

Today's Approach to the Problem of Forming Communicative Competence of the Individual

Volodymyr TOVSTOCHAN¹,
Nataliya DRAGAN-IVANETS²,
Oksana KHURTENKO³,
Tetiana SHVETS⁴,
Nina TVEREZOVSKA⁵,
Anzhelika POPOVYCH⁶

¹ Communal Higher Educational Establishment «Kherson Academy of Continuing Education» of the Kherson Regional Council, Kherson, Ukraine, vstovst1957@gmail.com, <https://orcid.org/0000-0002-3709-4560>

² Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine, dragan_ivanets@ukr.net, <https://orcid.org/0000-0001-7679-8221>

³ Vinnytsia Mykhailo Kotsiubynskiy State Pedagogical University, Vinnytsia, Ukraine, kseniaxyrtenko@gmail.com, <https://orcid.org/0000-0002-2498-1515>

⁴ Private school Athens, Kyiv, Ukraine, shvets@athens.kiev.ua, <https://orcid.org/0000-0002-9713-7817>

⁵ National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine, tverezovskaya@nubip.edu.ua, <http://orcid.org/0000-0002-0672-9308>

⁶ Kamianets-Podilskiy National Ivan Ohienko University, Kamyanets-Podilskiy, Ukraine, popovich@kpnu.edu.ua, <https://orcid.org/0000-0002-3428-9717>

Abstract: The article is devoted to the analysis of theoretical and methodological foundations of the study with the problem of forming a communicative competence of the individual. Here we are considering a psychological content of the concept of “communicative competence”, its structural components and functions, as well as a today's approach to the formation of communication competence of the individual. It is emphasized an important influence of integrative learning and interactive methods for the formation of communicative competence. It is noted the interdependence of communicative culture and communicative competence. Also it is noted a mutual understanding between the interlocutors as the foundation of business or interpersonal communication and the psychological condition of activation the communicative competence in any communicative interaction. The significance of the study the mechanisms of activating communicative competence to optimize conflict practices and professional training of specialists are proved. The psychological and pedagogical recommendations for the formation of communicative competence of the individual are developed. It is noted that current means of forming communicative competence must be focused on all structural components of the individual, since their interconnection with communicative experience is a personal-communicative formation as a psychological instrument for achieving social requests respectively.

Keywords: *Cognitive communication, business communication, reflection, mutual understanding, communicative training, communicative culture, communicative skills and abilities, professional activity.*

How to cite: Tovstohan, V., Dragan-Ivanets, N., Khurtenko, O., Shvets, T., Tverezovska, N., & Popovych, A. (2022). Today's Approach to the Problem of Forming Communicative Competence of the Individual. *Revista Românească pentru Educație Multidimensională*, 14(3), 541-555. <https://doi.org/10.18662/rrem/14.3/625>

Introduction

Communication is needed in any sphere of human life, in its intensification; communicative competence – is a system of abilities to communicate – manifests itself as a personal property of a specialist of any professional activity. Communicative technologies around the world provide daily communication for millions of ordinary people, their successful interaction in various professional and life situations, meets social and individual needs. Broad social and psychological resources of communicative competence of the individual are well studied in science, instead, not so many specialists pay attention to the question of the formation the communicative abilities as a successful communication experience in personal life and at all social levels, which is a criterion for psychological and social well-being of the individual.

At the same time, the demands of society are constantly increased by the effective manifestation of communicative competence of the individual, however, the sphere of education today is more inclined to generalize theoretical research on this issue than to provide services for future specialists in the sphere of business communication trainings, implement separate disciplines on communicative image and communicative culture in institutions of higher education, especially for the training of specialists in the system “Man - technique” (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020; Gerasymova et al., 2019; Onishchuk et al., 2020). This resulted in the relevance and purpose of the study of modern approach to the formation of communicative competence of the individual.

The novelty and the practical significance of our work is to substantiate modern approach to the consideration of the formation of communicative competence of the individual in relation to the successful activation of its communicative culture to ensure the comfortable conditions of social communication; development of psychological and pedagogical recommendations for the formation of communicative competence of the individual, which can be implemented in lecture courses: business communication, psychology of development, pedagogical psychology. The mechanisms of intensification of communicative competence which are considered here, in particular the mutual understanding between the subjects of communication can be used to optimize conflict practices, learning and professional training for the specialists of all directions.

