

PRACTICAL ASPECTS OF THE APPLICATION OF PEDAGOGICAL SKILL AND COMMUNICATIVE COMPETENCE OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS

ASPECTOS PRÁTICOS DA APLICAÇÃO DA CAPACIDADE PEDAGÓGICA E DA COMPETÊNCIA COMUNICATIVA DOS PROFESSORES DAS INSTITUIÇÕES DE ENSINO SUPERIOR

ASPECTOS PRÁCTICOS DE LA APLICACIÓN DE LA HABILIDAD PEDAGÓGICA Y LA COMPETENCIA COMUNICATIVA DE LOS PROFESORES DE LOS CENTROS DE ENSEÑANZA SUPERIOR

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ABSTRACT: The relevance of this research involves a comprehensive consideration of the links between the concepts of "pedagogical excellence" and "pedagogical competence" of university teachers during classes. The study aims to establish the relationship between pedagogical excellence and communicative competence in the structure of pedagogical activities of Higher Education Institutions (HEIs) teachers. Methodological basis: a sociological survey (drawing up a system of research questions), method of information analysis (processing of respondents' answers), ranking method (suggested for respondents during the provision of answers to the questions). Results of the research: updating the basic components of the pedagogical skill of the teacher: humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, communicativeness. The main characteristics of pedagogical excellence and communicative competence of university teachers (inconsistency; interdependence; hierarchical organization) were revealed. Key dimensions of pedagogical excellence as an element of communicative competence (competence of nonverbal communication, competence of verbal clarity, competence of verbal richness of speech) were determined. The relationship between pedagogical excellence and communicative competence

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is proved. The basic components of pedagogical excellence are defined (humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, communicativeness). The links of communicative-speech competence are presented. The characteristics of communicative-speech competence, which determine the quality of professional interactions of university teachers, are highlighted. The regularities and peculiarities of communicative-speech competence of teachers are presented. The practical value of the study was to present a summary of the causal links of the concepts of "pedagogical excellence" and "communicative competence" of university teachers during the classes.

KEYWORDS: Higher education institutions. Teaching methods. Professional requirements. Pedagogical excellence of the teacher. Communicative competence of the teacher.

RESUMO: A relevância desta pesquisa envolve uma consideração abrangente dos vínculos entre os conceitos de "excelência pedagógica" e "competência pedagógica" dos professores universitários durante as aulas. O estudo visa estabelecer a relação entre a excelência pedagógica e a competência comunicativa na estrutura das atividades pedagógicas dos professores das Instituições de Ensino Superior. Base metodológica: uma pesquisa sociológica (elaboração de um sistema de perguntas de pesquisa), método de análise de informações (processamento das respostas dos respondentes), método de classificação (sugerido para os respondentes durante o fornecimento das respostas às perguntas). Resultados da pesquisa: atualização dos componentes básicos da habilidade pedagógica do professor: orientação humanística da atividade, competência profissional, profissionalismo, habilidades pedagógicas, técnica pedagógica, comunicatividade. As principais características da excelência pedagógica e da competência comunicativa dos professores universitários (inconsistência; interdependência; organização hierárquica) foram reveladas. As principais dimensões da excelência pedagógica como elemento de competência comunicativa (competência de comunicação não-verbal, competência de clareza verbal, competência de riqueza verbal da fala) foram determinadas. A relação entre a excelência pedagógica e a competência comunicativa foi comprovada. Os componentes básicos da excelência pedagógica são definidos (orientação humanística da atividade, competência profissional, profissionalismo, habilidades pedagógicas, técnica pedagógica, comunicatividade). São apresentados os elos da competência comunicativa e comunicativa. As características da competência comunicativa-fala, que determinam a qualidade das interações profissionais dos professores universitários, são destacadas. São apresentadas as regularidades e peculiaridades da competência comunicativa-esportiva dos professores. O valor prático do estudo foi apresentar um resumo dos vínculos causais dos conceitos de "excelência pedagógica" e "competência comunicativa" dos professores universitários durante as aulas.

PALAVRAS-CHAVE: Instituições de ensino superior. Métodos de ensino. Exigências profissionais. Excelência pedagógica do professor. Competência comunicativa do professor.

RESUMEN: La relevancia de esta investigación implica una consideración exhaustiva de los vínculos entre los conceptos de "excelencia pedagógica" y "competencia pedagógica" de los profesores universitarios durante las clases. El estudio pretende establecer la relación entre la excelencia pedagógica y la competencia comunicativa en la estructura de las actividades pedagógicas de los profesores de las Centros de Enseñanza Superior. Base metodológica: encuesta sociológica (elaboración de un sistema de preguntas de investigación), método de análisis de la información (tratamiento de las respuestas de los encuestados), método de

