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PSYCHOLOGICAL FOUNDATIONS OF DEVELOPING COMMUNICATIVE ABILITIES

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Abstract



This article analyzes the psychological foundations of developing communicative abilities. Particular attention is paid to the stages of psychological development, the mental mechanisms of the communication process, and the role of the socio-psychological environment in shaping students' communicative skills.

Keywords: Communicative competence, psychological development, social competence, interpersonal communication.

Introduction

In the context of modern education and rapidly developing social interaction, the formation and development of communicative abilities has become one of the key priorities of psychological and pedagogical research. Communication is not only a means of information exchange but also a complex psychological process that ensures socialization, personal development, emotional regulation, and effective participation in various forms of interpersonal interaction. Therefore, the study of the psychological foundations of developing communicative abilities is of particular importance for understanding how individuals acquire, improve, and apply communication skills in educational and professional environments.

From a psychological perspective, communicative abilities are closely connected with cognitive processes, emotional intelligence, motivation, self-regulation, and social perception. The effectiveness of communication depends on such factors as the level of speech development, the ability to understand

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others, empathy, reflective thinking, and the capacity for cooperative activity. These components are formed in the process of active interaction and are influenced by both internal psychological mechanisms and external socio-cultural conditions.

The relevance of this topic is determined by the growing demand for individuals who are capable of productive communication, critical thinking, and collaborative problem solving. In contemporary educational paradigms, communicative competence is regarded as an essential component of personal and professional competence. However, the successful development of communicative abilities requires a scientifically grounded understanding of their psychological nature, structure, and developmental patterns.

The theoretical basis of this research relies on the fundamental ideas of developmental psychology, social psychology, and the activity approach, which consider communication as a leading factor in personality formation. The works of L. S. Vygotsky, A. N. Leontiev, B. F. Lomov, and other scholars emphasize that communication plays a crucial role in the development of higher mental functions, self-awareness, and social behavior. In addition, modern studies highlight the importance of interactive learning environments, cooperative activities, and dialogical forms of instruction in enhancing communicative skills. It should be noted that communicative abilities are not formed spontaneously; they develop through purposeful pedagogical influence, specially organized educational conditions, and psychologically supportive environments. The integration of cognitive, affective, and behavioral components in the learning process creates favorable conditions for the formation of effective communication strategies and interpersonal competence.

Psychological researchers emphasize that communicative ability has a multi-component structure and includes the following elements:

- Verbal literacy (speech, vocabulary richness, grammatical competence);
- Non-verbal communication (gestures, facial expressions, body language);
- Interactive skills (conducting dialogue, participating in discussions, collaborative activity);
- Emotional-intellectual skills (empathy, self-regulation);

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- Social-perceptive skills (understanding others, interpreting situations);
- Cognitive processes (thinking, analysis, drawing conclusions).

Communicative ability is an individual's capacity to communicate effectively in a social environment, clearly convey information, and understand the interlocutor. According to psychologist A.A. Leontiev, communication occupies a central place in an individual's psychological development, and these abilities develop especially actively during adolescence and student years [2, p. 188].

During communication, people exchange ideas, thoughts, and emotional experiences. In this process, thoughts and emotions can be interpreted as information, while communication itself can be regarded as information exchange. However, interpersonal communication is not merely a simple exchange of information. In the process of interaction, information is not only transmitted but also shaped, clarified, and developed. Therefore, human communication cannot be considered solely as an information transfer process. Firstly, during communication, information does not simply move from one side to another but is actively exchanged, as participants analyze each other's motives, goals, attitudes, and intentions. Secondly, through the system of signs, individuals can influence one another's behavior during communication. Thirdly, effective communication requires that both the communicator (the sender of information) and the recipient (the receiver) share a common system of encoding and decoding; only a shared system allows participants to understand each other. Fourthly, specific barriers inherent to interpersonal communication may arise, caused not only by differences in sign systems but also by social, political, religious, professional, or worldview differences.

Information transmitted by a communicator can be divided into two main types:

1. Motivational information, expressed in the form of commands, advice, or requests, aimed at stimulating the recipient to perform a certain action. Such stimulation can include: a) activation (encouraging action); b) interdiction (preventing action); c) destabilization (disrupting behavioral balance).
2. Informative (affirmative) information, presented as factual data. This type is widely used in educational systems and does not directly alter behavior, though it may have an indirect influence.

