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PEDAGOGICAL SCIENCES

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THE INFLUENCE OF EDUCATION MANAGERS ON THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF HIGHER EDUCATION ACQUIRES

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Education managers play a key role in implementing effective strategies that can improve the quality of education and prepare students for successful professional careers. In the context of globalization and rapid technological development, communication competence is becoming critical for professional success and adaptation to change. Therefore, the study of the influence of education managers on the development of these skills is extremely relevant to ensure high standards of education and training of competitive professionals. Assessing the role of education managers in the development of students' communication competence involves studying their participation in the formation and implementation of curricula that focus on communication skills. Educational managers should implement strategies that integrate practical exercises, trainings, and other methods to develop these skills. Their role also includes monitoring the effectiveness of such programs, providing resources and support for teachers, and analyzing the communication development needs of learners.

The purpose of the article is to analyze the influence of education managers on the development of students' communicative competence in higher education

institutions, as well as to identify innovative methods that can be implemented to improve these skills.

Keywords: higher education institution, education manager, communication competence.

Communication competence is a key aspect of ensuring high quality education, as it allows students to actively interact with teachers and classmates, which contributes to a deeper understanding of the educational material and facilitates the discussion of complex topics. This creates a favorable learning environment and reduces the likelihood of misunderstandings. The ability to effectively express and justify one's thoughts helps to develop critical thinking and analytical skills, which contributes to a deeper understanding of knowledge and the formation of informed judgments.

Good communication skills help students to work effectively in teams, resolve conflicts, and build positive relationships with peers and teachers, which is an important aspect of successful educational activities.

Also, in today's professional environment, effective communication is essential for a successful career. Public speaking, negotiation, and interaction skills with clients or colleagues are essential for a successful career.

Active communication between educational entities helps to increase the motivation and involvement of students in the educational process, which can have a positive impact on their academic achievements. And in the context of rapid technological development and globalization, effective communication helps students to adapt to changes in the educational process and professional sphere, as it provides a better understanding and faster response to new challenges.

The objectives of the study are: 1) to prove the relevance of the issues raised; 2) to define the concept of «communicative competence»; 3) to give an example of a role-playing game used in the educational process; 4) to draw appropriate conclusions; 5) to outline ways for further research.

In order to realize the tasks set, the following theoretical research methods

were used: analysis, synthesis, systematization, comparison, generalization of psychological, pedagogical, and methodological sources.

It is well known that communication competence is the ability to interact effectively and adequately with other people through oral, written or non-verbal means. It includes several key aspects: the ability to express thoughts, ideas and emotions clearly and understandably in oral or written form; the ability to listen attentively to the interlocutor, understand his or her position and respond adequately to the expressed opinions; the ability to understand and take into account the feelings and opinions of other people during communication; the ability to work effectively in a group, resolve conflicts and achieve common goals through communication.

Ukrainian researchers have made a significant contribution to the understanding and development of the concept of «communicative competence». For example, O. Hromov studied the issue of communicative competence in the context of the pedagogical process, in particular in the aspect of training future teachers. L. Hontar specializes in the development of communication skills in students and teachers, focusing on the integration of such skills into the educational process. Y. Kondakov studied communication competence in the context of educational management and training of educational managers. S. Romaniuk studied the impact of communicative competence on the professional training and career development of students and young professionals.

According to V. Yagupov and V. Svystun, competence is the readiness to carry out a certain professional activity and the presence of professionally important qualities of a specialist that contribute to this activity [5].

According to Ukrainian scholars (H. Danylova, O. Sytnyk, O. Loshkina, O. Pometun, T. Smagina, etc.), competence includes not only professional knowledge, skills and experience, but also the ability to use them effectively in professional and practical activities [4].

L. Orban-Lembryk defines communicative competence as an integral quality of an individual that permeates all his professional and personal formations, as a set of knowledge in the field of interaction, behavior, information exchange, people's

perception of each other, as the design of an individual program of behavior in the system of social relations, as motivational belonging to a certain social environment, focus on the development of communicative abilities, the desire to preserve and develop the social-psychological traditions of a specific social institution and the group in which its socialization takes place, in general, as the formation of an individual's communicative lifestyle [3].