clasificación (sugerido a los encuestados durante el suministro de las respuestas a las preguntas). Resultados de la investigación: actualización de los componentes básicos de la competencia pedagógica del profesor: orientación humanista de la actividad, competencia profesional, profesionalidad, habilidades pedagógicas, técnica pedagógica, comunicatividad. Se revelaron las principales características de la excelencia pedagógica y la competencia comunicativa de los profesores universitarios (incoherencia; interdependencia; organización jerárquica). Se determinaron las dimensiones clave de la excelencia pedagógica como elemento de la competencia comunicativa (competencia de comunicación no verbal, competencia de claridad verbal, competencia de riqueza verbal del discurso). Se ha demostrado la relación entre la excelencia pedagógica y la competencia comunicativa. Se definen los componentes básicos de la excelencia pedagógica (orientación humanista de la actividad, competencia profesional, profesionalidad, habilidades pedagógicas, técnica pedagógica, comunicatividad). Se presentan los vínculos de la competencia comunicativa-habla. Se destacan las características de la competencia comunicativa-discursiva, que determinan la calidad de las interacciones profesionales de los profesores universitarios. Se presentan las regularidades y peculiaridades de la competencia comunicativa verbal de los profesores. El valor práctico del estudio fue presentar un resumen de los vínculos causales de los conceptos de "excelencia pedagógica" y "competencia comunicativa" de los profesores universitarios durante las clases.

PALABRAS CLAVE: *Centros de enseñanza superior. Métodos de enseñanza. Requisitos profesionales. Excelencia pedagógica del profesor. Competencia comunicativa del profesor.*

Introduction

The pedagogical excellence in connection with communicative competence is a professional ability to direct all types of educational work for the comprehensive development of the student, including his worldview and abilities. Externally, it is manifested in the successful creative solution of various pedagogical tasks, in the effective achievement of methods and goals of teaching and educational work. Its more specific external indicators are high level of performance, quality of teacher's work; expedient, adequate to pedagogical situations actions of a teacher; achievement of results of teaching, education, independent work of students; development of their ability to study independently, to acquire knowledge, involvement in independent research. From the internal side, pedagogical excellence is a functioning system of knowledge, skills, abilities, mental processes, personality traits, ensures the implementation of pedagogical tasks. In this respect, pedagogical excellence is an expression of a teacher's personality, his/her ability to independently, creatively, qualitatively engage in the pedagogical activity.

An important feature of professional-pedagogical knowledge is complexity and integration. First of all, the teacher can synthesize the studied sciences. The core of synthesis is the solution of pedagogical tasks, analysis of pedagogical situations, causing the need to

comprehend the psychological essence of phenomena, the choice of ways of interaction based on the learned laws of personality formation.

The solution of each pedagogical task actualizes the whole system of pedagogical knowledge of a teacher, which appears as a whole in the context of communicative relevance. In addition to comprehensiveness, the generalization professional knowledge of a master teacher is also characterized by such an important feature as an individual work style.

Another element of pedagogical excellence is the organizational form of the teacher's behavior. Knowledge, orientation, and abilities without skills, without an excellence of the action ways, i.e., pedagogical technique, including communicative, are impossible. Without them the high results of the teacher's activity are unthinkable.

The relevance of the topic is due to the need to clarify the links between pedagogical excellence and communicative competence in the structure of pedagogical activity of HEIs teachers, on this basis the social implications of this study are caused by changes in the development of society, mainly the problem of globalization, growth of the strategic direction of market economy, changing international relations, the ability to organize processes of humanization, the ability to strengthen international relations, interpersonal and intercultural.

Literature review

The realities of the 21st century have increased the need for a global educational context, and the educational and cognitive abilities, skills, and pedagogical priorities of educators depend heavily on crucial macro- and microstructural factors influencing the development of modern teaching models. It can be argued that there is a general consensus on both national and international paradigms of HEIs teacher education, skills, and abilities (ALIYEVA, 2020).

Pedagogical excellence is a component of both the general professional training of a teacher and a high degree of his sector competence. The qualitative triad "activity - excellence - art", extrapolating to the didactic plane has the form of a scheme "skills - skills - learning - planned implementation (activity) - plan-situational (improvisation-regulated) activity or skill" (DEMCHENKO *et al.*, 2020). Scientists consider the concept of "pedagogical competence" and "pedagogical excellence" as components of professionalism of the teacher to identify their structural components, as well as justify the need to eliminate the contradictions of these concepts (SENATOROVA; CHVYAKIN, 2019). According to the definition of Tekesbayeva and Tekesbayeva (2020), communicative competence as a component of pedagogical

excellence is a system that combines linguistic, sociological, psycholinguistic, linguocultural, cognitive, and paralinguistic aspects.

It is necessary to strive for the pedagogical activity to acquire social significance in the teacher's consciousness and become a personal value for him/her. Improvement of professional-pedagogical training provides purposeful and systematic work on the formation of properties and qualities of personality, knowledge, abilities, skills, corresponding to the nature of the requirements to pedagogical activity. The study of achievements of pedagogical theory and practice allowed the development of a model of pedagogical skills development, which includes motivational, activity, and reflexive components (MATVIIENKO *et al.*, 2021). Some authors (HRYHORENKO *et al.*, 2020) seek to define the pedagogical culture of the teacher in the structure of formation of his pedagogical skill as a poly component structure. Melnyk and Zaremba (2020) investigated the importance of pedagogical interaction as one of the special types of relationship with another. It is emphasized that pedagogical interaction includes the systematic constant implementation of the mentor's communicative actions, which aim to cause a response.

