a higher educational institution (Lampou, 2023) is a special form of professional activity, the content of which is the education, upbringing and development of students, promoting the formation of professional knowledge, abilities and skills in them, an active life position, which will enable the future graduate to actively participate in social, cultural, political and other spheres of society. The result of teaching activity is the development of the student, his personal and intellectual improvement, self-determination of the individual, the demand of the corresponding specialist not only on the national labor market, but also on the international one. Therefore, higher education institutions become the "business card" of the state, become the foundation of the country's international competitiveness (Lima & Ribeiro, 2023), and are actively included in the process of internationalization. It is necessary to ensure the real entry of the national system of higher education into the world educational and scientific space by achieving the appropriate level of its openness and transparency, by increasing the number of joint international courses and programs (double diploma degree) and relevant exchanges among teachers and students of higher education between Ukrainian and foreign universities. Institutions of higher education should develop a comprehensive strategy of internationalization, a component of which is the professional development of the staff of the higher school by systematically encouraging the scientific and professional activity of teachers, their orientation towards knowledge of foreign languages and academic mobility (international and domestic), which is closely related to the increase of pedagogical teacher's skills.

A teacher of a higher educational institution carries out his professional activity in several directions: pedagogical, methodical, scientific, educational. The pedagogical component is considered to be a priority, but it cannot be complete if three other aspects of work are ignored. Organizing the educational activities of students in accordance with regulatory requirements, the teacher determines the purpose and tasks of a specific discipline in relation to other subjects, chooses optimal forms and methods of work that contribute to the activation of the student's cognitive activity, forms of control. The main types of this activity are lectures, laboratory, practical, seminar classes, consultations, assessments, exams, practice management, etc. But a high level of professional knowledge is not enough to command a student audience. The general development of the teacher's personality, his ability to connect the material with the present, with his own experience, independence of views, understanding of the interests of young people, the culture of speech, the use of innovative methods in the organization of the educational process, etc., have a significant impact. A modern teacher must be capable of self-development and self-improvement in a

constantly changing situation, ready for the high-quality implementation of knowledge, skills and abilities in professional activities.

2. THEORETICAL FRAMEWORK

Many researchers who actively study and help improve the communication skills of students in higher education institutions, such as: Dr. Anna Mauranen - she specializes in research on speaking practice and teaching English, including communicative aspects of students' speaking (Mauranen, A., 2012); Prof. Dr. Jürgen M. Meisel - he studies speech development and language learning in a multicultural environment, including pedagogical approaches to the development of students' communication skills (Meisel, J.M., 2008); Prof. Dr. Sarah Mercer - her research focuses on intercultural communication and the influence of personal factors on language learning and communication skills development (Mercer, S., 2016); Prof. Dr. Stephen Bax - He researches technology in education and its impact on the development of students' communication skills, in particular the use of digital learning tools (Bax, S., 2011); Dr. María del Mar Suárez Pérez - her research focuses on language teaching methods and pedagogical approaches to the development of students' communication skills (Suárez Pérez, M. M., 2019).

At the same time, it should be noted that scientific studies have highlighted only certain aspects of the problem of training future social workers in the context of the formation and improvement of professional speech communication skills and abilities.

Research topic: the process of learning in higher educational institutions.

Object of research: pedagogical conditions that contribute to the development of communicative self-sufficiency of students of higher educational institutions.

The purpose of the article: definition and theoretical justification of pedagogical conditions for the development of communicative self-sufficiency of students of higher educational institutions.

The research hypothesis consists in the assumption that the development of communicative self-sufficiency of students of higher educational institutions will be effective in the case of:

clarification of the essence and content of the concept "communicative self-sufficiency of students of higher educational institutions" at the theoretical level;

creation of a model for the development of communicative self-sufficiency of students of higher educational institutions;

determination of the pedagogical content of the process of developing this competence in the educational process of higher educational institutions;

justification of pedagogical conditions for the development of communicative self-sufficiency of students of higher educational institutions;

development of criteria and levels of assessment of the level of development of this competence;

development and introduction into practice of the educational process of higher educational institutions of pedagogical conditions, such as activation of the communicative potential of humanitarian educational material, enrichment of students' communicative experience with the help of situational learning and their inclusion in communicatively oriented forms of educational and employment practice with different levels of psycho-emotional stress.

