

THE ROLE OF INTERPERSONAL INTERACTION AND PSYCHOLOGICAL TRAINING IN THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE

Korniienko Inokentii Oleksiiovych,

Doctor of Psychological Sciences, Professor,
Professor at the Psychology Department
Mukachevo State University
ORCID ID: 0000-0003-1451-4128
Researcher ID: AAW-3308-2020
Scopus Author ID: 57214599248

Beata Barchi Vasylyvna,

PhD in Psychology, Associate Professor,
Associate Professor at the Psychology Department
Mukachevo State University
ORCID ID: 0000-0002-5923-7331
Researcher ID: ABD-7295-2020
Scopus Author ID: 57216440046

The article reveals the importance of interpersonal interaction as one of the key factors in the formation of communicative competence of higher education students. It is emphasised that effective communication in higher education institutions is based not only on the ability to transmit information, but also on the ability to establish constructive relationships, understand the position of the other, and take into account the socio-psychological context of communication. The article analyses modern approaches to defining the structure of communicative competence, which includes knowledge, skills, abilities and personal qualities necessary for productive interpersonal interaction. Particular attention is paid to the conditions that contribute to the effective development of communicative competence in the student environment, such as a positive microclimate and pedagogical support.

A study conducted found that while the majority of students demonstrate a competent position in communication, a significant proportion of respondents exhibit a tendency towards a dependent or aggressive position in interaction. Based on these results, the article underscores the need for targeted psychological training to address these tendencies by focusing on assertiveness, emotional intelligence, and conflict resolution. The authors argue that such training, particularly through techniques like role-playing and assertiveness exercises, is a key condition for the effective development of communicative competence.

The role of interpersonal interaction in the processes of self-knowledge, self-presentation, development of empathy and formation of reflective thinking in students is revealed. The theoretical justification of the need for purposeful creation of psychological and pedagogical conditions for the formation of communicative competence as an important component of the professional training of students is provided. It is concluded that communicative competence largely determines the effectiveness of professional and social realisation of a personality in the conditions of a modern information-saturated society.

Key words: communication, communicative competence, interpersonal interaction, higher education students, professional development, educational process, socio-psychological factors, personality development, psychological training, assertiveness training.

Корнієнко Інокентій, Барчі Беата. Роль міжособистісної взаємодії та психологічних тренінгів у розвитку комунікативної компетентності студентів

У статті розкрито значення міжособистісної взаємодії як одного з ключових чинників формування комунікативної компетентності студентів закладів вищої освіти. Підкреслено, що ефективна комунікація під час навчання ґрунтується не лише на вмінні передавати інформацію, а й на здатності встановлювати конструктивні стосунки, розуміти позицію іншого, враховувати соціально-психологічний контекст спілкування. У статті проаналізовано сучасні підходи до визначення структури комунікативної компетентності, яка включає знання, навички, вміння та особистісні якості, необхідні для продуктивної міжособистісної взаємодії. Особливу увагу приділено умовам, які сприяють ефективному розвитку комунікативної компетентності в студентському середовищі, таким як позитивний мікроклімат та педагогічна підтримка.

Проведене дослідження показало, що хоча більшість студентів демонструють компетентну позицію у спілкуванні, значна частина респондентів демонструє схильність до залежної або агресивної позиції у взаємодії. На основі цих результатів у статті наголошується на необхідності проведення цілеспрямованих психологічних тренінгів для подолання цих тенденцій з акцентом на асертивності, емоційному інтелекті та вирішенні конфліктів. Автори стверджують, що таке навчання, зокрема, за допомогою рольових ігор та вправ на асертивність, є ключовою умовою ефективного розвитку комунікативної компетентності.

Розкрито роль міжособистісної взаємодії у процесах самопізнання, самопрезентації, розвитку емпатії та формування рефлексивного мислення у студентів. Надано теоретичне обґрунтування необхідності цілеспрямованого створення психолого-педагогічних умов для формування комунікативної компетентності як важливої складової професійної підготовки студентів. Зроблено висновок, що комунікативна компетентність значною мірою визначає ефективність професійної та соціальної реалізації особистості в умовах сучасного інформаційно насиченого суспільства.

