

DOI: <https://doi.org/10.46502/issn.1856-7576/2024.18.04.5>


Cómo citar:

Dushechkina, N., Yatsyna, S., Malyk, Y., Shayner, H., Tyshkovets, M., & Nykytenko, O. (2024). Interpersonal interaction strategies for the development of communication skills in university education. *Revista Eduweb*, 18(4), 68-88. <https://doi.org/10.46502/issn.1856-7576/2024.18.04.5>

Interpersonal interaction strategies for the development of communication skills in university education

Estrategias de interacción interpersonal para el desarrollo de habilidades comunicativas en la formación universitaria


Nataliia Dushechkina

 <https://orcid.org/0000-0002-4203-7122>
nataxeta74@gmail.com

WoS Researcher ID: D-8642-2019

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Chemistry and Ecology, Pavlo Tychyna Uman State Pedagogical University, Ukraine.


Svitlana Yatsyna

 <https://orcid.org/0000-0002-6319-3829>
svt.yatsina@vu.cdu.edu.ua

WoS Researcher ID: AFK-5889-2022

Ph.D., in Pedagogy, Senior Teacher of the Department of Primary Education, Cherkasy Bohdan Khmelnytsky National University, Ukraine.


Yuliana Malyk

 <https://orcid.org/0000-0002-3295-5771>
mui_27@ukr.net

WoS Researcher ID: KCX-6368-2024

Candidate of Pedagogical Sciences (Ph.D.), Associate Professor of the Department of Business Foreign Languages and International Communication, National University of Food Technologies, Ukraine.


Hanna Shayner

 <https://orcid.org/0000-0002-0086-5579>
hanna.i.shayner@lpnu.ua

WoS Researcher ID: LDF-6953-2024

Candidate of Pedagogical Sciences, Associate Professor Assistant Professor of the Department of Foreign Languages for Engineering, Institute of the Humanities and Social Sciences, Lviv Polytechnic National University, Ukraine.


Mariia Tyshkovets

 <https://orcid.org/0000-0002-6976-7440>
zasiekina_m@ukr.net

WoS Researcher ID: LNQ-5010-2024

Researcher of the STEM Education Department, Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Ukraine.

Olha Nykytenko

 <https://orcid.org/0000-0002-7305-7812>
nikitolya@i.ua

WoS Researcher ID: KJL-4483-2024

Senior Lecturer, National University of Food Technologies, Ukraine.

Recibido: 03/11/24

Aceptado: 15/12/24



Abstract

The content of interpersonal interaction, its types, main features, and role in the formation of communicative competence of the future specialist are clarified. The structure of motivation of future specialists for interpersonal interaction to form communicative competence is disclosed. The leading functions and methods of training students in creating their communicative competence are highlighted. Presented are modern information and communication technologies and communicative discursive technologies for interpersonal interaction in the formation of the communicative competence of the future specialist. The principles necessary for interpersonal interaction in the formation of the communicative competence of the future specialist are substantiated. The structure of motivation, directions, and conditions for the organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of the communicative competence of the future specialist are presented. The experimental work made it possible to talk about interpersonal interaction in the formation of communicative competence of the future specialist as a serious and necessary problem that requires a holistic study in education and professional activity. It was concluded that the developed author's method is effective, and communicative technologies are appropriate and correct for implementation in the process of professional training of a specialist for the implementation of interpersonal interaction in professional activities in the formation of communicative competence.

Keywords: interpersonal interaction, formation of communicative competence, communicative technologies, students, higher school.

Resumen

Se aclara el contenido de la interacción interpersonal, sus tipos, características principales y papel en la formación de la competencia comunicativa del futuro especialista. Se da a conocer la estructura de motivación de los futuros especialistas para la interacción interpersonal con el objetivo de formar competencia comunicativa. Se destacan las principales funciones y métodos de formación de los estudiantes en el aspecto de la formación de su competencia comunicativa. Se presentan tecnologías modernas de la información y la comunicación y tecnologías discursivas comunicativas para la interacción interpersonal en la formación de la competencia comunicativa del futuro especialista. Se fundamentan los principios necesarios para la interacción interpersonal en la formación de la competencia comunicativa del futuro especialista. Se presenta la estructura de motivación, orientaciones y condiciones para la organización y desarrollo del entorno educativo de acuerdo con los principios necesarios para la interacción interpersonal en la formación de la competencia comunicativa del futuro especialista. El trabajo experimental permitió hablar de la interacción interpersonal en la formación de la competencia comunicativa del futuro especialista, como un problema grave y necesario que requiere un estudio holístico en la educación y la actividad profesional. Se concluyó que el método desarrollado por el autor es efectivo y las tecnologías comunicativas son apropiadas y correctas para su implementación en el proceso de formación profesional de un especialista para la implementación de la interacción interpersonal en las actividades profesionales en la formación de la competencia comunicativa.

Palabras clave: interacción interpersonal, formación de competencia comunicativa, tecnologías de la comunicación, estudiantes, escuela superior.

Introduction

To a large extent, the success of democratic processes in higher education depends on the development of subject-subject relationships in the educational process between students and teachers and their interpersonal interaction based on partnership, cooperation, and dialogue. The change in the relationship between students and teachers, their social positions and roles, which is fundamental, is due to the new educational paradigm and the requirements of the time. In the world educational space, according to modern philosophical approaches, the following processes take place: a student becomes a producer and acquirer of personal knowledge; education acquires signs of continuous knowledge; the teacher is the



organizer of the process of students acquiring their own knowledge experience, educational and cognitive activity; humanistic orientation, the effectiveness of the educational process is achieved through positive interpersonal interaction of students in joint activities, in the conditions of a community united by the tasks and purpose of the educational process, taking into account the culture of each individual, the uniqueness of the position. Educational processes, through interpersonal interaction in the formation of the communicative competence of the future specialist, are justified and explained by the philosophical theories of humanistic psychology, postmodernism, and constructivism, which reveal the natural features of the cognitive activity of the individual, his interaction with the social environment, emotional and cognitive development, self-improvement under the influence of external actions. This approach attests to the important role of the individual in constructing one's own vision of the world, the important role in creating relationships with other people and oneself, perceiving the outside world, and changing the socio-economic conditions of society's development (Ravchyna, 2005).

The specificity of the work of modern specialists of various professions in the process of professional and communicative activity implements professional functions, which in the process of direct cooperation, interaction, coordination of influence on the subject, dialogue, and need to consciously penetrate the culture of the interlocutor, the ability to find constructive communication strategies without losing this own personal individuality.

One of the leading tasks of modern professional training of specialists in institutions of higher education is the formation of the competence of specialists regarding the communicative features of the field of professional activity, their interpersonal interaction in the formation of the communicative competence of future specialists, the acquisition of skills in the system of the professional, communicative environment to successfully fulfill their role, the principles of the implementation of various professional roles in the formation of communicative competence. This requires, in a specific socio-professional situation, strengthening the role of interpersonal communication in business relations; the ability of graduates of higher schools to mobilize skills, knowledge, experience; moving to the sphere of interpersonal communication from the sphere of professional realization of the life interest of a significant part of specialists; the need to find new forms of communication as a result of the development of an innovative professional sphere; solving personal problems; minimization of direct communication between colleagues, which is caused by the development of virtual forms of interaction (Rudenko, 2018).