Suyunov (2021) considers the ways to effectively use the basics of pedagogical skills and the need to organize classes based on problem-based learning to improve the effectiveness of the educational process in higher education institutions. There is an opinion (SARV; LEPP; REVA, 2012) that after a certain teaching experience didactic knowledge and communicative skills (YELENINA, 2019) come to the forefront of the ideal identity of a university teacher.

Chuvgunova (2019), Asset *et al.* (2015), Yevseeva *et al.* (2018), Soroka (2021), Monahova and Monahov (2020) and Ozichi *et al.* (2020) argue that to develop the teaching skills and communication competence of university teachers while delivering classes, they need to constantly improve their professional level through ICT competence (HANANE; DJILALI, 2015). Some lecturers cannot create and implement new tools, methods in the teaching process with the help of ICT. The study of the mentioned scholars revealed a positive correlation between ICT competence scores and communicative competence. Lecturers with high communicative competence have a high level of ICT competence and a high level of self-assessment of their ICT competence.

Some scholars, particularly Santiago and Rodríguez Pérez (2020), believe that to develop pedagogical excellence and communicative competence of university teachers in the classroom, it is necessary to establish a process to develop a continuous teacher training model containing the identification of needs, characteristics, action system, a web site with the necessary information for teacher training, offer guidelines for training competence, distance

course and finally focus on assessing. On this basis, Ireri, Oboko and Wario (2016) demonstrate models of integrating pedagogical excellence and communicative competence of university teachers during classroom instruction.

Korniyaka (2018) elucidates the features of communicative and linguistic competence and calls it a key tool of professional communication of university teachers, gives the development (BIENKOWSKA *et al.*, 2019) of speech communicative means and exercises the influence on professional self-realization. In its content, the communication of teachers with HEIs students is related to the goals and objectives of their professional activity: professional training of students as future specialists and social subjects. Communicative and verbal competence is a holistic ability of specialists to use verbal interactions; it is a defining psychological tool for their communicative and verbal activities. To develop communicative competence, it is necessary to develop skills and abilities in interactive rather than dialogic interactions (IBRAHIM, 2021). The speech of a university teacher is one of the most important components of pedagogical skill. Speech is a tool of professional activity, with the help of which it is possible to solve various pedagogical tasks, make a complex topic interesting and the process of its study attractive, create a sincere atmosphere of communication, establish contact with students, achieve mutual understanding with them. Speech should be adapted to solve specific problems that arise in pedagogical activities and communication (ROSTTOIC, 2020). Oral communication, the ability to prepare and deliver interesting presentations, to convey knowledge and skills clearly and comprehensively is one of the most important competencies an academic teacher must acquire (SPYCHAŁA *et al.*, 2021). Ikromova (2020) believes that the success of pedagogical activities largely depends on the HEIs teacher's personality, character, and interaction with students.

In the context of coronavirus infection, teachers have changed their approach to teaching accordingly, this has set new conditions for the development of pedagogical excellence and communicative competence of university teachers during classes (FADHLURRAHMAN *et al.*, 2020). On this basis, constructivist teaching strategies, according to Gutierrez *et al.* (2021) are now the most common pedagogical choices of HEIs teachers.

Hence, despite the significant amount of scientific research devoted to the analysis of the concepts of "pedagogical excellence" and "communicative competence" of university teachers during classes, there is a need for a comprehensive study of the links between pedagogical excellence and communicative competence in the structure of pedagogical activity.

Aims

The research aims to identify the system of connections between pedagogical excellence and communicative competence in the structure of HEIs teachers' pedagogical activity.

Research tasks:

The main search tasks are presented through such theses:

- a. to clarify the main characteristics of pedagogical excellence and communicative competence of university teachers;
- b. to determine the key dimensions of pedagogical excellence as an element of communicative competence;
- c. to establish the base of pedagogical excellence and communicative competence;
- d. to present the relations between pedagogical excellence and communicative competence in the structure of pedagogical activity of HEIs teachers.

Research methods and methodology

Basic methods: sociological and statistical.

Sociological is divided into two stages: drawing up a system of questions for research, development of answers of respondents. An additional (auxiliary) stage became a method of ranking (it is offered to respondents during granting of answers to questions).

Timeframe of the study: 2 months. Method of data processing: local. Contents of the questionnaire: a collection of the results of basic foreign near-thematic studies.