Ключові слова: спілкування, комунікативна компетентність, міжособистісна взаємодія, здобувачі вищої освіти, професійне становлення, освітній процес, соціально-психологічні чинники, розвиток особистості, психологічний тренінг, тренінг асертивності.

Introduction. Communication competence is a critical factor in professional success and social adaptation, particularly in the context of higher education. It encompasses linguistic, socio-cultural, psychological, and professional dimensions, enabling individuals to transmit information, receive feedback, and maintain effective interpersonal relations. In modern educational settings, communication occurs through various channels, with interpersonal interaction playing a central role in skill development.

Despite the rise of digital communication, face-to-face interaction remains essential for cultivating emotional intelligence, empathy, and non-verbal communication. Group work, discussions, and role-playing activities promote critical thinking, adaptability, and self-reflection, bridging theoretical knowledge with real-world application.

However, students often face communication challenges due to limited experience, social anxiety, or insufficient training in soft skills [7]. Structured socio-psychological training offers an effective approach to addressing these gaps. Such training enhances assertiveness, emotional regulation, and conflict resolution – core competencies for constructive interaction. Assertiveness training, in particular, helps students express themselves clearly and respectfully, reducing passive or aggressive tendencies.

Integrating these methods into higher education curricula fosters confident, competent communicators prepared for the demands of professional and social environments. Ultimately, communication competence is not only a key to academic success but also a prerequisite for effective participation in the labour market.

The process of forming a culture of communication and communication skills in higher education students is gradual and multifactorial: it begins in the family environment, develops in the school space and is formed under the influence of socio-cultural agents, in particular the media [6]. One of the important characteristics of effective communication is linguistic politeness, which includes manifestations of respect, tact, delicacy, ethics and correctness not only in verbal but also in non-verbal behaviour. For a future specialist in any field, the presence of such traits is a professional necessity [5].

Babiy A. focuses on the problems of developing the communicative competence of students as future specialists. The criteria for assessing the indicator 'linguistic/speech competence of a personality' indicate a perfect command of language norms and speech techniques, as well as the ability to correctly use verbal and non-verbal sign systems in the process of communication [3].

The process of developing communication skills has been significantly affected by the education system in the context of the COVID-19 pandemic. Prolonged quarantine restrictions have dramatically changed the traditional ways of interaction within the educational process, which has led to a disruption in the formation of a number of important communication aspects [4]. In particular, it has become more difficult to master the skills of active listening, interpreting non-verbal signals, avoiding conflicts, confident communication behaviour, initiating contact with new people or asking for help. This is especially noticeable

among junior students who have been studying remotely for a significant part of their time.

In today's professional environment, communication competence is seen as a basic condition for success. The ability to effectively communicate information, provide feedback, and adapt to the communication context are critical to achieving personal and professional goals. Professional communications, by their very nature, perform instructional, informative and motivational functions, ensuring the process of making management decisions, their implementation and monitoring [5].

The analysis of modern scientific research and publications shows that the problem of forming and developing communicative competence has been studied in various scientific disciplines and conceptual approaches. In particular, within the framework of linguistics, pedagogy, psychology, sociology, communication theory and cultural studies, this topic was paid attention to by such foreign scholars as L. Bachman, N. Chomsky, C. Foss, O. Argie, J. Koster, A. Palmer, G. Rickheit, H. Widdowson, C. Sabi and others.

Scientific research on the definition of the essence of the concept of 'communicative competence' has been going on since the 60s and 70s of the twentieth century to the present day. At the same time, the modern scientific discourse still lacks a clear and well-established interpretation of both the concept of 'competence' and its boundaries. Most often, competence is seen as a set of individual characteristics of a person that ensure his or her ability to effectively carry out certain activities. At the same time, the content of this phenomenon is usually interpreted through the prism of the content and operational components of a particular type of activity [6].