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The American journalist H. Lasswell proposed a five-component model of the communication process:

- A) Who (who transmits the information);
- B) What (what information is transmitted);
- C) How (through which channel it is transmitted);
- D) To whom (who receives the information);
- E) With what effect (how effective the transmission is).

The communication process may be axial, when information is directed to specific individuals, or retial, when information is addressed to a broader group of potential recipients [5, p. 12].

Communicative ability is not innate; rather, it is a complex psychological-pedagogical system formed through social experience, education, and upbringing. Its development is influenced by several key factors:

1. Psychological factors: An individual's temperament, emotional state, self-confidence, and empathy directly affect communicative activity. Reserved, shy, or insecure students often experience difficulties in communication. Emotional stability and readiness for positive interaction play an essential role in developing communicative abilities.
2. Social factors: Opportunities to express one's thoughts freely within the family, the quality of parent-child communication, peer relationships, and participation in collective activities (clubs, project work, theater, sports teams) positively influence communicative development. An open university environment and teachers' communication culture also enhance students' motivation for interaction.
3. Cultural-linguistic factors: Proficiency in one's native language, vocabulary range, phonetic, grammatical, and stylistic skills determine communication effectiveness. Learning foreign languages and communicating in multilingual environments further expand communicative competence.
4. Educational approaches: Interactive teaching methods—such as discussions, role-playing games, debates, presentations, project-based learning, and collaborative learning—are particularly effective in developing communicative abilities. In this context, the teacher acts not only as a source of knowledge but

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also as a facilitator, guide, and motivator of communication. According to S.N. Lysenko, interactive communication in education enhances students' thinking activity, independent reasoning, and information exchange skills.

5. Information and communication technologies (ICT): Modern digital tools—online platforms, chats, forums, video lessons, and interaction with artificial intelligence—create new opportunities for developing communicative abilities in contemporary forms. At the same time, teaching digital communication ethics remains a pressing issue.


Based on the above considerations, the following psychological approaches are especially important in developing communicative abilities among engineering students:

- Activity-based approach: Knowledge, skills, and competencies are formed through communicative activity.
- Social-psychological training: Role-playing games, group exercises, and analytical discussions strengthen interpersonal communication [4].
- Reflective approach: Students learn to analyze and evaluate their own communicative behavior.

Conclusion

Developing communicative abilities in engineering students is a complex yet essential process that requires a psychologically grounded approach. Applying individualized strategies, practical exercises, and training sessions is crucial. Psychologically substantiated methods make it possible to develop these abilities consistently and effectively.

The study of the psychological foundations of developing communicative abilities confirms that communication is a multidimensional process that integrates cognitive, emotional, motivational, and behavioral components of personality. Communicative abilities are not limited to speech skills; they represent a complex system of psychological mechanisms that ensure effective interpersonal interaction, social adaptation, and personal self-realization. Their formation is closely connected with the development of higher mental functions,

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self-awareness, empathy, reflection, and the ability to regulate one’s own behavior in various communicative situations.



The analysis has shown that the development of communicative abilities is determined by both internal and external factors. Internal factors include individual psychological characteristics, motivation, emotional intelligence, and the level of cognitive development, while external factors are represented by the social environment, educational conditions, and the organization of interactive and cooperative learning activities. A psychologically supportive and learner-centered educational environment plays a decisive role in the successful formation of communicative competence.

It has been established that communication acts as a leading condition for personality development. Through communicative activity, individuals acquire social experience, internalize cultural values, and develop the ability to construct meaningful dialogue. In this process, the role of purposeful pedagogical influence is particularly important, as communicative abilities do not develop spontaneously but require specially designed methods, interactive technologies, and reflective practices.

The findings also indicate that the integration of dialogical learning, collaborative tasks, problem-based activities, and emotionally positive interaction significantly increases students’ communicative activity and promotes the development of their self-confidence, initiative, and responsibility. Such an approach ensures the unity of intellectual and personal development and contributes to the formation of a socially active and communicatively competent individual.

From a psychological perspective, communicative abilities function as an essential component of overall personal competence and professional readiness. Their development enhances the individual’s capacity for cooperation, conflict resolution, critical thinking, and effective participation in social and educational processes.

In conclusion, the psychological foundations of developing communicative abilities lie in the interaction between cognitive development, emotional maturity, social experience, and motivational orientation. A scientifically

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grounded and systematically organized educational process that takes these factors into account creates optimal conditions for the formation of effective communication skills and the harmonious development of personality.

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