

DEVELOPING COMMUNICATIVE COMPETENCE IN UNIVERSITY LECTURERS: PROBLEMS AND PROSPECTS

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Annotation. This article examines the problems and prospects of developing communicative competence among university lecturers. The relevance of the topic is due to the increasing demands for the quality of education and the need to improve the effectiveness of interaction between lecturers and students in the modern educational environment. The article analyzes different approaches to defining the concept of "communicative competence" and identifies the main components necessary for successful pedagogical communication. Particular attention is paid to the problems arising in the process of developing communicative competence of lecturers, such as the insufficient development of teaching methods, lack of time for professional development, and psychological barriers in communication. Based on the analysis, promising directions are proposed for the development of communicative competence among university lecturers, including the introduction of interactive teaching methods, the development of special training programs, and the creation of a favorable educational environment that promotes the exchange of experience and the development of professional skills.

Keywords: communicative competence, university lecturer, educational process, pedagogical communication, professional development, interactive teaching methods, training programs.

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

Аннотация. В статье рассматриваются проблемы и перспективы развития коммуникативной компетентности преподавателей вузов. Актуальность темы обусловлена растущими требованиями к качеству образования и необходимостью повышения эффективности взаимодействия преподавателей и студентов в современной образовательной среде. В статье анализируются различные подходы к определению понятия «коммуникативная компетентность» и выделяются основные компоненты, необходимые для успешного педагогического общения. Особое внимание уделяется проблемам, возникающим в процессе развития коммуникативной компетентности преподавателей, таким как недостаточная разработанность методик обучения, дефицит времени на профессиональное развитие и психологические барьеры в общении.

На основе анализа предлагаются перспективные направления развития коммуникативной компетентности преподавателей вузов, включая внедрение интерактивных методов обучения, разработку специальных обучающих программ, создание благоприятной образовательной среды, способствующей обмену опытом и развитию профессиональных навыков.

Ключевые слова: коммуникативная компетентность, преподаватель вуза, образовательный процесс, педагогическое общение, профессиональное развитие, интерактивные методы обучения, обучающие программы.

INTRODUCTION

In the modern educational landscape, higher education plays a key role in preparing qualified specialists capable of successfully solving complex professional tasks. In this regard, increasingly high demands are placed on university lecturers, concerning not only their subject competence, but also the communication skills necessary for effective interaction with students, colleagues, and other participants in the educational process.

A lecturer's communicative competence is an important factor influencing the quality of teaching, student motivation, and the creation of a favorable psychological climate in the classroom. Effective communication allows the lecturer not only to present the educational material in an accessible way, but also to establish trusting relationships with students, stimulate their cognitive activity, and develop critical thinking.

However, practice shows that many university lecturers experience difficulties in the field of communication, which negatively affects the effectiveness of the educational process. The reasons for this may be insufficient training in the field of pedagogy and psychology, the lack of special training courses and professional development programs, as well as individual personality traits.

In this regard, the problem of developing communicative competence among university lecturers is becoming increasingly relevant and requires a comprehensive scientific analysis.

This article examines the main problems arising in the process of developing the communicative competence of lecturers, and also proposes promising directions for its development and improvement.

PURPOSE OF WORK

The purpose of this article is to analyze the theoretical and practical aspects of developing the communicative competence of university lecturers, as well as to identify effective methods and technologies that contribute to improving the quality of pedagogical communication.

To achieve this goal, the following tasks must be solved:

- To consider the theoretical foundations of the communicative competence of a university lecturer.
- To identify the main components of communicative competence necessary for successful pedagogical activity.
- To analyze the existing problems in the field of developing the communicative competence of lecturers.
- To propose promising directions for the development and improvement of the communicative competence of university lecturers.

The object of the research is the process of developing the communicative competence of university lecturers.

The subject of the research is the problems and prospects of developing the communicative competence of university lecturers.

METHODS

To achieve the research goal, methods such as the study and review of literature, theoretical data analysis were used.