In the context of Ukrainian and foreign psychology, the issue of communicative competence has been studied by such researchers as G. Ball, A. Bandura, E. Bern, D. Jourard, M. Zabrotsky, N. Kolominsky, G. Koshonko, N. Levus, O. Luzhetska, A. Maslow, J. Moreno, N. Peregonchuk, N. Sergienko, O. Chuyko, T. Yatsenko. The problem of communicative competence of students and its role in improving the quality of the educational process was considered in the works of Zh. Bogdan, T. Yezhizhanska, O. Korniaika, I. Lerner, V. Moiseenko, M. Osadcha, I. Puz, N. Sereda, O. Skrypchenko, T. Solodovnyk, I. Cherezova, O. Shevchenko and others.

Research in higher education emphasises that interpersonal interaction is critical for preparing students for professional activities. For example, A. King (1993) emphasises the importance of cooperative learning, which encourages students to actively exchange ideas, which contributes to the development of communication competence [11]. In L. Shulman's research, it is noted that interpersonal interaction in the academic environment contributes to the formation of critical thinking and reflective skills [12].

At the same time, there are still a number of contradictions in the scientific debate, in particular: different interpretations of the essence and psychological nature of communicative competence; lack of a single approach to defining its structure; insufficient development of issues related to psychological conditions and factors that contribute to its effective development in higher education students [1].

Based on the structure of communication, which is established in social psychology and includes perceptual, communicative and interactive components, it is advisable to consider communicative competence as a component of the overall communication process. Thus, the communication process can be interpreted as an information exchange between people as active subjects, which takes place taking into account the nature of their relationships [6]. In this context, the concept of 'communication' acquires a 'narrow' meaning. At the same time, in a number of approaches, communication is identified with socialising, which emphasises its psychological nature - as the influence of one person on another in order to change their behaviour [2]. This indicates a possible transformation of the relationship between the participants in the communication process. In addition, there is a broader interpretation of the concept of 'communication', which covers social processes of mass information exchange [9].

The development of communication competence in higher education students depends on the educational environment, academic level, and professional focus of the programme. Given its interdisciplinary nature, communication competence is essential for training specialists across all fields. A key scientific issue is the identification of effective psychological and pedagogical conditions for its development [3].

The relevance of this problem stems from contradictions between the growing social demand for constructive interaction in education and the lack of theoretical and methodological support; as well as between the need for targeted formation of communicative competence and the absence of effective mechanisms for its implementation in higher education practice [5].

Purpose. To theoretically substantiate the psychological patterns of development of students' communicative competence and empirically study the levels of this competence and the quality of basic communicative skills, and to highlight the role of targeted psychological training in fostering its effective formation.

Materials and methods. The development of students' communicative competence is a dynamic, multifaceted process embedded in holistic personal growth. It is an integrative construct comprising knowledge, skills, attitudes, values, and motives essential for effective interpersonal interaction. While it follows general psychological laws, it also reflects the social nature of communication.

Key psychological regularities include dependence on social activity, cognitive and emotional development, reflection, empathy, and self-awareness. Social mechanisms – imitation, identification, feedback, and social learning – are crucial, as is a supportive educational environment fostering open, safe communication.

Motivation significantly influences the formation of communicative competence, shaping individual communication styles and interpersonal dynamics. Simultaneously, self-regulation, social intelligence, and tolerance develop as foundational elements.

Within the educational context, communication competence evolves progressively, from basic skills to complex

strategies. This process is non-linear and influenced by age, learning experience, interaction types, and personal psychological traits.

The development of communication competence is a prerequisite for the personal and professional development of a modern student. The ability to effectively interact, establish contacts, express one's own opinion and adequately perceive information from others is of particular importance in the context of growing demands on interpersonal communication in the learning environment and beyond. The effective development of this competence requires the creation of a set of psychological and pedagogical conditions that should ensure not only the acquisition of knowledge, but also the active participation of students in the process of communication, the development of their potential and internal motivation for self-improvement.