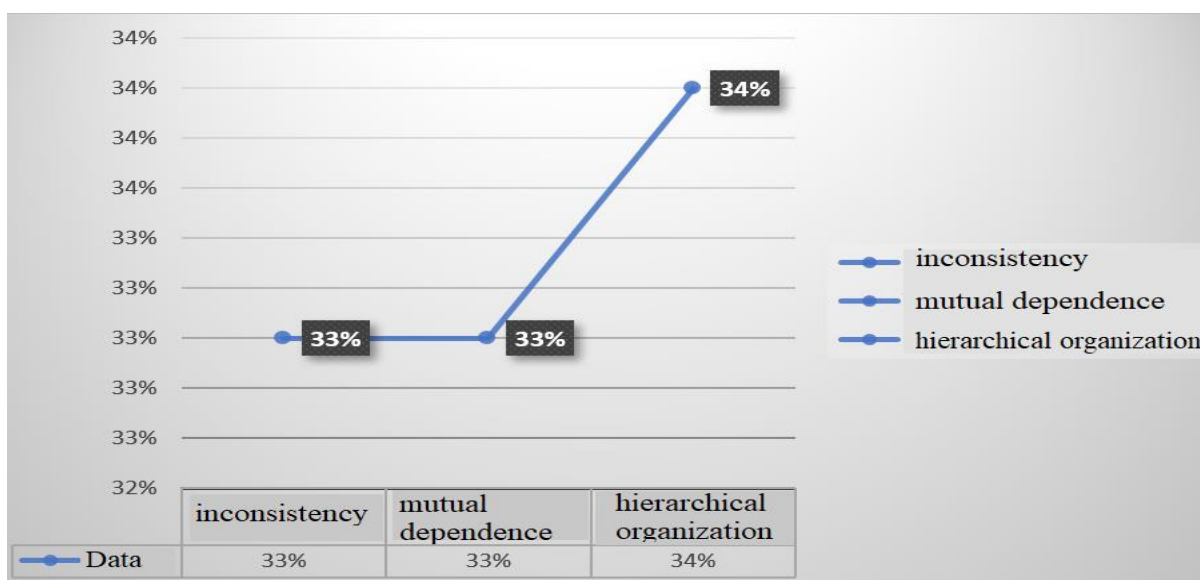
Frequency of testing: once. Method of collection: on an online platform. Method of processing: automatically by default. Number of respondents: 300 teachers in Bogomolets National Medical University, (Ukraine). Types of questions: questions with a choice of one correct answer, matching questions, ranking questions.

Results

The main characteristics of pedagogical excellence and communicative competence of university teachers during the lessons

In the first part, the teachers were suggested to apply among given characteristics (inconsistency, identity, professional orientation, mutual dependence, hierarchical organization, pedagogical technique) pedagogical excellence and communicative competence are, according to their opinion, the most important for university teachers when they teach. Results and deciphering in numbers are presented in Fig. 1.

Figure 1 – The main characteristics of pedagogical excellence and communicative competence of university teachers during the lessons

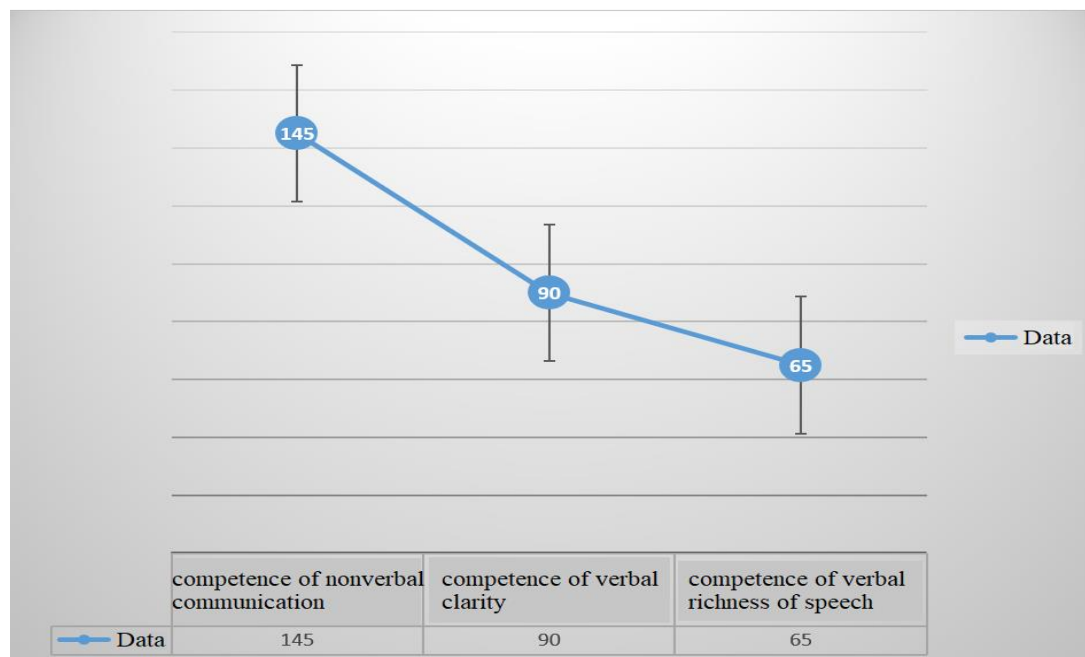


Source: Prepared by the authors

The implementation of pedagogical excellence as communicative competence

Among the three elements tested 145 teachers chose the element "competence of nonverbal communication", 90 teachers chose the element "competence of verbal clarity"; 65 respondents chose the element "competence of verbal richness of speech". The results and decoding are shown in Fig. 2.