The most important aspect of the professional competence of a specialist of any profile is communicative competence. The expansion of opportunities for professional growth of a person, globalization processes in the world, and prospects for the personal development of a specialist require interpersonal interaction with the aim of forming the communicative competence of the future specialist and require a high level of professional training and as a prerequisite for establishing productive interaction with all subjects of activity in the process of communication – the formation of communicative competence (Gusak & Smalko, 2023). The formation of communicative competence is of great importance for the development of highly organized relationships in the field of interpersonal interaction, which nowadays is characterized by superficiality, certain stress, and lack of emotions. Therefore, the relevance of the specified problem – interpersonal interaction in the formation of communicative competence of the future specialist – is undoubted for future specialists since the quality of future professional activity directly depends on their readiness and their ability to build a communicative process.

Literature Review

The work of T. Pushkar (2016) is devoted to the study of the development of personality traits and communicative competence. During the professional training of future teachers of philological specialties, the researcher found out the essence and content of interpersonal interaction using communication technologies, developed and implemented in the educational process of the higher school a model of "training future teachers of philological specialties for interpersonal interaction using communication technologies"; during the formation of the professional readiness of future teachers of philological



specialties, characterized the peculiarities of the application of communication technologies to interpersonal interaction.

Various innovative approaches are revealed in the process of communication interaction during the training of specialists in the higher school of L. Gusak & L. Smalko (2023) In the study of scientists, the formation of communicative competence is a prerequisite for the establishment of productive interaction during the process of communication with the subjects of activity. The relevance of the given problem is emphasized for future teachers, who will contribute to the successful professional activity of all individuals because the quality of the future professional activity of all humanity directly depends on the professional readiness of teachers and their ability to build a communicative process in school. The conducted experimental work proved that pedagogical conditions need to be developed to increase the level of communicative competence of future specialists because most modern students have an average level of communicative competence.

The specificity of the professional activity of specialists in the socio-economic sphere was revealed in the studies of L. Rudenko (2018) and consists of the implementation of labor functions during professional and communicative activities, involves the influence on the subject in the process of cooperation, coordination, dialogue, direct interaction and requires a conscious penetration into the culture of the interlocutor, the ability to find constructive communication strategies, formation of communicative culture in future specialists. To form the communicative competence of future specialists, the specific principles of the formation of interpersonal interaction, which are based on general pedagogical laws, a complex of methodological approaches, and specific laws of the formation of a communicative culture, are substantiated.

The advantages of the subject-subject type of social relations are highlighted by N. Kichuk (2019) in the context of the priorities of the pedagogy of tolerance. Approaches capable of promoting interpersonal interaction in the formation of the communicative competence of a future specialist, strengthening the effective and practical character of the educational process in a higher education institution with the aim of more productive development of tolerance as a personal quality of a future specialist and the formation of professional competence in the aspects of tolerance education are characterized. Higher school education is presented as a culture-forming and culturally appropriate innovative environment. Attention is focused on such a plane of understanding the postulates of the pedagogy of tolerance and interpersonal interaction that increases the role of higher education in the multicultural education of students.

T. Ravchyna (2005) shows the features, essence, and signs of the educational environment as a means of indirect pedagogical influence on students of higher education. The directions of the organization of the educational environment in the formation of the communicative competence of the future specialist are considered, the principles of student interaction based on subject-subject interaction to develop the subject position of the individual, interpersonal interaction in the formation of the communicative competence of the future specialist and the acquisition of social, educational, professional experience.

The results of the theoretical analysis of the problem of partner interaction in the formation of communicative competence of the future specialist are presented in the study of O. Dubasenyuk (2022). It has been proven that partner interaction is necessary in the formation of the communicative competence of the future specialist, it is a pedagogical, humanistically oriented process, personal contact of the subjects of the educational process. An ideal image of the pedagogical activity, which provided for the formation in the context of communicative competence of the creative level of partnership interaction of higher school graduates, is the model of partnership interaction of masters developed by the researcher and the method of implementing such a model. The conducted research confirmed the effectiveness of the author's model implemented in the experiment.

Therefore, under the pressure of new ideas, requests, and data taking into account new approaches and means, the need for a scientific analysis of the problem of the development of the communicative competence of an individual has matured in the current conditions when society has faced an urgent need



for interpersonal interaction in the formation of the communicative competence of the future specialist, anticipatory education and professional – communicative personality development.

We set the *PURPOSE* to consider the peculiarities, directions, and ways of organizing interpersonal interaction in the formation of communicative competence of the future specialist and support of the educational environment, which is favorable in the educational process of the higher school for the development of the subject position of each individual, partnership and equal relations of teachers and students.

Methodology

A set of methods was used in the research process:

- **Theoretical** (analysis of psychological, pedagogical, methodological electronic and printed sources, as well as manuals and textbooks on issues of interpersonal interaction in the formation of communicative competence of the future specialist on the researched problem;
- **Empirical** (observation of the process of professional training of students, survey, pedagogical experiment, modeling of the educational process to generalize the learned experience of interpersonal interaction in the formation of the communicative competence of the future specialist, checking the effectiveness of the developed method of interpersonal interaction in the formation of the communicative competence of the future specialist, methods of mathematical statistics for checking the results of the experiment.

The experimental work made it possible to talk about interpersonal interaction in the formation of communicative competence of the future specialist as a serious and necessary problem that requires a holistic study in education and professional activity. The study outlines the readiness of future specialists for interpersonal interaction to form a person's communicative competence, which is both an indicator of the quality of education and the result of high-quality professional training of future specialists for interpersonal interaction, as a holistic personal sustainable education.

The stage of the experimental work of the ascertainment experiment proved that the indicators of the formation of the levels of readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist in the experimental and control groups were approximately the same, which indicates equal content and procedural characteristics of the educational process of the higher school in both groups.

The obtained data from the ascertaining stage of the research showed the necessity and importance for future specialists of modern society of developing a special method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies.

During the formative experiment, the method of forming the readiness of future specialists for interpersonal interaction during the formation of communicative competence using communication technologies was introduced into the experimental group. The control group was engaged in the usual method.

A qualitative and quantitative analysis of the results of the experiment was carried out to check the effectiveness of the method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies.

The formative experiment proved that at the end of the experimental work, the level of motivation, skills, knowledge, and reflection of interpersonal interaction was significantly higher among the students of the experimental groups.



The probability of the research results (χ^2 – Pearson's test) was confirmed by the methods of mathematical statistics.

It was concluded that the developed author's method is effective, and communicative technologies (socio-semiological, discursive, narrative, information, and communication) are appropriate and correct for implementation in the process of professional training of a specialist for the implementation of interpersonal interaction in professional activities in the formation of communicative competence.

Results and Discussion

Meaningful content of interpersonal interaction, its types, main features, and role in the formation of communicative competence of the future specialist.