One of the key conditions is the organisation of a personality-oriented educational environment that takes into account the individual characteristics of each student and creates favourable conditions for free expression and initiative. It is also important to integrate theoretical knowledge with practice: the use of training methods, modelling communication situations, holding discussions and analysing life cases, which stimulates reflection and the development of practical skills. An equally important factor is the support of teachers, which manifests itself in providing constructive feedback, creating a friendly atmosphere, and developing students' emotional intelligence and empathy. At the same time, it is important to develop internal motivation to improve communication competence, as it is the awareness of the importance of communication skills that promotes students' active participation in various forms of interaction.

The use of psychodiagnostic methods, self-analysis and self-observation is also useful, allowing students to more objectively assess their own strengths and weaknesses in the communication sphere and identify individual areas for growth. Thus, it is the targeted combination of psychological support, a practice-oriented approach and the creation of an appropriate learning environment that is the basis for the effective development of students' communication competence.

The study used the test 'Communication Skills' (L. Michelson, translation and adaptation by Y. Gilbukh), which aims to determine the level of communication competence and the quality of formation of basic communication skills. This test allows you to determine the position in communication (dependent, competent or aggressive), what skills are formed and what type of behaviour prevails: dependent position in communication (uncertain behaviour), competent position in communication (confident behaviour), aggressive position in communication (pressuring behaviour). You can determine which communication style prevails in a particular situation. The methodology also allows you to identify and analyse the position in communication with respect to the main blocks of communication skills: the ability to give and receive signs of attention (compliments) from a peer; responding to fair criticism; responding to unfair criticism; responding to provocations and provocative behaviour on the part of the interlocutor; the ability to address a peer with a request; the ability to

refuse someone else's request, to say 'no'; the ability to give sympathy and support; the ability to receive sympathy and support from peers; the ability to make contact with another person, contactability; responding to an attempt to make contact with you.

Discussion. The study was conducted on the basis of the Psychological Service of Mukachevo State University. A total of 50 respondents took part in the study, who were students aged 19 to 25 years of the Faculty of Humanities. All participants of the study participated on a voluntary basis, having previously read the purpose and conditions of the survey. The study was conducted in compliance with the ethical principles of confidentiality and anonymity: no personal data of the respondents were collected, and the results were used exclusively in a generalised form for scientific purposes.

According to the results of the study, the average score for the 'dependent position' indicator is 5.2. The majority of students (52%) have an average level of dependent behaviour, which indicates partial insecurity in communication, especially in stressful situations. A dependent attitude is characterised by the fact that a person avoids defending their interests, is afraid of conflicts and tries to meet the needs of others even to the detriment of themselves. Behavioural features are characterised by uncertainty in expressing one's opinion, frequent use of words such as 'it seems to me', 'I'm sorry', 'I must be wrong', looking down or to the side, avoiding eye contact, a tendency to passively accept other people's opinions, even if they do not correspond to one's own beliefs, emotional vulnerability, and a frequent fear of judgement.

The consequences for communication are a loss of respect from the other person, an accumulation of internal tension due to unmet needs, and passivity can cause irritation in others. A person does not say that he or she does not like something because he or she is afraid of ruining the relationship.

A competent position (mean score: 6.8) is based on the ability to effectively express one's thoughts, respecting both one's own and others' interests.

Behavioural features include clear and constructive formulation of opinions, use of positive language, for example: 'I think it's better to do this...', 'Let's find a compromise', maintaining eye contact, open body language, the ability to express both agreement and disagreement without aggression or fear, the ability to listen to the interlocutor and offer a solution that takes into account both sides. The majority of students (52%) demonstrate a high level of competent behaviour, which indicates their ability to communicate effectively and confidently.

