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FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS AS A FACTOR OF DEVELOPMENT OF INTERCULTURAL COMMUNICATION

Kateryna Kovalova

*Vinnytsia National Agrarian University
department of Ukrainian and foreign languages
St. Snyachna 3, aud. 519, 21018, Vinnytsia, Ukraine
phone: 093 194 21 50
e-mail: katrin.viter@gmail.com
<https://orcid.org/0000-0001-7183-2996>*

The development of communicative competence serves a crucial function in fostering intercultural communication. Furthermore, the more extensive the lexical repertoire and the more refined the speech, the more effectively individuals from different cultures can achieve mutual understanding. Therefore, the improvement of communicative competence becomes one of the most urgent tasks in improving linguistic, cultural, and international cooperation. The article examines the concept of 'communicative competence' in the development of Ukrainian and foreign researchers. In recent years, the idea of 'competence' has gained prominence in general didactics and pedagogy. This increased focus is partly due to recommendations from the Council of Europe regarding educational reforms. The authors define the structure of communicative competence of specialists differently (linguistic, speech, sociocultural, strategic and pragmatic competences; cognitive, emotional and behavior components), but it is indisputable that components, which investigators include in this notion, are inalienable from communicative competence. Considering the different approaches to the definition of 'competence', we conclude in the article that competence is understood as the knowledge that a person should master in the learning process, the result of mastering the content of education, which should be manifested in future professional activities. For the student, the educational and qualification standards require not only technical and specialized skills but also the ability to communicate effectively with colleagues and perform management tasks. The article examines the structure of communicative competence, its role, meaning and importance of development in the educational process. It is emphasized that communication is directly related to motivation. Therefore, a very important role in the formation of students' communicative competence is played by such a pedagogical condition as the formation of learning motivation. Learning motivation depends on many factors: the organization of the education system; the direction of the educational institution; the specifics of the discipline; individual characteristics of the student (age, intellectual development); individual characteristics of the teacher (attitude towards participants of the educational process).

Key words: competence, agrarian education, intracultural communication, communicative competence, students.

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Formulation of the problem. Ukraine's foreign and domestic policies, along with the country's integration into the European and global communities, present new challenges for educators. As outlined in the Law of Ukraine "On Education", one of the key objectives of contemporary education is the development of communicative competence. This is achieved through the enhancement of knowledge, skills, and abilities that not only improve productivity but also contribute to overall life success. Also, the development of communicative competence becomes one of the most urgent tasks in improving international cooperation.

Analysis of recent research and publications. Some scientists consider communicative competence as an integrated learning goal (O. Berdychevskyi, I. Bim, M. Vashulenko, V. Safanova, Y. Passov), others – as a component of speech (V. Skalkin) or foreign language (P. Serdyukov) competence. The third group of researchers is convinced

that communicative competence means a person's ability to communicate as a complex of multicomponent activity, the nature of which is influenced by various factors (A. Bogush, N. Galskova, O. Petraschuk, L. Bachman, A. Holliday, S. Savignon).

In recent decades, the concept of 'competence' has become increasingly apparent at the general didactic and general pedagogical level. Increased attention to this concept was also due to the recommendations of the Council of Europe in questions on the renewal of education. The Council of Europe has identified five groups of key competences. These include: communicative, technology, political, social and intercultural competencies, the ability to learn throughout life.

There is also no common point of view in Ukrainian and foreign pedagogical literature on the definition of key competencies that should have a modern educated person, but most researchers, including I. Zymnya, V. Kraevskyi, A. Khutorskyi identify communicative competence as key. For example, L. Bachmann identifies three main components in the structure of communicative competence: linguistic, strategic and psychomotor skills (cognitive processes).

Unlike M. Vyatytnev, N. Gez in the composition of communicative competence, in addition to the above components, has mentioned such a component as the ability to relate language tools to the tasks, conditions of communication and understanding of relations between communicators.

Determining of previously unexplained parts of the overall problem. As most scientists determine communicative competence as a key competence, we should also analyze the role of this competence in intracultural communication. This aspect wasn't clearly investigated in the scientific works of the scientists.

The purpose of the article is to analyze the concept of "communicative competence" as one of the main factor in the development of intercultural competence. Also, it is important to determine the structure of communicative competence of future students.

