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Iryna HUMENIUK,

Doctor of Pedagogical Sciences, Professor in the Department
of Primary Education and Educational Innovations,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Ірина ГУМЕНЮК,

доктор педагогічних наук, професор кафедри початкової освіти та освітніх інновацій,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
iryna.humeniuk@cnu.edu.ua
ORCID ID 0000-0002-0790-6732

Ruslana ROMANYSHYN,

Doctor of Pedagogical Sciences, Professor, Head of the Department
of Primary Education and Educational Innovations,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Руслана РОМАНИШИН,

доктор педагогічних наук, професор, завідувач кафедри початкової освіти та освітніх інновацій,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
ruslana.romanyshyn@cnu.edu.ua
ORCID ID 0000-0001-8480-2702

Maria KOPCHUK-KASHETSKA,

Candidate of Pedagogical Sciences, Associate Professor, Department of Primary Education and
Educational Innovations, Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Марія КОПЧУК-КАШЕЦЬКА,

кандидат педагогічних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
mariia.kopchuk-kashetska@cnu.edu.ua
ORCID ID 0000-0003-1671-3710

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PROFESSIONAL COMMUNICATIVE COMPETENCE OF SCIENTIFIC AND PEDAGOGICAL WORKERS: VECTORS OF IMPROVEMENT

Abstract. The article studies relevant vectors for improving the professional communicative competence of scientific and pedagogical workers, taking into account the structure of this competence and the specifics of the modern educational and scientific environment.

In the course of the study, the system-based structural method and the descriptive method were used to elucidate general scientific principles. The theoretical methods of analysis, synthesis, generalization, and concretization were applied to determine the structure of the professional communicative competence, as well as to justify the need for improvement of each of its components. The method of mathematical processing of results was applied at the stage of quantitatively determining the need to improve the components of the communicative competence among scientific and pedagogical workers. Visual methods were used to illustrate the structural approach to the process of improving the professional

communicative competence, graphically represent the quantitative results of the study, and organize the forms and results of the implementation of the components of teachers' communicative competence into tables.

It has been demonstrated that the requirements for the level of teachers' professional communicative competence are independent of their subject specialization. Emphasis is placed on the need to identify relevant vectors for the self-education and non-formal education of scientific and pedagogical staff, aimed at developing skills in oral and written self-presentation, producing high-quality scientific texts, and implementing synchronous and asynchronous remote communication in a professional environment, taking into account contemporary educational challenges. The necessity of applying a structural approach to improving the professional communicative competence of teachers across three sections – scientific, practical, and reflective – is substantiated.

The authors formulate a definition of the concept of "professional communicative competence of scientific and pedagogical workers," and within its structure, five components are identified: linguistic, pragmatic, sociolinguistic, activity-instrumental, and cognitive-motivational. The paper describes a system of work aimed at the targeted improvement of all of the components of teachers' professional communicative competence, with a focus on achieving specific results.

Keywords: communicative competence, communication culture, interdisciplinarity, scientific and pedagogical worker, non-formal education, educational process, professional image, professional competence, reflection, self-analysis, self-correction, self-education, self-presentation, structural approach, Ukrainian literary language.

ПРОФЕСІЙНА КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ: ВЕКТОРИ ВДОСКОНАЛЕННЯ

Анотація. Стаття присвячена дослідженню актуальних векторів удосконалення професійної комунікативної компетентності науково-педагогічних працівників з урахуванням структури цієї компетентності та специфіки сучасного освітньо-наукового середовища.

У процесі дослідження використано системно-структурний та описовий методи для розкриття загальнонаукових положень. Теоретичні методи аналізу, синтезу, узагальнення і конкретизування застосовано для визначення структури професійної комунікативної компетентності, а також для обґрунтування необхідності вдосконалення кожного її компонента. Метод математичного опрацювання результатів застосовано на етапі кількісно-відсоткового визначення потреби у вдосконалення складових комунікативної компетентності науково-педагогічних працівників. Візуальні методи застосовано для відображення структурного підходу до процесу вдосконалення професійної комунікативної компетентності, графічного зображення кількісних результатів дослідження, а також табличної організації форм і результатів реалізації компонентів комунікативної компетентності викладачів.