Theoretical and methodological bases of researching the problem of forming communicative competence of the individual

In a broad sense, communicative competence means communicative personality, its ability to establish contact with the environment; personality form of interaction with society; ownership of communicative skills and abilities; psychological means of regulating communicative actions in the process of communication. At the same time Drach, I.I. (2013) refers communicative competence as a key one of professional competencies in the management of educational institutions and considers such significant instrumental competencies as the ability of written and oral communication in their native language and knowledge of another language (languages). The mastering of key competencies will provide a successful personal and social functioning of the individual.

Communicative competence – is a psychological personality tool to achieve the goals of activity and communication or results affected by a man. The competence – is a goal, and its achievements and a measure of this achievement indicate the competence of the subject, is its indicator. Communicative competence – is an operating facility of any specialist as a subject of a particular activity which usually is being implemented in the form of communicative activity. Communicative competence is formed by the operational and technical means – communicative and verbal (and non-verbal), perceptual and interactive knowledge, skills and abilities. These means are complemented by such (socially acquired) personal quality as social and psychological competence, which includes social maturity, responsibility, authority, social and psychological adaptability (communication, adaptation, self-control of behavior), Korniiaka (2009). The successful realization of acquired knowledge and communicative skills in professional activity is one of the criteria of communicative culture of the individual. The formation of communicative culture and the formation of personality are interdependent. Communicative culture is a personal quality as the ability to control and regulate harmonious communicative interaction and to maintain a language behavior in an adequate level, taking into account personal needs and motives in regulating communicative actions.

Communicative competence – is a compliance of communicative behavior to a certain situation and its effectiveness. For example, if you achieve mutual understanding in a conversation with the audience, then the communicative interaction will be more effective. The achievement of mutual understanding is associated with the understanding that the speaker

and the audience possess the same information, have similar feelings and general experience. In addition, using personal pronouns “you”, “we”, “our” “your”, the interlocutor sends verbal signals to his listeners that he is talking with them. In addition, rhetorical questions stimulate the activity of the listeners and a better understanding of the contents of the conversation. They will have an impact on the interlocutors when they are sincere – to achieve this you need to train (Verderber & Verderber, 2003).

Undoubtedly, the psychological condition of activating communicative competence in any communicative interaction is actually a mutual understanding between the interlocutors as a foundation of business or interpersonal communication. In this regard, Ilyin, E. P (2009) argues that mutual understanding causes the emergence of a resonance between the participants of the communication in understanding of the same actions, actions of phenomena. The lack of mutual understanding causes conflicts. Social psychologists have found that the accuracy of mutual understanding depends on the terms of sympathy – antipathy, friendship and hostility. The creation of understanding passes through a number of stages: the emergence of the first impression about a partner to communicate, ensuring understanding of yourself to others, supporting mutual understanding. Pica, T., Young, R., and Doughty, K. (1987) argue that the formation of mutual understanding occurs in cooperation, in particular the results of their research confirm modern ideas about the role of interactive modifications in facilitating the understanding of foreign-language communications in integrative learning.

In our opinion, the most significant is the study of mechanisms in activating communicative competence to optimize conflict practice and professional training of the specialists. In connection with this the study of our native scientists Kazmirenko, V.P., Dukhnevych, V. M., and Osadko, O. Yu. (2013) which are dedicated to the problems of the process of mutual understanding and the search for the mechanisms of social harmony are extremely important in the applied aspect. Scientists have developed effective communications and studied the motivational preconditions of mutual understanding of various subjects taking into account social and psychological principles of technologies of influence and methods of organizing the communication in conflict-related and crisis situations and theoretical and methodological principles of cognitive communication. Cupach, W. R., & Spitzberg, B. H. (1994) in turn, argue that the errors and barriers of interpersonal communication, which are associated with its

cognitive component, have an impact on the violations of communicative interaction and offer regulatory methods for managing different types of interpersonal relationships.