Main body. Analysis of the research in communicative processes shows that relations between cultures can be different, namely:

- a) utilitarian attitude of one culture towards another;
- b) rejection of one culture by another;
- c) interaction of cultures among themselves as equal subjects. It is the third type of relations in the scientific space that is defined as intercultural dialogue [9 : 57–64].

To obtain positive results and conduct successful intercultural communication, scientists identify the following aspects:

- openness to learning about "other" cultures and positive perception of differences;
- psychological attitude to the effectiveness of joint work with representatives of another culture;
- the ability to distinguish collective and individual traits in communicative behavior;
- the ability to overcome stereotypes; responsible attitude to the organization and work process;
- correct use of communication tools depending on the communication situation;
- desire for positive and successful results;
- mandatory adherence to the etiquette standards of one's own and other cultures [6].

According to the educational and qualification characteristics of a specialist, students should have not only general technical and special skills, but also be able to find a common language with colleagues, perform a number of management functions

and improve intracultural communication. Students should carry out business ties in order to solve professional, social and production problems, establish contacts with partners, determine their own style of communication with managers and colleagues, improve the psychological climate in the team, resolve labor conflicts, improve labor discipline, conduct business communication in a foreign language in oral and written forms in typical professional situations.

These tasks require a high and sufficient level of communicative competence of future students in today's conditions. First of all, it is necessary to define the essence of the complex concept of 'communicative competence', which includes two concepts: 'communicativeness' and 'competence'.

As for the concept of 'competence', it is not new in foreign and domestic pedagogy. So, already in the 80s of the XX century the idea and term «competence» have been widely used in the United States and some European countries in connection with the problem of individualization of learning. Even then, an attempt was made to use the term «competence» in the sense of «educational result of the student».

The meaning of the concept of 'competence' was thoroughly developed by the British psychologist J. Raven in his works 'Competence in modern society' and 'Pedagogical testing'. Under 'competence' he understands a set of cognitive and emotional components of effective human life and interprets this concept as motivated abilities [16 : 254].

Ukrainian researcher V. Bezrukov understands competence as "mastering the knowledge and skills that allow you to express thoughts professionally and evaluate opinions." [12 : 280]. N. Lavrychenko defines the competence of the individual "as a psychological and social quality, which means strength and confidence, the source of which is a sense of success.

Competence contributes to the individual's awareness of his own ability to interact effectively with others [7]. I. Yermakov, having analyzed the views of the scientists from Ukraine, Ireland, France, Switzerland, Scotland, Austria, Greece, came to the conclusion that, despite differences and different interpretations of the term 'competence', we can see that for scientists from different countries skills that are necessary for real life are considered: professional, skills of adequate application of knowledge, obtaining information, updating knowledge and continuing education, self-education, social and communication skills, ability to solve problems and controversial issues or conflicts, work in a team, feel responsible, etc. O. Kucher defines competence "as a general ability of an individual, which is characterized by the presence of specific skills and abilities based on knowledge, to effectively perform certain activities or perform a certain function." [5 : 235–237].

In education, activity is understood as the individual's focus on purposefully acquiring knowledge, skills, and abilities. Exercises aimed at developing students' communicative competence should follow two key directions: the first involves developmental exercises and tasks that engage students' interest and encourage active participation, while the second focuses on exercises containing information relevant to professional, business, and industry-related issues. Exercises in the first direction are typically used in courses on pedagogy and psychology, where students study psychological cognitive processes such as sensation, perception, memory, attention, imagination, and thinking, and their significance in human life.

The study of these topics in lectures provides the foundation for their discussions during seminars, where methods such as debates, case studies, didactic exercises, and role-playing games are used to reinforce students' understanding of the subject. The second type

of exercises and tasks focuses on problems and scenarios related to students' future professional careers, and should be grounded in the principle of simulating real-world work conditions. Here, the case study method is commonly employed, offering students various professional and industrial situations to analyze. Additionally, discussion methods are utilized to explore both professional and broader societal issues that impact human life.

A. Bogush interprets competence "as a complex characteristic of the personality, which absorbs the results of previous psychological development, knowledge, skills, abilities, creativity, initiative, independence, self-esteem, self-control." [1 : 3–5].