The category of interpersonal interaction is the basis for the formation of communicative competence of the future specialist, is considered in psychology, philosophy, pedagogy, sociology, and other humanities, and has an interdisciplinary nature. The concept of interaction is interpreted as an interdependent exchange of actions; it is universally aimed at the realization of tasks of joint activity (Bilotserkovets et al., 2022). From the point of view of psychology, in the process of interpersonal interaction, various types of psychological influence of the participants of the interaction are realized, which can be expressed in the form of communications – persuasion, infection, suggestion, and imitation (Ivaniuk et al., 2023).

There are two main types of interpersonal interaction:

- 1) Interaction that promotes joint activity – constructive interaction;
- 2) Interaction that interferes with joint activity – destructive interaction.

Within the limits of our study, the specified typology shows the activity nature of the category of interaction, interpersonal interaction in educational activity. We essentially and meaningfully connect it with communications in the process of professional training of future specialists and consider it in a communicative context.

Interpersonal interaction of future specialists of various specialties is aimed at achieving a common result, is a specific type of interaction between a student and a teacher, and aims at the formation of professional readiness of students – due to the unity of tasks, forms, methods, goals laid in the basis of communication technologies.

In the process of professional training of specialists, interpersonal interaction is a social process, as it ensures the effectiveness and flow of innovative social processes:

- The process of developing certain social skills: perceptual skills, group interaction, etc.;
- The process of socialization of the future specialist during his studies in higher education;
- The process of professional social-communicative personality development, which ensures the development of the individual personal qualities of a specialist and the development of his emotional sphere.

The content of interpersonal interaction using communication technologies depends on the personal contribution of each participant to the joint educational activity.

Let's consider the main signs of the joint activity of all participants in the educational process:

- The desire for joint activity of the participants of the educational process, which does not contradict the individual motives of the individual;
- Availability of common goals for all participants of the interaction;
- Coordination of actions in the interaction of participants in the learning process;



- Distribution of powers between the participants of the interaction;
- Realized the need for joint activity in managing the process;
- Unity of spatiotemporal functioning of participants of interpersonal interaction;
- Targeting the formed readiness for interpersonal interaction of future specialists on a single professional result.

The structure of motivation of future specialists for interpersonal interaction to form communicative competence.

In the structure of motivation of future specialists for interpersonal interaction, the following levels can be distinguished for the further formation of communicative competence:

- General professional level, which reflects the interpersonal interaction and motivation of the student for professional activity;
- The social-personal level, which reflects the motivation for interpersonal interaction to form communicative competence, which depends on the level of communication, personal characteristics of the student, his individual emotional characteristics, conflict, etc.;
- The level of specialization, which is based on the communicative interaction of the subjects of the educational process and shows the specifics of the professional activity of future specialists (Pushkar, 2016).

The basis for the formation of skills and abilities of interpersonal interaction is the motivation of future specialists, the formation of communication skills and skills of future specialists, which are manifested in:

- Skillful forecasting of the development of the communication situation;
- Ability to professional orientation in a communicative situation;
- The ability to implement a communicative plan;
- Skills in communicating through barriers;
- The ability to analyze the potential of other participants in the interaction and one's own communicative potential;
- Able to adjust emotionally to the interaction situation (Dovzhynets et al., 2023).

Communicative competence is formed from the standpoint of activity, system, competence, and personal approaches. Therefore, there are:

- A certain level of formation of professional experience of interaction with surrounding people and personal experience of interaction, one of the basic indicators of professional preparedness of a representative of a certain profession and professional competence of the "person-to-person" type (Andrievska et al., 2014).
- The ability to maintain and establish the necessary contacts with other specialists, a certain set of skills, abilities, and knowledge that ensure effective communication;
- The ability to clearly navigate the professional situation (Krylova, 2015);
- An integral quality of the individual, which performs the function of adequate functioning of the individual in society and adaptation, contains communication positions, stereotypes, attitudes, personal values, roles, etc. (Shyshko, 2015).

A common feature of almost all positions is that communicative competence is a necessary prerequisite for the effective activity of every specialist and the basis of interaction in a professional environment. At the same time, interpersonal interaction in the formation of the communicative competence of the future specialist provides opportunities for the formation of a complex of relevant knowledge and skills of the individual.

The success of communication directly depends on the specialist's communicative qualities. It is the communicative qualities of a specialist that determine the peculiarities of interaction in professional activity. The professionally important communicative qualities of a specialist include sensitivity, fairness, tolerance, sociability, tact, reflection, empathy, delicacy, the ability to make contact and listen, flexibility, eloquence, and orientation to active communication (Maksymova, 2016). Such qualities of a specialist must necessarily be reflected in the content of communicative competence since they determine the nature of the subjects of activity and their interpersonal relationships: students, colleagues, parents, and management of a higher education institution (Gusak & Smalko, 2023).

Interpersonal interaction during the formation of the communicative competence of the future specialist is personal contact with the subjects of the educational process, a humanistically oriented pedagogical process, which results in mutual positive changes in activity, behavior, relationships, qualities, and attitudes.

Interpersonal interaction in the formation of communicative competence of the future specialist is considered as cooperation when the successes of some participants in a joint activity stimulate the purposeful activity of its participants and more productive activity. The process of such interaction of the subjects of the educational process can only be a humanistically oriented pedagogical process when the participants of interpersonal interaction act as equal, parity partners to the extent of their capabilities and knowledge. The development of the natural potential of each individual, the achievement of set goals, and the realization of professional activities should be facilitated in various communicative situations by interaction with other persons (Dubasenyuk, 2022).

Interpersonal interaction is analyzed by us as a basic component of the communicative competence of future specialists because the peculiarity of interpersonal interaction is, first of all, comprehension of the situation given by the client's need. In this situation, the client and specialist combine activity, knowledge, and communication, which allows partners to come to a common opinion to influence each other for the quality of interaction. Therefore, interpersonal interaction is a property by which a specialist achieves set goals, solves professional tasks, learns and transforms himself, enters into interpersonal professional interaction, and predicts its effectiveness (Rudenko, 2018).

Leading functions and methods of training students in the aspect of forming their communicative competence.

Developed interpersonal interaction to form communicative competence is a prerequisite for the organization of productive pedagogical communication, without which professional activity is impossible.

Interpersonal interaction in the formation of communicative competence of the future specialist performs the following functions:

- Cognitive function (transfer of skills and knowledge);
- The function of social control (management of students' behavior and activities with the help of positive incentives (encouragement, praise) and negative incentives (instructions, reprimands);
- Expressive function (understanding the emotional state of another person);
- Regulatory function (influence on students to change their behavior or maintain the activity of subjects of study);
- Socialization function (benevolent attitude towards others, understanding of their interests, formation of the ability to act in the interests of the collective).

The future modern specialist must be familiar with the system of communication functions in the formation of the communicative competence of the future specialist and implement them in his professional activity, i.e., "act both as an organizer of relationships and collective activities, and as a source of information, and as a person who gets to know a group of people or another a person.

As the leading method of training students in the aspect of forming their communicative competence, we have singled out training, which, during interpersonal interaction, helps to create favorable conditions for the formation of all its indicators. The implementation of interpersonal interaction in the formation of the communicative competence of the future specialist is possible thanks to such characteristics of the training as: communicativeness, interactivity, dialogicity, the ability to activate reflection and motivation, and adjust the emotional state of the participants of the educational process.

