



KAPITEL 2 / CHAPTER 2²
**COMMUNICATIVE DIDACTICS AS A STRATEGIC MODEL OF THE
EDUCATIONAL PROCESS OF HIGHER EDUCATION IN THE ERA OF
ARTIFICIAL INTELLIGENCE**

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Introduction

Modern society is a society of communication and interaction. Communication is the main tool for progress. And the ability to communicate is an important skill that allows you to effectively exchange information, thoughts and emotions with other people, to help update information, make it modern, and integrate it into various spheres of life. Communicating is the art of mastering a whole arsenal of means of transmitting information, experience, and emotions; it is a competence that needs to be developed, first and foremost, through education. That is why the use of didactic methods of a communicative nature never ceases to interest scientists.

The role of communicative didactics is growing in modern education, where the learning process is increasingly based on interaction between participants through various communication channels. At the centre of this approach is the idea that knowledge is not just the transmission of facts, but the result of active interaction and exchange of experience between all participants in the educational process.

In the context of the digital revolution, communicative didactics opens up new horizons for learning, making it more interactive, accessible and personalised. Everywhere we hear about project-based, situational, integrated learning, trainings and workshops, case studies, and other modern models that promote deeper learning and the development of practical skills. Indeed, this is true. But these types also require new roles from the teacher. He or she becomes a mentor, a mentor, a facilitator, a motivator, etc., i.e. acts as a curator, organiser, director, leader, even an arbiter of communication situations, since all new methods of acquiring knowledge are based on

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interaction, and it is up to the teacher to focus on the effectiveness and efficiency of this interaction. Moreover, in the context of using artificial intelligence - generating knowledge through various chats - the teacher even becomes a coach on the correct formulation of communicative assignments for AI, focusing on the relevant characteristics of the analysis aspects in the assignments. The teacher's communicative tasks focus on conveying to students the importance of being able to correctly formulate statements, analyse contexts, check terminology and its appropriateness when working with chats.

We will consider communicative didactics in the context of the above topic as a strategy for the development of the pedagogical process of the era of artificial intelligence, that is, as a conceptual approach to teaching and upbringing that focuses on the role of communication and interaction in the educational process, using the capabilities of modern technologies, including artificial intelligence. In this vein, communicative didactics is becoming an important tool for adapting education to the new realities emerging in the context of the information revolution, distance learning, and the rapid development of AI. It allows for the effective integration of technology into the educational process, providing more flexible and inclusive learning, which is ultimately not just a trend but meets the requirements of the times.

Thus, didactics is the essence of the educational process, the optimal combination of general didactic methods, techniques and tools used to organise the learning process. I. Strazhnikova rightly notes that teaching technology is a systemic category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organisation of the educational process, taking into account the empirical innovations of the scientific and pedagogical worker and the achievement of high results in the professional competence and personal development of students [31].

The challenges facing educators in the context of distance or blended learning during martial law in Ukraine force them to look for new pedagogical technologies, and communication interaction has become crucial: To be in touch, to orientate in the resource provision of the subject, to select the main thing and comprehensively reveal the essence of even complex processes and phenomena in accessible ways and



methods, because not all participants in the educational process have the same equal opportunity to gain knowledge (frequent power outages, air raids, occupations, refugee migration make it impossible to have a synchronous process, force individualisation, differentiation of tasks, etc.) In view of this, in our opinion, the so-called ‘interaction didactics’, which studies learning processes, focusing on the interaction between students and teachers, as well as between students themselves during the learning process, is gaining a new interpretation, because modern learning should not be a passive process, it should include situations where students work together to achieve a common goal, exchange ideas, and argue their positions. This concept emphasises the importance of active participation of all learners in the process of acquiring knowledge, developing skills and building competences.

In recent years, researchers of the theory and practice of teaching have been actively addressing the problem of forming a teacher's communicative competence, which is the basis of communicative didactics (pedagogy of communication, contact, understanding, communicative cooperation): O. Voshchevska, O. Matvienko, I. Maksymchuk give communicative competence an important place in pedagogical skills [19]; O. Ivanikova and T. Haranchuk emphasise that ‘the process of training a future teacher involves not only a high level of language proficiency, but also the use of communication as a professionally significant phenomenon, which determines the effectiveness of professional self-realisation’ and consider its historical and theoretical origins [11]; A. Volosenko, M. Doktorovych define competence as the ability to realise personal and professional capabilities for the purpose of effective professional activity. Competence is based on the knowledge of the theoretical foundations of professional activity, which allow to implement theoretical knowledge in practice [8]. O. Fentsyk in her textbook ‘Pedagogical Communication’ focuses on the most significant aspects of professional communicative and linguistic training of a teacher and notes that ‘professional and pedagogical communication is a means of carrying out professional activities of a teacher, whose skills should be based on the one hand on special professional knowledge and versatile professional skills, and on the other hand on the ability to exchange information with all participants of the educational process,



achieving mutual understanding' [26]. Scholars such as O. Greulich and N. Flegontova speak of communicative culture as an important component of pedagogical culture in general [6]. N. Basyuk gives an important place to self-programming for communication, in her opinion, 'it is the attitude to communication that will help the teacher to create an atmosphere of trust, psychological comfort, open and equal cooperation in the classroom' [1]. A. Polishchuk and V. Duganets emphasise the importance of proper organisation of training so that students 'perform actions motivated to solve communicative tasks aimed at achieving the goals and intentions of communication', i.e., in their opinion, the formation of communicative competence is possible if real communicative situations are modelled in the educational process. It is known that students' educational activities should be organised in the following way [27].

The use of artificial intelligence as a communication tool is considered by O. Lysenko [17], A. Solodkov [30], L. Polyakova [30], but the issue of communicative didactics as a strategic direction in education has not yet been considered in detail.

The purpose of the study. We believe, and therefore will try to prove, that the communicative model of education is a powerful strategic direction for the development of the pedagogical process. In our opinion, it provides new opportunities for personalisation, adaptation and interactivity of learning.

Revealing the tasks, principles and forecasts for development is a task that requires a prompt response from the professional community, since the use of artificial intelligence in education cannot be stopped, it needs to be guided to conscious, intelligent, analytical and competent use by all participants in education.

It is important to summarise the already known didactic techniques for developing English communicative competence and try to suggest new ones that arise from technological progress, including the power of artificial intelligence.



2.1. Basic principles of communicative didactics as a strategic model of modern education

The notion of communicative didactics is developing within pedagogy and psychology and includes approaches that focus on communication processes in learning and teaching. This is an interdisciplinary approach that combines the theoretical foundations of both communication and pedagogical technologies, focusing learning on the interaction between participants in the educational process.

To give a broader understanding of communicative didactics as a model of the educational process, it is worth analysing several possible approaches to its definition. In fact, these approaches can outline the main purpose of communicative didactics in modern pedagogy.

1. Communication approach. This approach considers communication as the main tool of the learning process. In this context, communicative didactics focuses on how teachers and students interact through various forms of communication (verbal and non-verbal), using language, facial expressions, gestures, and technology (including information and multimedia). Communication here is not only the transmission of information, but also a process of mutual understanding and knowledge construction.