Considering the different approaches to the definition of 'competence', we can conclude that competence is understood as the knowledge that a person must master in the learning process, the result of mastering the content of education, which should be manifested in future professional activities.

As noted above, the concept of 'communicative competence' encompasses two concepts: 'communicativeness' and 'competence'. Let's move on to consider the concept of 'communicativeness'. Yu. Khanin defines 'communicativeness' as the unity of three components: the need for communication, emotional state before, during and after communication, communication skills and abilities [15]. V. Kan-Kalik characterizes communicativeness as a multifaceted phenomenon that combines a number of components, among which sociability, social unity, and altruistic tendencies are of special importance.

The author emphasizes that 'sociability' should be understood as a person's ability to feel pleasure from the process of communicating with other people. Altruistic tendencies in a person's emotions are related to the desire to bring joy to the people with whom he communicates, to empathize with the joy of another, and so on.

When studying the concept of 'communicative competence', we can not ignore the process of communication, because they are interconnected. According to B. Parigin, "communication is a complex and multifaceted process, which can be both a process of interaction of individuals and information; to be considered as the attitude of people to each other and to be a process of their mutual influence and a process of their empathy and mutual understanding".

The role of communication is important in the learning process, as the latter has a pronounced communicative and interactive nature. Personality is formed in the activities carried out by him and which is an indicator of its mental and social qualities, which shape its language behavior. The conceptual foundations of the study of the phenomenon of communication have been developed in the works of V. Bekhterev, O. Leontiev and other psychologists, who consider communication as a necessary condition for human development, socialization and individualization. A. Derkach and N. Kuzmina point out that communication acts not so much as an exchange of information, but as a process of interaction and mutual influence.

During communication as a result of systematic contacts in the course of joint activities, its participants receive a variety of knowledge about themselves, their friends, ways to most rationally solve problems. Larionova defines contextual learning as "modeling with the language of science of the content of future professional activity through a system of different forms, methods and methods of teaching". The use of this method involves the use of forms and methods of active learning, broadening of the horizon, enriching the experience, understanding the meaningful influence of the future profession of students on future educational activities. The basis of contextual learning is the modeling

of professional situations that reveal the essence of the future profession “tracing the contours of professional reality to real life [2].

In everyday life, the importance of communication cannot be overstated. We engage in communication daily, including in our professional lives. It plays a crucial role in building relationships, sharing ideas, delegating tasks, and managing teams, among other things. Developing strong communication skills can significantly contribute to career success, make you a more competitive job candidate, and help you expand your professional network. Although it requires time and practice, communication and interpersonal skills can definitely be improved and honed over time. Also today is too necessary to overcome the problems of speech communication between different cultures. The Austrian philosopher and logician L. Wittgenstein reveals the problems of speech communication through the nature of the influence of sociocultural factors on the communication process and the sociocultural conditioning of verbal and non-verbal means of communication and highlights the following aspects:

- 1) sociological (social, ethnic and other factors are studied);
- 2) linguistic (verbal and non-verbal means of communication, language styles, ways to increase the effectiveness of intercultural communication are studied);
- 3) communicative (communicative skills and abilities, conflict management, development of intergroup relations are analyzed);
- 4) cultural (the achievements of civilization are determined, traditions, works of art, lifestyle are analyzed);
- 5) ethical (emphasis on moral norms, norms of behavior, interpersonal communication, speech etiquette, etc.);
- 6) psychological (the psychological reaction of people in terms of communication with representatives of other states and ethnic groups is considered);
- 7) professional and applied (the areas of application of knowledge in intercultural communication are outlined) [3].

There are four main types of communication we use on a daily basis: verbal, non-verbal, written and visual. Verbal communication involves using language to convey information through speaking or sign language. It is one of the most common forms of communication, often employed in presentations, video conferences, phone calls, meetings, and one-on-one interactions. Verbal communication is valuable because it is direct and efficient. To enhance its effectiveness, it can be supported by nonverbal and written communication. Nonverbal communication refers to the use of body language, gestures, and facial expressions to transmit messages. It can occur both intentionally and unintentionally. Written communication, on the other hand, involves writing, typing, or printing symbols like letters and numbers to share information. It is especially useful because it creates a record for future reference. Visual communication uses images, art, drawings, charts, graphs, and other visuals to convey information. Visual aids are often incorporated into presentations to provide additional context alongside verbal and written communication. Since people learn in different ways, visual communication can be particularly helpful for those who grasp ideas and information more effectively through images.

