

# Pedagogical Skills and Communicative Competence of University Teachers during the Classes

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## Abstract

The relevance of the study involves a comprehensive consideration of the relationship between the concepts of "pedagogical skills" and "pedagogical competence" of university teachers during classes. The purpose of the article is the need to establish relationships between pedagogical skills and communicative competence in the structure of pedagogical activities of HEIs teachers. The methodology is based on sociological and statistical methods of intelligence, as well as on a systematic analysis of the importance of understanding the paradigmatic links between pedagogical skills and communicative competence of teachers. The basic components of the teacher's pedagogical skill are actualized: humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, and communicativeness. The main characteristics of pedagogical skills and communicative competence of university teachers are clarified. Key dimensions of pedagogical skills as an element of communicative competence (competence of nonverbal communication, competence of verbal clarity, competence of verbal richness of speech) are determined. The connection between pedagogical skills and communicative competence has been proved. The basic components of pedagogical skill (humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, and communicativeness) are outlined. The connections of communicative-speech competence are presented. The characteristics of communicative and speech competence that determine the quality of professional interactions of university teachers are highlighted. Regularities and features of communicative-linguistic competence of teachers are presented. The practical significance of the study was to present the consolidated causes and consequences of the concepts of "pedagogical skills" and "communicative competence" of university teachers during classes.

## Keywords

HEIs, teaching methods, professional requirements, pedagogical skills of the teacher, communicative competence of the teacher.

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## Introduction

Modern requirements for pedagogical competence often contradict the generally accepted ideas about the content of this concept, which leads to low efficiency of professional activity of the teacher. Currently, the conditions of professional activity in the pedagogical environment have changed fundamentally and therefore there is a need to develop new approaches to the assessment of pedagogical competence. The development of new pedagogical foundations for the formation of a modern teacher as a professional and creative person with professional competence is becoming one of the key problems in the educational system. The search for reserves to improve the professional training of teachers is shifted in the plane of formation and development of pedagogical skills and communicative competence of university teachers during classes. In the conditions of demand for professional training of teachers, the questions of formation and improvement of their pedagogical skill become actual. The social consequences of this study are caused by changes in society, mainly the problem of globalization, the growth of the strategic direction of the market economy, changes in international relations, the ability to organize humanization, the ability to strengthen international relations, interpersonal and intercultural ties, etc. On this basis, the need to clarify the links between pedagogical skills and communicative competence in the structure of pedagogical activities of teachers HEIs.

## 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 teachers largely depend on the decisive macro- and microstructural factors influencing the development of modern learning models. It can be argued that there is a consensus on both national and international paradigms of education, skills and abilities of HEIs teachers (Aliyeva, 2020). Pedagogical skill is a component of both the general professional training of the teacher and a high degree of his branch competence. Qualitative triad "activity-skill-art", extrapolating to the didactic space, has the form of a scheme "skill-skills-study-planned implementation (activity)-plan-situational (improvisational-regulated) activity or skill" (Demchenko et al., 2020). Scientists consider the notion of "pedagogical competence" and "pedagogical skills" as a component of professionalism of the teacher to identify their structural components as well as to justify the need to address the contradictions of these concepts. (Senatorova & Chvyakin, 2019). According to Tekesbayeva G. & Tekesbayeva A. (2020), communicative competence as a component of pedagogical skills is a system that combines linguistic, sociological, psycholinguistic, linguocultural, cognitive, and paralinguistic aspects.

It is necessary to strive for pedagogical activity to acquire social significance in the mind of the teacher and become a personal value for him. Improving professional and pedagogical training involves purposeful and systematic work on the formation of personality traits and qualities, knowledge, skills, abilities that meet the nature of the requirements for pedagogical activities. The study of the achievements of pedagogical theory and practice made it possible to develop a model of pedagogical skills development, which provides motivational, activity and reflective components (Matviienko et al., 2021). Some authors (Hryhorenko et al., 2020) seek to determine the place of pedagogical culture of the teacher in the structure of the formation of his pedagogical skills as a multicomponent structure. Melnyk & Zaremba (2020) explored the importance of pedagogical interaction as one of the special types of relationships with another. It is emphasized that pedagogical interaction includes the systematic constant implementation of communicative actions of the mentor, which are intended to provoke an appropriate response.