According to the opinion of native scientists, cognitive communication – is a kind of communication, when the process of putting forward the arguments and struggling of evidence and beliefs puts off the conditions of thinking effect and requires the influence, approval of representations, the creation of a single cognitive (conceptual) space, achievement of consensus or compromise, the search for the exit from a difficult, problem or conflict situation. In a dynamic model of communicative interaction, each of the participants evaluates its criteria, results, opportunities regarding the establishment of contact with another person and the formation of trust, clarifying the goals and motives of communication, establishing the requirements of “What?” And the conditions “How?”, assumption responsibility for the result of interaction, the degree of satisfaction with interaction and its results among partners. In the construction of relations with partners it is necessary to adhere to the following principles: trust (expectations of predictability in relation to positive / negative in relationships), cultivation of relationships (their development, definition of intentions, common interests and purposes), no evaluation (the assessment blocks understanding, you should analyze and reflect, and not evaluate - we don't know what the other people think), common values (satisfaction with interaction - in accordance with its criteria and approval of values with a partner, according to the developments of Harvard School – they are common moral principles, customs, traditions, professional rules, expert assessments, precedents), mutual assistance and learning (assisting another, you help yourself in implementation of joint decision), cooperation (for reconciliation of interests rather than positions, collaboration) and the principle of one percent (to find a point of intersection, that is, one percent of consent with a partner and a hundred percent efforts to it; or to arrange about common disagreement) (Kazmirenko et al., 2013).

According to the results of the empirical study by Lakhtadir, O.V. (2017), students have the dependence of the development of communicative competence and its structural components from gender (higher results have women), discipline and course of educational and professional learning (there has been recorded a slightly higher development among students of senior courses). In addition, beginning from elementary to senior courses, there are increasing number of students who have a low level of formation

of the cognitive component of communicative competence, which can be explained by the specifics of educational and professional training and lack of knowledge about performing professional tasks. Brian Spitzberg (2013) believes that in professional training of specialists, in particular medical direction, it is necessary to introduce an integrative model of communication competence – its effectiveness is functionally connected with individual motivation, communicative knowledge and skills for which the social environment evaluates (which is very important) medical services of specialists.

Shcherban, T. D. (2004) considers a special kind of relationships between people – educational communication as a change in interpersonal relationships in a system subject – object – subject, in detail analyzing the methodological principles of the theory of educational communication from the position of the system approach. The monographs of Kazmirenko, V.P., Dukhnevych, V. M., Osadko, O. Yu. (2013) reveal the most in details the essence of the cognitive component of communication with the description of technologies of influence and intensification of the process of mutual understanding. In the works of Korniiaka, O.M. (2009; 2011) there is a well-generalized analysis of the results of psychological researches of the problem of communicative competence in compliance with the principle of objectivity in the context of theoretical and methodological principles of studying this issue. Jukka-Pekka Puro (1996) successfully generalized the theory of communicative communication in the experience of foreign researchers, in particular, phenomenological researches of interpersonal communication in terms of “subjective” and “objective” aspects and considered all difficulties associated with communication in connection with fears and the situations of uncertainty.

Communicative competence helps the subject to implement three main functions in the process of activity and communication: communicative, perceptual and interactive and combines three main groups of skills, or abilities: communicative and verbal ability, (combines such skills: obtaining information, adequate understanding of the meaning of information, programming and expressing his thoughts in oral and written form); social and perceptual ability (perception and understanding of the essence of another person, mutual evaluation based on empathy as awareness of feelings, needs, interests of other people, reflection as self-awareness and understanding of their internal states, emotions, resources, etc.); interactive ability (ability to regulate interaction, mutual influence and

to achieve mutual understanding on the basis of control of behavior in interaction, ability to solve conflicts, listen and persuade another person). This ability has a number of characteristics: they are independent (each of them is a unique application to all professional skills), interdependent (each to some extent is associated with others), hierarchically organized (each exists due to the presence of previous), Korniiaka (2009).

