THE SOCIAL-PEDAGOGICAL NECESSITY OF PEDAGOGICAL COMMUNICATIVE COMPETENCE IN THE MODERN EDUCATIONAL PROCESS

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Abstract. In the conditions of rapid socio-economic change, globalization, and the digital transformation of education, the professional role of the teacher is undergoing significant redefinition. Contemporary education systems increasingly emphasize not only the transmission of academic knowledge but also the formation of socially active, communicatively competent, and value-oriented individuals. Within this context, teachers' communicative competence becomes a key factor determining the effectiveness of pedagogical interaction and the quality of educational outcomes. This article provides a comprehensive theoretical analysis of the socio-pedagogical necessity of a teacher's communicative competence in the modern educational process. The study is based on an integrative methodological framework combining theoretical analysis, comparative pedagogy, and systemic-structural approaches. The paper identifies the structural components of communicative competence, reveals its core socio-pedagogical functions, and substantiates its role in integrating education and upbringing. The results confirm that communicative competence constitutes a fundamental professional quality of teachers and a strategic resource for improving educational effectiveness in contemporary society.

Keywords: communicative competence, teacher professional competence, socio-pedagogical necessity, educational interaction, modern education.

Introduction. The modern educational landscape is shaped by profound transformations occurring at the global, national, and institutional levels [UNESCO, 2021. "Reimagining our futures together"]. Processes such as globalization, rapid technological development, digitalization of communication, and increasing socio-cultural diversity have significantly altered the goals, content, and organization of education. In these conditions, education is no longer limited to the transmission of subject knowledge; it is increasingly oriented toward the development of key competencies that enable individuals to function effectively in society [Rychen & Salganik, 2003, "Key competencies for a successful life"]. Among these competencies, communicative competence occupies a central position.

The teacher, as a key actor in the educational process, is expected to respond flexibly to social changes and to meet the growing expectations of learners, parents, and society as a whole. Modern students require not only academic guidance but also emotional support, dialogic interaction, and value-oriented communication [Hattie, 2009, "Visible learning"]. Consequently, the professional role of the teacher has expanded to include functions such as facilitator, moderator, mentor, and mediator of social and cultural experience. The successful performance of these roles is impossible without a high level of communicative competence [Richards, 2017, "Teacher development in language teaching"].

From a socio-pedagogical perspective, communicative competence reflects the interaction between education and society. It is shaped by social demands, cultural norms, and educational values, and at the same time it influences the processes of socialization, identity formation, and civic development of students [Vygotsky, 1978, "Mind in society"]. Teachers' communicative competence enables the creation of a psychologically safe and inclusive learning environment in which students feel respected, motivated, and actively involved in the educational process. This is particularly

important in the context of inclusive education, multicultural classrooms, and learner-centered pedagogical approaches.

The relevance of studying teachers' communicative competence is further reinforced by contemporary educational reforms that emphasize competence-based education, integration of education and upbringing, and the formation of social and civic competencies. Educational standards increasingly define learning outcomes in terms of communication, cooperation, critical thinking, and social responsibility. In this regard, the teacher's communicative competence becomes not only a professional requirement but also a socio-pedagogical necessity conditioned by the needs of modern society.

Despite the growing attention to professional competence in pedagogical research, the socio-pedagogical dimension of teachers' communicative competence remains insufficiently systematized. Many studies focus primarily on methodological or psychological aspects of communication, while its social significance and integrative function within the educational process require deeper theoretical substantiation [Zimnyaya, 2006, "Pedagogicheskaya psikhologiya"]. This determines the scientific problem of the present study, which lies in the need to conceptualize communicative competence as a socially conditioned and pedagogically essential component of teacher professionalism.

The purpose of this article is to provide a theoretical substantiation of the socio-pedagogical necessity of a teacher's communicative competence in the modern educational process, to analyze its conceptual foundations, and to identify its role in ensuring effective pedagogical interaction and integration of education and upbringing.

Methods. The research is based on qualitative methodological approaches typical for pedagogical and educational sciences. The following methods were applied:

Theoretical analysis of philosophical, pedagogical, and psychological literature on communicative competence and teacher professionalism;

Comparative analysis of traditional and modern approaches to teacher training and pedagogical interaction;

Systemic and structural analysis aimed at identifying the components and functions of communicative competence;

Generalization and synthesis of scientific ideas to formulate conceptual conclusions.