Suyunov (2021) considers ways to effectively use the basics of pedagogical skills and the need to organize classes based on problem-based learning to improve the efficiency of the educational process in higher education. There is an opinion (Sarv, Lepp & Reva, 2012) that after some teaching experience, didactic knowledge and communication skills (Yelenina, 2019) come to the forefront of the ideal identity of the teacher at the university. Chuvgunova (2019); Asset, et al., (2015); Yevseieva, et al., (2018); Soroka (2021); Monk & Monk (2020); Ozichi et al., (2020) argue that in order to develop pedagogical skills and communicative competence of university teachers during classes, it is necessary to constantly improve their professional level through ICT competence (Hanane & Djilali, 2015). Some lecturers cannot create and implement new tools,



methods in the educational process with the help of ICT. The research of these scientists revealed a positive correlation between indicators of ICT competence and communicative competence. Lecturers with high communicative competence have a high level of ICT competence and a high level of self-assessment of their own ICT competence. Some scientists, in particular Santiago & Rodríguez Pérez (2020), believe that in order to develop pedagogical skills and communicative competence of university teachers during classes, it is necessary to establish a process of developing a model of continuing pedagogical training, which will identify needs, characteristics, and action system. The web site with all necessary information for pedagogical training will offer methodological recommendations for training competencies, a distance course and, finally, will focus on evaluating (Toshmanov & Muhammadiev, 2021) the results of its students. On this basis, Ileri, Oboko & Wario (2016) demonstrate models of integration of pedagogical skills and communicative competence of university teachers during classes. Researchers also note that effective interaction between teacher and students is an important component of involving students in lifelong learning and encouraging them to conduct research (Yuzkiv et al., 2021; Spivakovskyy et al., 2020).

Korniyaka (2018) clarifies the features of communicative-language competence and calls it a key tool for professional communication of university teachers, which provides the development (Bieńkowska et al., 2019) of speech communication tools and influences professional self-realization. In terms of content, teachers' communication with HEIs students is related to the goals and objectives of their professional work: professional training of students as future professionals and social actors. Communicative-speech competence is a holistic ability of specialists to use verbal interactions; it is a defining psychological tool for their communicative and speech activity. To form communicative competence, developing skills and abilities not in dialogic, but in interactive interaction (Ibrahim, 2021). The speech of a university lecturer is one of the most important components of pedagogical skills. Speech is a tool of professional activity, with which you can solve various pedagogical problems, make a complex topic interesting and its study process attractive, create a sincere atmosphere of communication, establish contact with students, and achieve mutual understanding with them. Speech should be adapted to address specific problems that arise in teaching and communication (Rostoiuk, 2020). Oral communication, the ability to prepare and lead interesting presentations, to convey knowledge and skills clearly and comprehensively - one of the most important competencies that an academic teacher must acquire (Spychała et al., 2021). Ikromova (2020) believes that the success of pedagogical activities largely depends on the personality of the teacher HEIs, the nature 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 skills and communicative competence of university teachers during classes (Fadhurrahman et al., 2020). On this basis, constructivist-teaching strategies, according to Gutierrez et al., (2021), are now the most common in the pedagogical choice of HEIs teachers. Thus, despite the significant amount of scientific research on the analysis of the concepts of "pedagogical skills" and "communicative competence" of university teachers during classes, there is a need for a comprehensive study of the relationship between pedagogical skills and communicative competence in the structure of teaching.

## Aims

### The aim of the study:

to determine the system of interrelations between pedagogical skill and communicative competence in the structure of pedagogical activity of HEIs teachers.

### Research tasks:

Achieving a scientific goal involves solving a system of problems, including

- a. elucidation of the main characteristics of pedagogical skills and communicative competence of university teachers;
- b. outlining key dimensions of pedagogical skills as an element of communicative competence;
- c. establishing a base of pedagogical skills and communicative competence;