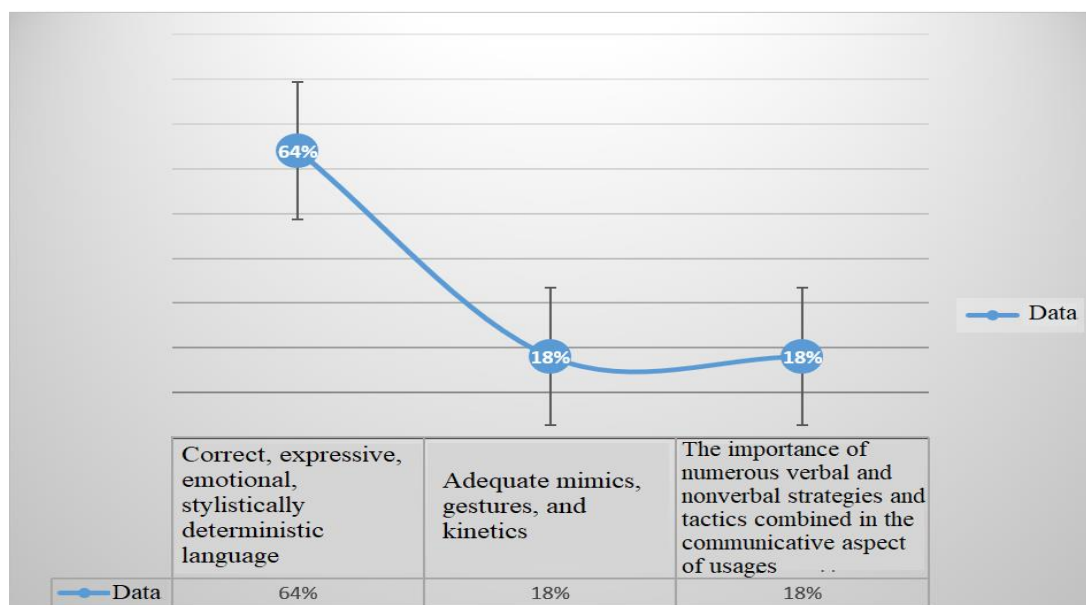
Figure 2 – The realization of pedagogical excellence as a communicative competence



Source: Prepared by the authors

The identification of the essential link between pedagogical excellence and communicative competence

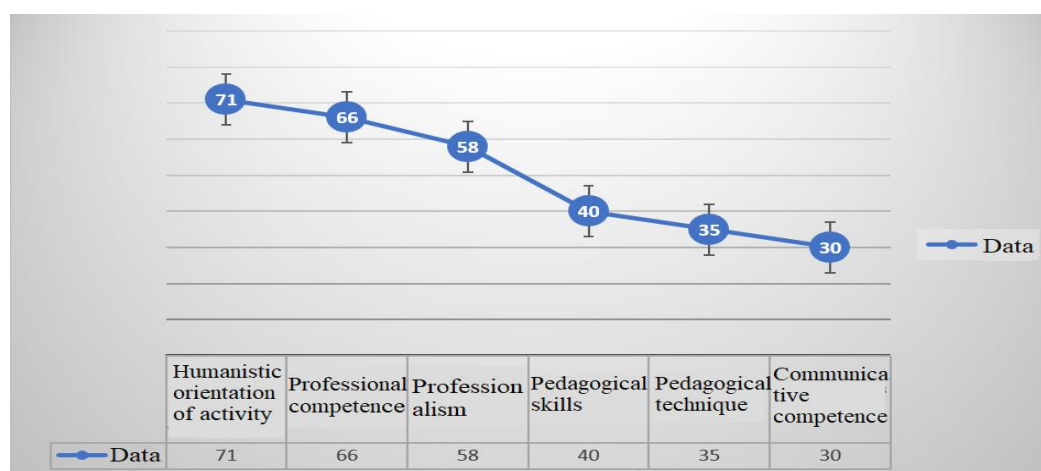
Correct, expressive, emotional, stylistically deterministic language (64%) was ranked first by the respondents; adequate mimics, gestures, and kinetics (18%) were ranked second; third place - the importance of numerous verbal and nonverbal strategies and tactics combined in the communicative aspect of usages (18%). The results are shown in Fig. 3.

Figure 3 – The identification of the mandatory link basis between pedagogical excellence and communicative competence

Source: Prepared by the authors

The basic components of pedagogical excellence

Humanistic orientation of activity, professional competence, professionalism, pedagogical skills, pedagogical technique, communicative competence received 71, 66, 58, 40, 35, 30 "yes" signs accordingly. The results and decoding are shown in Fig. 4.