Доведено, що вимоги до рівня професійної комунікативної компетентності викладачів функціонують безвідносно до їх предметної спеціальності. Акцентовано на необхідності визначення актуальних векторів самоосвіти та неформальної освіти науково-педагогічних працівників, спрямованих на розвиток умінь усної і писемної самопрезентації, продукування якісних наукових текстів, реалізації дистанційної синхронної та асинхронної комунікації у професійному середовищі з урахуванням сучасних освітніх викликів. Обґрунтовано необхідність застосування структурного підходу до вдосконалення професійної комунікативної компетентності викладачів за трьома блоками: науковим, практичним, рефлексивним.

Авторками сформульовано визначення поняття «професійна комунікативна компетентність науково-педагогічних працівників», а в його структурі виокремлено п'ять компонентів: лінгвістичний, прагматичний, соціолінгвістичний, діяльнісно-інструментальний, когнітивно-мотиваційний. Описано систему роботи щодо цілеспрямованого вдосконалення усіх компонентів професійної комунікативної компетентності викладачів з орієнтацією на досягнення конкретних результатів.

Ключові слова: комунікативна компетентність, культура спілкування, міждисциплінарність, науково-педагогічний працівник, неформальна освіта, освітній процес, професійний імідж, професійна компетентність, рефлексія, самоаналіз, самокорекція, самоосвіта, самопрезентація, структурний підхід, українська літературна мова.

INTRODUCTION

The problem formulation. The issue of improving the professional communicative competence of scientific and pedagogical workers (hereinafter referred to as SPWs) today goes beyond mere knowledge of grammatical rules. It is a multifaceted phenomenon that directly correlates with the quality of higher education and the competitiveness of the university. The professional communicative competence of teachers is no longer merely a tool for conveying information; it has become a marker of academic integrity, a means of effective communication in a multicultural environment, an important factor in the quality of the educational process, and the foundation for shaping the professional image of the modern scholar and representing national science in the international scientific discourse. Moreover, the requirements for the level of the professional communicative competence of SPWs apply regardless of their specific field of study.

Traditionally, based on existing scientific findings, the professional activities of scientific and pedagogical staff require mastery of the norms of the modern Ukrainian literary language, specialized terminology, academic writing, and oral scientific speech. The ability to present scientific ideas clearly, logically, and persuasively, to adhere to linguistic standards, and adapt speech to various communicative situations is an essential component of the professional image of a teacher and researcher. At the same time, the results of an analysis of educational practice indicate the emergence of other, no less important, aspects that, through oral and written professional speech, influence the perception of the SPW as a highly qualified specialist by colleagues, consumers of scientific information, and students.

Analysis of recent research and publications. The issue of improving the professional communicative competence of SPWs has become increasingly relevant due to globalization processes in higher education,

digitalization, the growing importance of intercultural communication and academic mobility, and, consequently, the increasing demands on the actual competence characteristics of teachers.

An analysis of the scientific information space has revealed a growing focus among researchers on specific aspects of enhancing the professional communicative competence of SPWs, particularly on teachers' professional pedagogical speech, communication culture (verbal, nonverbal, and remote), diversity of genres, expressions of empathy, proficiency in communication technologies, etc. At the same time, there is currently no consensus among scholars regarding the essence of the concept of "professional communicative competence" or its structure, which, in our opinion, is due to rapid transformational processes in the educational sphere and the emergence of new means and methods of communication.

In this context, I. Kohut's statement regarding "the teacher's professional and pedagogical communicative competence as an integral concept capable of combining linguistic, psychological, and pedagogical meanings" (Kohut, I., 2013) deserves attention. However, the author does not include the information technology component in the structure of the concept, which is significant in contemporary realities. O. Korniiaka places the communicative, speech, informational, technological, psychological, and pedagogical competences on the same level as components of a teacher's professional competence, interpreting the communicative competence in the context of "a combination of communicative knowledge and skills that reflect the goals and outcomes of the communicative activity carried out by the communicator" (Korniiaka, O., 2016, p. 86).