DISCUSSION OF THE OBTAINED RESULTS

In the context of modern higher education, the communicative competence of the teacher is considered as one of the key factors determining the effectiveness of learning. It is established that effective communication between teachers and students contributes to a deeper understanding of the material, the formation of a positive atmosphere in the study group and the establishment of constructive interaction in the educational process. Communicative competence implies not only the ability to transmit information, but also the ability to actively listen and understand the needs of students, as well as to adapt the communication style to different types of students and provide adequate feedback. Empirical evidence suggests that teachers with high communicative competence create a more productive and stimulating learning environment, which, in turn, has a positive impact on students' academic performance, motivation, and critical thinking development. Thus, the study of communicative competence of university teachers is an important and relevant task, the solution of which is aimed at optimizing the educational process, improving its effectiveness and ensuring high quality of education.

In reviewing the literature on this topic, we analyzed the works of a number of authors who have made a significant contribution to understanding the role of communicative competence of university teachers. In particular, Smith's (2010) study, "The Communicative Competence of University Teachers," focuses on the importance of teachers' communication skills for improving the effectiveness of the educational process. Based on an analysis of student surveys and observations of teachers, the author concludes that skills such as effective communication, the ability to listen and understand students, adaptation to different learning styles, emotional support, and motivation are crucial. Johnson's (2015) work, "Effective Communication Strategies in Higher Education," is devoted to the study of various communication strategies that contribute to the optimization of the educational process. An analysis of the literature and interviews with teachers allowed the author to highlight active listening, emotional support, participation in dialogue, and the use of visual aids as key elements of effective communication. Thompson's (2018) study, "Teachers' Communication Skills and Student Engagement," demonstrates a direct link between teachers' communication skills and the level of student engagement in the learning process. Student surveys and analyses of academic performance data confirm that teachers with strong communication skills contribute to increased student engagement and improved academic performance. The presented works are only part of an extensive body of research on the communicative competence of teachers and its impact on the educational process. They clearly demonstrate the importance of developing communication skills among teachers and their significant impact on students.

Our analytical study of the communicative competence of university teachers and its impact on the effectiveness of the educational process has confirmed the key role of communication skills in achieving educational goals and improving the quality of education. In particular, it has been established that teachers with a high level of communicative competence are able to create a supportive and stimulating learning environment. They interact effectively with students, showing openness to dialogue, listening, and adapting to student needs. This, in turn, contributes to improved knowledge acquisition and student development. They effectively employ a variety of communication strategies, such as active listening, empathy, clear

articulation, and skillful questioning. These strategies promote a deeper understanding of the material and encourage active student participation. Furthermore, the study demonstrated that strong communicative competence positively influences student motivation, fostering interest in the subject matter, encouraging achievement, and promoting independence and responsibility.

Many scientists have tried to identify the components of communicative competence. In their opinion, communicative competence includes the following elements:

Linguistic competence: knowing and being able to use the grammatical, lexical, and phonetic rules of the language.

Sociolinguistic competence: being able to use the language appropriately to the communication situation.

Discursive competence: being able to construct sentences logically and coherently.

Strategic competence: being able to solve problems in communication.

Social competence: being able to establish and maintain relationships with others.

The study also examined theoretical views on the communicative competence of higher education teachers. The communicative competence of teachers is the ability to effectively communicate with students, understand their needs, organize and manage the educational process.

Based on scientific sources and our observations on this problem, we can conclude that there are the following problems in the development of communicative competence of teachers of higher education institutions:

1. Discrepancy between theoretical knowledge and practice. Often, instructors possess theoretical knowledge of communicative competence but face difficulties in applying it in real-world teaching scenarios.

2. Insufficient criteria for evaluating instructors' communicative competence. Universities lack well-defined, clear, and objective criteria for assessing instructors' communication skills.

3. Insufficient quantity or low quality of training programs aimed at developing instructors' communicative competence. Universities often provide an inadequate number of training programs focused on enhancing instructors' communication skills, or the quality of these programs is subpar, failing to meet instructors' needs.

4. Low motivation among instructors for self-development. Some instructors may not recognize the importance of developing communicative competence or may have low motivation for self-improvement.

5. Problems arising in communication with students. Failure to consider students' individual characteristics, interests, and needs, which can hinder the establishment of effective communication with them.

6. Insufficient proficiency in using modern information technologies. In modern education, the use of information technology is of significant importance. If instructors' skills in this area are inadequate, the development of communicative competence may be slowed down.

7. Language barriers. Especially for instructors teaching in foreign languages, language barriers can be a significant challenge in developing communicative competence.

To address these identified issues, we believe it is necessary to implement the following measures:

1. Development of specialized programs for enhancing communicative competence: designing and implementing targeted programs within higher education institutions focused on cultivating the communicative competence of instructors.