The choice of psychological influences in order to increase communicative competence is associated with such aspects: mastering the external, operational and technical side of behavior in the experience of knowledge and the skills of reproductive and standard character which is based on the subject-object principle; when personal and deep component of communication is in focus, there should be chosen means and methods which implement the subject-subject principle of communication. Competence in communication is ineffective, if you use the means of these types of tools. Thus, the supporters of behavioral and humanistic directions in psychology come down communication mainly to the behavioral, operating and technical side, which narrows the set of means of influence, limiting communication with manipulative subject-object forms. The development of competence in communication involves the use of the entire set of tools, oriented both for the development of subject-subject, productive personal aspects of communication, and its subject-object operational components, Petrovskaya (2007).

Today's approach to the widespread use of special complexes of psycho-technical exercises in order to form a communicative competence of the individual covers the following areas and goals: development of the ability to understand psychological and emotional states of people (through the photo, playing the role of " mirrors " and non-verbal images); development of reflection and empathy (put yourself to the place of another person, " think instead of him ", " to get into " his psycho-emotional state, empathize him); development of self-consciousness breadth (deepening of the acceptance level of his own personality, development of positive I-concept, establishment of the rights for each person to self-esteem and respect from others, expansion of personality self-consciousness); development of expressiveness of actions in a state of self-disclosure (ability to transfer his behavior to a certain mood, attitude to the situation or other person), Shcherban (2004).

In the foreign system of education the formation of communicative competence of its applicants is ensured by the orientation of teachers on the

European indicator of linguistic competence, which has the development strategies adopted by the European Council of Barcelona on March 15-16, 2002. The most significant among them are: to help students overcome initial linguistic barriers and motivate them to acquire competencies of at least two foreign languages; to exchange the experience and advanced practice to increase the efficiency of communicative competence of young people according to their needs and interests, professional training of teachers and trainers on the effective mastery of linguistic competence as a priority direction of EU programs in education and learning. A good possession of foreign languages is a key competence necessary to succeed in the modern world and in the labor market, as well as a chance to develop society. In 2011 updating of the list of community actions in the field of multilingualism, reflection of activities conducted by various Commission services in this area clearly emphasizes that the policy of multilingualism improves the employment of EU citizens and the competitiveness of the EU business (Council of the European Union, 2011).

Consequently, important current means of forming communicative competence are motivational, socio-psychological, reflexive and corrective, professionally competent - with the orientation on the requirements of professional activity and social requests.

Psychological and Pedagogical Recommendations for the Formation of Communicative Competence of the Individual

The goals and means of forming communicative competence must be focused on all structural components of the individual, since their interconnection is a personal-communicative formation as a result – in essence, the communicative complex of competences and psychological tools of personality to achieve the goals of activity and communication, according to the today's requirements of social, especially the professional environment. The significant current means of forming communicative competence are motivational, socio-psychological, reflexive and professional-competent – with the orientation on the requirements of professional activity and today's social requests. As the external competence requirements in business communication are changing, thus the internal ones – personal resources are dynamic in constantly updated social conditions. In connection with this, trainers on the development of communicative competences of the personality with a specialist in a certain professional sphere need to constantly conduct psycho-diagnostics of their

personal characteristics, as well as diagnostics of the level of the communicative competence development. The result of communicative interaction is their interdependence (personal components) and communicative competence experience.

The development of communicative competence depends on the type of leading activity: educational or professional. If the development of communicative competence occurs at the initial stages of psychological development of the individual, beginning from the level of intuitive mastering one or another ability to the level of conscious mastering, then at the stage of professional adaptation especially – professional maturity, selection and development of the relevant abilities of the activity subject usually have a conscious character, which is determined by the need to solve specific professional tasks. This is also associated with the psychological characteristics of the individual, with the need for its moral self-improvement, the reflection on its professional activity, the specifics of the development of communicative competence at various stages of personal formation. The acquisition of communication experience means, in essence, completing by its subject a particular social order for the formation of communicative competence. Individual communication experience (knowledge and skills) of the activity subject is the way of mastering a communicative experience of society, Korniiaka (2009).

Improving communicative competence of the individual should be targeted through the development of its structural components, combined with the development of communicative motivation, the formation of positive instruction to ensure the creative nature of the learning process and detection of technological skills and abilities in difficult situations of interaction (problems, conflicts). Till then the development of communicative competence is determined by the communication qualities: moral qualities (courtesy, empathy, tact, kindness, respect for the other person and so on.) related to the attitude of the individual to other people, taking into consideration their needs to be evaluated and protected, that means with moral behavior in professional and interpersonal interaction, character features, emotional features, skills and other abilities of the individual, Korniiaka (2011).