2. Interactive approach. This approach emphasises the importance of active participation of both parties - the teacher and the students - in the learning process. Communicative didactics in this context assumes that knowledge is acquired through interaction, in which students actively discuss ideas, ask questions, and respond to the opinions of others. This emphasises the importance of dialogue, interaction and mutual understanding in learning.

3. Psychological and pedagogical approach. According to this approach, communicative didactics focuses on the relationship between the development of the student's personality and communication processes. Teachers should take into account the psychological characteristics of students and their communication needs, which makes it possible to create a comfortable learning environment in which the student



feels supported, protected and motivated to learn.

4. Sociocultural approach. Within this approach, communicative didactics takes into account the socio-cultural aspects of learning, in particular the role of cultural traditions, language and social norms that determine the style of communication in educational institutions. This approach emphasises the importance of mutual understanding between people of different cultures, as well as the need to teach students to communicate effectively in a multicultural environment.

5. Technological approach. The technological approach to communicative didactics emphasises the use of modern technologies (IT, multimedia, online platforms) to develop communication skills. It includes the use of digital tools to support the learning process, which makes it possible to create a more interactive and effective environment for communication, in particular through forums, video conferencing, chats, etc.

6. Constructivist approach. According to this approach, the learning process is seen as an active construction of knowledge in the process of communication between participants in the educational process. Communicative didactics in this case focuses on how students, through joint discussion, problem solving and project creation, create new knowledge themselves, using communication as the main tool.

Thus, communicative didactics in the context of teacher-student interaction in the context of artificial intelligence is a new learning paradigm that takes into account changes in the educational process due to the introduction of AI technologies and digital tools. It focuses on the development of communication processes between the participants of the learning environment - teachers and students - with an emphasis on interactivity, personalisation of learning, and efficiency of information exchange.

Communicative didactics as a strategy requires taking into account current trends and requirements that currently define the learning process, which has changed significantly during the Covid-19 pandemic and under martial law in Ukraine. However, despite the difficult conditions, Ukrainian education continues to develop, introducing new approaches and technologies to ensure access to knowledge.

In our opinion, in these conditions, **communicative didactics should be**



implemented in the context of increased attention to the psycho-emotional state of participants in the educational process, as well as professing the idea of preserving the unity of the nation through education. These cross-cutting priorities, through the mediation of communication tactics and practices, should become the basis for a favourable, friendly, trusting and comfortable learning environment.

Other important features of communicative didactics are:

1. *Interactivity in distance learning and hybrid formats.* Creating conditions for active interaction between students, teachers and technologies. Webinars, online lectures, conferences, guest masterclasses, etc. have become important forms of teaching. Let's try to analyse the communication techniques for organising the process of acquiring knowledge during interaction through technical means.

Using questions to activate attention - the teacher can ask students questions to stimulate their thinking and expression. This activates attention and students are more likely to engage in the interactive process. It should be noted that the most important questions are not those that allow you to check the level of mastery of the previous topic, but those that the teacher can ask during the lecture presentation of the material to understand whether the level is accessible to students and how to further adjust the communication.

Tone and dynamics of speech. Changes in pace and intonation help to maintain students' interest and emphasise key points, while grooves and emphasis on certain information blocks allow students time to think and ask questions. It should be noted that visual contact, demonstration of visuals when explaining more complex information, and the use of multimedia (videos, animations, interactive slides, transitions, video presentations) are important. This alternation of communication from different participants makes the lesson dynamic, interesting and helps to retain the material.

Use small groups for discussion - or create a focus group of interested students within the seminar, but do not forget to address other classmates, involving them in the collective discussion. The teacher can divide students into groups to work on certain issues or projects, which stimulates their activity and develops their communication



skills. The teacher's communicative role is to moderate the discussion. He or she also uses motivation and encouragement, because it is very important to keep students motivated by noting their even minor achievements, for example, praising them for a correct answer, active participation or constructive questions.

Interactive practice - real-time surveys and tests that help to quickly assess the current level of learning and help to increase student participation. Another option is a chat room to collect students' opinions or to quickly find out the answer to specific questions. It should be noted that chats also provide an opportunity for students to ask anonymous questions, overcoming some psychological barriers.

This regular feedback keeps the communication act going and encourages students to come back for the next meeting. During the comments, the lecturer finds out what was unclear or if they have additional questions, thus assessing the effectiveness of their explanation of the lecture material. In this way, the teacher can determine whether there is a need for additional consultations or adaptation of the content to the needs of the students.

So, as you can see, effective communication during online lectures and conferences involves the use of various techniques to keep students engaged, ensure that the material is clear and motivates them to participate in the learning process. All of these techniques help to create a dynamic and engaging atmosphere, which is especially important in online education. Of course, AI can be a powerful tool for providing a personalised approach to each student, adapting learning materials to meet their individual needs.

2. Collaboration and cooperation of participants in the educational process outside the classroom (in particular, using AI capabilities). The pedagogical process is not one-sided, but involves interaction between students, as well as with teachers and educational technologies, and collaborations in the organisation of practical and seminar classes help unite students around a joint research of a problem, with the selection of individualised tasks, taking into account the availability of software. Through the use of special collaboration platforms and applications, students can interact with various participants in the learning process (classmates, teachers, digital



assistants) in real time. Platforms for group projects or discussions can be supported by algorithms that evaluate everyone's contribution and help improve collaboration. Artificial intelligence can be particularly helpful in implementing this model, as it can support the process of collective learning by creating collaborative platforms where students can share ideas and experiences. Of course, the role of the communication leader can remain with the teacher or be taken over by a senior member of the research group, who is chosen by the group. He or she coordinates the time, content, and efforts of classmates, as well as presents the results. Thus, thanks to interactive AI-based systems, students can work together to solve complex problems, mutually evaluate and correct each other's results, which helps to develop communication, collaboration skills, critical thinking, and an understanding of collective responsibility for the result. It is worth noting that the use of chatbots and AI-based virtual assistants allows students to receive instant help with their learning tasks, as well as answers to questions and support in the process of self-study. Chats enable communication between students and teachers outside of the classroom, which helps to increase the level of interaction.

To be fair, we should note certain negative aspects of AI: technical - it requires an appropriate infrastructure; dependence on technology - communication through gadgets carries the risk of losing live contact; ethical - compliance with ethical standards, confidentiality and ensuring students' rights, on the one hand, and media-literate consumption of information, checking the reliability of the generated knowledge, on the other.

3. Adaptability of learning technologies and systems. Taking into account the individual characteristics of students, their learning pace and style of perception of information. Use of AI to create adaptive learning systems that regulate the complexity of tasks or provide additional support to students.

To summarise the above conditions for the effective implementation of communicative didactics in the modern realities of Ukraine, we note that: there is still a digital divide - not all students have equal access to digital technologies and the Internet, which can create barriers to education; there are also growing problems with students' motivation and self-organisation - in virtual learning, they may feel more



isolated and less motivated to learn, so it is important to organise communication in such a way as to maintain and activate their interest; we have a new definition of the teaching role - in the context of digital technologies, they become not only a source of knowledge, but also a facilitator of the learning process, which requires new skills - the ability to work with digital tools, organise online communication, support students in autonomous learning.