Communication in the form of socio-psychological training has a subjective nature because training participants are equal partners, they are the ones who reveal their inner essence to each other (Mytnyk et al., 2024).

The training contributes to a mandatory focus on working with each person in the group; focusing on the development and correction of the system of personal relations; and solving a wide range of tasks related to interpersonal communication.

Various teaching methods are used in the training process, in particular:

- Interactive mini-lectures used to acquaint students with new information needed to understand current problems, where lecture messages are accompanied by active methods (exchange of ideas, conversation, brainstorming, discussion, facilitation, demonstration of presentations and video materials);
- With the help of discussions, participants openly express their positions, treat communication partners tolerantly, share their own experiences;
- Exercises and exercises relieve tension between training participants, contribute to the establishment of an open working atmosphere in the group;
- Brainstorming – method of evaluation and rapid generation of ideas;
- Clustering, a method of work and an element of other techniques (brainstorming), establish logical connections between different concepts;
- The moderation method is important for classification and creation of the same understanding of concepts, involving students in the joint solution of a certain problem;
- Facilitation helps to solve the task under the leadership of the leader (facilitator), which helps to establish conditions for effective communication, directs the work of the participants in the right direction, monitors compliance with the rules of interaction, moral norms, and activates the students' activities;
- Role-playing games can bring educational conditions as close as possible to professional conditions; therefore, the principles of interpersonal interaction are manifested in them as accurately as possible, which can strengthen the result of the educational process since the communication style, norms of behavior, communication skills formed in the game can be used in future professional activities and become a conscious part of the experience of each participant.

As an example of practical methods, various exercises provide an opportunity to develop communication skills, gain a deeper understanding of the essence of certain concepts, learn psychophysiological self-regulation, and know oneself better (Vizniuk et al., 2023).

During interpersonal interaction, while forming the communicative competence of a future specialist, students learn to express their thoughts correctly, develop the ability to verbalize thoughts and active listening, develop self-presentation skills, which encourages participants to form a positive attitude towards the chosen profession, awareness of different aspects of professional activity (Gusak & Smalko, 2023).

Modern information and communication technologies and communicative discursive technologies for interpersonal interaction in the formation of communicative competence of the future specialist.

The specificity of modern information and communication technologies is the need to use modern technology (Internet resources, personal computers, social networks, etc.) for effective interpersonal interaction of participants in the educational process in higher education. These technologies are used in two ways: as a means of communication and as a means of learning (Knysh et al., 2024).

With the help of information and communication technologies, the training of future specialists for interpersonal interaction can be carried out in the professional training of specialists thanks to the implementation of the main directions of the use of computer technology:

- 1) To improve the process of professional training of the future specialist – the use of modern information and communication tools as a means of education;
- 2) For creative development of the personality of the future specialist – the use of the specified technologies;
- 3) For interpersonal interaction – organization of the educational process with the help of computer equipment – outside classroom time and during classes;
- 4) For interpersonal interaction of students – use of modern information technologies during leisure time;
- 5) To intensify the management of the educational process in higher education institutions – optimization of the introduction of innovative changes into the content of the professional training of future specialists (Marushko et al., 2023).

Communicative interaction provides an opportunity in a higher education institution to introduce a future specialist into the meaningful continuum of educational space and professional activity, where future professional activity will be carried out. Narrative acts as a way of transmitting the norms of social and professional life and helps to create a linguistic environment to construct future professional activities and promote the professional self-identification of the personality of the future specialist.

Communicative discursive technologies are examples of communicative technologies that shape the interpersonal interaction of students in their professional training.

Communicative technology – discourse – takes place in the intersubjective understanding of people who belong to the space of higher education.

Pedagogical discourse, which is interesting for education and professional activity, combines pedagogical and linguistic principles of interpersonal interaction and is based on the concept of linguistic culture of participants in interpersonal interaction.

The process of forming the communicative competence of the future specialist requires the active use of dialogue as the basis of preparation for interpersonal interaction. The communicative competence of the future specialist is connected with the acquisition of respect for the interlocutor, the experience of tolerance, the ability to express one's thoughts in a way that is understandable to others, the ability to accept the opinion of another person (child), constant self-improvement in future professional activity. It is possible to effectively form, with the help of dialogic training, the entire set of the specified skills and qualities as a form of the educational process, a method, and dialogue, which is actively used in the process of professional training of future specialists (Pushkar, 2016).

The principles are necessary for interpersonal interaction in the formation of communicative competence of the future specialist.

Interpersonal interaction in the formation of the communicative competence of a future specialist is based on the fact that, unfortunately, the appropriate level of readiness of future specialists to fulfill social and

professional duties at the current stage of the development of professional education, which are realized mainly in the process of interpersonal interaction, is not ensured.

Interpersonal interaction naturally follows from the humanistic paradigm, which is its methodological foundation of modern education, which is aimed at educating a spiritually rich personality, its national consciousness, a high-level specialist, a subject of culture. Even though communicative processes are an objective phenomenon of human social reality, intensification in the 21st century requires high-quality humanistic characteristics and increased attention, especially demanded against the background of commercialization, pragmatization, mechanization, blurring of spiritual landmarks, which include humanistic, interpersonal interaction, the direction of the future specialist's communicative competence.

The conceptual principles of the formation of communicative competence of future specialists in the process of professional training in higher education are based on the theories of scientific knowledge, professional development of a person, his self-development, problem-based learning, self-actualization of the individual, didactic principles (scientific, developmental and educational nature of education, accessibility, individualization, systematicity and consistency, connection between theory and practice) and principles of professional education (fundamentalization of education, anticipatory nature of professional training, professional orientation of education, informatization, technology) (Bondarenko et al., 2023).

On this basis, the regularities of the formation of the communicative competence of the future specialist in the field of "person-to-person" are formulated:

- 1) The regularity of the formation of communicative competence of the future specialist through interpersonal interaction is based on the understanding of communicative culture as an individual-personal and social phenomenon, which is connected with the formation of individual and social consciousness, is its spiritual component, determined by the requirements of social development of a humanistic direction;
- 2) The regularity of the formation of communicative competence of the future specialist through interpersonal interaction determines the competitiveness of the future specialist and is determined in its professional and personal meanings by the level of development of communicative culture;
- 3) The regularity of the formation of the communicative competence of the future specialist through interpersonal interaction is that to have an effective pedagogical influence on the future specialist, the process of forming the communicative culture of students in a higher education institution is based on certain personality qualities, belongs to cognitive-transformative activity, is aimed at ensuring the self-development of the individual on a humanistic and axiological basis.
- 4) The regularity of the formation of the communicative competence of the future specialist through interpersonal interaction is reflected in the purposefulness of the development of the communicative culture of the future specialist as its characteristic, which is holistic, professional-personal, expressed in the unity of epistemological-cognitive, personal-reflective, professional-adaptive, operational-technological components (Koval et al., 2023).