These methods made it possible to comprehensively examine communicative competence as a socio-pedagogical phenomenon and to determine its role in the modern educational context.

Results. The analysis of contemporary scientific literature demonstrates that a teacher's communicative competence represents a complex, multidimensional construct that integrates knowledge, skills, values, and reflective abilities. Researchers consistently emphasize that communicative competence cannot be reduced to isolated communicative skills; rather, it should be understood as an integrated professional quality formed within social and pedagogical practice [Rychen & Salganik, 2003, "Key competencies for a successful life"].

Based on the synthesis of theoretical sources, the following structural components of teachers' communicative competence can be identified:

1. **Cognitive component**, which includes theoretical knowledge of communication processes, pedagogical discourse, age-related and socio-cultural characteristics of learners, and norms of professional ethics;
2. **Operational (behavioral) component**, encompassing practical communicative skills such as clear and logically structured explanation, active listening, questioning techniques, feedback provision, persuasion, and conflict resolution;
3. **Motivational-value component**, reflecting teachers' internal readiness for dialogue, cooperation, empathy, tolerance, and respect for learners' individuality, which are essential

for establishing trust-based pedagogical relationships [OECD, 2019, "OECD learning compass 2030"];

4. **Reflective-regulatory component**, which enables self-assessment of communicative behavior, awareness of communicative difficulties, and continuous professional self-development.

From a socio-pedagogical standpoint, communicative competence performs several key functions in the educational process. It ensures effective pedagogical interaction and mutual understanding between teachers and students, supports students' socialization and communicative development, and facilitates the transmission of social values and behavioral norms through everyday pedagogical communication.

The analysis also indicates that insufficient development of teachers' communicative competence may lead to pedagogical conflicts, emotional burnout, reduced student motivation, and lower educational effectiveness.

Discussion. The results of this study confirm that communicative competence should be regarded as a core component of a teacher's professional competence and a decisive factor in ensuring the quality of the educational process. In modern educational paradigms, communication is not merely a technical means of transmitting information but a fundamental mechanism of constructing knowledge, shaping values, and organizing social interaction. From a socio-pedagogical perspective, teachers' communicative competence reflects broader societal expectations toward education and the teaching profession. Contemporary society requires educators who are capable of fostering dialogue, cooperation, critical thinking, and intercultural understanding among learners. These requirements are closely linked to democratic values, inclusivity, and the humanistic orientation of education emphasized in international educational policy documents.

The findings of this article are consistent with previous studies highlighting the strong relationship between effective teacher communication and student engagement, motivation, and academic achievement. At the same time, the present research expands existing approaches by emphasizing the socio-pedagogical necessity of communicative competence as a response to large-scale social transformations, educational reforms, and the growing complexity of pedagogical interaction.

In addition, the integration of education and upbringing, which is considered a priority in many contemporary educational systems, cannot be effectively realized without a well-developed communicative competence on the part of teachers. Through communication, teachers transmit not only knowledge but also social norms, cultural values, and models of responsible behavior, thereby fulfilling their socio-pedagogical mission.

Thus, communicative competence should be conceptualized not only as an individual professional characteristic but also as a socially conditioned pedagogical phenomenon that ensures the alignment of educational practice with societal needs and expectations.

Conclusion. The present study demonstrates that a teacher's communicative competence is a socially and pedagogically necessary professional quality in the modern educational process. Communicative competence is not merely a set of practical skills for effective classroom management; it encompasses cognitive, motivational, operational, and reflective components that collectively enable teachers to foster meaningful interactions, support students' social and emotional development, and contribute to the integration of education and upbringing. Its development is therefore essential for ensuring not only the quality of learning outcomes but also the creation of an inclusive, dialogic, and value-oriented educational environment. Teachers who possess high levels of communicative competence are better equipped to mediate learning processes, resolve pedagogical conflicts, and maintain students' motivation and engagement, thereby enhancing the overall effectiveness of educational systems.

In conclusion, the development of communicative competence should be considered a strategic priority in teacher education, pre-service training, and continuous professional development programs. Policy makers, educational administrators, and teacher training institutions are encouraged to design targeted programs that strengthen teachers' cognitive understanding of communication, practical skills in pedagogical interaction, motivational readiness for dialogue, and reflective capacity for continuous self-improvement. Ultimately, investing in teachers' communicative competence contributes to the formation of socially responsible, critically thinking, and communicatively competent students, which is essential for meeting the educational and societal demands of the 21st century.

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