Next, we will reveal **the principles of active interaction between participants in the educational process of higher education.**

The principles of communicative didactics are based on the principles that enable the learning process as an active interaction between the teacher and students, with an emphasis on the development of communication skills, as well as on interaction through various forms and means of information exchange. These principles take into account the socio-cultural, psychological and pedagogical aspects of the learning process, including the impact of new technologies and interactive methods. Hence the basic principles of communicative didactics. Let's analyse the most important ones in more detail.

The principle of two-way communication. In the educational process, the emphasis is on two-way communication between the teacher and students. This means that the teacher not only imparts knowledge, but also actively interacts with students, receives feedback in a timely manner, takes into account their needs and questions, responds to them, adjusts the approach, thus adapting the learning process to the interests, capabilities and level of knowledge of students.

The principle of active participation. Education should be organised in such a way that students are actively involved in the learning process. It is important to stimulate their activity in learning through discussions, collective and individual tasks, solving problem situations, as such activities contribute to the development of critical thinking and self-education skills. These competences are crucial in the context of distance learning, when most of the information is obtained independently thanks to the correct reference to sources by the teacher.

The principle of communicative interactivity. The use of interactive teaching



methods is one of the main principles of communicative didactics. Not only lectures are important, but also discussions, role-playing games, focus groups, simulated situations, and debates that allow students to learn the material through active interaction with fellow students and the teacher. AI chats can be a platform for algorithmising problems, phasing their consideration, searching for or developing problem situations.

The principle of individualisation and adaptability. Learning should be adapted to the individual needs of students, their level of training, and the way they perceive information. The teacher has the opportunity to use various forms of communication, individual consultations, as well as digital resources to apply personalised didactic techniques.

The principle of mutual respect and trust. Effective communication is impossible without mutual respect and trust between the teacher and students. It is important to create an atmosphere in which students feel comfortable, have the opportunity to express their opinions, ask questions, and the teacher treats each student with respect and takes into account their point of view.

The principle of using multimedia and digital technologies. Integration of the latest technologies into the educational process is now becoming an important component of communicative didactics. The use of online platforms, video conferencing, interactive materials, as well as AI and adaptive learning systems, allows for new opportunities for interaction and increased learning efficiency.

The principle of developing critical thinking and reflection. Clearly, communicative didactics contributes to the development of students' critical thinking, which is manifested in their ability to analyse, evaluate and systematise information. Reflection - the process of realising one's own learning achievements and mistakes - is an important component of this principle. The teacher should encourage students to self-assess and develop themselves through questions, discussions and reflective practices.

The principle of focusing on the cultural and personal context. Since learning takes place within a particular culture, communicative didactics should take into



account the cultural and social characteristics of students. The learning process should take into account the individual, cultural and social factors that influence communication and learning, contributing to the development of intercultural competence.

The principle of critical assessment of learning outcomes. The teacher should focus on a comprehensive assessment of learning outcomes that takes into account not only formal achievements but also the development of students' personal and social skills. It is important to evaluate not only knowledge, but also students' ability to apply this knowledge in practice, their ability to work independently and collaborate with others.

The principle of long-term interaction. In communicative didactics, it is important to build not only ongoing communication between the teacher and students, but also to create conditions for long-term relationships that go beyond a specific course. These can include mentoring, professional consultations, participation in joint research or community projects.

The main and modern methods of communicative didactics include:

Discussions - help students formulate their opinions, express them in public space and respond to the views of others, teach them to think analytically, express themselves and support the communication act;

role-playing games - students take on different social roles and study real-life situations, which allows them to gain experience in solving real problems through simulation (the teacher can be a mentor or coach);

project activity - joint participation in a project with the distribution of roles and responsibilities, which is an important aspect of social communication;

case method - involves the use of real-life practical situations for discussion and solution, which makes it possible to apply theoretical knowledge to real problems;

text discussion - a method that helps students develop skills of critical analysis and argumentation of their opinions based on textual material.

We would like to emphasise the significant prospects of communicative didactics in the AI era, because in the future, it may well become the basis for integrating the



latest technologies into the educational process. We can predict (based on the text generated by AI) that:

- learning will become more personalised and accessible through the integration of AI tools;
- teachers in higher education will contribute more to the development of critical thinking skills, creativity and adaptability in students, using technology as a tool to support learning;
- all participants in the pedagogical process will work with new digital tools that will force the integration of multicomunication approaches into the educational process - from virtual laboratories to simulated reality;
- global educational communities will be created - universities will increasingly integrate into global educational networks, creating opportunities for students from different countries to study and exchange experience;
- innovative teaching methods will become available and crucial
- the use of artificial intelligence, virtual and augmented reality, blockchain technologies will allow creating new forms of interaction in the learning process, increasing its efficiency and accessibility.

As we can see, the principles of communicative didactics determine new approaches to the organisation of the educational process, where communication is the main tool of interaction. They ensure the development of active forms of learning, allow taking into account the individual needs of students, promote the development of critical and reflective thinking, as well as the integration of the latest technologies to improve the efficiency and inclusiveness of education.

2.2. Pedagogical communication: formation of communicative competence of participants in the educational process in the context of rapid development of technologies, including artificial intelligence

Communication is the basis of teaching, as it provides an opportunity to transfer



knowledge and develop the necessary skills in students. The communication audience is important for communication - it is a group of people who are in a communication situation: the audience in an advertising campaign, interlocutors during a public speech, readers of your blog or social media, or even colleagues at work. Identifying your communication audience helps you choose the right tone, style and medium to ensure that your message is clear and effective for that specific group of people. To be effective, the message should be based on true facts, beliefs and arguments, be accessible and understandable, emotional and engaging. It should be a correct, clear and logical message that will help to reach the target audience and get a response from them [28].

Modern Ukrainian scholars define foreign language communicative competence of future specialists as ‘a multidimensional phenomenon that includes: a set of socio-cultural, linguistic knowledge, skills and abilities using foreign language tools depending on the social and role situations of professional activity; cognitive and activity components, ensuring the unity of communicative and professional culture of a specialist; cognitive, communicative and integrative functions of communication’ [18, 248].

Scientists O. Markiv, O. Zarivna, N. Khymai, N. Shalova define the guidelines for the formation of English-language communicative competence in the educational process and in society in general: ‘The value guidelines in the process of formation and the corresponding indicators of the levels of English linguistic competence of technical university graduates, as can be seen from the study, can be: lexical and semantic level of speech, intonation and psychological characteristics of the partner, his mentality, genre specificity of communication and terminology, communicative tolerance and, in general, the communicative situation that sets the formats, style, intonation of the conversation’ [12].

There are verbal communication - oral and written messages between students and teachers, which is the basis of the educational process; non-verbal communication - facial expressions, gestures, posture, tone of voice, which also play an important role in perception and mutual understanding; interactive forms of communication - group



discussions, teamwork, project activities, role-playing games that contribute to the development of social and communication skills.

Communication skills are a set of skills and abilities that allow you to effectively interact with other people, transmit and receive information, and establish mutual understanding in different situations (negotiate, resolve conflicts). They include not only speaking and listening skills, but also the ability to interpret others' messages correctly, take into account their emotions and needs (for example, empathy and psychological support as a communication foundation in war), and use different communication channels.