Communication is a difficult process, and it is not easy to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter. Although these models of communication differ, they contain some common el-

ements. The first two models we will discuss, the transmission model and the interaction model, include the following parts: participants, messages, encoding, decoding, and channels.

For all the variety of approaches of scientists to the role and function of communication, we can say that they all come down to the uniqueness of the role of communication in both the development and functioning of the individual. The above analysis of the categories ‘communication’, ‘communicativeness’, ‘competence’ serves as a methodological basis for considering the essence and structure of communicative competence of the individual.

The term ‘communicative competence’ was first introduced into scientific usage by D. Heims, who defined it as “knowledge that provides an individual with the opportunity to carry out functionally-oriented speech communication, and what speakers need to know to achieve success in communication in a foreign culture” [13 : 269–285].

In the works of L. Petrovska ‘communicative competence’ is interpreted as a complex formation that includes knowledge of socio-psychological factors and the ability to use them in specific activities, understanding motives, behavioral strategies, frustrations, the ability to understand group socio-psychological problems, understanding of possible obstacles on the way to mutual understanding, mastering the technology and psychotechnics of communication. The composition of communicative competence includes a certain set of knowledge and skills that ensure the effective course of the communicative process [8 : 216]. A. Dobrovych considers communicative competence as a constant readiness for contact. This is explained by scientists from the standpoint of consciousness, thinking. The scientist believes that a person thinks and this means that he lives in a mode of dialogue, taking into account the ever-changing situation in accordance with his intuitive expectations of his partner.

Effective communication is characterized by the achievement of mutual understanding by partners, better understanding of the situation and the subject of communication.

For the first time, the term ‘communicative competence’ was introduced into a scientific use by the American linguist Hymes, who defined it as “knowledge that enables the individual to conduct speech communication, which aims to achieve success in communication” [13].

In the French didactic dictionary, “communicative competence is the knowledge of regional studies, social factors that determine the use of speech in accordance with social norms of conduct.” This opinion is shared by Hutchinson who believes that communicative competence consists of established rules for the formation of a grammatically correct language and the possibility to apply it in practice. Petruk emphasizes the importance of the development of communicative competence in the process of learning, since the act of communication itself is an activity that promotes the learning of material and the establishment of business relationships.

Consequently, with all the diversity of approaches of scientists to the concept of communicative competence, we can conclude that communication plays a significant role in the development and functioning of the individual and in solving educational and practical problems in the team. In order to meet professional needs and ensure a proper culture of professional communication, future specialists need to have a high level of communicative competence. Future specialist should organize training and professional development of employees, provide continuous improvement of personnel training, coordinate work on patent and inventory activities, unify, standardize and certify products, organize research and experimentation, as well as work in the field of scientific and technical infor-

mation, rationalization, invention, distribution of advanced production experience. I think that possibility of realization of these functions, as well as the resolution of labor conflicts, the ability to improve the socio-psychological climate in the collective – all these tasks are successfully implemented if the student has a communicative competence at a high level. Communicative competence is key in the structure of basic competences and an important component of the formation of professionally significant qualities of future specialists.

High-level communication skills of the specialists help to create a positive microclimate at the job, establish partnership relations, achieve success in professional, organizational and managerial activities and successful adaptation in a transformational society.

The specialists' communicative competence should include knowledge of professional terminology, the ability to use it in linguistic, oral and written professional speech, based on their own internal motivation and experience, recognizing the need for self-improvement.

Also, within my research, I have determined that the communicative competence of a student is defined as the possession of communicative knowledge and skills that ensure the effective implementation of the communicative function in professional activities and in society, finding an adequate style and tone of communication taking into account the personality of the interlocutor, circumstances of communication and strategies of speech interaction [4]. In my opinion the structure of communicative competence includes motivational-emotional, gnostic, conative and reflexive components.