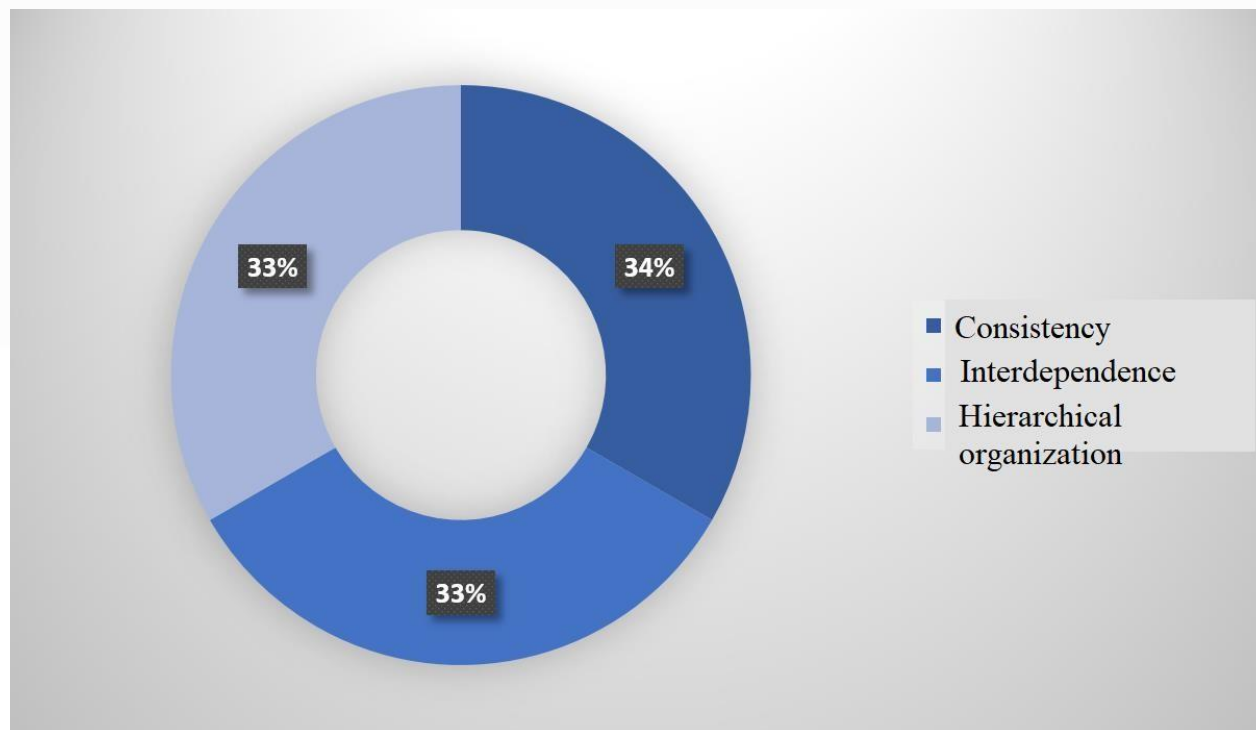
d. presentation of connections between pedagogical skill and communicative competence in the structure of pedagogical activity of HEIs teachers.

## Research Methods and Methodology

The methodological basis is based on sociological and statistical methods of intelligence, as well as on a systematic analysis of the importance of understanding the paradigmatic links between pedagogical skills and communicative competence of teachers. Sociological methods (sociological survey, method of information analysis); statistical methods (ranking method, descriptive statistics) were used during the two-month work on identifying the levels of pedagogical skills and communicative competence of HEIs teachers during classes. Groups are selected on a local basis. The questionnaire is based on the results of basic foreign and thematic research. The survey was conducted once on the online platform. Answers are processed automatically by default. The research was conducted among 300 teachers in Bogomolets National Medical University, (Ukraine) using the Google-forms platform. Respondents were asked to answer the questions with the choice of one correct answer, the question-correlation, the question ranking, to establish links between pedagogical skills and communicative competence of teachers.

## Results

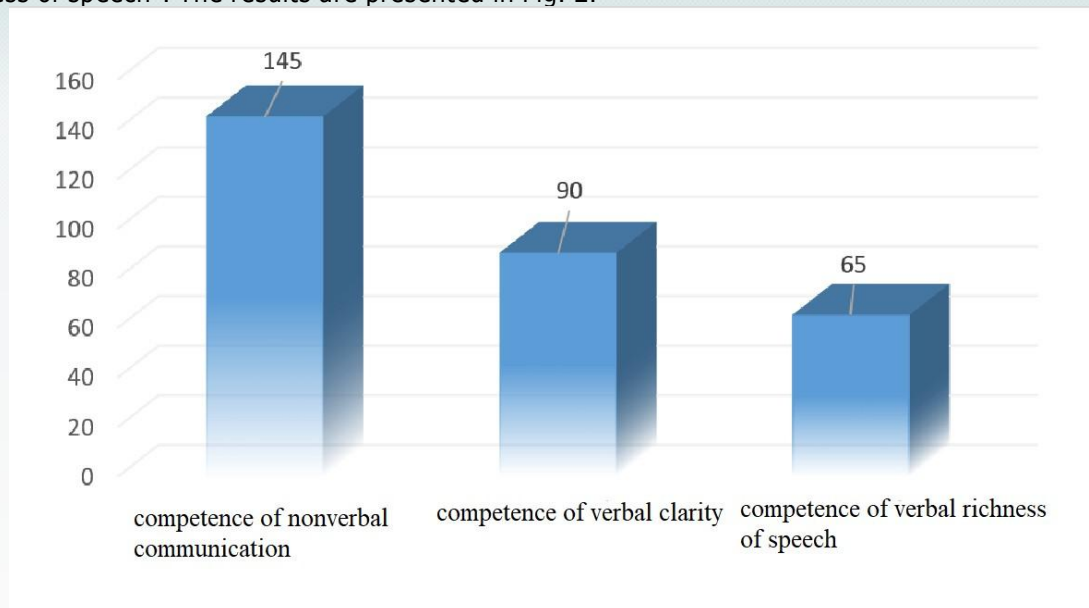
300 respondents took part in the poll. They were asked to rank the thematic categories according to their experience. In the first question, teachers were asked to choose among the given characteristics (consistency, identity, professional orientation, interdependence, hierarchical organization, pedagogical technique) of pedagogical skills and communicative competence, one, in their opinion, the most important for university teachers during classes. The results of the answers with an indicator of 100 marks were divided between consistency, interdependence and hierarchical organization. The results are presented in Fig.1