Thus, communicative activity is 'a complex psychological category that includes the subject of this activity, the need, the relevant motives, involves the implementation of communicative actions and operations, the use of methods and means adequate to the communicative situation' [24, 6].

The teacher's ability to clearly and comprehensibly convey the material, actively listen, show empathy and adjust their communication in accordance with the needs of students - all this determines the effectiveness of pedagogical communication. S. Parshuk and N. Kruglova note that 'the success of pedagogical communication depends on whether the teacher is able to establish contact with the audience, on the systematic presentation, logic, argumentation, ability to stimulate students for further activities, encourage, manage attention, anticipate conflicts, disagreements, relieve emotional stress in communication and remove barriers, prevent conflict situations' [25, 320]. So, pedagogical communication between a teacher and students is based on the achievement of informational, value-oriented, motivational and social goals. O. Kovalenko emphasises that 'the closer the communication links between all the actors in the scientific and educational process, the higher the level of its effectiveness. Of course, student-teacher communication is not limited to scientific and educational activities, it is conditioned by the nature of the personality as a teacher, social self-presentation' [14, 474]. Today, this reputation is influenced by the level of communication competence in the context of digitalisation of education.

Undoubtedly, modern technologies are opening up new horizons: they make



educational materials available in any time and space, create new formats of interaction (online courses, video conferencing, educational platforms) and develop digital communication competence of both teachers and students. Digital tools are increasingly being used, especially in distance learning and in the context of accessible AI: *online courses*: webinars, online lectures and courses create new opportunities for students to gain knowledge from the world's leading universities without leaving home; *virtual laboratories and simulations* enable the use of virtual learning environments where students can conduct research, work with data and simulate various processes, giving them access to experiments and experience without the need for physical resources; *academic communities and forums* -for creating platforms for the exchange of ideas, research papers and projects on specialised online platforms, forums and blogs, which allows for increased collaboration, interaction and innovation.

As we can see, the modern process of professional and pedagogical communication is multifaceted, but traditionally involves the following stages (according to N. Khlistunova):

1) modelling by a teacher of future communication with a student or a group (prognostic stage);

2) organisation of direct communication at the moment of initial interaction ('communicative attack');

3) management of communication during the pedagogical process;

4) analysing the situation of previous communication and modelling it for further activities. For communication to be constructive (rather than destructive) at each stage, the teacher must master the psychological and pedagogical culture of communication, namely:

- know the psychology of student age and the characteristics of a particular student audience;

- objectively assess the behavioural reactions, communicative activity of individual students, and respond adequately to them emotionally;

- to be able to quickly organise the audience and draw its attention to the content of the lesson (methods of self-presentation and dynamic influence), to involve all



students in active work;

- choose a way of behaviour that best suits the characteristics and mental state of students;
- master the methods of stimulating intellectual initiative and cognitive activity of students, organising dialogue interaction;
- timely adjust the communicative idea in accordance with the real conditions of pedagogical interaction;
- analyse the process of communication, the correlation between the purpose, means and results of communicative interaction [32].

These skills are the essence of communicative competence. Let's elaborate on its content.

Communicative competence is a system of internal resources necessary for building effective communication in a certain range of situations of interpersonal interaction. It provides such a level of interaction with others, which allows a person within the limits of his abilities and social status to function successfully in society, as well as the presence of life experience, erudition, scientific knowledge, etc. [29]

Communicative competence - implies the ability to change the depth and range of communication, to understand and be understood by the communication partner (O. Voloshyna, N. Sergienko, O. Tsymbaliuk); means the ability to establish and maintain a communicative act (G. Fil); expresses the ability to perceive, evaluate and interpret the situation, plan communicative actions, choose the rules for regulating communicative behaviour and means of its correction (N. Kondratenko) [20, 14].

Communication competence includes the following components:

- the ability to establish and maintain necessary contacts with other people;
- possession of meaningful information and the ability to operate with it;
- the ability to cooperate and achieve mutual understanding.

Thus, communication competence is an important component of professional and personal success. It is an important aspect not only in teaching, but also in any profession, as it ensures correct, clear and effective communication in various fields of activity.



Communicative competence as a system:

1. *Communicative knowledge*: theoretical knowledge of communication processes, types and models of communication, the basics of verbal and non-verbal interaction; norms and rules of communication, including knowledge of socio-cultural, ethical and professional norms of interaction, as well as rules governing communication in a particular context; mastery of language, namely: understanding of language norms and styles, ability to use a variety of language resources depending on the situation (formal, informal, scientific, public communication).

2. *Communicative skills*. (We have already partially described them above): listening skills - not only understanding what is said, but also active listening, which includes focusing on the interlocutor, confirming understanding, asking clarifying questions; ability to express one's thoughts - the ability to clearly and understandably formulate one's ideas and arguments, the ability to adjust one's speech to the audience; ability to conduct a dialogue: the ability to organise a dialogue, ensure equality of the parties, maintain a balance between speaking and listening; the ability to work with context or otherwise - the ability to adapt one's communication to the situation, take into account social, cultural and professional aspects; the ability to interact in groups, i.e. the ability to solve problems together, organise group activities, reach compromises.

3. *Communication skills*: the ability to use language correctly and effectively to convey information - clarity, logic, ability to build an argument, choose the right words to express thoughts; the ability to use body language, facial expressions, intonation, facial expressions to express emotions and support what is said; knowledge and ability to apply etiquette in speech, express requests, gratitude, apologies, conduct discussions in professional and personal contexts; emotional intelligence - the ability to recognise emotions in oneself and others, to manage

4. *Motivational component of communicative competence*. It means showing interest in communication, the ability to show empathy, compassion and attention to the needs and problems of the interlocutor, as well as being ready to develop your communication skills, willing to adapt your communication approaches for better



understanding and effectiveness.

5. *The cognitive component is nothing more than:* analytical skills, creativity and flexibility of thinking, which is manifested in the ability to generate new ideas, look for non-standard solutions in the process of communication, as well as critical thinking - the ability to objectively analyse the situation, evaluate arguments, and verify the reliability of information.

6. *Interactive skills: conflict management* - the ability to identify and effectively resolve conflict situations in the process of communication, the ability to negotiate and find compromises; persuasion - the ability to clearly and reasonably present one's point of view, influence others with the help of logic, emotions and convincing arguments; the ability to change the style and approach to communication depending on the audience and the specific situation (for example, in a formal environment or in informal communication).

7. *Communication ethics.* Tolerance, honesty, and openness, knowledge of the rules and regulations regarding confidential information, and adherence to ethical standards in communication are crucial in a globalised and open society today. This point is especially important in the AI context, as AI chatbots are a powerful tool for improving communication between students and teachers, contributing to a more efficient, accessible, and personalised learning process. They help to reduce the workload of teachers by providing students with constant support that meets their individual needs and ensures comfortable learning at any time. At the same time, critical thinking and a culture of working with information (checking for accuracy and responsible production and consumption of information).

To sum up: communication competence is an important factor in successful personal and professional development. It includes a variety of aspects, from knowledge and skills to motivational and ethical components that allow you to interact effectively in various social and professional contexts. The ability to communicate effectively is the basis for establishing mutual understanding, solving problems and achieving common goals in any field of activity.

