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FORMATION OF COMMUNICATIVE COMPETENCE OF EDUCATIONAL PSYCHOLOGISTS: THE ROLE OF EDUCATIONAL TECHNOLOGIES

*Yesmagulova A.A.[1], Mutaliyeva A.Sh.[2], Kulmysheva N.A.[3]
*[1]Karaganda Buketov University, Karaganda, Kazakhstan,
[2] L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
[3]Shakarim University, Semey, Kazakhstan

Abstract. The development of communicative competence is a key aspect of professional training for future pedagogue-psychologists, as effective communication skills are essential for successful interactions with students, colleagues, and parents. This study examines the role of educational technologies in fostering communicative competence, emphasizing the effectiveness of interactive teaching methods such as case studies, role-playing, debates, and digital platforms. A mixed-methods research approach was employed, incorporating a survey of educators and a focus group discussion with students to gain a comprehensive understanding of the current state, challenges, and opportunities in implementing these technologies.The findings reveal that interactive learning methods significantly contribute to the enhancement of students' verbal and non-verbal communication skills, critical thinking, and teamwork abilities. However, several challenges hinder their full integration into the educational process, including limited classroom time, insufficient technological resources, and varying levels of student engagement and confidence. Educators also report the need for more structured methodological support and professional training to maximize the potential of digital and interactive tools in communication skills development.To address these issues, the study highlights the necessity of a holistic approach that combines curriculum innovation, continuous professional development for educators, and the integration of adaptive learning technologies. The findings suggest that incorporating artificial intelligence, virtual and augmented reality, and personalized digital learning environments can further enhance the development of communicative competence among future pedagogue-psychologists. Future research should focus on designing and testing new pedagogical models that effectively leverage emerging technologies to create a more engaging and impactful learning experience.

Key words: communicative competence, educational technologies, interactive learning, digital platforms, professional training, soft skills, emotional intelligence, pedagogical design, reflective practice

Introduction

Modern education sets high requirements for the professional training of teacher-psychologists, among which communicative competence occupies a special place. The ability to effectively interact with students, parents, colleagues, and the administration of an educational institution is an integral part of a teacher's professional expertise [1-2]. The development of this competence requires not only theoretical preparation but also practical experience, making the use of modern educational technologies essential in training future specialists.

Communicative competence encompasses a wide range of skills, including oral and written communication, active listening, empathy, argumentation, negotiation, and public speaking [3]. According to V.A.Kan-Kalik [4], a teacher's communicative culture is formed in the process of their professional activity and depends on the educational environment. Consequently, the successful development of communicative competence requires the targeted use of pedagogical technologies that simulate real professional interactions.

Traditional teaching methods based on passive information perception no longer ensure an adequate level of specialist training today [5]. As a result, there is growing interest in interactive and digital technologies, such as discussions, role-playing and business games, training sessions, case methods, as well as multimedia and distance learning platforms [6]. Researchers argue [7-8] that the integration of digital tools, including online courses and virtual simulators, not only enhances student engagement but also creates conditions for the development of their communicative skills in various contexts.

Digital technologies have become an important educational tool, especially in the context of distance learning. According to studies [9], platforms such as Zoom, Moodle, Google Classroom, and other educational services significantly expand teaching opportunities and create new models of interaction between students and instructors. However, the question remains whether these technologies are capable of fostering live communication and interpersonal skills, which are critically important for future teacher-psychologists.

The purpose of this article is to examine the role of educational technologies in the development of communicative competence among future teacher-psychologists, determine their effectiveness, and identify the most efficient methodologies. The study will analyze both traditional and modern approaches to developing this competence and provide practical recommendations for the educational process.

Thus, this article aims to substantiate the necessity of integrating educational technologies into the training of future teacher-psychologists while also considering their possibilities and limitations. The results of this research may be useful for university instructors, students in pedagogical programs, and educational program developers focused on the development of professional competencies in specialists.

Materials and methods

This study employed a combination of survey questionnaires and focus group interviews to investigate the role of educational technologies in the development of communicative competence among future pedagogue-psychologists. The choice of these methods was determined by the need to obtain both quantitative and qualitative data, enabling a comprehensive assessment of the effectiveness of different approaches in fostering students' communicative skills.

The empirical base of the study consisted of university faculty members responsible for training specialists in pedagogy and psychology. A total of 30 university instructors participated in the research, all with at least three years of teaching experience in higher education, ensuring the representativeness of the sample. The selection criteria for respondents included practical teaching experience in disciplines related to communicative competence development, the use of educational technologies in the teaching process, and their willingness to participate in research procedures.

The survey was conducted online using digital data collection tools (Google Forms), ensuring ease of participation and minimizing time constraints for respondents. The questionnaire consisted of 15 closed- and open-ended questions designed to explore the range of educational technologies applied in teaching practice and to evaluate their effectiveness in fostering students' communicative competence. The questions covered several key aspects: the frequency of interactive methods (discussions, role-playing, case studies, debates), their perceived impact on professional skills development, and the barriers to implementing such methods. Likert scale items were included to obtain quantifiable data for statistical analysis.

To supplement the findings from the survey, a focus group interview was conducted to gain deeper insights into instructors' perceptions of the effectiveness of different educational technologies. The discussion involved 10 instructors from the surveyed group, allowing for a more detailed examination of individual teaching strategies and approaches to communicative competence development. The interview was conducted online via Zoom, ensuring flexibility and convenience for participants. The average duration of the discussion was 1.5 hours.