**Fig.1.** The main characteristics of pedagogical skills and communicative competence of university teachers during classes

Respondents were asked to identify the implementation of pedagogical skills as an element of communicative competence. Among the three proposed elements, 145 teachers chose the element "competence of nonverbal communication", 90 teachers chose the element

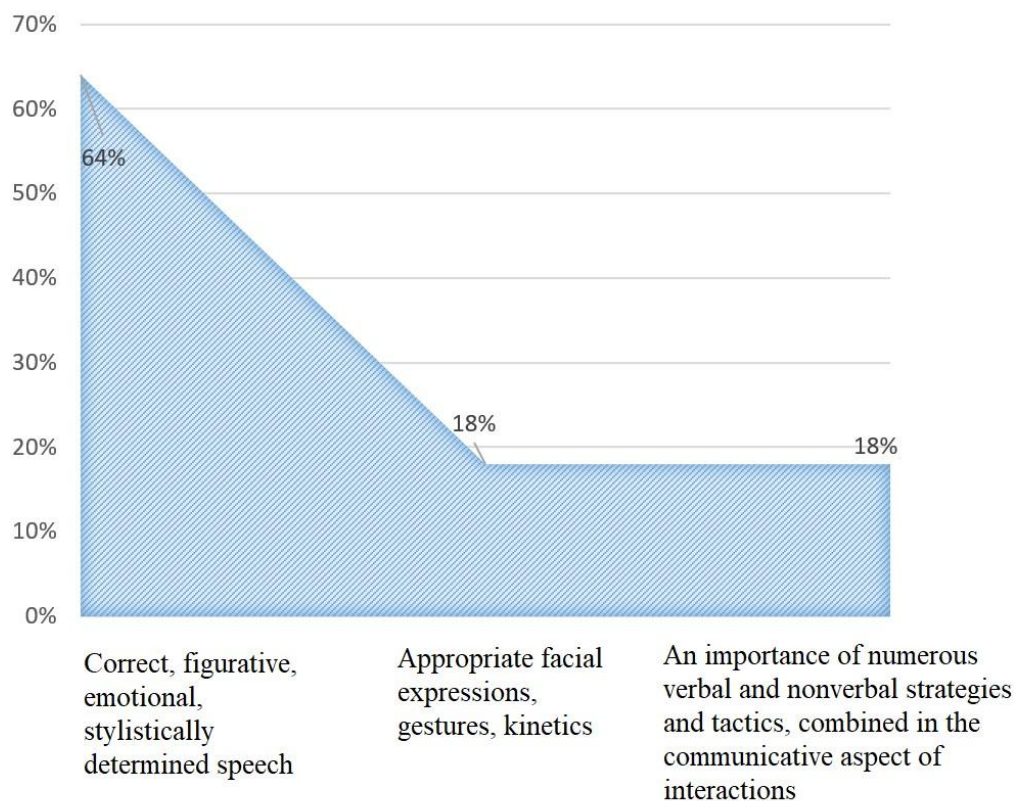
"competence of verbal clarity", 65 respondents chose the element "competence of verbal richness of speech". The results are presented in Fig. 2.



**Fig.2.** Implementation of pedagogical skills and communicative competence

**Source:** author's; concluded on the basis of respondents' answers

The third question concerned the definition of the basis for the obligatory connection between pedagogical skills and communicative competence. In the first place, respondents put correct, figurative, emotional, stylistically determined speech (64%); in second place - appropriate facial expressions, gestures, kinetics (18%); in third place - an importance of numerous verbal and nonverbal strategies and tactics, combined in the communicative aspect of interactions (18%). The results are presented in Fig.3.