In S. Pochtarov's study, the concept of "communicative competence" encompasses not only communicative but also organizational skills, including empathy, communication culture, and self-control (Pochtarov, S., 2022, p. 20). Scholars unanimously assert that the communicative competence is based on the ability to navigate the complexities of social interaction and overcome anxiety regarding communication. Remote communication is facilitated by modern technical means, which requires selecting those appropriate to the situation and knowing how to use them (Handbook of Communicative Competence, 2008, pp. 290–298, 375).

N. Tkachova, A. Tkachov, V. Baidala, and Ya. Chyrva, when considering the communicative competence in the context of a teacher's professional image, include in its structure "humanistic value orientations, motives, and needs to engage in constructive professional communication, knowledge of the norms and specifics of its implementation with students of various ages, as well as communicative and reflective skills" (Tkachova, N., Tkachov, A., Baidala, V. & Chyrva, Ya, 2025, p. 156).

It is worth emphasizing that in the analyzed studies and many others, the communicative competence is largely viewed unidirectionally: as oral communication from the educator to the learner. At the same time, the professional activities of SPWs also encompass the use of written (handwritten and technology-based) communication, "teacher-to-teacher" and "teacher-to-administration" communication, as well as the production and presentation of texts in the academic and journalistic styles, among other things. This necessitates a somewhat different format for analyzing the professional communicative competence.

Thus, the research conducted to explore the issue of improving the professional communicative competence of scientific and pedagogical staff has confirmed the assumption that a comprehensive study in this area is necessary. The criteria for assessing the formation of professional competencies of future teachers are substantiated in the work "The Criterion and Level Aspect of the Experimental Research into the Effectiveness of the Methodical System of Teaching Ukrainian Language for Professional Purposes," which expands the possibilities of a comprehensive analysis in this direction (Humeniuk, I., Humeniuk, M., 2024). Particular attention should be paid to identifying relevant vectors of self-education and non-formal education for SPWs, aimed at developing skills in oral and written self-presentation, producing high-quality scientific texts, and implementing synchronous and asynchronous remote communication in a professional environment, taking into account contemporary educational challenges.

AIM AND TASKS RESEARCH

Since the content of the professional communicative competence, as summarized in scientific works, encompasses knowledge, abilities, skills, and relevant experience regarding communicative interaction in various professional situations, we consider it necessary to focus on those components of this process that reflect the educational specifics of the present day and, accordingly, are under-researched in the scientific information space. The purpose of the study is to identify relevant directions for improving the professional communicative competence of scientific and pedagogical staff, taking into account the structure of this competence and the specific nature of the modern scientific and educational environments.

The purpose necessitates completing a sequence of specific **tasks**:

1) theoretically justifying the need for a structural approach to improving the professional communicative competence of teachers;

2) specifying and expanding the structure of the professional communicative competence of SPWs;

3) identifying the vectors for actualizing individual components of the professional communicative competence of SPWs in the context of contemporary scientific and educational realities;

4) formulating recommendations regarding the forms and methods for improving the professional communicative competence of SPWs.

RESEARCH METHODS

The course of the research necessitated the use of the system-based structural method and the descriptive method to elucidate general scientific principles. The theoretical methods of analysis, synthesis, generalization, and

concretization were applied to determine the structure of the professional communicative competence, as well as to justify the need to improve each of its components. The method of mathematical processing of results was applied at the stage of quantitatively determining the need to improve the components of the communicative competence of scientific and pedagogical workers. Visual methods were used to illustrate the structural approach to the process of improving the professional communicative competence, to graphically represent the quantitative results of the study, and to organize the forms and results of the implementation of the components of teachers' communicative competence into tables.

RESULTS OF THE RESEARCH

The structural approach allows us to view the professional communicative competence as a complex integrative system (linguistic, speech-related, sociocultural, and pragmatic components), which aligns with the current principles of the competence-based educational paradigm (Humeniuk, I., 2019). A clear distinction between the components of the communicative competence makes it possible to develop each of them in a targeted manner during the professional training or qualification improvement of SPWs. Understanding the structure serves as the foundation for creating pedagogical technologies, methods, and techniques for developing a teacher's professional speech. Furthermore, the structured nature of the competence allows for the identification of criteria, indicators, and levels of its development, which is essential to monitor the quality of professional training. These aspects constitute the external, scientific section for justifying the necessity of applying the structural approach in the context of the research problem.