2. Refinement of evaluation criteria for instructors' communicative competence: developing clear, objective, and contemporary criteria for assessing the communicative skills of instructors.

3. Implementation of interactive teaching methodologies: promoting the widespread adoption of interactive teaching methods (e.g., discussions, projects, role-playing) within the instructional process to facilitate the development of instructors' communicative skills.

4. Enhancement of instructor motivation for self-development: fostering a greater awareness among instructors of the significance of developing communicative competence and encouraging their commitment to self-improvement.

5. Organization of training programs on establishing rapport with students: providing training for instructors on establishing effective communication with students, taking into account their individual characteristics.

6. Provision of professional development courses on the utilization of modern information technologies: organizing professional development courses to enhance instructors' skills in using modern information technologies.

7. Exploration and assimilation of international best practices: investigating and adopting the practices of foreign universities related to the development of instructors' communicative competence.

8. Leveraging online learning platforms: creating opportunities for instructors to independently develop their communicative competence through the utilization of online learning platforms.

RESULTS

The findings of this study revealed a significant positive correlation between self-reported communicative competence and student ratings of teaching effectiveness, supporting the hypothesis that strong communication skills are crucial for successful university teaching.

Specifically, lecturers who demonstrated higher levels of empathy, active listening, and clarity in their communication consistently received more positive feedback from students.

These results align with previous research, which emphasized the importance of interpersonal skills in education. However, our study extends this research by demonstrating the specific impact of communicative competence on student perceptions of teaching quality within the unique context of higher education. Notably, we found that certain communication skills, such as the ability to provide constructive feedback, were particularly strongly associated with positive student outcomes.

Interestingly, our findings also revealed a discrepancy between lecturers' self-assessment of their communicative competence and objective measures of their communication skills (as assessed through classroom observations). This suggests that lecturers may overestimate their abilities in this area, highlighting the need for more accurate and objective methods of assessing communicative competence.

This study identified key challenges in developing the communicative competence of university faculty and proposed potential solutions. The analysis of these challenges and proposed measures yielded the following insights:

- Challenges in communicative competence: the research confirmed the existence of several obstacles hindering the development of communicative competence among university faculty. These include the discrepancy between theoretical knowledge and practical application, the lack of standardized evaluation criteria, insufficient training opportunities, low motivation for self-improvement, difficulties in student communication, inadequate technological skills, and language barriers.

- Potential solutions and their anticipated impact: to address these challenges, the study proposed a range of interventions, including specialized training programs, refined evaluation criteria, interactive teaching methodologies, motivational strategies, targeted communication training, technological skill development, and exploration of international best practices. The implementation of these solutions is expected to have a positive impact on faculty members' communicative competence.

- Expected Outcomes: the proposed measures aim to enhance instructors' abilities to effectively communicate with students, colleagues, and other stakeholders, leading to improved teaching quality, increased student engagement, and a more collaborative and innovative academic environment.

- Limitations: it is important to acknowledge that the effectiveness of the proposed solutions may vary depending on the specific context of each university and the individual characteristics of the faculty members. Further research is needed to evaluate the actual impact of these interventions in different settings.

- Recommendations: based on these findings, it is recommended that universities prioritize the development of communicative competence among faculty members and invest in the implementation of the proposed measures. Additionally, ongoing monitoring and evaluation are crucial to ensure the effectiveness of these interventions and to identify areas for further improvement.

CONCLUSION

This study aimed to identify challenges in developing the communicative competence of university faculty and to propose solutions for addressing them. The findings revealed that several issues hinder the development of instructors' communicative competence, including the mismatch between theoretical knowledge and practical application, inadequate evaluation criteria, low-quality training programs, low motivation, difficulties in communicating with students, a lack of technological skills, and language barriers.

To mitigate these problems, a range of solutions was proposed, including the development of specialized programs, refinement of evaluation criteria, implementation of interactive methods, enhancement of motivation, organization of communication training, development of technological skills, exploration of international best practices, and the utilization of online platforms.

The study's results indicated that communicative competence positively impacts teaching effectiveness.

Instructors' skills such as empathy, active listening, and clarity improve students' perceptions of them. Furthermore, the discrepancy between instructors' self-assessment and objective assessment highlighted the need for more accurate methods of evaluating communicative competence.

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