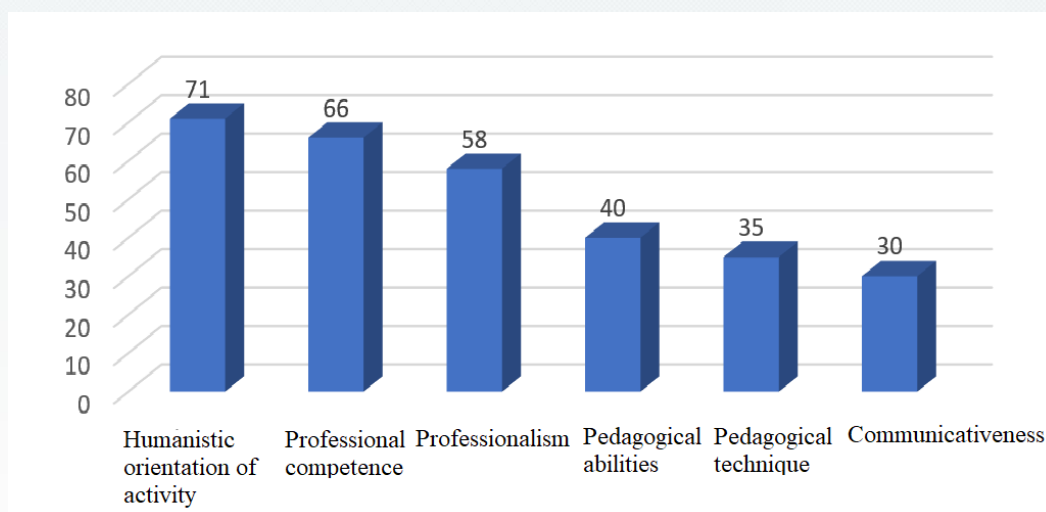


**Fig.3.** Determining the basis for the obligatory connection of pedagogical skills and communicative competence

**Source:** author's; concluded on the basis of respondents' answers



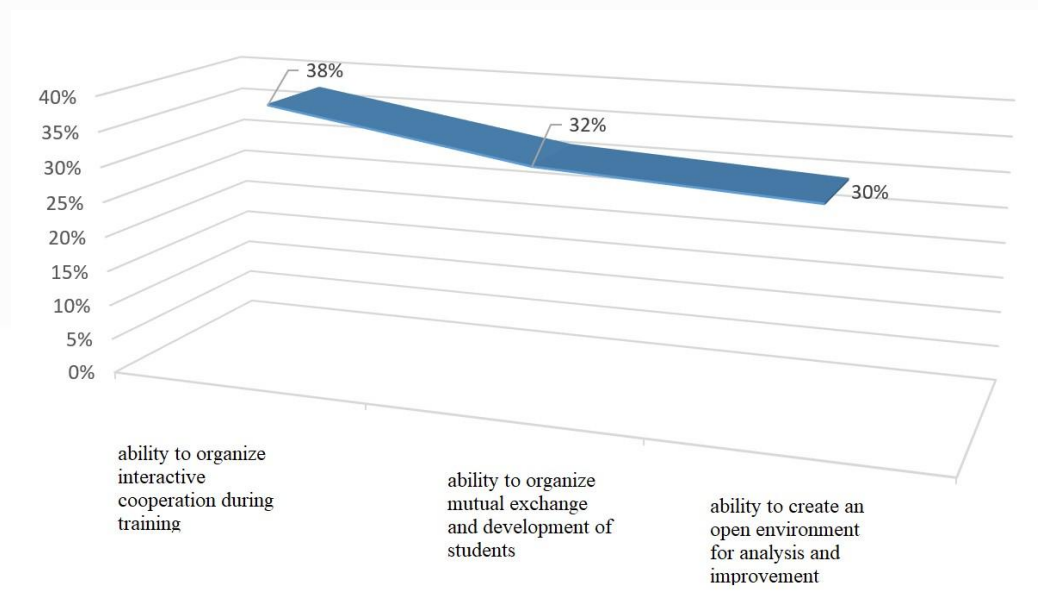
In the next question, it was necessary to rank the basic components of pedagogical skills in descending order. Humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, and communicativeness received 71, 66, 58, 40, 35, 30 marks "yes" respectively. The results are presented in Fig.4.