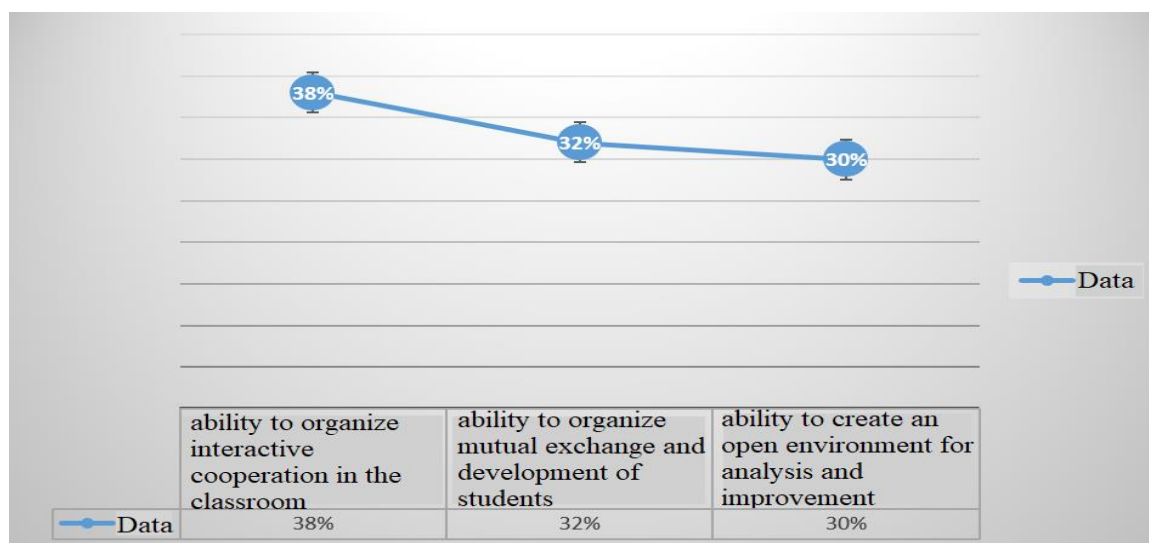
Figure 4 – The basic components of pedagogical excellence

Source: Prepared by the authors

The indicators of pedagogical communicative competence and excellence

The first place with the result of 38% was given by the respondents to the ability to organize interactive cooperation in the classroom. The second place with a score of 32% was taken by the ability to organize mutual exchange and development of students, and the ability to create an open environment for analysis and improvement was ranked third (30%). The results are shown in Fig. 5.

Figure 5 – The indicators of pedagogical communicative competence and excellence

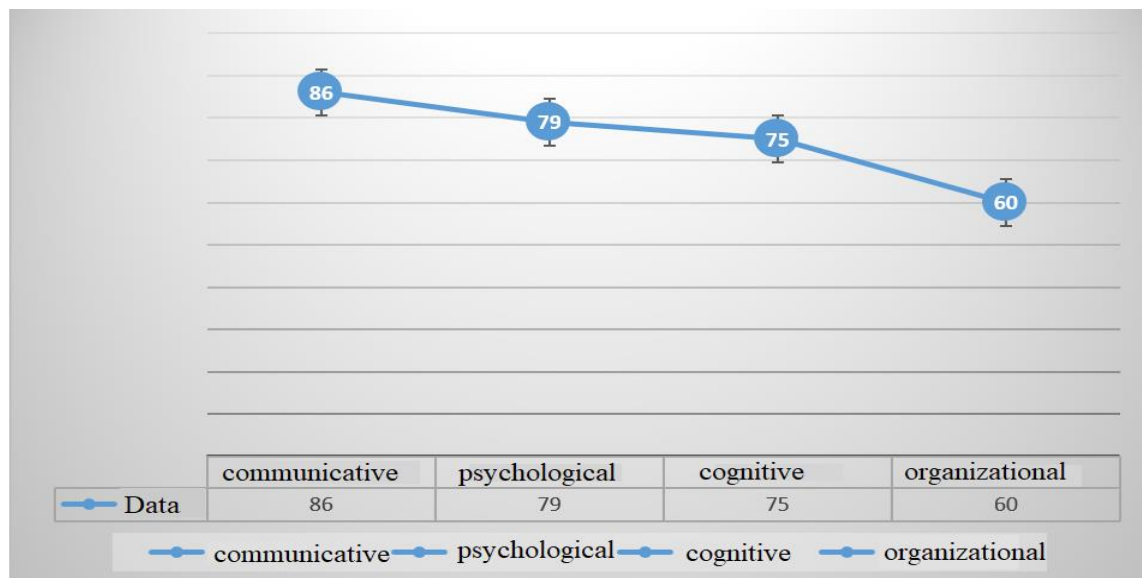


Source: Prepared by the authors

Identifying the basic functions of the teacher's speech

According to the results of the identification of the main functions of the teacher's speech, 86, 79, 75, 60 mark "yes" by the respondents of the tested list of functions (communicative, exclusive, psychological, didactic, cognitive, organizational, and mentoring functions) were identified as communicative, psychological, cognitive, and organizational functions accordingly. The results and decoding are presented in Fig. 6.