The consequences for communication are the building of mutual trust, the ability to avoid or resolve conflicts con-

structively, and increased respect and influence in the team. A person explains their position with respect for the other person, even if they have a different point of view: 'I like your idea, but I'd like to offer my own version.'

Aggressive position (mean score: 4.1) is aimed at dominating the interlocutor, often by ignoring or belittling their interests. Half of the students demonstrate an average level of aggressiveness, which can be manifested in passive aggression or occasional tension in communication.

Behavioural features include rude or sarcastic expression of opinions, the use of accusations, orders or ultimatums, for example: 'You always do everything wrong!', 'It should be only as I said!', raising your voice, aggressive body language (gestures, approaching the interlocutor), ignoring the arguments of the other party or devaluing their point of view, tendency to manipulate or pressure.

The consequence for communication is fear or aggression in return, destruction of trust and mutual respect, often leading to conflicts and deterioration of relationships. A person criticises others without providing constructive solutions, for example: 'Why are you always so inattentive? It's all your fault!' (Table 1).

Thus, with regard to the 'competent position' scale, the largest proportion of students demonstrates a high level of confidence in communication, which is a positive result; a significant proportion of students (52%) have an average level of dependent behaviour, which may indicate uncertainty in certain situations; only 10% of students demonstrate a high level of aggressiveness, which indicates that most tend to avoid open confrontation.

While interpersonal interaction within the educational process provides a natural environment for the development of communication skills, targeted psychological training can significantly accelerate and enhance this process. Such training offers a structured and reflective space for students to consciously build their communicative competence. Socio-psychological training, in particular, is recognized as an effective method for developing knowledge, social attitudes and skills in interpersonal communication. The core components of communication – communicative exchange, interaction, and mutual perception – can be effectively honed through specific training exercises [8].

The results of the study, which indicate that a significant portion of students exhibit dependent or aggressive communication styles, underscore the need for targeted interventions. Psychological training programs can directly address these tendencies by focusing on assertiveness, emotional intelligence and conflict resolution.

A key element of this training is assertiveness training, which is crucial for students who demonstrate a dependent or aggressive position in communication. Assertiveness is the ability to express one's thoughts, feelings, and needs

Table 1

Summary results of the L. Michelson Communication Skills Test

Scale	Average score	Low level	Medium level	High level
Dependent position	5,2	24% (12 people)	52% (26 people)	24% (12 people)
Competent position	6,8	12% (6 people)	36% (18 people)	52% (26 people)
Aggressive position	4,1	40% (20 people)	50% (25 people)	10% (5 people)

in a direct, honest, and appropriate manner while respecting the rights of others. Unlike aggression, it is not about dominating or demeaning others. For students with a tendency towards a dependent position, assertiveness training can help them build self-confidence, learn to say “no” without guilt, and express their opinions constructively. For those with aggressive tendencies, it teaches them to moderate their responses, listen to others, and engage in respectful dialogue. Techniques used in assertiveness training include: “I” Statements which involve phrasing sentences to express one's own feelings and thoughts rather than making accusatory “you” statements. For example, instead of saying, “You always interrupt me”, a student would learn to say, “I feel frustrated when I am interrupted because I lose my train of thought”. The “Broken Record” technique involves calmly and persistently repeating a request or refusal, without getting drawn into arguments or irrelevant side issues. This is particularly effective for students who find it difficult to refuse requests. Role-Playing scenarios are simulated conversations allows students to practice assertive communication in a safe environment. Scenarios could involve addressing a performance issue with a peer, responding to unfair criticism, or making a reasonable request. This practical application is essential for transferring learned skills to real-life situations.

Another vital component of psychological training is the development of active listening and empathy. These skills are fundamental to a “competent position” in communication, which is characterized by mutual understanding and respect. Exercises to foster these abilities include paraphrasing and summarizing which students practice restating what they have heard from their interlocutor in their own words to ensure understanding before responding.

