

# **Pedagogical Conditions for the Formation of Communicative Competence of Students of Higher Education**

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*This article explains the concept of “communicative self-efficacy of university students,” emphasizing its pedagogical significance in fostering effective communication skills. The development and testing of an assessment diagnostic toolkit, incorporating criteria, indicators, and levels of communicative self-efficacy, are discussed. Pedagogical interventions for enhancing communicative self-efficacy are designed, implemented, and empirically evaluated. Communicative self-efficacy is posited as a meta-quality of personality, reflecting mastery of communication strategies, confidence in their implementation, and achievement of constructive outcomes. The process of forming communicative self-efficacy unfolds through distinct phases: “orientation,” facilitating students’ understanding of their communicative characteristics and competence; “enrichment,” consolidating confidence in diverse communicative contexts; and “activation,” fostering independent and flexible communicative behaviors through active participation in communication-oriented practices. This research underscores the importance of nurturing communicative self-efficacy among university students for effective interpersonal interactions across various situations.*

*Keywords: educational system, educational institutions, technology, educational process*

## **INTRODUCTION**

In modern conditions of uncertainty, variability, and increased conflict are becoming especially popular meta-qualities (self skills) that help a person to function successfully in society, understand oneself, regulate one’s condition, be a subject of activity and communication. In Ukraine, self-skills are among those

qualities that employers especially value, and university teachers understand the need to develop them in students. This is reflected in both professional and educational standards of higher education (Jiang, Du, & Dong, 2017).

The study of educational standards in higher education from the point of view of the developed competencies allows us to conclude that among both universal and general professional and professional competencies of students, some are explicitly or contextually format presuppose communicative competence. One of the important characteristics of communicative competence is the student's idea of his competence in professional and educational communication, that is, communicative self-efficacy. This meta-quality is manifested in the conviction of one's own effectiveness, is formed based on awareness and reflection of one's success in communication and gaining one's own communicative experience, and predetermines a person's communicative readiness for effective action, primarily in situations of uncertainty.

At the same time, in the actual educational practice of universities, there is not the subject position of students in the communication process is taken into account, expressed in self-confidence, motivation for high-quality communication, awareness of one's potential, readiness to effectively act in situations of uncertainty, reactions to success and failure (Mojsa-Kaja et al., 2015).

The results of the analysis of modern psychological and pedagogical research indicate a significant increase in interest in the problem of self-efficacy, both in general and in vocational education (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021), (Jarmas & Raed, 2018), (Keller & Kesberg, 2017), (Mojsa-Kaja et al., 2015), (Jiang, Du, & Dong, 2017), (Menghi et al., 2019). However, most studies focus on a person's general self-efficacy. The phenomenon of communicative self-efficacy is studied fragmentarily, most often in applied psychological research. In particular, some aspects of students' communicative self-efficacy are considered humanitarian specialties in the field of engineering and medical education in connection with the use of information technology (Mancini et al., 2022), (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021), (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019), (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019), (Maslach, C., Schaufeli, W.B., & Leiter, M.P. 2001), (Grant, A.M. 2013), (Reynolds, M. 2020). From our point of view, there is a significant lack of research related to the identification, creation and implementation of pedagogical conditions formation of communicative self-efficacy as a meta-quality, characterizing universal, general professional and professional competencies.

## **AIM**

The object of study: educational process at a university.

The subject of research: pedagogical conditions for the formation of communicative self-efficacy of university students.

Purpose of the article: to identify and theoretically substantiate pedagogical conditions for the formation of communicative self-efficacy of university students.

The research hypothesis is the assumption that the formation of communicative self-efficacy of university students will be effective if:

- at the theoretical level, the essence and content of the concept of "communicative self-efficacy of university students" was clarified, a model for the formation of communicative self-efficacy of university students was developed, the pedagogical meaning of the formation of this meta-quality in the educational process of a university was specified, the pedagogical conditions for the formation of communicative self-efficacy of university students were substantiated, criteria and levels for studying its manifestation have been developed;
- at the practical level, pedagogical conditions have been developed and implemented in the educational process of the university: actualization of the communicative potential of the content of humanitarian disciplines; enrichment of communicative student experience through the organization of situational learning in the classroom; inclusion of students in

communication-oriented types of educational and work practices with varying degrees of psycho-emotional stress.

## MATERIALS AND METHODS

The theoretical and methodological basis of the study was: the provisions of the general theory of management and management, research in the field of education management, as well as the basic principles of marketing as a methodology for the activity of any enterprise in a market economy; theories and practices of marketing; education marketing concepts; work in the field of marketing of additional education; in the field of management of educational systems; areas of pedagogical innovation.

The article uses system-activity-justice, personality-oriented, and competence-based approaches, modeling and designing objects in integral systems.