It is with the help of such regularities that it is possible to determine the specific principles of forming the communicative competence of the future specialist through interpersonal interaction by axiological, cultural, synergistic, personally oriented, competence-based activity approaches in the process of professional training (Marrero-Sánchez & Vergara-Romero, 2023).

The principle of unity of activity and consciousness in communicative interaction declares belonging to an active and conscious subject. Activity and consciousness determine each other and are in a close relationship mediated by personality. Given this, interpersonal interaction in the formation of the communicative competence of the future specialist requires a high level of creative activity and awareness of communicative activity. When forming the communicative competence of a future specialist, the specific character of professional activity is reflected as well as the personal characteristics of the specialist in the



system of norms, values, knowledge, patterns of behavior accepted in society, the ability to naturally, organically, unforcedly realize one's skills in professional activity.

The principle of humanization and humanization on the axiological basis of professional and communicative training provides for the formation of an individual who understands his role in society should ensure, based on values, the general cultural development of the individual, the development of the ability to analyze processes and phenomena, its orientation in the world of human values that occur in social life and nature; has a high level of self-awareness, is capable of a humane attitude to the chosen profession, critical thinking, introspection, respect for the judgments of other people, to their function in the chosen professional field. The valuable nature of the communicative competence of the future specialist is expressed in the fact that humanistic values are the basis. The humanization of communication comes to the fore, the ability of the future specialist to empathize and experience the process of interpersonal interaction, sympathize and feel, distinguish good from evil, show mercy, and decency, etc.

The principle of cultural relevance of the professional formation of the individual complements and enriches the scientific nature of education, filling it with the interpersonal content of interaction. This principle means "learning in the context of culture, aimed at forming the communicative competence of the future specialist through interpersonal interaction, has an orientation of education on the values and character of culture based on its reproduction and achievements, on the inclusion of a person in the further development of socio-cultural norms. In the context of our problem, it is this principle that determines the cultural foundations of the formation of interpersonal interaction and cultural conformity in the process of professional formation of an individual, which in the current process is oriented to the priority cultural content methods and results of the educational process of a higher school. The general culture of the individual is the basis of interpersonal interaction, communicative culture, which is expressed in the style of behavior and activity in the system of social qualities and needs.

The principle of self-development of the individual in the formation of the communicative competence of the future specialist through interpersonal interaction makes it possible to interest the student in the need for self-change, who is capable of developing and constructing his activity, motivating his further development as a professional. The principle works for results and consists in the fact that future competitive specialists are highly motivated to perform work functions (needs for recognition, motives of self-respect, self-realization), successfully develop their careers, adapt faster in the professional environment, and have better psychological characteristics in terms of communicative parameters. Under such conditions, a student asserts himself as a person organizes himself, grows professionally, and develops internally.

The principle of student subjectivity in educational and professional activities consists of self-esteem, development of the student, if not as a collective subject, awareness, and recognition of the unique individuality of the student as an individual with a unique set of mental and cultural traits subject experience. This allows the individual to be constantly enriched spiritually and skillfully use subjective qualities in communication and activity, turning subjective experience into a valuable source of personal development. So, this principle in the context of forming the communicative competence of a future specialist through interpersonal interaction involves the self-realization of the individual through communication. Accordingly, interpersonal interaction contributes to the professional and personal development of a person, is a way of achieving success and self-realization in professional activity, and in the process of professional and communicative interaction, a means of self-improvement.

The principle of the integrity of a specialist's communicative functions includes the practice and theory of constructive resolution of interpersonal situations, is built based on the interpretation and analysis of professional-communicative interpersonal interaction, reflects the entire complex of tasks, the need to solve which can affect the formation of the communicative competence of the future specialist through interpersonal interaction during professional activity (Rudenko, 2018).



Directions and conditions for the organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of communicative competence of the future specialist.

Let's consider the directions of organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of communicative competence of the future specialist, ensure the unity of substructures and components relating to the integral structure of the professional training process:

- Organization of a socially and psychologically acceptable atmosphere effective for the educational activities of students;
- Provision of external favorable conditions for the subject-subject interaction of the teacher and students, the process of professional education;
- Organization of the procedure for regulating the educational process of higher education applicants;
- Organization of students' activities as the acquisition of professional experience (Shetelya et al., 2023).

First of all, it is the creation of such an atmosphere that is positively oriented toward each person, direct, open, trusting, sincere – interpersonal interaction, which provides the conditions for the development of democratic relations in higher education. To form the communicative competence of the future specialist, every moment of the organization of the educational process, interpersonal interaction should serve as a manifestation of trust, actions, sensitivity to the internal state of the student, respect for each individual, and tolerance for their thoughts and feelings.

The analyzed principles, which are necessary for interpersonal interaction in the formation of communicative competence of the future specialist, become the realities of the educational environment in higher education provided that:

- Consideration of the opinion of each participant in the educational process;
- Acceptance of each student as an individual, focusing attention on his positive aspects, the uniqueness of his culture, and individual characteristics, without degrading dignity;
- Development and manifestation of a positive attitude towards everyone;
- The use of non-verbal and verbal means to show the attitude towards the student as an individual;
- Getting rid of prejudices in interpersonal relationships;
- Positive assessment and highlighting of student achievements, faith in further success;
- Maintaining a positive sense of well-being, understanding the factors of personal behavior, identifying empathy, difficulties and striving to overcome them;
- Personal development, lack of criticism, analysis of situations, assessment of student behavior given the prospects of his future professional activity;
- Application for students in a team of various forms of cooperative learning;
- Use of dialogue, discussions, search for differences and commonalities;
- Stimulation of students' exchange of views;
- Unification of representatives of student youth in groups, various forms of collective solution of professional tasks;
- Emphasis on such values as mutual assistance, mutual respect, cooperation, and mutual support;
- Support of students' sense of belonging to a single team, assertion by the teacher of the "we" position;
- Successful work of the team and recognition of the contribution of each student to this work (Pushkar, 2016).

The experimental research.

The experimental work made it possible to talk about interpersonal interaction in the formation of communicative competence of the future specialist as a serious and necessary problem that requires a holistic study in education and professional activity. The study outlines the readiness of future specialists

for interpersonal interaction to form a person's communicative competence, which is both an indicator of the quality of education and the result of high-quality professional training of future specialists for interpersonal interaction, as a holistic personal sustainable education.

The readiness of future specialists for interpersonal interaction is:

- A prerequisite for successful interpersonal interaction of a specialist with other subjects of the educational process;
- The result of the student's professional training for interpersonal interaction, an indicator of their professional ability with the use of communication technologies;
- Through the implementation of interpersonal interaction as a type of professional activity.

The confirmatory experiment made it possible to talk about the low level of knowledge of students and the low awareness of future specialists about the problem of interpersonal interaction among students (Fig. 1):

- 65% of the surveyed respondents demonstrate an insufficient level of knowledge about the essence of interpersonal interaction in the educational and professional process, functions, principles, directions, and conditions of the organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of the communicative competence of the future specialist;
- 77% of respondents demonstrate a low level of knowledge about the possibilities of using communication technologies in the learning process,
- 72% of respondents demonstrate an insufficient level of knowledge about the structure of interpersonal interaction,
- 87% of respondents show an insufficient level of knowledge about interpersonal communication barriers,
- 75% of respondents demonstrate an insufficient level of knowledge about the principles necessary for interpersonal interaction in forming the communicative competence of a future specialist;
- 85% of respondents demonstrate imperfect knowledge about the directions and conditions of the organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of the communicative competence of the future specialist.