**Fig.4.** Basic components of pedagogical skills

**Source:** author's; concluded on the basis of respondents' answers

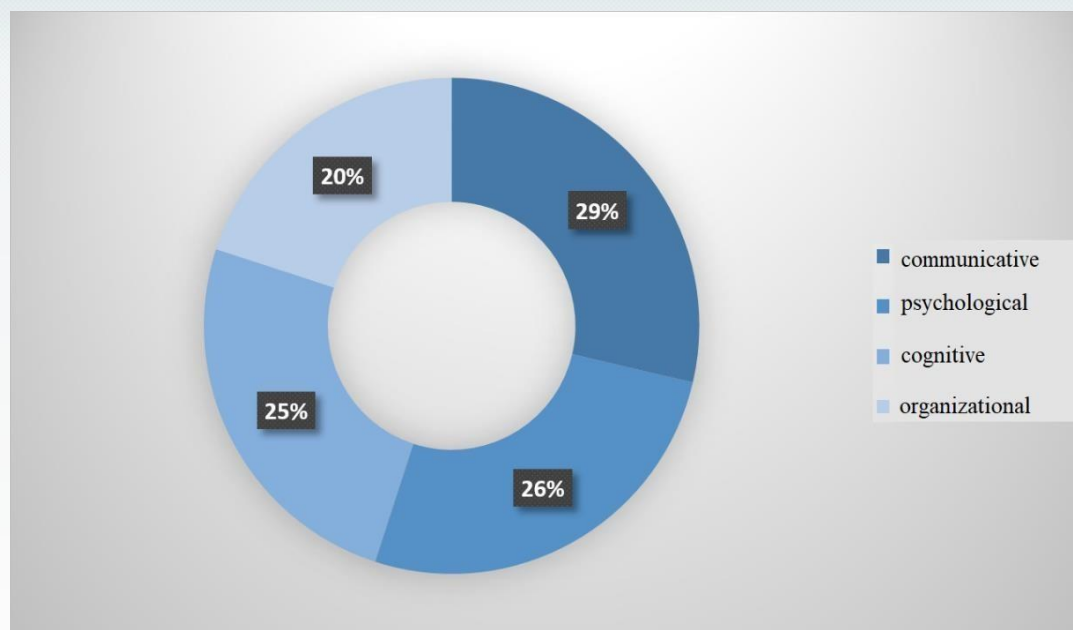
In the fifth question, it was necessary to rank the indicators of pedagogical communicative competence and skill. In the first place, with a score of 38%, respondents put the ability to organize interactive cooperation during training, in second place with a score of 32% - the ability to organize mutual exchange and development of students. The ability to create an open environment for analysis and improvement was in third place (30%). The results are presented in Fig.5.



**Fig.5.** Indicators of pedagogical communicative competence and skill

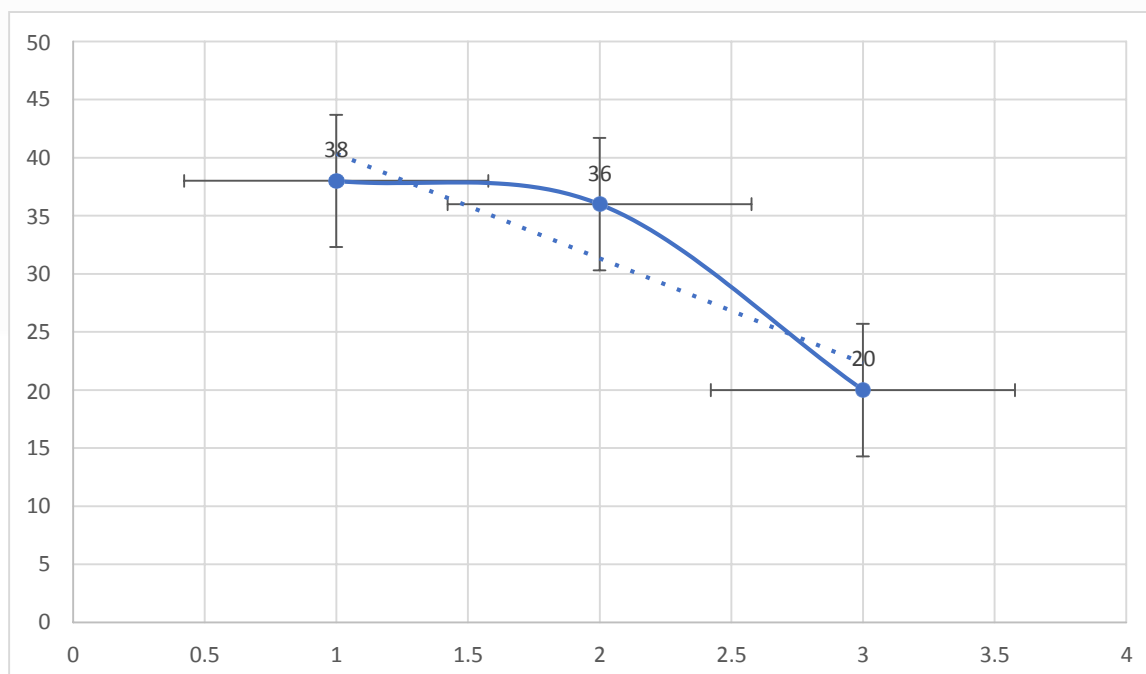
**Source:** author's; concluded on the basis of respondents' answers

The sixth question concerned the definition of the main functions of the teacher's speech. With the results of 86, 79, 75, 60 marks "yes" respondents from the proposed list of functions (communicative, expressive, psychological, didactic, cognitive, organizational, mentoring) identified communicative, psychological, cognitive, and organizational functions, respectively. The results are presented in Fig.6.