For communication to be effective, the speaker must care about the audience, take



into account its motives and interests. Then the following effects of communication will arise: emotional satisfaction and comfort, satisfaction of cognitive interest, aesthetic enrichment, a sense of the importance of personal participation, prestigious effect - coincidence of values, utilitarian effect - practical significance of the information received, etc. [11, 382].

Now let's pay attention to the educational possibilities of artificial intelligence in the formation of communicative competence.

Here, we will identify another role for a modern teacher - an innovative teacher, an 'integrator of educational technologies'. In an environment where artificial intelligence is becoming a tool for generating new knowledge, teachers should not be afraid of this technology, but rather use it correctly and profitably in the classroom. After all, AI can automate many routine tasks and open up new learning opportunities. For example, it can generate intelligent hints and recommendations for students, search for additional resources to study certain topics, and even get answers to questions in real time. This is what helps teachers to develop algorithms for completing certain tasks. The role of the teacher-'integrator' can be explained as follows: it provides emotional support, inspiration, and motivation for students to develop critical thinking and conscious use of AI; it leaves the organisation of distance learning to the students, so to speak, and partially 'frees' the teacher from the responsibility of adapting personalised programmes created with the help of artificial intelligence to the individual needs and capabilities of students. The progress of AI is unstoppable, so the role of the teacher remains fundamental - he or she becomes a mentor, guide, and partner in AI learning [21].

Thus, the teacher as an integrator of educational technologies plays a key role in the modern educational process, as the ability to effectively combine traditional teaching methods with new technologies is essential for improving the quality of education. A teacher becomes a bridge between traditional educational methods and modern technologies. They integrate tools such as e-learning platforms (Moodle, Google Classroom), interfaces for testing and feedback (Quizlet, Kahoot!), and communication and collaboration tools (Zoom, Microsoft Teams). These tools help to



create flexible learning environments and provide students with the opportunity to learn anywhere and anytime.

Educational technologies allow teachers to significantly improve interaction with students through chats, video conferencing, forums, blogs and social networks. This allows for real-time discussions, group projects, and the sharing of materials in a convenient way. Interaction becomes more dynamic, and students can ask questions and receive answers without time limits.

We should also pay tribute to GPT chat, which students are increasingly using to prepare for seminars. As mentioned above, it is important to pay attention to the ability to formulate communicative tasks for the chat, check information, and build a chain of messages that are necessary for deeper, more detailed coverage of the object of analysis for which the AI generates texts.

Therefore, from the point of view of communicative didactics and interaction pedagogy, the use of artificial intelligence tools is important for communication in synchronous or asynchronous mode, especially in distance learning.

2.3. English-speaking communicative competence as a need of the globalised educational space.

English-language communicative competence brings communication in higher education to a new level, as student mobility, dialogue of cultures, and access to global resources for knowledge require students to be proficient in a foreign language and be able to use it both in their studies and in everyday life. English language communicative competence in higher education is becoming an important aspect of preparing students for the globalised world, where knowledge of English opens up new opportunities for professional development and academic work. This concept encompasses not only the ability to communicate in English, but also the ability to use the language effectively in academic and professional contexts.

Accordingly, the concept of 'English communicative competence' can be seen as



the ability and willingness to communicate in English.

The structure of English communicative competence can look like this:

Linguistic level - (linguistic) competence, which implies a system of knowledge, skills and abilities to carry out English-language communication in typical communication situations. It means knowledge of English grammar, vocabulary, phonetics and spelling. It ensures the student's ability to correctly formulate statements, understand and use various language structures, and expresses the ability to use the language in an academic context, in particular in scientific publications, presentations, and research.

Socio and cultural level is a set of information about the socio-cultural characteristics of a nation; it includes the ability to understand and interpret cultural contexts in the course of study, research and participation in international conferences.

Professional level is a competence that involves knowledge of professional terminology and skills in working with material. The art of asking different questions (factual, convergent, divergent, combined, rhetorical) that set the direction of communication. Academic writing skills, as well as the ability to speak in public, prepare scientific reports and presentations.

Cognitive level. The ability to effectively perceive and comprehend information presented in English, especially in the context of courses, literature and research. This also includes critical thinking skills and the ability to integrate English-language sources into the learning process.

It is difficult to overestimate the role of English language communicative competence in higher education, as it is the main language of scientific communication. Proficiency in English gives students access to international scientific resources, exchange programmes, internships, conferences and research projects, which contributes to their academic and professional development. When studying English at the Faculty of Linguistics, students are, of course, taught all possible ways and methods of modern communicative didactics. However, communicative English competence is developed in a different way at non-language universities. We, like most researchers (L. Hrytsiak, N. Khymai, M. Kuziv), propose to develop discussion, interactive



methods, games, encrypted sentences, problem solving, social forms of learning, group projects and situation modelling, etc. - all the techniques that stimulate communication, speaking, cognitive interest and desire to learn.

H. Bidasiuk, among others, considers the method of 'extreme interview', noting that 'the peculiarities of extreme interview questions are a fairly accurate test of stress resistance, correct assessment of behaviour in a stressful situation, as well as determination of resistance to defiant behaviour. Candidates are treated harshly, rigidly, and often without due respect. They ask unexpected, strange, personal questions, simulate uncomfortable situations, involve third parties (a bold secretary, for example)' [3].

D. Olshanskyi, I. Kyselova, M. Tereshchuk consider in detail the method of forming English-language communicative competence based on reading professional literature, according to which 'reading professional literature has always been considered in teaching methods both as a goal and as an educational tool: through reading, students enrich their vocabulary, including through terms and professional jargon, analyse lexical items and grammatical structures both at the level of spelling and syntax, pay attention to the stylistic means used, learn to adequately interpret the texts. They consider, in particular, the method of 'jigsaw reading', which is an integrated activity based on a combination of reading and oral communication (speaking and listening) and independent extracurricular study of the text by students, so that the teacher can organise oral communication activities based on the read material in the next class [23, 143-144].

I. Moliaka, for example, focuses on the contradiction between the traditional approach to teaching English phonetics and the need for a new integrated approach based on a comparative analysis of the phonetics of English and Ukrainian languages, which has led to the need to revise the content and structure of English phonetic competence [22].

L. Kupchyk, A. Litvinchuk, I. Mykytyn, for example, propose a mechanism for the formation of English communicative competence using the innovative model 'flipped classroom' in a non-language higher education institution. Its essence is that



what used to be considered classroom work is done at home, and what used to be homework is done in the classroom. Researchers define that ‘the flipped classroom model integrates four basic elements

- flexible learning environment: teachers can modify the learning process through continuous reflective activity and interaction with students;
- learning culture: active involvement of students in various activities, control of the learning process and provision of feedback.
- learning content: well-prepared and well organised, available on the learning platform;
- professionalism of the teacher: the teacher plays the role of not only a translator of knowledge, but also a tutor, facilitator, colleague and designer [16].