3. METHODOLOGY

The theoretical and methodological basis of the study consists of the following components: the basics of the general theory of management and management, the analysis of management in the field of education, as well as the main principles of marketing as a methodology for the activity of any enterprise in the conditions of a market economy, the theory and practice of marketing, marketing concepts in the field of education, as well as work in the field of marketing of additional education and management of educational systems. Areas of pedagogical innovation are also taken into account.

The article applies the ideas of system-activity, person-oriented and competency-based approaches, as well as modeling and designing objects in integral systems.

The following methods were used for the research: theoretical (analysis, synthesis, interpretation, modeling), practical (observation, review, questionnaire, interview, marketing research methods), as well as methods of mathematical statistics.

Analysis of the theory and practice of education from the point of view of the formation of communicative self-efficacy of students of higher educational institutions allows to reveal the contradiction between the orientation of the state and society on effective communicative training of university graduates and insufficient attention to self-efficacy as an indicator of the new quality of communication (Meisel, J.M., 2008). Contradictions were also revealed between the existence of well-founded theoretical provisions in the field of psychology and pedagogy of subjectivity and the insufficient development of pedagogical conditions for the formation of communicative self-efficacy (Maslach, C., Schaufeli, W.B., & Leiter, M.P., 2001).

Pedagogical research methods include literature analysis, systematization, classification, modeling, empirical methods (experiment, observation, questionnaire, testing, survey) and statistical methods.

The methodological aspects of the work are as follows:

Needs analysis: The first step is to analyze the needs of students in the development of communication skills. This may include assessing their current levels of language proficiency, dialogue skills, influencing skills, etc.

Systematic approach: It is important to use a systematic approach to learning, developing consistent programs and methods that include a variety of exercises and tasks to develop communication skills.

Use of interactive methods: Pedagogical approaches should be interactive and involve students in active participation. This can be using role plays, discussions, group work, etc.

Increasing motivation: It is important to stimulate students' motivation to improve their communication skills, for example by creating interesting tasks and learning scenarios.

Formative assessment: The methodology should include a system of formative assessment that allows students to receive feedback and improve their skills throughout their studies.

Integrating Technology: The use of modern technologies such as video conferencing, virtual platforms, etc. can improve the effectiveness of teaching communication skills.

Differentiation: Methods should be adapted to different learning styles and individual needs of students.

Practical orientation: It is important to ensure that the skills they acquire are of practical use to them in their future professional activities.

Taking these methodological aspects into account makes it possible to develop an effective and targeted program for improving the communication skills of students of higher educational institutions.

The practical significance of the research lies in the development of assessment and diagnostic tools, methodological recommendations for teachers, and the creation of a model for the formation of students' communicative self-efficacy using various forms of work.

4. RESULTS AND DISCUSSION

Communicative competence is formed in the conditions of direct interaction of the individual with the world of spiritual and material culture, therefore it is the result of the experience of communicating with people. A certain interest for ours the study has a problem of the ratio of communicative competence and communicative abilities, the analysis of which is carried out in a number of studies.

Competence is interpreted as a characteristic of behavior, the dominant form of personality activity, the formation of relevant skills and abilities, the degree of mastery of a certain activity. Abilities are characterized as potential opportunities and prerequisites, which depend on the speed, quality and level of formation of the relevant competence. Accordingly, communicative competence is interpreted as the "ability" to establish and maintain the necessary contacts with other people. It includes a set of knowledge and skills that ensure the effective flow of the communication process.

Communicative competence is considered as the degree of mastering the norms of communication and behavior, as a result of mastering behavior, mastering the "technique" of communication.

Considering, first of all, the training of university students in the field of communication and their communicative effectiveness, the author focuses on the need to develop methodological recommendations that would take into account the peculiarities of the future professional activity of students, defined in the relevant educational and professional standards, as well as professional and psychograms.

By means of an interdisciplinary analysis, general features of the communicative effectiveness of university students, sources and mechanisms of its formation were established. The author comes to the conclusion that for the successful formation of this competence in students, it is important to give priority attention to their mastery of communicative strategies, development of reflective abilities, increase in self-confidence and

formation of a positive attitude towards one's own communication skills (Keller, J., & Kesberg, R., 2017).

The defined the pedagogical meaning of the formation of communicative effectiveness in students, which consists in defining and creating pedagogical conditions favorable for the orientation of students on communicative effectiveness and the development of confident, flexible communicative behavior in them.

The main criteria for the formation of communicative effectiveness of university students include cognitive, reflective, emotional-valuable and creative-activity. Different levels of this efficiency and their characteristics are developed and described (Mauranen, A., 2012).