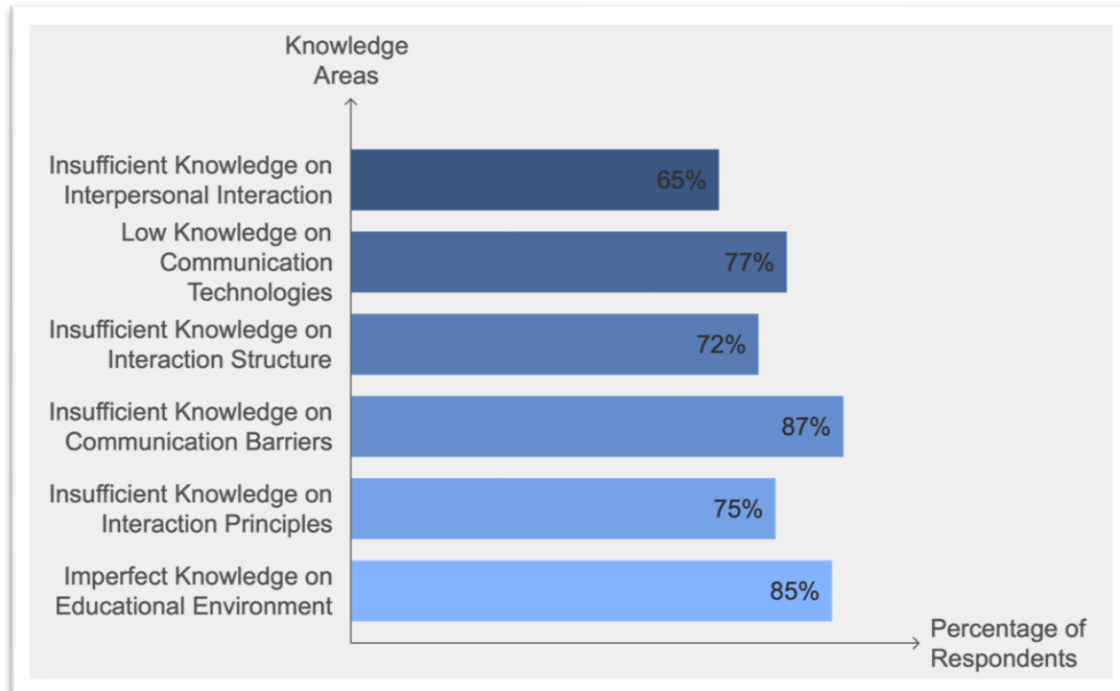


Figure 1. Students' knowledge and awareness levels on interpersonal interaction.

The empirical results of the study of the level of formation of students' skills to carry out interpersonal interaction to form communicative competence testify to the insufficient formation of the specified skills in future specialists (Fig. 2):

- 66% of respondents cannot organize joint activities with colleagues even in the learning process, do not know how to carry out interpersonal interaction to develop communicative competence;
- 70% of respondents in the process of studying subjects of the professional cycle cannot manage group dynamics;
- 70% of respondents are not able to perform adequate roles in the course of interaction inherent in professional activity;
- 66% of respondents cannot adequately use non-verbal and verbal means of communication;
- 86% of respondents do not make effective arguments regarding professional activity and do not convince the interlocutor;
- 87% of respondents during interpersonal interaction cannot evaluate and choose alternatives in the decision-making process.

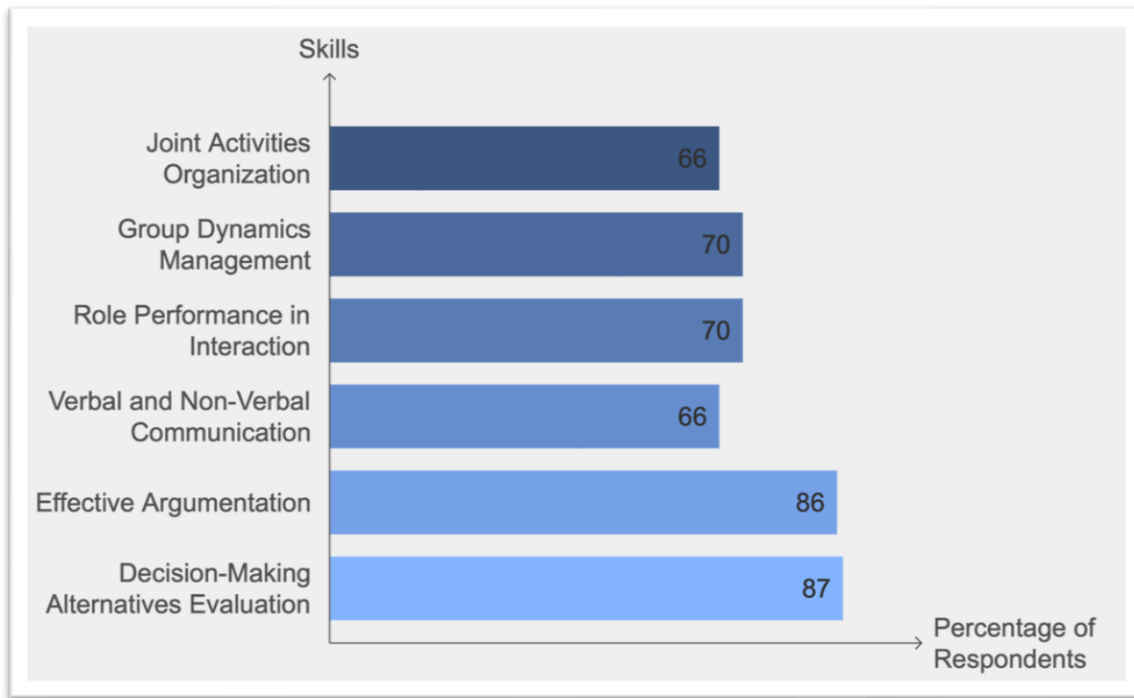


Figure 2. Deficiencies in students' interpersonal interaction skills.

According to the results of a pilot survey of the readiness of future specialists for interpersonal interaction to form the communicative competence of an individual, which is both an indicator of the quality of education and the result of high-quality professional training of future specialists for interpersonal interaction in professional activities, it was established that (Fig. 3):

- 88% of respondents in the process of interpersonal interaction do not understand the need for high results of interpersonal interaction for professional activity during self-analysis;
- 87% of respondents are not sufficiently oriented in assessing the quality of behavior of subjects of interpersonal interaction;
- 94% of respondents in the process of interpersonal interaction do not make a conscious ethical choice based on value orientations with other subjects of the educational process;
- 85% of respondents do not know how to adjust their own behavior depending on the circumstances and show a low capacity for self-regulation.