Indeed, in our opinion, this model has a justified priority in the context of distance learning, when communication is mainly carried out through digital technologies and digital media outside of class time. These scholars conclude that ‘the “flipped classroom” model makes English language learning more communicative, active and social on the part of the student, and involves increased interactive interaction between students and the teacher, as well as between students. The implementation of communicative-oriented methods contributes to the formation of students' sense of responsibility for the learning process and the ability to learn throughout life [16].

We can observe the activity of forming students' English-language communication through artificial intelligence chats. ChatGPT itself defines the functions of AI in the process of English-language communication as follows (the listed functions are generated by AI):

Support for dialogues: Chatbots such as ChatGPT are able to engage in realistic conversations with users, helping them to practice spoken English. This can be useful for students and professionals alike who want to improve their conversation skills on a variety of topics.

Academic English learning: AI can help students develop academic texts in English by providing support in writing essays, articles, papers, or coursework. The chatbot can explain the rules of academic writing, give advice on text structure, citing



sources, and preparing for publications.

Improving writing skills: Students can use chatbots to write letters, essays, and other written assignments, and AI provides feedback on grammar, style, and vocabulary to help improve their writing skills.

Learning through questions and answers: Students can ask the AI questions on any topic and it will provide answers in English. This helps students not only improve their grammar, but also learn scientific and technical vocabulary in their subject.

Topical discussions and debates: Chatbots can simulate discussions on various academic or social topics, allowing students to practice English in the context of real-life discussions. For example, students can discuss scientific advances, ethical issues, or current global issues.

Indeed, AI-powered English communication via chat rooms is becoming increasingly popular and important for students' language skills development, especially in the context of globalisation and the integration of different language and cultural groups. It provides an opportunity for individual practice, quick feedback and access to a wealth of resources, making it an indispensable tool in the modern learning process.

2.4. Didactic methods of forming English language competence in the process of learning English

Contemporary scholars N. Khymai, O. Zarivna, D. Olshanskyi, I. Kyselova, M. Tereshchuk, I. Moliaka and others give an active role to practically oriented methods of learning a foreign language, because 'communication in a foreign language is not only the exchange of vocal data, signs and signals, but also deep emotional and cultural communication' [22].

Various didactic methods are important for the development of English communicative competence, as they promote active language acquisition, develop communication skills, and increase students' motivation to learn the language. The



following methods are presented in the theoretical and practical discourse:

Role-playing. Description: students take on roles in specific situations and interact with each other using the language to complete a task. This helps students to practice real-life speaking situations. Advantages: develops speech activity, creativity, improves listening and speaking skills, motivates language learning through practical application;

Communication games. Description: the use of games where the main goal is communication. For example, '20 Questions', 'Tell without telling', or 'Spy' (you have to guess the word through questions). Advantages: Games motivate learners to participate actively, improve communication skills, and help overcome language barriers.

Problem-solving tasks. Description: tasks that present students with problems that need to be solved using English. For example, planning a trip, solving business situations or discussing ethical issues. Benefits: They help students develop critical thinking, argumentation skills and express their own opinions in English.

Discussions and debates. Description: Holding discussions on topical issues where learners can express their opinions, listen to others, answer questions, and support or refute arguments. Benefits: Promotes expression, argumentation and listening skills, and improves grammar and vocabulary through practical language use.

Listening and comprehension tasks. Description: Using various audio and video materials to develop listening comprehension skills. These can be podcasts, videos, audio recordings of interviews, news, etc. Benefits: They improve listening skills, allow you to get acquainted with natural speech rates, accents, and intonation.

Use of technologies, including AI. Description: Using mobile applications, online courses, video conferencing to practice English. Platforms such as Duolingo, Memrise, or Skype classes with native speakers can help develop all language skills. Advantages: Provides access to a variety of resources, ease of use, allows you to communicate with native speakers, and improves self-study skills.

Interactive exercises. Description: Exercises where learners interact in pairs or groups, completing tasks that require communication. This can be mutual discussion



of texts, translation of dialogues, exercises using interactive whiteboards or online platforms. Benefits: Increase students' interest, promote better learning through active use of the language.

Language partners and groups. Description: Organising language pairs or groups for language practice between learners. These can be 'exchanges' between learners with different languages or levels of language proficiency. Benefits: Improves communication skills, provides an opportunity to practice the language in an informal setting, and promotes intercultural competence.

Projects. Description: Organising work on a collaborative project where learners have to use English to research, present results or discuss. Advantages: Encourages active use of the language in real-life situations, improves collaboration, critical thinking and public speaking skills.

Reading and text analysis. Description: Reading literary or non-fiction texts followed by discussion, analysis, writing reviews or extracting key ideas. Benefits: It develops reading and comprehension skills, enriches vocabulary, and improves speaking practice through content analysis.

O. Zarivna gives some recommendations on how to acquire communicative competence in English:

1. Speak a foreign language at every opportunity. Initial uncertainty becomes a kind of barrier and this is a recognised fact. To learn to speak, you need to speak, not be afraid to look incompetent, because 'practice is a very good way to master a foreign language, but practice without control and corrections by professionals only multiplies and consolidates mistakes and will be ineffective' [10].

2. Immerse yourself in the culture of the target language. For example, reading, listening to the radio or communicating with native speakers speeds up the process of language acquisition.

3. Use free podcasts and apps for learning foreign languages.

4. Try to use authentic learning materials rather than adapted ones. Working in a higher education institution, we noticed that the recommended method of teaching English is to adapt the level of difficulty of tasks to the level of knowledge of students



- all to make them comfortable and want to learn.

5. Use mobile applications (smartphone apps), which are not designed for language learning but have many features that can be used for learning.

6. Join professional networking communities. Maintain your own blog or social media page in English [10].

Each of these methods has its place in the English language teaching process, depending on the purpose of the lesson and the level of the students. It is important to combine different methods to make learning not only effective but also interesting for students.

H. Bidasiuk gives a proper place to reading texts with simultaneous translation: 'In the context of using translation in learning a foreign language, there is little talk about the effectiveness of reading texts with parallel translation, although the issue is now relevant, as books in the original with several translation options have become more accessible. There are many websites where parallel texts are selected for each pair of languages, software and instructions are printed in several languages simultaneously.' The researcher goes on to explain the strategy of working with parallel texts, which depends on the language ability and the goal set by the student... The reader receives a huge amount of vocabulary with a ready-made translation and the context in which it is used. The motivation to clarify the meaning of structures and lexical items is high, because without a full understanding of the previous fragment, it is impossible to continue reading further. In other words, this method allows you to kill two birds with one stone - learn the language and enjoy the book [3].

O. Galashova proposes the principle of the 'round table' in the formation of English communicative competence. 'The form of the 'circle', when the participants of communication look into each other's eyes, clearly observe the facial expressions, gestures, and expressions of the interlocutors, gives a special character to the discussion as the main activity at the 'round table'' [5].

It should also be noted that there are many AI-based platforms that allow you to communicate while partnering on a joint project (for example, Media Osvitoria launched ENgin) of an educational or business nature. And practical creative projects



take place during the organisation of seminars.

Thus, practice is a necessary component for the effective development of communicative competence, because without direct contact with the language and its active use in real-life situations, it is impossible to achieve a high level of proficiency.