The practical section is formed by the following prospective outcomes:

1) increased effectiveness of pedagogical interaction, since awareness of the components of the communicative competence contributes to the improvement of pedagogical communication, which directly influences the effectiveness of the educational process;

2) formation of teachers' professional image, since communicative competence is the foundation of pedagogical mastery; therefore, a structural understanding of it helps to purposefully shape the linguistic image of a scientific and pedagogical worker;

3) taking into account the interdisciplinary nature of communication, since the structure of the communicative competence reflects the interconnection of linguistic, psychological, and pedagogical aspects, which ensures a comprehensive approach to professional activity;

4) adaptation to contemporary educational challenges, since in the context of digitalization, academic mobility, and intercultural interaction, a high level of communicative flexibility is required, which can only be developed with a clear understanding of the competence structure.

We believe that the theoretical justification for the structural approach to improving the professional communicative competence of SPWs also includes an internal, reflective section. First, the structural approach contributes to the development of a culture of scientific and pedagogical speech, as well as to the adherence to the norms of academic ethics. Second, awareness of the components of one's own communicative competence enables teachers to engage in reflection, identify gaps, and plan their professional development, thereby contributing to the optimization of the self-development process for specialists.

A visualization of the theoretical rationale for the importance of the structural approach to the process of improving the professional communicative competence of SPWs is presented in Fig. 1.

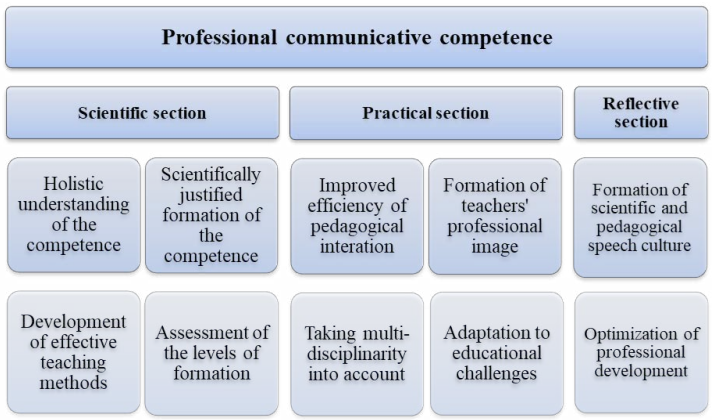


Fig. 1. Structural approach to improving the professional communicative competence of SPWs

The theoretical justification for the necessity of applying the structural approach to understanding the professional communicative competence of SPWs, visualized in Fig. 1, provides grounds for viewing it not as a collection of separate skills, but as a holistic system of interrelated components. It is precisely this interpretation that enables the targeted development, assessment, and improvement of this significant professional quality. At the same time, a theoretical understanding of the competence structure requires a transition to its practical concretization, since only a clear definition of

its components allows for the effective implementation of the competence-based approach in the training and professional practice of teachers.

Traditionally, in educational research, the structure of the communicative competence consists of the following components: emotional (self-awareness, empathy), verbal and logical (analysis, evaluation, memorization, formulation of judgments and conclusions), interactive (sociability, communicativeness), socio-communicative (ethics, organization of communication, behavior in conflict situations), technical (nonverbal communication) (Vtornikova, Yu., 2012); "communication and speech-based, socio-perceptual, and interactive" (Korniiaka, O., 2016, p. 87); "knowledge of communication norms and rules, an appropriate level of speech development based on a deep understanding of linguistic norms, the ability to establish contact with an interlocutor while taking into account gender, age, and sociocultural characteristics, an understanding of nonverbal means of communication, the ability to objectively assess oneself as an interlocutor, selection of an appropriate strategy, etc." (Podanovska, H., 2019, p. 38); "cognitive (discursive, linguistic), communication activity-based (action-oriented), sociocultural" (Kondor, M., 2020, p. 155); motivation and value-based, cognitive, activity-related, personality and emotion-oriented (Volkova, N., & Lebid, O., 2020), and others.

Since SPWs engage in communication in various forms (oral, written, documentary, face-to-face, technologically mediated, synchronous / asynchronous, dialogic / monologic, multi-stylistic) and across various domains (scientific, didactic, organizational, educational, methodological, managerial, etc.), the need to specify and expand the understanding and structure of teachers' communicative competence becomes evident.