Figure 6 – Definition of the main functions of teacher's speech

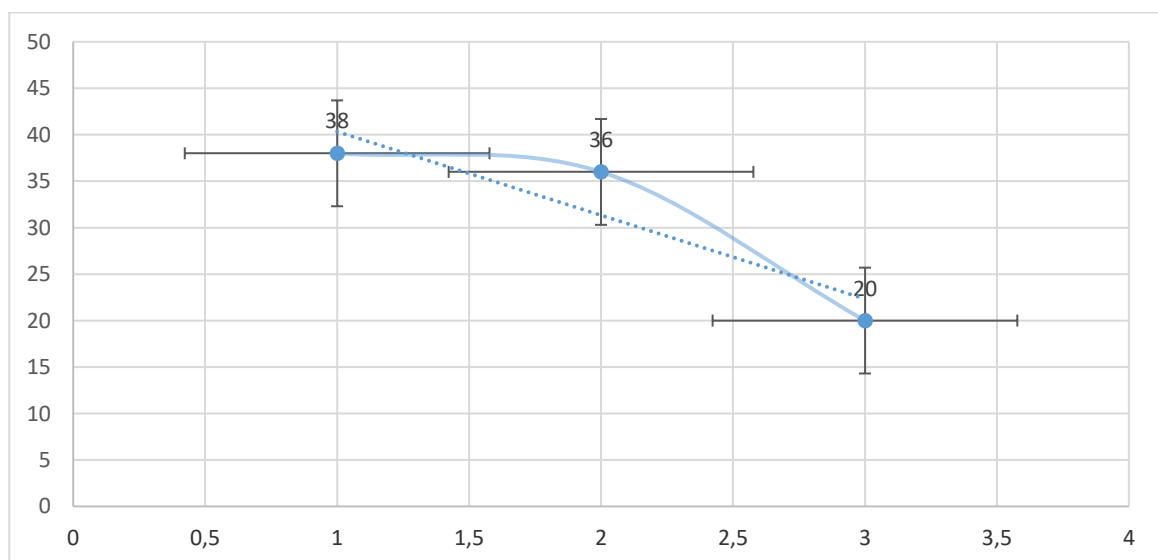


Source: Prepared by the authors

Identification of components of communicative and interpersonal competence.

Among the three main groups of skills, respondents ranked the importance of communicative and interpersonal skills (38%); social and perceptive skills (36%); interactive skills (20%). The results are presented in Fig.7.

Figure 7 – The components of communicative and interpersonal competence

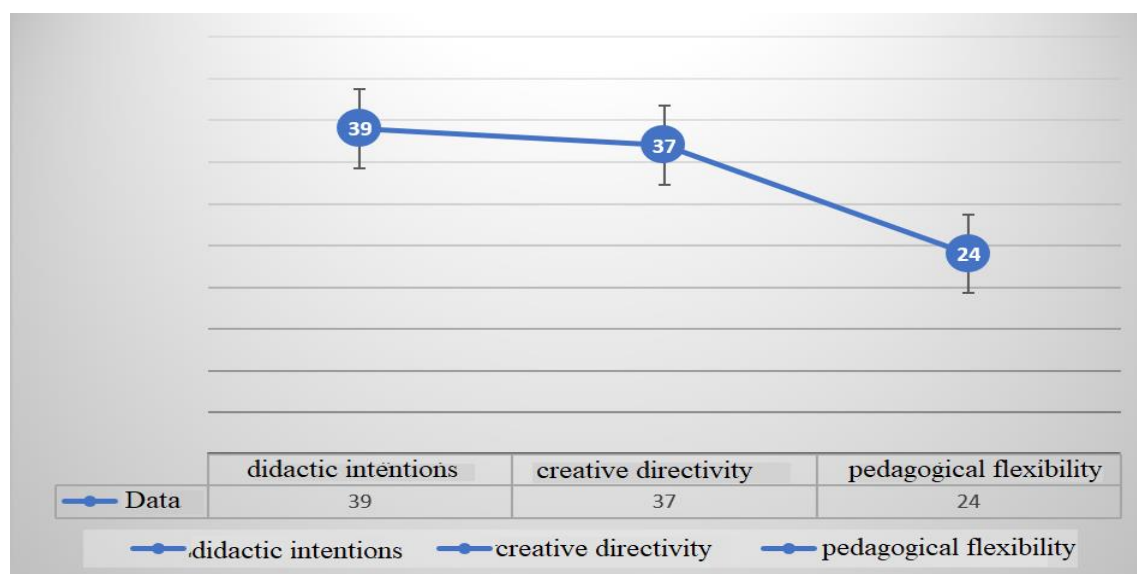


Source: Prepared by the authors

The characteristics of communicative and interpersonal competence that determine the quality of professional interactions of university teachers

Didactic intentions were ranked first with a score of 39%, creative directivity was ranked second with a score of 37%, and pedagogical flexibility was ranked third with a score of 24%. The results are presented in Fig. 8.