2.5. AI tools as didactic means of developing English communicative competence

Developing communication skills is crucial for personal, professional and social growth. They help you build healthy relationships, achieve career success, develop as a person and maintain emotional balance. The better your communication skills are, the more effectively and comfortably you interact with other people and achieve your goals. This is the main motivation for developing English communicative competence, which is to make the process of learning English enjoyable, interesting and real. If students realise that language skills open up new opportunities for communication, self-development and achievement of goals, it will be much easier to find motivation to continue learning.

With regard to teaching English language competence, it can be noted that in today's world, English language proficiency is an important component of both personal and professional development. Education should focus on a comprehensive approach, which includes not only mastering grammar and vocabulary, but also developing communication skills in a variety of contexts. Improving English language competence is not only a matter of language practice, but also of cultural understanding, the ability to negotiate effectively, and adaptation to global processes. In this process, both individual achievement and group interaction are important, allowing students to share experiences, ask questions and solve problems in the context of language use. The development of metacognitive skills is also important, as they help learners to plan their learning, assess their progress and adjust their language learning strategies, making the process more effective.

In the context of communicative didactics - teaching and learning as a



communicative process - the main goal of teaching English is to develop students' communicative competence, which is defined as the ability to communicate effectively in English in different areas, topics and situations using appropriate language material. Increasing the effectiveness of the process of developing students' English communicative competence depends on a number of conditions, among which the key ones are: 1) use of a set of authentic materials; 2) learning English in connection with cultural and humanitarian disciplines (the principle of interdisciplinary integration); 3) interactive involvement in English-language communication using methods and techniques of contextual communication technology; 4) stimulating students' motivation; 5) creating a supportive social and psychological environment [12].

As can be seen from the previous sections, modern methodological research indicates the potential of new educational technologies and methods that should be used within the communicative approach to teaching. In this context, it is important to specify the essence of innovative technologies for the development of English communicative competence. Artificial intelligence can be an extremely useful tool for teaching communication in English, providing both students and teachers with new opportunities for developing language skills.

We can analyse the most commonly used techniques.

1. Interactive chatbots. AI chatbots can act as a conversational partner for English language practice. They can engage in dialogues to help learners improve their skills in real time. In particular, platforms such as Duolingo or Babbel use AI to organise learning processes, adapting lessons to the individual needs of each learner. This opens up opportunities to practice English 24/7, without the need to interact with real people, and it can support a variety of topics and situations for training.

2. Individualisation of the learning process. AI can analyse a student's strengths and weaknesses and offer personalised exercises and tasks. For this purpose, algorithms are used that take into account the level of knowledge, progress, typical mistakes, etc. This makes it possible to create the most effective and adapted approach to learning. The benefits include quick course adjustments and reduced stress, as students receive tasks that match their current level. Content personalisation is a



modern trend, so AI will only help in this case.

3. AI pronunciation analysis: There are technologies that allow you to analyse your pronunciation by comparing it with native speaker models. Tools such as Speechmatics or Google Speech-to-Text can detect pronunciation errors and provide feedback. This way, you can improve your pronunciation with accurate and instant feedback. And the app is convenient, but it requires a lot of independence and commitment from the student.

4. Automated systems for checking written works. AI also helps in the automatic assessment of written works. For example, platforms such as Grammarly use artificial intelligence to detect grammatical, stylistic, and spelling errors, allowing students to improve their texts before they receive feedback from their teacher. The app generates an instant analysis of written texts, which helps to correct errors quickly.

5. Training listening skills through adaptive systems. Interactive audio and video exercises where students can listen and answer questions with the help of AI can effectively train listening comprehension. Platforms such as EnglishClass101 use adaptive technologies to select appropriate materials for each student, which helps improve listening comprehension. At the same time, real-life situations on various topics with different levels of difficulty are modelled.

6. Gamification of learning. AI allows you to create gamified tasks and simulations that encourage students to learn more actively. Through the use of game elements and a progressive level of difficulty, students can compete, get points and achievements, which increases their motivation.

7. Use of AI in multimedia materials. The use of AI to create multimedia materials, such as video tutorials, animations, or interactive maps, helps to make the learning process more engaging and accessible to students. For example, interactive videos allow learners to choose their answers or reactions to situations, thus increasing their participation in the learning process. It is highly effective through teacher engagement, technology and a variety of content formats, and provides the opportunity to practice speaking and communication skills in a realistic setting.

Thus, the use of artificial intelligence in English language teaching can



significantly improve the efficiency of the process, making it more accessible, interesting and personalised. AI is becoming an important tool in modern teaching methods, enabling each learner to work at their own pace and receive real-time feedback. It should be noted that artificial intelligence is not responsible for the consequences of its actions. And this is extremely important to understand. Although artificial intelligence can perform complex tasks and make decisions based on the analysis of large amounts of data, it does not have the consciousness and ability to independently assess the consequences of its actions. This poses challenges for us in terms of regulating and controlling its use, especially in situations where decisions made by AI systems can have serious consequences for people. This observation underlines the need to develop appropriate ethical standards, legislative initiatives and control mechanisms to minimise the risks and negative consequences of the introduction of artificial intelligence in various spheres of life.

However, innovative technologies do open up new opportunities for interactive learning and allow for more effective language competence development, particularly in English. They make it possible to create a dynamic environment that encourages students to actively use the language through real-life situations and adapts to the individual needs of learners. It is important that these technologies not only complement traditional methods but also create opportunities for practical language use, which is one of the key aspects of communicative competence. The integration of new methods such as gamification, virtual discussions or simulations of real-life situations can significantly improve the learning process and make it more engaging and effective.

It is important to interact, even with the help of artificial intelligence. The phenomenon of 'communicative interaction' is gaining popularity due to various approaches and interpretations. It can be seen as an element of the strategy of communicative behaviour, an act of information transfer, a process of mutual influence on communication participants and cooperation, which results in the acquisition of valuable experience of relationships and knowledge exchange. In the context of teacher education, the development of communicative interaction competences becomes both



the goal and the result of learning, as it is an important aspect of the professional profile of a modern teacher. Interaction at the level of communicative didactics contributes to the development of metacognitive skills - the ability to plan, analyse and adjust the learning process in accordance with the goals and results achieved.

It can be noted that artificial intelligence can become an important tool in creating a communication environment, as it can process large amounts of information, automate interaction processes and help analyse data to improve communication. However, it is important to emphasise that artificial intelligence cannot completely replace the human factor in communication, as the emotional component, deep understanding of the context and cultural differences remain important for effective interaction.

2.6. Motivation as a didactic method of activating communication activity and forming communicative competence

Communicative activity is always a combination with the individuality of another person, the specifics of his or her speech and personal perception of the realities of communication. However, the barriers that arise in the process of communication between people with different temperaments, upbringings, and worldviews block the achievement of understanding [5, 148]. The process of forming a motive, defined as motivation, takes place in several stages: the emergence of a certain personal need; comprehension and justification of the choice of subject and method of satisfying the need; the emergence of intention and motivation to achieve the goal.

Motivation in the pedagogical context is the process of activating students' interest, needs and internal desire to learn. It can be external (support from the teacher, rewards) or internal (the desire for self-improvement, satisfaction from the learning process). However, in the pedagogical process, motivation is not only a condition for learning, but also one of the most important didactic techniques aimed at creating favourable conditions for learning. It is based on these principles that we will consider



motivation for the formation of communicative competence, but with an emphasis on communicative didactics.