The basic and universal structural component of communicative competence is undoubtedly the linguistic (language) component, which involves knowledge of language norms (phonetic, lexical, grammatical, stylistic) and the ability to apply them correctly in speech (Humeniuk, I., 2022, p. 25). Improving this component is a prerequisite for the professional activity not only of teachers of philological disciplines but also of any other subject areas, since speech is a universal tool for learning. Any educational content – whether mathematical, natural science, technical, or artistic – is conveyed through language. Consequently, the accuracy, standardization, and clarity of a teacher's speech directly influence the quality of knowledge acquisition. Vague formulation of concepts, logically unstructured statements, or linguistic errors hinder the understanding of the material regardless of the educational subject. Furthermore, language and thought are closely intertwined: the more precisely a teacher masters linguistic tools, the more clearly they structure and present educational information. This is particularly important for academic disciplines where precision in formulation is essential (mathematics, physics, etc.).

It is also undeniable that the teacher serves as a linguistic model for students. Regardless of their specialization, the teacher shapes the students' linguistic culture: their vocabulary, ability to construct sentences, and adherence to the norms of standard literary language. Thus, an insufficient level of the linguistic competence on the part of the teacher leads to the transmission of linguistic errors in the educational environment. Teachers in various fields are increasingly working within the context of integrated learning, where it is important not only to know the subject matter but also to be able to articulate it clearly and accessibly for diverse audiences.

The pragmatic component of the communicative competence "involves the appropriate use of linguistic and paralinguistic means, taking into account the situation, the circumstances of communication, and the interlocutor's reaction in order to achieve the intended communicative goal" (Humeniuk, I., 2022, p. 30). The teacher must not merely convey information but organize its assimilation: motivate students, stimulate their activity, and guide their thinking. This requires the ability to select appropriate speech strategies (explanation, persuasion, stimulation, correction), which is the essence of the pragmatic competence. Furthermore, the ability to take into account the communication situation, the audience's level of preparation, and the students' psychological state allows the teacher to adapt communication and avoid misunderstandings.

Modern higher education is focused on active and interactive teaching methods. Therefore, organizing discussions, project-related activities, and problem-based learning requires SPWs to be able to simulate communicative situations, maintain dialogue, and manage group interaction, all of which are manifestations of well-developed pragmatic competence. Through well-formulated questions, problem-based situations, and reasoned discussion, the teacher stimulates the students' analytical activity. Online classes, asynchronous learning, and written comments require particular clarity, conciseness, and thoughtfulness in speech acts, which also fall within the realm of the pragmatic competence.

The sociolinguistic component of the professional communicative competence for SPWs involves the ability to take the social context into account. The teacher must be able to select linguistic means while considering status-role relationships (teacher – student, teacher – colleague, teacher – administration representative), the formality of the situation, and the communicative goal. The abilities to express comments appropriately, evaluate learning outcomes, and maintain a constructive dialogue are important components of a teacher's professional culture. The sociolinguistic component also forms the basis for creating a supportive educational environment. Adequately taking into account students' age, social and cultural characteristics and avoiding discriminatory or stylistically inappropriate statements contributes to the formation of an atmosphere of trust and respect. In the context of growing intercultural communication in higher education (academic mobility, foreign students, international projects), a teacher must be able to adapt their speech to different cultural norms and traditions, avoid communication barriers and misunderstandings. The ability to select appropriate linguistic strategies and tactics helps prevent the escalation of conflicts and maintain constructive interaction. Researchers emphasize the age-related aspect of implementing this component. O. Korniiaka, presenting the results of her own research, states: "A decline in the development of the communicative competence in the field of business communication and its individual components was observed among higher education instructors as they age – 40 years and older" (Korniiaka, O., 2016, p. 89). This

occurs “as a result of excessive ‘identification’ of the individual with the profession – a communicative and professional deformation that leads to a lack of energy in pedagogical interaction, inattention to others, authoritarianism, a lack of self-criticism, and especially – a weakening of psychological readiness (or its complete absence) for new professional, including communicative, achievements” (Korniiaka, O., 2016, pp. 89–90).