Figure 8 – The characteristics of communicative and interpersonal competence that determine the quality of university professors' professional interactions.



Source: Prepared by the authors

The principles and peculiarities of the teachers' communicative and constructive competence

The respondents found that they depend on several general and subjective factors, including the age of the teachers (75 responses), their personality (58 appeals), general and specialized education (47 references), interaction duty (36 references), continuing education (35 references), the extent to which they take into account modern requirements for a particular profession (32 references), and the type of their leading activity (17 references). Therefore, pedagogical excellence and communicative competence of teachers of universities during lessons - a comprehensive implementation of pedagogical experience of HEIs teacher, which must be formalized in the cause-and-effect relationship. The organization of the contact with the group should be realized through inconsistency and give results in the parallels of correct, figurative, emotional, stylistically determinative speech. The choice of the correct tone and style of interactions is realized through the interdependence and results in a parallel appropriate manner of speech, gestures, and kinetics. The ability to communicate in different situations, the

emotion should be realized through the organization and give results in parallel numerous verbal and non-verbal strategies and tactics, combined in the communicative aspect of interactions. Language skills, professional and vocabulary training should be implemented through the management and produce results in parallel with the professional improvement of leadership skills.

Discussion

In the world scientific studies on the topic (in order to conclude the content of the questionnaire), we used the works of Korniyaka (2018), Spychała *et al.* (2021) and Posttoic (2020).

The pedagogical excellence as an element of communicative competence is realized through key dimensions: competence of non-verbal communication, the competence of verbal clarity, the competence of verbal richness of speech and are based on such characteristics: consistency; interdependence; hierarchical organization. An important condition, with which agree (MELNYK; ZAREMBA, 2020), the connection of pedagogical excellence and communicative competence on the basis and implementation of elements, ways, on the correct, figurative, emotional, stylistically determined speech; appropriate facial expression, gesture, kinetics; numerous verbal and non-verbal strategies and tactics, combined in the communicative aspect of interactions. Characteristics of communicative-speech competence determining the quality of professional interactions of university teachers: didactic intention, creative orientation, pedagogical flexibility.

Indicators of pedagogical communicative competence and excellence are the ability to organize interactive cooperation during teaching, the ability to organize the mutual exchange and development of students, the ability to create an open environment for analysis and improvement, as also noticed by Grunis *et al.* (2020).

It has been established that professional communication with an audience should lead to specific positive results, which can be achieved through the use of knowledge of speech techniques, among which breathing; voice; diction; intonation; tempo (ROSTTOIC, 2020).

There are also several typical difficulties in identifying a teacher's communication skills: organizing contact with the group; choosing the right tone and style of relationship, ability to communicate in different situations, excellence of speech, professional and lexical training, facial expression, plastic expressiveness and attractiveness, observation, insight (MELNYK; ZAREMBA, 2020).

Conclusions

The communicative ability in pedagogical skill turns out to be in the ability to establish the right relationship with students, to feel the mood of the whole team, to understand everyone. Communicativeness, communicativeness is not only a need for communication but also a sense of satisfaction from the very process of communication, preserves the ability to work, and gives nourishment to the creative sense of the teacher.

Communicativeness helps develop perceptual abilities, such as professional vigilance and observation. Professional vigilance consists in the ability to penetrate the inner world of his student, to find a common language with him, helps competently motivate and encourage him.

Thus, the links between the concepts of "pedagogical excellence" and "communicative competence" of university teachers during classes are framed in such triads:

- consistency + correct, figurative, emotional, stylistically determined speech + organization of contact with the group;
- interdependence + the choice of the correct tone and style of the relationship + appropriate facial expressions, gestures, kinetics
- organization + ability to communicate in different situations, facial expressions + multiple verbal and nonverbal strategies and tactics combined in the communicative aspect of interactions
- management + excellence of speech, professional and lexical training + professional improvement of leadership skills.

The aim of pedagogical communication at the professional level is the formation of students' professional language. Mastering professional vocabulary and terminology is one of the conditions for the formation of subject competencies - the most important task of pedagogical communication, it is achieved by thoughtful and normalized use of terminological vocabulary in the classroom. This goal should also be served by the introduction to scientific research, starting at an early stage of learning. An important direction for further scientific research will be an attempt to derive cause-and-effect levels of connections for the organization of distance learning. The practical significance of the study was to present a summary of causal relationships of the concepts of "pedagogical excellence" and "communicative competence" of university teachers during the classes.

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How to refer to this paper

YUZKIV, H.; SLIPCHUK, V.; BATECHKO, N.; MYKHAYLICHENKO, M.; VDOVYCHENKO, O. Practical aspects of the application of pedagogical skill and communicative competence of teachers of higher education institutions. **Revista online de Política e Gestão Educacional**, Araraquara, v. 25, n. 3, p. 2272-2290, Sep./Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25i2.15957>

Submitted: 15/09/2021

Required revisions: 18/10/2021

Approved: 13/11/2021

Published: 08/12/2021