So, let's take a closer look at **motivation as a didactic technique**.

Use of interesting and relevant tasks. The use of tasks that meet the interests and needs of students helps to engage them in the learning process (for example, the training 'Interviewing for a first job').

Motivation through positive emotions: Encouragement, praise, emotional support and incentives to continue learning create a positive emotional climate that increases students' desire to learn.

Setting clear and achievable goals. Setting specific, achievable learning goals helps students focus on the outcome and see the value of the learning process.

Game and interactive methods. The use of game elements, role-playing games, discussions that encourage students to actively participate in learning and make the process feel like an interesting activity.

Competition and cooperation. Motivation by creating healthy competition among students or organising teamwork can encourage them to achieve high results.

Showing real learning outcomes. Demonstrating to students how their knowledge is applied in real life can increase their interest in the subject and learning in general (for example, inviting a mentor to a lecture or seminar).

The motivation to develop communication skills is multifactorial and may include both personal and external factors that form a personal desire to improve in this area. Personal motivations include the following: the need for self-expression - people who want to express their thoughts, feelings and ideas may feel motivated to develop communication skills; the need for social interaction - for people who want to establish and maintain relationships with others, developing the ability to communicate effectively is an important factor; interest in new knowledge and experience - learning new cultures, languages or communication technologies can stimulate the desire to develop communication skills; developed emotional intelligence (the ability to understand and control one's emotions and those of others) can contribute to the motivation to improve communication skills; self-esteem - people with high self-



esteem may be more inclined to develop their communication skills, while people with low self-esteem may need help or encouragement to improve these skills. Extrinsic motives are social environment, educational process, career needs. But these motives can move from one category to another.

An external motivational factor is learning. Scholars (in particular, L. Onufrieva, O. Tchaikovska) increasingly agree that 'that is why higher education faces the task of training competent, competitive specialists who are able to adapt to changing socio-economic conditions, navigate information flows, ready for further continuous professional self-development and self-realisation, able to meet the ever-changing requirements of the market environment in the context of European integration, to respond adequately and adapt to the complex conditions of modern society' [24]. The role of teachers (mentors, tutors, curators) is to support and encourage the development of communication skills. In our opinion, teaching itself involves targeted education, or rather, the formation of motives through the organisation of various types of communicative tasks in which students will definitely need to speak, because otherwise the student's work in class will not be evaluated. To provide motivation for mastering communicative competence in the classroom, you can use conversations, discussions, trainings, problematic teaching and speaking situations.

It is quite logical to conclude that motivation for active communication activity contributes to the improvement of communication skills and abilities, and on the other hand, communication as a speech influence on students through suggestion, persuasion, examples, and experience transmission contributes to the formation of motives to learn and communicative growth. That's why communicative didactics as a teaching model is justified.

So, how does communication affect student motivation? The question has many answers, but they all depend on the creation of pedagogical conditions, which we describe below.

Pedagogical condition 1: Creating an atmosphere of trust and mutual respect.

Through effective communication, the teacher can create an atmosphere where students feel comfortable and their opinions and ideas are valued. This is important for



developing motivation, as it creates a sense of security that allows students to express their ideas openly, even if they are not entirely sure of the correctness of their thoughts.

Pedagogical condition 2. Encouragement of independent work.

Motivation through communication helps students develop the ability to work independently and organise their own learning. Through questions, discussions and feedback, it is important for students to receive not only information but also support to further improve their skills, which increases their motivation for self-study.

Pedagogical condition 3. Learning through practice.

Practical classes, role-playing games, project activities are methods that are also used in communicative approaches to motivation. They allow students to feel like participants in real-life situations where knowledge and skills have practical application, which is an important incentive for deeper learning.

The main thing, as L. Berezovska notes, is to reveal to students ‘the prospects for the effective use of acquired knowledge, skills and abilities in future professional activities, to form their ability and internal need for continuous learning, self-education, self-improvement and self-development’ [2, 16].

It should be noted that it is motivational goals that determine the ‘communicative potential’ of an individual. For example, personal and social motives (the desire to establish business relationships, achieve career success, gain support in personal relationships or participate in social movements) express the active position of a student, a future specialist, and stimulate an increase in the level of his or her communicative ability. Or, for example, the goal of convincing the interlocutor, sharing an idea, getting support) forms the strategy and tactics of communication activities. Such targeted self-programming for effective negotiation or directing a communicative situation in a favourable direction is the engine that motivates communicative growth.



Conclusion.

Communicative didactics is a theoretical framework for teaching that focuses on the development of students' communication skills and the effective use of means to achieve learning goals. It integrates the principles of communication and learning, contributing to the formation of competencies in communication and interaction in the educational process. This model successfully implements the following modern approaches to the organisation of learning: communicative, personality-oriented, dialogic, contextual, interactive, emotional and value-based. These principles themselves are aimed at developing students' skills in effective communication, cooperation, creative thinking, flexibility and adaptation to a dynamic social and cultural environment.

Communicative activity as a complex pedagogical category requires a conscious, purposeful approach to the formation of communicative competence from participants in the educational process in higher education. It promotes social adaptation, identification and presentation of the individual, ensures professional growth, and enables intercultural interaction in the globalised world. By the way, the importance of English-language communicative competence should be emphasised here, as it is a requirement of the times. Communicative competence is not only knowledge of the language and language system, but also the ability to use it, convey knowledge, convey emotions, think logically and structured, which allows you to effectively build arguments and understand the interlocutor's point of view. Communicative competence as the ability to realise one's well-being in society is formed during education, as it is at this time that students finally complete the formation of themselves as individuals. That is why the role of the teacher (mentor, organiser, mentor, motivator, facilitator, communicative leader, innovative teacher, 'integrator of educational technologies', etc.) is very important. The role of the teacher as an integrator of educational technologies is especially important in the era of artificial intelligence: to boldly master its capabilities, not to be afraid to use it in teaching, but always competently, following critical thinking, and the ethical laws of working with information.



Motivation to improve communicative competence as a didactic technique is especially necessary in the context of rapid progress of society - it demonstrates the importance of achieving goals (from the formation of internal motives to a clear understanding of how to implement them in one's own life). Motivation helps students to adapt to trends, new requirements, and competition, because the ability to communicate means the ability to interact - to shape their well-being and living space. However, effective motivation is possible only in favourable pedagogical conditions: in an atmosphere of trust and respect, encouragement to work independently, demonstration of examples and life experience.

Artificial intelligence is developing rapidly and is being implemented in all spheres of social life. In education, it has gained particular importance in distance learning, when communication interaction between participants in the pedagogical process takes place through the mediation of technology. AI-based communication requires additional functional skills (from the correct formulation of a communication task to critical reflection on the generated information and the formulated response).

However, the prospects for communicative didactics in the era of artificial intelligence are obvious: the creation of personalised learning, global educational communities, innovative approaches, and work with digital tools will force the integration of multicomunication approaches into the learning process - from virtual laboratories to simulated reality, etc. That is why the capabilities of artificial intelligence are indispensable here.