According to O. Grinchuk, communicative competence combines individual (personal), social (norms, values, standards of a particular society) and universal (culturally and historically determined) experience [1].

According to O. Korniake, communicative competence is formed by operational and technical means - communicative knowledge, skills and abilities, communication experience [2].

Thus, communication competence is the possession of developed communication skills and abilities, the ability to adapt one's communication strategies to new social contexts, knowledge of cultural norms and limitations in communication, as well as awareness of customs, traditions and etiquette in the field of interaction. It also includes the ability to navigate different communication media and to be polite in communication.

Education managers play an important role in the development of communication competence of higher education students, as they shape curricula and provide resources that affect the quality of education, create and implement strategies that integrate the development of communication skills into the educational process, as well as coordinate the activities of teachers and support innovative approaches. Their activities ensure the formation of an appropriate environment for effective learning, which is a prerequisite for achieving high results in the development of students' communicative competence.

The role of education managers in the process of developing students' communicative competence is multifaceted and includes the following aspects

- development of curricula and programs – inclusion of courses and modules that focus on the development of communication skills, such as oral and written

speech, listening, presentation skills; integration of practical tasks that stimulate active communication and cooperation between educational actors;

- introduction of innovative methods and technologies – the use of interactive teaching methods, such as group projects, debates, role-playing games that promote active communication; introduction of digital tools for online communication and teamwork, such as forums, video conferencing, and platforms for collaborative document editing;

- supporting the professional development of teachers – organizing trainings and seminars for teachers on communication skills and modern methods of teaching them; encouraging the use of innovative approaches and materials to improve the communication process.

- evaluation and monitoring of the educational process – regular assessment of the level of communication skills of higher education students through various forms of testing, oral and written assignments; analysis of the assessment results to adjust curricula and approaches used in teaching;

- creating a favorable educational environment – actively encouraging participation in discussions and debates; fostering a culture of openness and mutual respect that promotes the development of effective communication skills;

- cooperation with external organizations – establishing partnerships with professional associations and businesses to provide students with opportunities to practice their communication skills in real-life situations; organizing internships, seminars and conferences with practitioners who can share their experience and provide students with useful advice;

- creating opportunities for self-development – providing students with access to additional resources such as books, online courses, language clubs; encouraging participation in events such as theater performances, language competitions or public speaking.

In general, education managers should ensure the integration of communication skills into the educational process and support various initiatives for their development, creating conditions in which students can effectively practice and

improve their communication skills.

Various innovative methods can be used to develop the communication competence of higher education students that promote the active involvement of students and the practical application of communication skills. Such methods can include interactive technologies: the use of video conferencing for discussions, debates and group projects, the creation of thematic forums and chat groups to discuss ideas and solutions, which contributes to the development of written communication; educational games that motivate higher education students to communicate and work together, such as simulations or role-playing games that simulate real-life communication situations; organization of tasks and competitions where communication skills are key to achieving the goal; group projects that require an active exchange of ideas, presentations and communication interaction; case methods that stimulate discussions and proposals for solutions, developing critical thinking and argumentation skills; cooperative learning – working in teams from different specialties, which promotes the development of communication skills in the context of interdisciplinary cooperation, regular classes in small groups or in pairs to increase the level of participation of each student of higher education; integration of new media - creation of personal blogs or video blogs where students can express their opinions, discuss topics and receive feedback, development and recording of podcasts on current topics, which allows you to practice speaking and listening; conducting trainings on public speaking, non-verbal communication and other aspects of communication, organizing workshops with practitioners who can provide practical advice and techniques to improve communication skills; analysis and discussion of videos of public speeches or interviews to understand effective communication techniques, discussion of real or fictional situations where communication strategies need to be critically evaluated and analyzed; development of intercultural competence – participation in exchange programs or international projects to practice communication with representatives of different cultures, involvement in online courses or meetings with subjects of educational activity from other countries to practice intercultural communication.