The main form of work that contributes to the formation of students' communication skills is "professionally oriented tasks of a communicative nature." Such tasks are aimed at students' acquisition of new knowledge and skills, development of personal qualities and preparation for future professional activities (Menghi, M.S., Rodriguez, L.M., & Oñate, M.E., 2019).

In the process of humanities classes, various forms and methods of work are actively used, such as conversations, discussions, presentations in front of the audience, work in groups, peer review and self-assessment, which contributes to a more successful orientation of students to the development of their communicative effectiveness.

Theoretical significance of the study:

Communicative self-efficacy of university students as a meta-quality reflects the conscious mastery of productive communicative strategies and tactics, confidence in one's own abilities to implement them and achieve a constructive result, and ensures effective and flexible communicative behavior in various situations (Bax, S., 2011).

Formation of communicative self-efficacy of university students represents an organized pedagogical process, represented by the phases: "orientation", "enrichment", "activation", and which consists in identifying and creating pedagogical conditions: "updating the communicative potential of the content of the humanities", targeting students conscious understanding of one's communicative characteristics, comparing them with proper professional communicative behavior, acquiring knowledge about effective communication strategies and mastering ideas about communicative competence and self-efficacy; "enrichment communicative experience of students through the organization of situational learning in the classroom", which contributes to the expansion of their professional communicative repertoire, their acceptance of communicative self-efficacy as an important meta-quality; "inclusion of students in communication-oriented types of educational and work practices with varying degrees of psycho-emotional stress," which means independent, confident manifestation of effective communicative behavior students in situations of risk and uncertainty (Mercer, S., 2016).

The criteria for the formation of communicative self-efficacy of university students are: cognitive-reflective - involves students' awareness of their communicative characteristics and comparing them with what they should, understanding the essence of communicative self-efficacy; emotional-value – presupposes the emergence students' attitudes to communicative self-efficacy as important meta-quality, their focus on effective communicative behavior and focus on improving their communicative competence and communicative self-efficacy in professional activities; creative and active – reflects the expansion of experience in the field of professional and educational interaction, the acquisition of confidence and the manifestation of flexibility of communicative behavior in various situations, including in situations of uncertainty. Levels of manifestation of communicative self-efficacy of university students:

unstable reproductive, situational-productive, stable-productive.

The effectiveness of the process of developing communicative self-efficacy among university students is ensured by interconnected pedagogical conditions that contribute to expanding students' ideas about communicative self-efficacy as an important meta-quality; strengthening students' confidence in achieving positive results in various communicative situations by enriching their communicative experience; manifestation of confident, flexible, effective communicative behavior in situations of psycho-emotional stress, significant uncertainty, which is confirmed by mathematical methods statistics.

5. FINAL CONSIDERATIONS

The article presents conclusions and formulates the main results of the study, which determine the author's personal contribution to pedagogical science.

1. A judgment is proposed about the essence and content of the concept of "communicative self-efficacy of university students," which is understood as a meta-quality of an individual in the sense of the manifestation of his subjectivity, as a "constitutive" characteristic of an individual's communicative competence. Communicative self-efficacy is associated with an individual's understanding of his features and capabilities, with self-confidence, with conscious mastery of productive communication strategies and tactics, confidence in own capabilities to implement and achieve constructive results in various situations, primarily in situations of uncertainty and psycho-emotional stress.

2. The pedagogical meaning of the formation of communicative self-efficacy as a step-by-step organized pedagogical process, which consists in creating pedagogical conditions conducive to: orientation of students towards communicative self-efficacy and its acceptance as an important meta-quality; strengthening students' confidence in achieving positive results in various communicative situations by enriching their communicative experience; manifestation of confident, flexible communicative behavior, focused on positive results in various situations, including situations of uncertainty.

Pedagogical conditions for the formation of communicative self-efficacy, developed with taking into account the model: updating the communicative potential of the content humanitarian disciplines; enriching the communicative experience of students through the organization of situational training in the classroom; inclusion of students into communication-oriented types of educational and work practices varying degrees of psycho-emotional stress.

Based on the above, we can conclude that the conducted research complements pedagogical science in the field of theoretical and applied study of the problem of the formation of communicative self-efficacy of university students. This work represents only one of the possible solutions. Further research may be devoted to identifying other conditions and factors that contribute to the formation of communicative self-efficacy of university students.

The theoretical value of the work lies in what has been decided improving the formation of competence and communication skills in future specialists in the specialty of pedagogy.

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