During perspective-taking exercises students are asked to consider a situation from another person's point of view, which helps in developing empathy and reducing conflict. Compassion circles fosters small groups of students to share their experiences and feelings in a structured and supportive environment, fostering a sense of connection and mutual understanding.

By integrating such psychological training into the university experience, either as part of the curriculum or through dedicated workshops, higher education institutions can more effectively address the communication skill gaps identified in the study. This proactive approach would not only help in mitigating dependent and aggressive communication styles but would also empower students with the confidence and ability to engage in the competent, constructive interpersonal interactions that are crucial for their future professional and social success.

Results. The development of communicative competence in students is a complex, multicomponent psychological process involving cognitive, emotional, and behavioral dimensions. It is influenced by personal traits, motivation, social maturity, and learning conditions. A personality-oriented educational approach, along with the cultivation of empathy, critical thinking, and dialogue culture, facilitates this development [10].

Empirical data (via Michelson test) indicate that most students possess an average level of communication skills. High competence is rare and correlates with empathy and effective interaction, while low competence is marked by verbal difficulties, poor mutual understanding, and conflict resolution challenges.

The study emphasizes that interpersonal interaction alone is insufficient for addressing communication deficits. Psychological training, particularly assertiveness training, is essential for mitigating both dependent and aggressive communication styles. Structured techniques such as role-play, “I” statements, and active listening are recommended to enhance communication skills and support professional development.

Future research should focus on refining psychodiagnostics tools, tracking competence dynamics in various learning formats, and analysing the influence of digital communication on interpersonal skills.

The authors acknowledge the voluntary participation of students and the institutional support that facilitated the ethical and effective conduct of the research.

Література:

1. Абрамович С. Д., Чікарькова М. Ю. Мовленнєва комунікація: підручник для студентів вищих навчальних закладів. 2-ге вид., переробл. і доповн. Київ: Видавничий дім Дмитра Бураго, 2013.
2. Антонова Н. О. Уявлення студентів про професійну компетентність та привабливість майбутньої професії у студентів факультетів психології. *Проблеми загальної та педагогічної психології*. 2012. Т. 7, вип. 7. С. 13–20.
3. Бабій А., Турлюк С. Комунікативна компетентність – основа професійної діяльності спеціаліста. *Молодий вчений*. 2023. № 1.1(113.1). С. 1–5. DOI: 10.32839/2304-5809/2023-113-1-1.
4. Білавич, Г. В., Багрий, М. А., Гречаник, Н. Ю., & Гнатишин, С. І. Формування комунікативної компетентності здобувачів вищої освіти. *Медична освіта*, (4), 2023. 77–81. <https://doi.org/10.11603/m.2414-5998.2022.4.13635>
5. Білавич Г., Савчук Б., Ільницький В., Федчишин Н. Наукова мовна культура майбутнього магістра як складова його професійної компетентності. *Гірська школа Українських Карпат*. 2020. Вип. 23. С. 75–80. http://nbuv.gov.ua/UJRN/gsuc_2020_23_16.
6. Казібекова В.Ф. Психологічні особливості комунікативної компетентності майбутніх фахівців. *Insight: The Psychological Dimensions of Society*, (2), 2019. 64–71. <https://doi.org/10.32999/2663-970X/2019-2-9>
7. Корнієнко, І., & Барчі, Б. Концепція розвитку soft skills та емоційного інтелекту. *Psychology Travelogs*, (1), 16–26. 2023. <https://doi.org/10.31891/PT-2023-1-2>
8. Корнієнко І., Барчі Б. Ефективність соціально-психологічного тренінгу у формуванні професійних орієнтацій студентської молоді. *Psychology Travelogs*, (1), 2025. 85–98. <https://doi.org/10.31891/PT-2025-1-9>
9. Прищак М. Д. Комунікація, взаємодія, комунікативність: категоріальний аналіз. *Вісник Вінницького політехнічного інституту*. 2010. № 2. С. 5–8. URL: <https://visnyk.vntu.edu.ua/index.php/visnyk/article/view/1696>.