These innovative methods make it possible to create a dynamic and stimulating environment for the development of communication skills of students of higher education, providing not only theoretical knowledge, but also practical skills necessary for effective communication in the modern world.

We will give an example of a role-playing game, which is advisable to use during training to develop the communicative competence of students of higher education.

Role-playing game: «Resolving a conflict between companies»

The goal of the game is to develop communication, negotiation, argumentation and teamwork skills by solving a conflict between two companies.

Duration: 90 minutes.

Number of participants: 8 – 12 students (can be adapted for a larger or smaller number)

Materials: description of the conflict; roles for participants; cards with main positions and arguments, transcripts for notes, a timer.

Description of the conflict:

Two companies specializing in the development of new technologies have a dispute over the rights to use a certain patent. Company A claims that they have exclusive rights to the patent, while Company B denies this and believes that their development is a separate solution. Both companies are interested in reaching an agreement that will avoid litigation and ensure a mutually beneficial partnership.

Roles:

1. Company A (5 participants):

The main negotiator: the leader of the negotiations, represents the position of company A.

Lawyer: Responsible for legal aspects and provides evidence of patent rights.

Financial Analyst: Assesses financial implications and opportunities.

Technical expert: provides technical information about the patent.

PR representative: prepares comments for a press release in the event of a public resolution of the conflict.

2. Company B (5 participants):

Chief negotiator: the leader of the negotiations, represents the position of company B.

Lawyer: examines the legal aspects and challenges Company A's patent rights.

Financial analyst: assesses financial risks and benefits.

Technical expert: evaluates technological aspects and proves that Company B's development is a stand-alone solution.

PR representative: prepares comments for public clarification of the situation.

Game progress:

1. Preparation (15 minutes):

Distribution of roles among participants.

Acquaintance with the description of the conflict and the main positions.

Preparation of arguments and evidence for each role.

2. Negotiations (45 minutes):

Meeting of representatives of both companies for negotiations.

Each side presents its position and arguments.

Conducting negotiations with discussion of possible compromises and terms of the agreement.

3. Development of the agreement (15 minutes):

Coordination of possible solutions and terms of the agreement.

Discussion and drafting of the protocol of the agreement.

4. Presentation and reflection (15 minutes):

Each team presents the results of the negotiations and the terms of the agreement.

Discussion of the process and results of the game.

Making suggestions for improving communication strategies.

Evaluation:

Communication: assessment of clarity, persuasiveness and effectiveness of communication.

Argumentation: evaluating the logic and persuasiveness of arguments.

Collaboration: assessing teamwork and the ability to reach compromises.

Recommendations:

Before the start of the game, you can conduct training on the basics of negotiation techniques and communication.

After the game, a discussion is recommended to analyze mistakes and successes, as well as to identify strengths and weaknesses of communication strategies.

This role play will help higher education students practice communication skills in real-world situations, such as negotiation and conflict resolution, which are important aspects of professional development.

Therefore, the use of interactive methods in the educational process has a significant impact on the development of communicative competence of students of higher education, and the role of education managers in this process is crucial, since they ensure the implementation and support of these methods, create an appropriate educational environment, increase student motivation and support teachers in their implementation. Their activities help higher education students develop effective communication, critical thinking, and collaboration skills that are essential to their professional success.

Prospects for further research on the role of education managers in the development of communicative competence of students of higher education using interactive methods may include the following aspects: the study of new and adapted interactive methods to assess their impact on the development of communication skills. This may include comparing the results of traditional and new methods. Development and evaluation of new technological tools and platforms supporting interactive techniques such as artificial intelligence, virtual and augmented reality. Researching methods of adapting interactive approaches for different types of students, including those with special educational needs or different skill levels. Analysis of the impact of interactive methods on the development of communication skills in an intercultural context and their effectiveness in a global educational environment. Study of how interactive methods affect the preparation of higher

education students for real professional situations and their adaptation at workplaces. Development of new methods and criteria for more accurate assessment of the effectiveness of interactive methods in the development of communication skills.

These directions can help in the further improvement of educational strategies and improvement of the quality of education.

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