The motivational-emotional component includes motives, needs and goals, which form cognitive interest to the interlocutor, readiness to start the conversation with him. This component develops the ability of a student to communicate, dispute, prove the point of view, build a constructive conversation.

The gnostic component is aimed at forming of theoretical knowledge about the essence, structure, form, means, functions, types, and features of communication, understanding of the importance of communication in future professional activity, creating of analytical thinking through which communication is considered as a kind of social creativity.

Conative component involves mastering of the student by general and specific communicative skills that make it possible to establish contact with the interlocutor, control the situation of interaction with him, as well as perceptual skills that facilitate the penetration to the inner world of the communication partner. This component is aimed at developing of the ability to communicate effectively, conduct discussions, choose a strategy of behavior during a conversation, establish contacts with people, use verbal and nonverbal means of communication, predict the behavior of the partner, understand his emotional state.

The reflexive component is aimed at creating of the ability to work analytically, understand the importance and peculiarities of communicative competence for self-improvement and effective professional activity.

Taking into account the component composition of the model of communicative competence of a specialist, the criteria for the formation of communicative competence (motivational-emotional, gnostic, conative and reflexive) have been developed, and according to these criteria, three levels of their formation have been identified: high, medium, low.

One of the tasks of my study is to determine pedagogical conditions of the formation of communicative competence of students, especially person-centered approach, modeling in the learning of communicative situations of future professional activities, the formation of motivation of training. In my opinion, the most effective form of formation of communicative competence is to form it while using the above mentioned condi-

tions during studying the humanitarian disciplines, namely 'Business Ukrainian', 'Foreign language for professional orientation' and 'Psychology'.

The content of the teaching of the discipline 'Psychology' is communication, its structure, types, features, functions. The knowledge gained in psychology classes allows future specialists to establish contact with the interlocutor, determine his psychological state, develop skills to influence the course of the conversation, anticipate possible complications and find ways to overcome them, support the initiative and interest of the interlocutor.

Disciplines 'Business Ukrainian' and 'Foreign Language for Professional Orientation' help students to master and develop communicative, organizational, managerial skills, ability to communicate with colleagues, establish partnerships, form a positive microclimate in a team, build a labor relationship on the principles of cooperation and mutual understanding. Receiving of knowledge in the process of studying at a higher educational establishment requires from a student to understand its content, importance of gaining. Effective learning of the material contributes not only to understanding the purpose of learning, but also motivation.

During the study of these disciplines, I have paid the greatest attention to communication, **discussions, analysis of scientific facts; exchange of experience and development** of communicative skills. Language disciplines are aimed at mastering of professional speech and speech activity in general, working with official-business documentation, activating the process of speaking in foreign and native languages. Zymnia emphasizes that these disciplines contribute to the development of speech mechanisms, linguistic means of speech activity due to the expansion of vocabulary, assimilation of linguistic rules; finding ways of forming thoughts and their differentiation for different communication conditions.

Disciplines 'Business Ukrainian', 'Foreign Language for Professional Orientation' and 'Psychology' helped students to master and develop communicative, organizational, managerial skills, ability to communicate with colleagues, establish partnerships, form a positive microclimate in a team, build a labor relationship on the principles of cooperation and mutual understanding. The important role in realizing these conditions was paid to using a person-centered approach.

Today, person-centered studing is interpreted as "education that provides self-development of the student, taking into account his individual characteristics" [14]. This approach involves the cultivation of a cultural, spiritually rich personality with its own inner world and outlook.

The benefits of a person-centered studing, which I used during lectures and seminars, were the use of creative methods focused on the development of internal motivation, application of the acquired knowledge in practice and own experience; stimulation of cooperation, individual and collective activity in groups for the purpose of forming communicative skills. Through collaborative activities, students were able to incorporate both new and previously learned linguistic material into various communication situations, share their personal experiences, discuss and defend their viewpoints, analyze information, and agree with the perspectives of their group members. For successful group work, it is essential to have communicative competence at an adequate level. In developing communicative competence, the use of cooperative pedagogy plays a crucial role in the success of team-based learning, where tasks are solved and communicative skills are enhanced.