10. Bilavych H., Savchuk B., Ilnytsky V., Fedchyshyn N. Scientific language culture of the future master as a component of his professional competence. *Mountain School of Ukrainian Carpaty*. 2020. (23). P. 75–80. DOI: 10.15330/msuc.2020.23.75-80.
11. King A., Rosenshine B. Effects of guided cooperative questioning on children's knowledge construction. *Journal of Experimental Education*. 1993. Vol. 61, No. 2. P. 127–148. DOI: 10.1080/00220973.1993.9943857.
12. Shulman L. S. Signature pedagogies in the professions. *Daedalus*. 2005. Vol. 134, No. 3. P. 52–59. DOI: 10.1162/0011526054622015.

References:

1. Abramovych, S. D., & Chikarkova, M. Yu. (2013). *Speech communication: A textbook for students of higher educational institutions* (2nd ed., revised and expanded). Dmytro Burago Publishing House [in Ukrainian].
2. Antonova, N. O. (2012). Students' perceptions of professional competence and the attractiveness of their future profession in psychology faculties. *Problems of General and Pedagogical Psychology*, 7(7), 13–20 [in Ukrainian].
3. Babii, A., & Turliuk, S. (2023). Communicative competence as a basis of a specialist's professional activity. *Young Scientist*, 1.1(113.1), 1–5. <https://doi.org/10.32839/2304-5809/2023-113.1-1> [in Ukrainian].
4. Bilavych, H. V., Bahrii, M. A., Hrechnyk, N. Yu., & Hnatyshyn, S. I. (2023). Formation of communicative competence in higher education students. *Medical Education*, (4), 77–81. <https://doi.org/10.11603/m.2414-5998.2022.4.13635> [in Ukrainian].
5. Bilavych, H., Savchuk, B., Ilnytsky, V., & Fedchyshyn, N. (2020). Scientific language culture of the future master as a component of his professional competence. *Mountain School of Ukrainian Carpaty*, 23, 75–80. http://nbuv.gov.ua/UJRN/gsuc_2020_23_16 [in Ukrainian].
6. Kazibekova, V. F. (2019). Psychological features of communicative competence of future specialists. *Insight: The Psychological Dimensions of Society*, 2, 64–71. <https://doi.org/10.32999/2663-970X/2019-2-9> [in Ukrainian].
7. Korniienko, I., & Barchi, B. (2023). *The concept of the soft skills and emotional intelligence development*. *Psychology Travelogs*, 1(4), 16–26. <https://doi.org/10.31891/PT-2023-1-2> [in English].
8. Korniienko, I., & Barchi, B. (2025). *The effectiveness of socio-psychological training in shaping professional orientations of student youth*. *Psychology Travelogs*, 1, 85–98. <https://doi.org/10.31891/PT-2025-1-9> [in English].
9. Pryshchak, M. D. (2010). Communication, interaction, communicativity: A categorical analysis. *Bulletin of the Vinnytsia Polytechnic Institute*, (2), 5–8. <https://visnyk.vntu.edu.ua/index.php/visnyk/article/view/1696> [in Ukrainian].
10. Bilavych, H., Savchuk, B., Ilnytsky, V., & Fedchyshyn, N. (2020). Scientific language culture of the future master as a component of his professional competence. *Mountain School of Ukrainian Carpaty*, (23), 75–80. <https://doi.org/10.15330/msuc.2020.23.75-80> [in English].
11. King, A., & Rosenshine, B. (1993). Effects of guided cooperative questioning on children's knowledge construction. *Journal of Experimental Education*, 61(2), 127–148. <https://doi.org/10.1080/00220973.1993.9943857> [in English].
12. Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52–59. <https://doi.org/10.1162/0011526054622015> [in English].

Дата першого надходження рукопису до видання: 10.10.2025

Дата прийнятого до друку рукопису після рецензування: 10.11.2025

Дата публікації: 30.12.2025