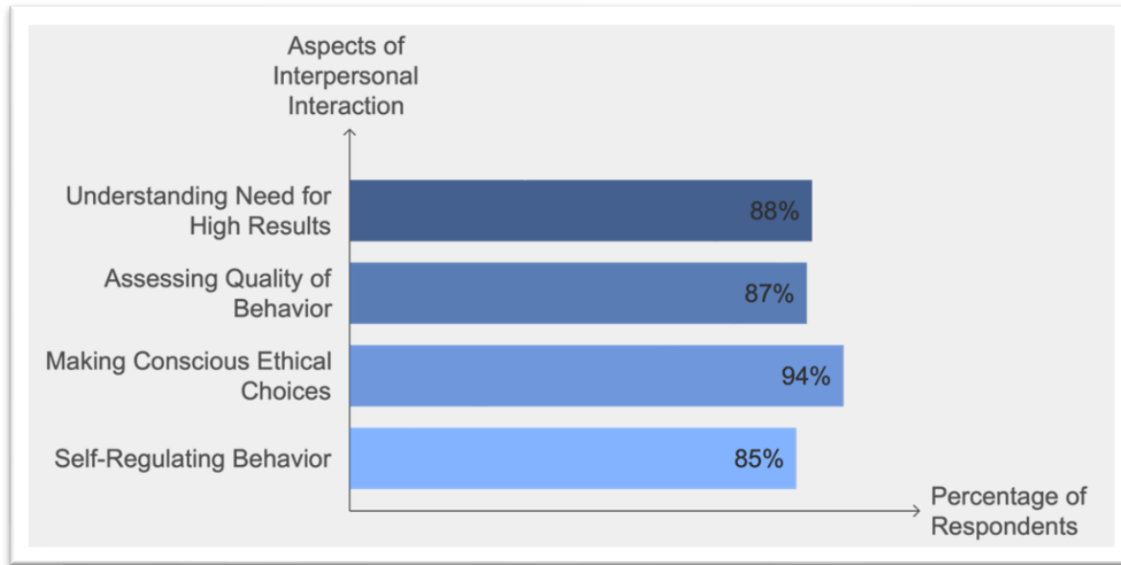


Figure 3. Readiness of future specialists for interpersonal interaction.

The stage of the experimental work of the ascertainment experiment proved that the indicators of the formation of the levels of readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist in the experimental and control groups were approximately the same, which indicates equal content and procedural characteristics of the educational process of the higher school in both groups.

The study proved that quantitative indicators of a high level of readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist range from 2% to 10%; a sufficient level of formation of the readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist – from 30% to 15%; the average level of formation of the readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist – from 29% to 34%; low level of formation – from 20% to 50%.

The predominance of a low level of formation of the readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist proved the results of the ascertainment stage of the experiment and proved the insufficiency (in terms of the operational and activity component) of the formation of students' readiness for interpersonal interaction, which indicates the insufficient formation of future specialists' skills to the implementation of effective interpersonal interaction. According to the content and operation-activity components, the lowest indicators were also obtained at a high level, which indicates a certain level of the ability to self-assess one's level and students' motivation to form the readiness of future specialists for interpersonal interaction in the formation of communicative competence of a future specialist, about a lack of skills in them and knowledge to implement interpersonal interaction.

The results of the ascertainment stage of the experiment proved that future specialists have an insufficiently formed level of interpersonal interaction. The obtained data showed the necessity and importance for the future specialists of modern society of developing a special method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies.

During the formative experiment, the method of forming the readiness of future specialists for interpersonal interaction during the formation of communicative competence using communication technologies was introduced into the experimental group. The control group was engaged in the usual method.

A qualitative and quantitative analysis of the results of the experiment was carried out to check the effectiveness of the method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies and the method of its implementation.

The formative experiment proved that at the end of the experimental work, the level of motivation, skills, knowledge, and reflection of interpersonal interaction was significantly higher among the students of the experimental groups:

- The level of motivation of students in the experimental groups almost doubled: from 9% (beginning of the experiment) to 17% (end of the experiment) for a high level of interpersonal interaction in the formation of communicative competence.
- The level of knowledge of the respondents of the experimental group about effective interpersonal interaction increased from 3% (at the beginning of the experiment) to 19% – (at the end of the experiment) to a sufficient level from 22% (beginning of the experiment) to 53% (end of the experiment).

The level of the respondents' ability to carry out effective interpersonal interaction increased significantly in the experimental group: from 2% at (the beginning of the experiment) to 10% (the end of the experiment) – a high level, and from 17% (the beginning of the experiment) to 50% (the end of the experiment) – sufficient level.

Regarding the level of formed reflection of their readiness for interpersonal interaction in the formation of communication competence of specialists, the respondents from the experimental group showed an increase in reflection – a high level from 3% to 13% during the experiment and from 24% to 51% – at a sufficient level, respectively.

Therefore, the research and experimental work and the analysis of its results proved our assumption that it is possible to form the readiness of future specialists for interpersonal interaction in the formation of communicative competence under the condition of development, theoretical substantiation, implementation in the practice of professional training of the methodology of formation of the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies.

The probability of the research results (χ^2 – Pearson's test) was confirmed by the methods of mathematical statistics.

We conclude that the developed author's method is effective, and communicative technologies (socio-semiological, discursive, narrative, informational and communication) are appropriate and correct for implementation in the process of professional training of a specialist for the implementation of interpersonal interaction in the professional activity in the formation of communicative competence.

Conclusions

The content of interpersonal interaction, its types, main features, and role in the formation of communicative competence of the future specialist are clarified. The structure of motivation of future specialists for interpersonal interaction to form communicative competence is disclosed. The leading functions and methods of training students in the aspect of forming their communicative competence are highlighted. Presented are modern information and communication technologies and communicative discursive technologies for interpersonal interaction in the formation of the communicative competence of the future specialist. The principles necessary for interpersonal interaction in the formation of the communicative



competence of the future specialist are substantiated. The structure of motivation, directions, and conditions for the organization and development of the educational environment according to the principles necessary for interpersonal interaction in the formation of communicative competence of the future specialist are presented.

The experimental work made it possible to talk about interpersonal interaction in the formation of communicative competence of the future specialist as a serious and necessary problem that requires a holistic study in education and professional activity. The study outlines the readiness of future specialists for interpersonal interaction to form a person's communicative competence, which is both an indicator of the quality of education and the result of high-quality professional training of future specialists for interpersonal interaction.

The stage of the experimental work of the ascertainment experiment proved that the indicators of the formation of the levels of readiness of future specialists for interpersonal interaction in the formation of communicative competence of the future specialist in the experimental and control groups were approximately the same, which indicates equal content and procedural characteristics of the educational process of the higher school in both groups.

The obtained data from the ascertaining stage of the research showed the necessity and importance for future specialists of modern society of developing a special method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence by means of communication technologies.

During the formative experiment, the method of forming the readiness of future specialists for interpersonal interaction during the formation of communicative competence using communication technologies was introduced into the experimental group. The control group was engaged in the usual method.

A qualitative and quantitative analysis of the results of the experiment was carried out to verify the effectiveness of the method of forming the readiness of future specialists for interpersonal interaction in the formation of communicative competence using communication technologies.