**Fig.6.** Defining the main functions of the teacher's speech  
**Source:** author's; concluded based on respondents' answers)

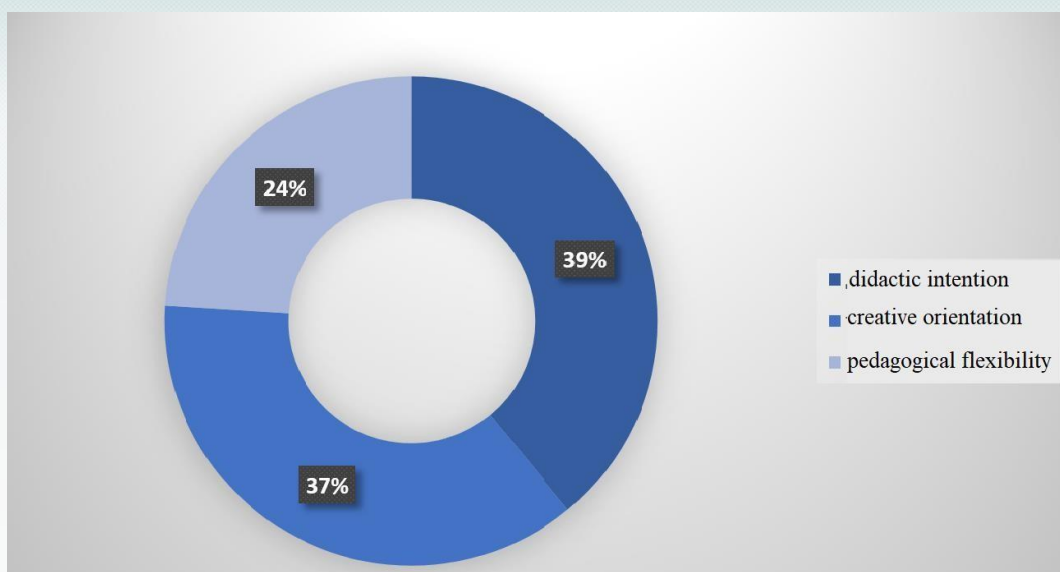
The next question was aimed at determining the components of communicative and speech competence. Among the three main groups of skills, respondents distributed significance among communicative and speech (38%), socio-perceptual (36%), interactive skills (20%). The results are presented in Fig.7.



**Fig.7.** Components of communicative-speech competence  
**Source:** author's; concluded on the basis of respondents' answers

The eighth question concerned the definition of the characteristics of communicative and speech competence, which determine the quality of professional interactions of university teachers. Didactic intention was in first place with a result of 39%, creative orientation - in second place with a result of 37%, pedagogical flexibility - in third place with a result of 24%. The results are presented

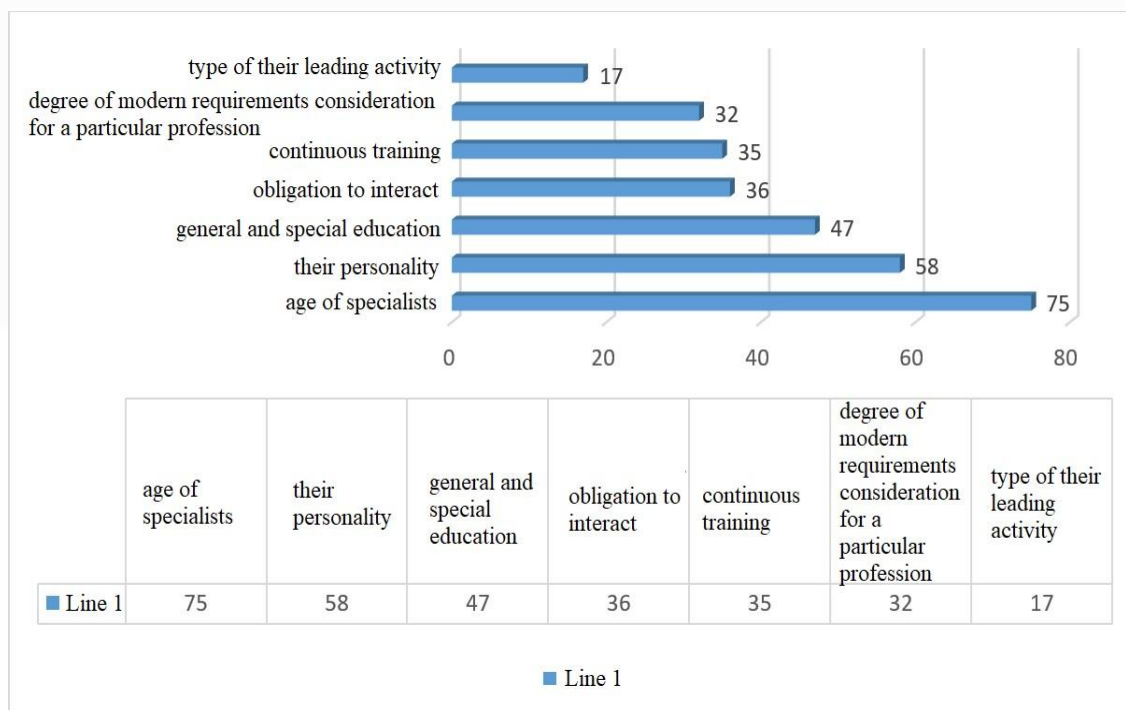
in Fig. 8.