The development of students' communicative competence is significantly influenced by the teacher's pedagogical communication style. This includes the teacher's abil-

ity to facilitate conversations, manage discussions, and create a positive psychological atmosphere with friendly, collaborative relationships. In the course of training, I aimed to foster a democratic communication style, maintaining a humanistic and caring attitude towards students. Our goal was to inspire students' desire for knowledge, assist them in mastering self-education methods, and guide them in solving problems and making decisions both in their professional lives and everyday situations. To achieve these objectives, we focused on developing of students' communicative competence, as it is through communication among participants in the educational process that trust and respect are built – key elements in person-centered learning. The foundation of person-centered learning is the subject-subject nature of communication, which focuses on creative development, effective learning, and high motivation.

A student, as an active participant in the learning process, is inherently ready for self-determination, self-realization, and self-evaluation. The student selects their preferred learning forms and methods and actively engages in educational and cognitive activities. Such communication allows specialists to become active participants in the educational process, unlike in traditional education, where they were often seen as passive objects. The advantages of person-centered learning, which I employed during lectures and seminars, included the use of creative methods aimed at fostering internal motivation, applying acquired knowledge in practice, and drawing on personal experience. Additionally, this approach encouraged cooperation and both individual and group activities, all of which contributed to the development of communicative skills. Person-centered learning emphasized subject-subject interaction between the lecturer and the student. This was realized through teaching methods such as problem-based lectures, educational discussions, and role-playing games, all of which helped unlock the student's potential and strengthen their communicative abilities.

So, we can make a conclusion that person-oriented learning involves mutual respect, understanding among participants of the educational process, the ability to know each other's inner world, creative approach to solving educational and professional tasks, which will help to improve the professional competence of a future student in general and communicative competence in particular.

Communication has a direct bearing on motivation [11]. That's why such pedagogical condition as the formation of motivation of training plays a very important role in the formation of communicative competence of students. The motivation for learning depends on many factors: organization of the educational system; direction of the educational institution; specifics of the discipline; individual characteristics of the student (age, intellectual development); individual characteristics of the teacher (attitude to the students). At the classes of "Psychology", "Foreign language for professional orientation", we tried to offer students the tasks that were interesting, entertaining, induced them into thinking, creative activity, self-improvement, learning based on internal motivation. " I tried to support constantly the interest of students in studying these disciplines. While choosing the topic for the lesson, I took into account its relevance, novelty, practical application, connection with the future profession, curiosity of the material, used means of visibility, increased autonomy and creativity, through solving problem situations, participation in discussions, conversations, role plays, trainings.

An essential step is helping students understand the ultimate goal of their learning. Therefore, we aimed to demonstrate the practical value of studying the material, showing how the knowledge and skills acquired could be applied in their future professional careers. Fram-

ing interaction through the lens of students' underlying motives offers a new perspective, one that can lead to a deeper understanding of how interaction impacts students' success.

It is clear that even today scientists do not have a single point of view on the interpretation of communicative competence in training and education in general.

Some scholars consider communicative competence as an integrated learning goal (I. Bim, M. Vashulenko), others - as a component of speech (V. Skalkin) or foreign language (I. Serdyukov) competence, others - as a person's ability to communicate as a complex multicomponent speech activity, the nature of which is influenced by various factors (A. Bogush, L. Bachman, S. Kozak, O. Petraschuk, A. Holliday).

The views of scientists also differ on the structure of communicative competence.

The most extensive structure of communicative competence was proposed by Yu. Fedorenko, highlighting:

- a) language competence (language knowledge: lexical, grammatical, phonetic and spelling);
- b) speech competence, which covers four types of communication (listening, speaking, reading, writing);
- c) competence related to the process of speaking (dialogic and monologue speech);
- d) lexical competence, in particular knowledge of vocabulary and speech lexical skills; grammar – knowledge of grammar and speech grammar skills;
- e) phonetic, which involves phonetic knowledge and speech-hearing-pronunciation skills;
- f) socio-cultural competence related to the country studies and linguistics. The author is convinced that the phenomenon of communicative competence and its nature require the inclusion of many elements in its structure [10].