In our opinion, the interactive methods are the most effective for the formation of communicative competence of the individual. During the development of interactive methods for forming communicative competence of personality (business, intellectual, discussion and role games

with psychological analysis of case-situations, training interactive exercises, training discussions and disputes, master classes with modeling professional communication tasks, etc.) it is necessary to involve the participants of communicative interaction to team work in order to form the communicative competence of the partnership on the principles of cooperation, coherence for problematic communication situations and approval of joint decisions and projects with students, which makes responsibility and independence in the implementation of communicative actions.

In the future, during the active introduction of interactive methods, the participants of practical classes must be acquainted with the rules and principles of training work: to maintain communicative interaction, regardless of the mood of the group, revealing and eliminating the causes of emotional instability; to identify in communication with your partner positive intonation and attitude; to be able to listen to others and tactfully persuade, correctly formulating your questions and clearly answering, with the reflection of our communicative actions and to exhibit empathy to your interlocutor; to use feedback adequately and at the right moment according to the terms of communication and expectations of interlocutors; to maintain a benevolent atmosphere. The leader (coach) implements a competent individual approach to each participant in the communicative process, taking into consideration personal communicative experience, needs, opportunities, expectations, interests and motives concerning group communication and all involved in communicative interaction and always performs communicative-stimulating and emotional-corrective actions with support and approval of participants of the groups.

In the training program for the formation of communicative competence developed by Afanasieva, N. Ye., and Pereyhina, L. A. (2016) before conducting a socio-psychological training, they conduct the diagnosis of self-assessment of communicative skills and abilities of each participant and give the task to each participant to regulate others by the level of communicative abilities at the beginning of class and at its end. The diagnostics of the listening techniques are also proposed, most commonly used reactions of the listeners and their positive and negative sides are discussed in various situations of communication. In the context of classes it is recommended to bring a three-time listening scheme: "Support - Clarification - Commenting" and to discuss the expediency of the appearance of those or other reactions at different stages of listening. For

working out a three-tier listening scheme, disputes are being conducted, non-verbal means of communication are being discussed. Everyone receives a complete set of group ratings, depending on the observance of such principles: activity, attentive listening, benevolent attitude, constructive proposals. The submitted scheme of communicative training from our position is the most successful and effective in developing communicative abilities of the individual, regardless of age, professional affiliation and status.

We believe that the CSRS Rating is quite effective for the diagnosis of communicative skills and abilities, Spitzberg (2007). With the help of the CSRS, communicative competence can be evaluated by such cases: attentiveness and staying focused (calm, trust), expressiveness and coordination (control of the conversation course or control of interaction). The impressions of communicative competence are optimally determined by two quality estimates: compliance and efficiency (for example, clarity, understanding, pleasure, attractiveness, etc.). The CSRS consists of communicative skills (for example, speech pace, articulation, pose, question, etc.). Communicative skills of interpersonal interaction can be evaluated according to such criteria: attentiveness (manifestation of attention to the interlocutor, interest in communication with a partner and maintenance), staying focused (confidence, perseverance and relaxation), expressiveness (animation and variation of verbal and non-verbal forms of expression) and coordination (continuous coordination of the conversation, initiation of conversation and its completion). Being effective means to obtain relative valuable results in communicative interaction with a partner. Being relevant – this is adequately comply with the generally accepted communicative interactions with social standards (expectations). Brocka, K. L., Koulb, R., Corwincand, M., and Schlosserd, R. W. (2019) described the successful application of the CSRS even in defectological practice regarding the study of psychometric properties of communicative competence of people with aphasia.

Pupil 's self-efficiency covers their professional and personal language goals and depends on motivation to use practical language skills when it is required in a real world. The applied linguistics with interactive pedagogical technologies, first of all – integrated learning, can provide the basis for their communicative interactions, opportunities for changes in the Ego-concept, the development of intercultural communication (Kabir & Sponseller, 2020; Yashima et al., 2004; Wildeman et al., 2021).