**Fig.8.** Characteristics of communicative and speech competence that determine the quality of professional interactions of university teachers.

**Source:** author's; concluded on the basis of respondents' answers

The next question offered to clarify the patterns and features of communicative and linguistic competence of teachers. Respondents determined that they depend on several objective and subjective factors, including the age of specialists (75 answers), their personality (58 appeals), general and special education (47 marks), the obligation to interact (36 appeals), continuous training (35 positions), the degree of modern requirements consideration for a particular profession (32 marks), the type of their leading activity (17 answers). The results are presented in Fig. 9.



**Fig.9.** Regularities and features of communicative-linguistic competence of teachers

**Source:** author's; concluded based on respondents' answers



## Discussion

Based on a large number of investigations devoted to the topic under discussion, we single out the following provisions. The main characteristics of pedagogical skills and communicative competence of university teachers during classes are consistency; interdependence; hierarchical organization (Korniyaka, 2018). Pedagogical skill as an element of communicative competence is realized through the following key dimensions: competence of nonverbal communication, the competence of verbal clarity, the competence of verbal richness of speech (Spychała et al., 2021). The obligatory connection of pedagogical skill and communicative competence is based on correct, figurative, emotional, stylistically determined speech; appropriate facial expressions, gestures, kinetics; numerous verbal and nonverbal strategies and tactics combined into a communicative aspect of interactions (Korniyaka, 2018). Basic components of pedagogical skills: humanistic orientation of activity, professional competence, professionalism, pedagogical abilities, pedagogical technique, communicativeness (Melnyk & Zaremba, 2020). Indicators of pedagogical communicative competence and skill are the ability to organize interactive cooperation during learning, the ability to organize mutual exchange and development of students, the ability to create an open environment for analysis and improvement (Grunis et al., 2020). Among the main functions of the teacher's speech are communicative, psychological, cognitive and organizational (Rostoiuk, 2020). Characteristics of communicative-speech competence that determine the quality of professional interactions of university teachers: didactic intention, creative orientation, pedagogical flexibility (Korniyaka, 2018). It is established that professional communication with the audience should lead to concrete positive results, which can be achieved through the use of knowledge of speech techniques, including breathing; voice; diction; intonation; pace (Rostoiuk, 2020). There are also several typical difficulties in identifying the teacher's communication skills: organizing contact with the group, choosing the right tone and style of relationships, the ability to communicate in different situations, mastery of speech, professional and lexical training, facial expressions, plastic expressiveness and attractiveness, observation, and an insight (Melnyk & Zaremba, 2020).

## Conclusions

Thus, based on the research, it can be stated that the pedagogical skills and communicative competence of university teachers during classes is a comprehensive implementation of the pedagogical experience of HEIs teacher, which will be successful only if the teacher adheres to such guidelines for the analysis of concepts presented in Table 1.

Thus, the connections between the concepts of "pedagogical skills" and "communicative competence" of university teachers during classes are interdependent and subordinate, since communicative competence is the basis of pedagogical skills, its initial link. An important area of further research will be to try to deduce the cause-and-effect levels of connections for distance learning. The practical significance of the study was to present the consolidated cause-and-effect relationships of the concepts of "pedagogical skills" and "communicative competence" of university teachers during classes.

**Table 1.** Consolidated causal links between the concepts of "pedagogical skills" and "communicative competence" of university teachers during classes

Links/results	consistency	Interdependence	organization	management
organization of contact with the group	correct, figurative, emotional, stylistically determined speech			
choosing the right tone and style of relationship		appropriate facial expressions, gestures, kinetics		
ability to communicate in different situations, facial expressions			numerous verbal and non-verbal strategies and tactics combined into a communicative aspect of interactions	
speech mastery, professional and lexical training plastic expressiveness and attractiveness				professional development of leadership skills

**Source:** author's; concluded based on the analysis of respondents' answers

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