The formative experiment proved that at the end of the experimental work, the level of motivation, skills, knowledge, and reflection of interpersonal interaction was significantly higher among the students of the experimental groups.

The probability of the research results (χ^2 – Pearson's test) was confirmed by the methods of mathematical statistics.

It was concluded that the developed author's method is effective, and communicative technologies (socio-semiological, discursive, narrative, informational and communication) are appropriate and correct for implementation in the process of professional training of a specialist for the implementation of interpersonal interaction in professional activities in the formation of communicative competence.

Further research is needed:

- Problems of improving the practice and methodology of professional training of specialists of all specialties for interpersonal interaction in extra-auditory activities;
- The question of formation of specialists' readiness to resolve pedagogical conflicts;
- Aspects of the future specialist's development of professional competence based on effective interpersonal interaction in solving pedagogical tasks, etc.

Bibliographic references

- Andrievska, V. V., Boyko, S. T., Botina, L. Y., Vynogradna, O. V., Dranishcheva, E. I., Yevchenko, I. M., ... & Tsarenko, L. G. (2014). *Methodological problems of the transformation of the communicative competence of the psychologist in the information society*: Monograph. Kyiv-Kirovohrad: Imex-LTD. https://lib.iitta.gov.ua/id/eprint/7562/2/2621_Andreevska.pdf
- Bilotserkovets, M., Fomenko, T., Klochkova, T., Shcherbyna, Y., & Korniienko, L. (2022). Forming ESP oral communication skills of students by means of Zoom. *Amazonia Investiga*, 11(56), 73–81. <https://doi.org/10.34069/AI/2022.56.08.8>
- Bondarenko, N., Cherepania, N., Malets, D., Klepar, M., & Matveieva, N. (2023). Tolerance as an important aspect of the professional competence of future specialists. *Amazonia Investiga*, 12(62), 158–167. <https://doi.org/10.34069/AI/2023.62.02.14>
- Dovzhynets, I., Petrenko, M., Karpenko, E., Zabolotnyi, I., & Holiaka, H. (2023). Social values in musical art in the context of intercultural communication: international experience. *Amazonia Investiga*, 12(68), 151–161. <https://doi.org/10.34069/AI/2023.68.08.14>
- Dubasenyuk, O. A. (2022). Partnership as a basic component of the communicative competence of future teachers in a master's program. *Bulletin of the Taras Shevchenko National University of Luhansk. Pedagogical Sciences*, 1(349), Part II, 17-24. <http://eprints.zu.edu.ua/35602/>
- Gusak, L., & Smalko, L. (2023). Formation of communicative competence of future teachers. *Scientific Journal of M. P. Drahomanov National University of Science and Technology. Pedagogical Sciences: Realities and Prospects*, 91(5), 72-75. <https://doi.org/10.31392/NPU-nc.series5.2023.91.15>
- Ivaniuk, H., Antypin, Y., Venhlovska, O., Kuzemko, L., & Savchenko, Y. (2023). Practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning. *Amazonia Investiga*, 12(67), 250–264. <https://doi.org/10.34069/AI/2023.67.07.23>
- Kichuk, N. (2019). Subject-subject interaction as a priority of pedagogy of tolerance and personal and professional training of the future factor. *Scientific Bulletin of the Izmail State Humanitarian University. Series "Pedagogical Sciences"*, (42), 99-104. DOI: 10.31909/26168812.2019-(42)-14
- Knysh, I., Drobin, A., Filimonova, T., Koycheva, T., Kushnir, A., & Kuchai, O. (2024). The use of information technologies in the educational space of Ukraine (on the example of STEAM technologies). *Revista Conrado*, 20(100), 437–448. <https://conrado.ucf.edu.cu/index.php/conrado/article/view/3979>
- Koval, V., Kushnir, A., Vorona, V., Balakirieva, V., Moiseienko, N., & Golubenko, N. (2023). Formation of future specialists' research competence in the process of professional training. *Amazonia Investiga*, 12(63), 77–86. <https://doi.org/10.34069/AI/2023.63.03.7>
- Krylova, K. V. (2015). Communicative competence as a pedagogical category. *Bulletin of the National Aviation University. Series: Pedagogy, Psychology*, 7. <https://doi.org/10.18372/2411-264X.7.10230>
- Maksymova, O. O. (2016). Communicative competence of primary school teachers. *Youth and the Market*, (5), 59–63. <http://eprints.zu.edu.ua/21881/1/3.PDF>
- Marrero-Sánchez, O., & Vergara-Romero, A. (2023). Digital competence of the university student. A systematic and bibliographic update. *Amazonia Investiga*, 12(67), 9–18. <https://doi.org/10.34069/AI/2023.67.07.1>
- Marushko, L., Hura, A., Bryk, R., Baboval, N., & Karabin, O. (2023). Models of formation of professional competence of future teachers. *Amazonia Investiga*, 12(66), 314–325. <https://doi.org/10.34069/AI/2023.66.06.29>
- Mytnyk, A., Uninets, I., Ivashkevych, E., Rashkovska, I., Ivashkevych, E., & Kuchai, O. (2024). Formation of professional competence in future psychologists using innovative technologies. *Revista Conrado*, 20(100), 293–304. <https://conrado.ucf.edu.cu/index.php/conrado/article/view/3963>
- Pushkar, T. M. (2016). *Formation of the readiness of future teachers of philological specialties for interpersonal interaction using communication technologies* (Doctoral dissertation). Zhytomyr Ivan Franko State University. http://eprints.zu.edu.ua/20538/1/dys_Pushkar.pdf



- Ravchyna, T. (2005). Students' interaction with educational environment at higher school. *Visnyk Lviv University*, 19(2), 3–16.
https://pedagogy.lnu.edu.ua/departments/pedagogika/periodic/visnyk/19_2/01_ravchyna.pdf
- Rudenko, L. (2018). Principles of forming communicative culture of socio-economic sphere specialists. Scientific Bulletin of the Flight Academy. *Pedagogical Sciences*, 3, 158–165.
<https://sci.ldubgd.edu.ua/jspui/handle/123456789/4852>
- Shetelya, N., Oseredchuk, O., Cherkasov, V., Kravchuk, O., Yarova, L., & Kuchai, O. (2023). Competency approach in preparing professionals in an innovative educational environment in higher education. *Revista Conrado*, 19(S3), 298-307.
<https://conrado.ucf.edu.cu/index.php/conrado/article/view/3512>
- Shyshko, A. V. (2015). Communicative competence as a component of pedagogical competence of a future foreign language teacher. Bulletin of the Dnipropetrovsk University named after Alfred Nobel. "Pedagogy and Psychology" Series. *Pedagogical Sciences*, 2(10), 245–250.
http://nbuv.gov.ua/UJRN/vduep_2015_2_43
- Vizniuk, I., Dolynnyi, S., Rabetska, N., Ladychenko, T., & Zagrebelna, N. (2023). Forming communicative competence in future specialists of the socio-economic sphere. *Amazonia Investiga*, 12(67), 19–29. <https://doi.org/10.34069/AI/2023.67.07.2>