Conclusion

Today's communicative approach to the formation of communicative competence of the individual must be integrated in a single communicative system with a professional-competent, personal-active and personal-focused on cognitive, emotional, motivational, behavioral, social and psychological levels of communicative interaction in various social situations of business or interpersonal communication. Effective social and psychological means of forming communicative competence are interactive methods and integrated learning which are capable to update communicative mechanisms of mutual understanding as a foundation for the creation of prosperous psychological and pedagogical conditions for the manifestation of reflection, empathy to the interlocutor and understanding of his interests, motives and needs of communication in order to establish healthy relationships and achievements in all activities. The harmonious development of communicative competence of the individual involves the comprehensive development of subject-subject, productive personal aspects of communication and its subject-object operational components, at the same time, depending on the requirements and expectations of the social environment on the success of the manifestation of communicative competencies.

The goals and means of forming communicative competence must be focused on all structural components of the individual, since their interconnection is a personal-communicative formation as a result – in essence, the communicative complex of competences and psychological tools of personality to achieve the goals of activity and communication. The significant current means of forming communicative competence are motivational, socio-psychological, reflexive and professional, and professional-competent – with the orientation on the requirements of professional activity and today's social requests.

Acknowledgement

The authors of the article “Modern Approach to the Problem of Forming Communicative Competence of the Individual” Volodymyr TOVSTOHAN, Nataliya DRAGAN-IVANETS, Oksana KHURTENKO, Tetiana SHVETS, Nina TVEREZOVSKA, Anzhelika POPOVYCH confirm participation of all co-authors and thank the journal for successful review of the article.

References

- Afanasieva, N. Ye., Perelyhina, L. A. (2016). *Teoretykometodolohichni osnovy sotsialno-psykholohichnoho treninhu* [Theoretical and methodological foundations of socio-psychological training]. Kyiv.
<http://repositsc.nuczu.edu.ua/handle/123456789/4053>
- Brocka, K. L., Koulb, R., Corwincand, M., & Schlosserd, R. W. (2019). *The Psychometric Properties of the Communicative Competence Scale for Individuals with Aphasia Using Speech-Generating Devices*.
https://repository.up.ac.za/bitstream/handle/2263/74124/Brock_Psychometric_2019.pdf?sequence=1
- Cupach, W. R., & Spitzberg, B. H. (1994). *The Dark Side of Interpersonal Communication*. Lawrence Erlbaum Associates, Inc.
<https://psycnet.apa.org/record/1994-97776-000>
- Drach, I. I. (2013). *Upravlinnia formuvanniam profesinnoi kompetentnosti mahistrantiv pedahohiky vyshchoi shkoly: teoretyko-metodychni zasady* [Management of formation of professional competence of undergraduate students of higher education pedagogy: theoretical and methodological foundations]. Dorado-Druk.
- Gerasymova, I., Maksymchuk, B., Bilozero, M., Chernetska, Yu., Matviichuk, T., Solovyov, V., & Maksymchuk, I. (2019). Forming Professional Mobility in Future Agricultural Specialists: the Sociohistorical Context. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4), 345-361.
<https://doi.org/10.18662/rrem/195>
- Ilyin, E. P. (2009). *Psykholohyia obshchbenyia y mezhhlychnostnykh otnosheniy* [Psychology of communication and interpersonal relationships]. NNTEP.
- Kabir, R. S., & Sponseller, A. C. (2020). *Interacting with Competence: a Validation Study of the Self-Efficacy in Intercultural Communication Scale-Short Form*. Positive Psychology and Learning a Second or Third Language.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.02086/full>
- Kazmirenko, V. P., Dukhnevych, V. M., & Osadko, O. Yu. (2013). *Zasady kohnityvnoi psykholohii spilkuвання*. [Principles of cognitive psychology Communication]. Imeks – LTD.
- Korniika, O. M. (2009). Suchasni pidkhody do vyvchennia komunikatyvnoi kompetentnosti osobystosti [Modern approaches to the study of individual's communicative competence]. *Challenges of modern psychology: Collection of scientific papers of Ivan Ohienko National University of Ukraine, G. S. Kostinik Institute of Psychology, Academy of Pedagogical Sciences of Ukraine, Kyiv*, 6, 180–194. <http://pag.kpi.ua>
- Korniika, O. M. (2011). Osoblyvosti rozvytku komunikatyvnoi kompetentnosti fakhivtsiv na riznykh etapakh yikh profesinoho stanovlennia [Features of