Yu. Fedorenko considers communicative competence as a set of linguistic, speech, sociocultural, sociolinguistic, strategic, discursive competences. According to I. Vorobyova, communicative competence consists of linguistic, sociocultural, sociolinguistic competence.

Among foreign scientists who study the problem of formation of communicative competence, there are also differences in views on its structure. M. Svein proposed a model of communicative competence with three components: grammatical, sociolinguistic and strategic competence.

D. Larsen-Freeman identified such components in the model as : linguistic form, pragmatic competence, interacting patterns and strategic competence.

S. Savignon names four components of communicative competence, they are: 1) grammatical competence (grammatical level of a sentence); 2) sociolinguistic competence (understanding the social context in which language is used); 3) discursive competence (understanding how to connect separate language forms into a single whole); 4) strategic competence (compensation for imperfect knowledge of the rules, imperfect mastery of something) [17].

S. Bloom-Kilka and I. Levenstone proposed to expand the concept of "communicative competence", involving in its structure semantic competence, which, according to scientists, consists of an understanding of homonymy, antonymy; ability to avoid specific terms by means of paraphrases; ability to recognize degrees of paraphrase equivalents.

Conclusions. Based on the reviewed scientific sources and professional literature, the essence and structure of communicative competence for future students have been

clarified. It is defined as the possession of communicative knowledge, skills and abilities necessary for the agrarian engineers to carry out speech activities in the educational and professional sphere. The authors present varying models of the structure of communicative competence, which may include linguistic, speech, sociocultural, strategic, and pragmatic competences, as well as cognitive, emotional, and behavioral components. However, it is clear that all the components identified by researchers are integral to the concept of communicative competence.

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ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЯК ЧИННИК РОЗВИТКУ МІЖКУЛЬТУРНОГО СПІЛКУВАННЯ

Катерина Ковальова

Вінницький національний аграрний університет
кафедра української та іноземних мов
вул. Сонячна 3, кімн. 519, 21018, Вінниця, Україна
тел.: 093 194 21 50
ел.пошта: katrin.viter@gmail.com
<https://orcid.org/0000-0001-7183-2996>

Формування комунікативної компетентності відіграє одну з найважливіших функцій в налагодженні та розвитку міжкультурної комунікації. Адже чим більший лексичний запас та багатше мовлення, тим простіше людям з різних культур порозумітися одне з одним. Відтак, вдосконалення комунікативної компетентності стає однією з найактуальніших задач в покращенні мовної, культурної, міжнаціональної співпраці. У статті досліджено поняття «комунікативна компетентність» у розробці українських та зарубіжних дослідників. Останніми роками в загальній дидактиці та педагогіці набула значного значення ідея «компетентності». Така підвищена увага частково пояснюється рекомендаціями Ради Європи щодо освітніх реформ. Автори по-різному визначають структуру комунікативної компетентності спеціалістів (лінгвістична, мовленнєва, соціокультурна, стратегічна та прагматична компетентності; когнітивний, емоційний та поведінковий компоненти), але беззаперечним є те, що компоненти, які дослідники включають у це поняття, є невід'ємними від комунікативної компетентності. Розглядаючи різні підходи до визначення поняття «компетентність», у статті робимо висновок, що під компетентністю розуміють знання, якими особа повинна оволодіти в процесі навчання, результат засвідчняє змісту освіти, який має проявитися в майбутній професійній діяльності. Для студента освітньо-кваліфікаційні стандарти вимагають не лише технічних і спеціальних навичок, а й уміння ефективно спілкуватися з колегами, виконувати управлінські завдання та розвивати міжкультурну взаємодію. У статті досліджена структура комунікативної компетентності, визначена її роль, значення та важливість розвитку в навчальному процесі. Підкреслено, що спілкування має пряме відношення до мотивації. Тому дуже важливу роль у формуванні комунікативної компетентності студентів відіграє така педагогічна умова, як формування мотивації навчання. Мотивація навчання залежить від багатьох факторів: організації системи навчання; напрямок навчального закладу; специфіка дисципліни; індивідуальні особливості студента (вік, інтелектуальний розвиток); індивідуальні особливості викладача (ставлення до учасників навчального процесу).

Ключові слова: компетентність, аграрна освіта, внутрішньокультурна комунікація, комунікативна компетентність, студенти.

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