The activity-instrumental component in the structure of the communicative competence of SPWs emphasizes the implementation of communicative activities using appropriate means and tools. First and foremost, this includes working with various types of texts: producing scientific, educational, and official business (document) texts in compliance with the requirements for standardization, citation, referencing of sources used, and transliteration. The activity-instrumental component also involves the abilities to communicate in a digital environment (platforms, messengers), present scientific and educational products using appropriate digital applications, create electronic educational resources, etc. Closely related to these activities are the skills of technologically correct formatting of printed texts. After all, shortcomings in the linguo-technological aspect distort texts, undermine motivation to work with such texts, and negatively impact the professional image of the teacher (Humeniuk, I., 2018). The activity-instrumental component integrates knowledge and skills into the practical communicative activities (oral and written, direct and indirect) of SPWs, ensuring the effective implementation of all other components (linguistic, sociolinguistic, and pragmatic).

In our view, the cognitive and motivational components of the communicative competence should be considered inseparable from one another as a single cognitive-motivational component, given their obvious interdependence. First and foremost, the cognitive component serves as the content foundation of motivation. Knowledge of linguistic norms, communicative strategies, the psychology of communication, and pedagogical discourse fosters in the teacher an awareness of the importance of effective communication. It is precisely this understanding of the role of speech in the educational process that fosters an internal need to improve one’s own communicative skills. In addition, the cognitive component facilitates reflection and self-regulation of motivation. Awareness of one’s own level of communicative proficiency, as well as analysis of successes or difficulties in communication, contribute to the correction of motivational attitudes and the development of a need for further self-improvement.

The motivational component activates the realization of cognitive potential. Even with a solid foundation of knowledge, a teacher will not always apply it in practice without appropriate motivation. The desire for professional self-development, improving the quality of teaching, and achieving pedagogical effectiveness stimulates the use and deepening of knowledge in real communicative situations.

The interaction between the cognitive and motivational components can be represented cyclically: knowledge → awareness of its significance → motivation to apply → practical implementation → reflection → deepening of knowledge. This cycle ensures the continuous improvement of the communicative competence. As a result, the unity of the cognitive and motivational components determines the level of a teacher’s professional activity. A high level of knowledge combined with intrinsic motivation fosters a creative approach to pedagogical communication, whereas an imbalance between them (for example, knowledge without motivation or motivation without an adequate theoretical foundation) reduces the effectiveness of professional activity.

An empirical study conducted among SPWs in the education sector showed that the majority of respondents need to improve their linguistic component (87.5%). In our opinion, this is related to the specifics of pedagogical activity (non-linguistic), changes in Ukrainian spelling, fragmented linguistic training during the professional education of teachers in non-linguistic specialties, and insufficient attention to linguistic reflection (weakened conscious control over one’s own speech, which reduces its accuracy, logicality, and expressiveness). The quantitative results of the study are presented in the diagram (Fig. 2).

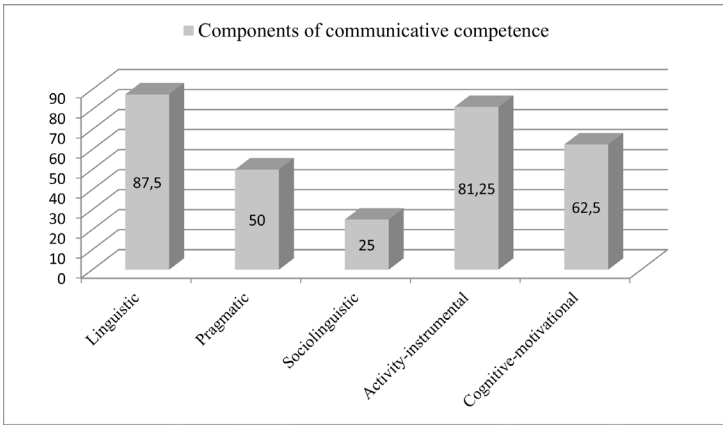


Fig. 2. Results of the study on the need to improve the professional communicative competence of SPWs

A high need for improvement was identified in the activity-instrumental component – 81.25% – that is, in ensuring the practical implementation of communicative activities using appropriate means, tools, and technologies. Ranking first among the analyzed problems are incorrectly formatted texts with linguistic and technological flaws, failure to adhere to citation and source formatting standards, as well as an insufficient level of digital communication skills, which causes

difficulties in the process of developing the teaching and methodological support for educational components, in remote interaction with students, etc.