Research methods:

- theoretical (analysis, synthesis, interpretation, modeling);
- practical (participant observation, peer review, questioning, free interviews, marketing research methods);
- methods of mathematical statistics (Mancini et al., 2022).

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

Analysis of the theory and practice of education in the context of the formation of communicative self-efficacy of university students allows us to identify several contradictions between:

The focus of the state and society on effective communicative training of university graduates, which is reflected in the requirements of educational standards, and insufficient attention to the problem self-efficacy as an indicator of a new quality of communication (Maslach, C., Schaufeli, W.B., & Leiter, M.P. 2001); the existence of substantiated theoretical positions in the field psychology and pedagogy of subjectivity and insufficient development of pedagogical conditions for the formation of communicative self-efficacy, as manifestations of students' subjective position in communication (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019); the presence of personal opportunities for self-realization in students and insufficient orientation of the educational process towards developing the skills of adequately assessing communicative situations, effective action to obtain a positive result, confidence in one's capabilities and self-confidence in communication.

Methods of pedagogical research: general theoretical – analysis of psychological-pedagogical, scientific-methodological, reference and encyclopedic literature, normative documentation on the topic of research; interpretation, comparison, hypothesis building, pedagogical modeling; empirical – study and generalization of pedagogical experience, pedagogical observation, conversation, analysis of students' activities, self-assessment, mutual assessment, expert assessment, diagnostics of the level of formation of students' communicative self-efficacy; questioning, testing, survey; statistical – descriptive statistics, Fisher's F-test, Student's t-test and Fisher's angular transformation ( $\varphi^*$  – criterion).

The practical significance of the study lies in the testing of evaluative diagnostic tools for studying the development of students' communicative self-efficacy, including pedagogical diagnostics, supplemented with standardized psychological techniques; creating methodological recommendations for teachers on the design of professionally oriented tasks of a communicative nature, methodological development of professionally oriented tasks in a foreign language; cases for solving communication situations related to upcoming professional activities; development of a structural-functional model for the formation of students' communicative self-efficacy; using forms of work and means: master class, project, social competition, elements of technology for the development of critical thinking and others.

## DISCUSSION

Considering, first of all, the communicative training of students at university in the context of developing their communicative competence and communicative self-efficacy, the author draws attention to the need to design meaningful guidelines taking into account the characteristics of students' future professional activities, which specified in educational standards, professional standards and professionograms, especially psychograms.

Based on interdisciplinary analysis, common characteristics have been identified in communicative self-efficacy about the student's personality university, sources, and mechanisms for the formation of communicative self-efficacy; it was concluded that in the process of its formation in students, the emphasis must be placed on their mastery of communicative strategies, actualization and development of their reflexive abilities; on deepening their understanding of their communication abilities and capabilities; on increasing self-confidence; on strengthening realistic self-esteem and positive self-attitude of students towards their communicative abilities; on the selection of content and forms of work related to the implementation of more difficult, non-standard tasks, with the desire complete what you started, and in case of failure, rethink your actions with result-oriented. As a result, the author determined the pedagogical meaning of the formation of communicative self-efficacy in students, which consists in identifying and creating pedagogical conditions that contribute to orienting students towards communicative self-efficacy and accepting it 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.

As the main criteria for the formation of communicative self-efficacy of university students, are cognitive-reflective, emotional-value, and creative-activity. The levels of formation of communicative self-efficacy are determined: unstable-reproductive, situational-productive, stable-productive, and their characteristics are given.

The main form of work is defined as "professionally oriented tasks of a communicative nature" related to the formation of practical communication skills of students, which they need both in their future professional activities and in everyday life. Their main task, not so much receiving an answer as appropriating new knowledge, is a method, method decisions, reception, with a possible transfer to other similar situations, the formation of personal qualities necessary for a highly professional competitive specialist. The main types of such tasks have been identified, an algorithm for working with them has been formulated, and guidelines for teachers on design have been developed and published for such tasks.

For more successful orientation of students towards communicative self-efficacy in the classes of humanities disciplines, the following forms and methods of work were actively used: conversation with elements of discussion, creation of algorithms, preparation of a message, speaking to an audience; discussion, commenting on speeches; development of criteria for effective monologue/dialogue statement; designing rules preparation of recommendations; work in pairs, groups; mutual verification and mutual assessment, self-esteem, drawing up a self-observation diary.

The 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 abilities to implement them and achieve a constructive result, and effective and flexible communicative behavior in various situations.
- 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.

- 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 of 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.

## CONCLUSIONS

The article presents conclusions and formulates the main results of the study, which determine the author's 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, conscious mastery of productive communication strategies and tactics, and confidence in his 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 the 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 by 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 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 in university students.

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