- the development of communicative competence of specialists at different stages of their professional development]. *Psyholingvistyka, zhb. Nauk. Prats DVNZ "Pereiaslav-Khmelnytskyi derzhavnyi pedahohichnyi universytet imeni Hryhoriia Skovorody"* [Psycholinguistics, coll. Science. Proceedings of the Pereiaslav-Khmelnytsky State Pedagogical University named after Hryhoriy Skovoroda]. Pereiaslav-Khmelnytskyi: PP "SKD", 8, 33–45. <https://core.ac.uk/download/pdf/32305852.pdf>
- Lakhtadir, O. V. (2017). *Osoblyvosti sformovanosti komunikatyvnoi kompetentnosti ta yii skladovkykh studentiv-maibutnikh fakhivtsiv z fizychnoi kultury i sportu* [Psychological features of development of communicative competence of future experts in physical culture and sports]. *Problems of Modern Psychology. Psychology of giftedness: G.S. Kostyuk Institute of Psychology Academy of Pedagogical Sciences of Ukraine, Kyiv* (pp. 259-267). https://elibrary.kubg.edu.ua/id/eprint/19608/1/O_Lahtadir_APP_ZNP_2017_FZfVS.pd
- Nerubasska, A., & Maksymchuk, B. (2020). The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. *Postmodern Openings, 11*(2), 240-255. <https://www.lumenpublishing.com/journals/index.php/po/article/view/2625>
- Nerubasska, A., Palshkov, K., & Maksymchuk, B. (2020). A Systemic Philosophical Analysis of the Contemporary Society and the Human: New Potential. *Postmodern Openings, 11*(4), 275-292. <https://doi.org/10.18662/po/11.4/235>
- Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., Maksymchuk, B. (2020). Characteristics of Foreign Language Education in Foreign Countries and Way of Applying Foreign Experience in Pedagogical Universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala, 12*(3), 44-65. <https://doi.org/10.18662/rrem/12.3/308>
- Petrovskaya L. A. (2007). *Communication-Competence-Training: Selected works*. NPF "Smysl".
- Pica, T., Young, R., & Doughty, K. (1987). *The Impact of Interaction Comprehension*. University of Pennsylvania.
- Puro, J-P. (1996). *Towards a Phenomenological Theory of Interpersonal Communication*. University of Jyväskylä, 215. [JYXhttps://jyx.jyu.fi](https://jyx.jyu.fi)
- Shcherban, T. D. (2004). *Psyholohiia navchalnogo spilkuvannia* [Psychology of educational communication]. Millennium.
- Spitzberg, B. H. (2007). *CSRS: The Conversational Skills Rating Scale: an Instructional Assessment of Interpersonal Competence*. National Communication Association, 61. https://www.natcom.org/sites/default/files/pages/Basic_Course_and_Gen_Ed_Conversational_Skills_Rating_Scale.pdf

- Spitzberg, B. H. (2013). (Re)Introducing Communication Competence to the Health Professions. *Journal of Public Health Research*.
<https://doi.org/10.4081/jphr.2013.e23>
- Council of the European Union. (2011). *The European Indicators of Language Competence. Report from the Education Council of the European Council*. Council of the European Union.
https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126373.pdf
- Verderber R., & Verderber K., (2003). *Psykolohyia obsbchenyia* [Psychology of communication]. Praim-Evroznak.
- Wildeman, E., Koopman, M., & Beijaard, D. (2021). Content and Language Integrated Learning in Technical Vocational Education: Teachers' Practical Knowledge and Teaching Behaviour. *Journal of Vocational Education and Training*. <https://doi.org/10.1080/13636820.2021.1899269>
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The Influence of Attitudes and Affect on Willingness to Communicate and Second Language Communication. *Language Learning*, 54(1), 119-152.
<https://doi.org/10.1111/j.1467-9922.2004.00250.x>