The cognitive-motivational component was found to be at 62.5%. Some teachers do not view the improvement of their own speech and communicative behavior as a priority for professional growth, focusing primarily on the subject matter of the discipline. Another significant factor is the inertia of professional thinking, particularly the orientation toward traditional, often monological teaching models, which do not stimulate the development of communicative flexibility and innovation. We observe a lack of systemic self-analysis regarding communication and a limited capacity for self-correction.

The need to improve the pragmatic component of scientific and pedagogical workers' communicative competence was identified at a rate of 50.0%. This component involves the abilities to correctly persuade, argue, and motivate students, as well as to adapt communicative scenarios in response to the audience's reactions. Often, these skills are underdeveloped, which complicates the management of the communication process. The pragmatic component is realized through linguistic, sociolinguistic, activity-instrumental, and cognitive-motivational knowledge and skills. If these components are not fully integrated, the effective achievement of communicative goals becomes difficult.

As for the sociolinguistic component, its numerical value is 25%, and such a low result is primarily associated with partial adherence to communication norms, untimely or inappropriate shifts in speech style, and incomplete maintenance of a favorable psychological atmosphere in the communication environment.

Effective implementation of the process of improving the professional communicative competence of SPWs is possible through a comprehensive combination of formal education, methodological work, practical activity, and reflection, which will ensure the continuous professional development of SPWs and the integration of acquired experience into daily scientific and pedagogical practice. Table 1 illustrates the interrelationship between the components of the communicative competence, the forms of their improvement, and the expected outcomes, within the context of which we see opportunities for SPWs to achieve a high level of professional communicative competence.

Table 1

Implementation of the components of SPWs communicative competence: Forms and Results

Component of communicative competence	Forms of improvement	Expected outcomes
Linguistic	*Professional development courses, work with language resources, text editing, scientific and methodological seminars, non-formal education*	*Improvement of linguistic knowledge and literacy, development of professional speech culture, refinement of written and oral communication skills, enhancement of linguistic self-control, and development of an individual speaking style*
Activity-instrumental	*Master classes on working with electronic educational resources, webinars on formatting academic papers and increasing citation rates, online courses, methodological seminars, virtual discussion platforms, and forums*	*Development of digital communication literacy, improvement of the effectiveness of online interaction, and development of practical skills for communication in various formats (oral, written, digital)*
Cognitive-motivational	*Scientific and methodological seminars, conferences, roundtables, experience-sharing presentations, coaching, mentoring, reflective journals, portfolios*	*Fostering motivation for professional self-development, awareness of the role of communication in this process, development of reflective skills, the ability for self-correction, and continuous professional growth.*
Sociolinguistic	*Cross-class visits, intercultural communication training, cultural and educational events*	*Improving skills in adapting speech to different audiences and situations*
Pragmatic	*Trainings, workshops (discussions, case studies), micro-teaching with analysis*	*Development of skills to achieve communicative goals, apply effective communication strategies and tactics, develop dialogue management skills, receive and interpret feedback*

Table 1 illustrates a system for the targeted improvement of all components of the professional communicative competence for SPWs, with a focus on achieving specific outcomes. At the same time, the effectiveness of this process is

ensured by the interaction and integration of the components, as the development of one component indirectly influences the others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, defining the professional communicative competence of SPWs as a complex personal trait that enables a specialist to effectively implement any communicative strategies for the high-quality performance of professional duties, we identify five components within its structure: linguistic, pragmatic, sociolinguistic, activity-instrumental, and cognitive-motivational. Each of these components requires continuous improvement regardless of the subject-specific activities of the SPW and the specific forms of implementing this process: from formal training (linguistic) to reflective and motivational practices (cognitive-motivational), which ensures comprehensive and purposeful professional development. We see prospects for further scientific research in the creation of a structural and functional model for the formation of the professional communicative competence of SPWs, taking into account the challenges of digitalization, as well as in the study of the relationship between the cognitive-motivational component and scientific-pedagogical effectiveness and professional burnout.

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