The focus group discussion was structured around several thematic questions aimed at identifying instructors' preferences regarding teaching methods, student engagement in communicative activities, and the challenges of integrating interactive learning formats. Participants were asked to respond to the following key questions:

- Which educational technologies, in your opinion, are the most effective in developing students' communicative skills?

- In what types of activities do students demonstrate the highest level of communicative engagement?

- What challenges do you encounter when implementing interactive teaching methods?

- What role do digital technologies play in the development of students' oral and written communication skills?

The interview was recorded and transcribed, followed by content analysis, which allowed for the identification of key themes and patterns in participants' responses. The analysis focused on recognizing recurring trends and evaluating the significance of the identified factors.

The data processing methods involved both quantitative and qualitative analysis. Survey responses were analyzed using descriptive statistics, including the calculation of means, medians, and modes, as well as percentage distributions of responses. The qualitative analysis of the interview data was based on content analysis, where core thematic units were identified and interpreted in the context of pedagogical practice.

Thus, the combination of quantitative and qualitative research methods enabled a comprehensive examination of the development of communicative competence in future pedagogue-psychologists. The collected data not only highlighted the most effective educational technologies but also identified key challenges that educators face when applying them. The findings of this study can be used to develop methodological recommendations aimed at improving teaching practices and optimizing the educational process in the context of professional competence formation among students in pedagogical fields.

Results

The results of the study provide a comprehensive analysis of how educational technologies contribute to the development of communicative competence among future pedagogue-psychologists. The findings, derived from both survey data and focus group discussions, highlight key trends in the use of interactive teaching methods, their perceived effectiveness, and the challenges associated with their implementation.

A quantitative analysis of the survey responses revealed that the majority of university instructors (76.7%) actively integrate interactive educational technologies into their teaching practices. Among the most frequently used methods, case studies (83.3%), role-playing (73.3%), and debates (66.7%) were identified as the most effective tools for fostering students' communicative competence. Additionally, digital educational technologies such as learning management systems (LMS), video conferencing tools, and online collaborative platforms are widely applied in the learning process (80%). However, barriers such as limited class time (60%), insufficient technological resources (46.7%), and student reluctance to participate in communicative exercises (40%) hinder the full implementation of these methods.

A summary of the key findings is presented in Table 1.

Table 1 - Usage of Educational Technologies and Challenges in Implementation

Indicator	Percentage of Respondents (%)	Comments
Use of interactive teaching methods	76.7	Most instructors integrate interactive technologies into teaching
Use of case studies	83.3	One of the most popular methods, fostering professional communication
Use of role-playing	73.3	Helps students practice communication skills in various scenarios
Use of debates	66.7	Develops argumentation and critical thinking
Use of digital platforms (LMS, video conferencing, online discussions)	80	Supports synchronous and asynchronous student interaction
Implementation of forums and virtual simulations	53.3	Enhances student engagement in the learning process
Limited class time as a barrier	60	One of the main challenges in applying interactive methods
Insufficient technological resources	46.7	Affects the ability to use digital tools effectively
Low student engagement	40	Some students prefer passive learning methods

To further illustrate these findings, Figure 1 presents a graphical representation of the survey results.

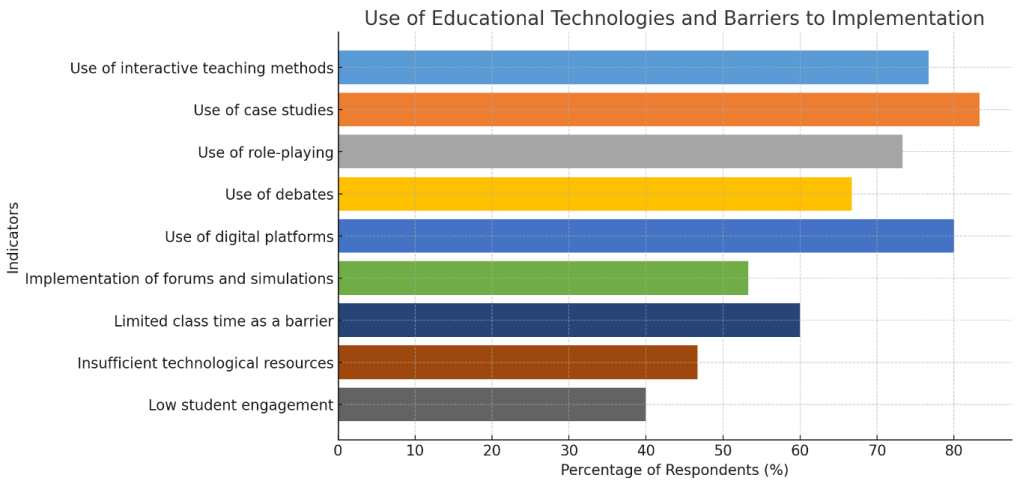

Figure 1 - Use of Educational Technologies and Barriers to Implementation

The qualitative findings from the focus group discussions provided deeper insights into instructors' perceptions of interactive teaching methods. Participants

confirmed that such methods significantly contribute to students' confidence in public speaking, ability to engage in argumentation, and professional communication skills. However, challenges such as students' varying language proficiency levels and their reluctance to participate in communicative exercises were frequently mentioned.

A recurring theme in the discussions was the importance of adapting interactive methods to students' individual characteristics. Instructors highlighted that students with lower self-confidence or introverted tendencies often struggle with participation in debates or role-playing activities. As a solution, gradual exposure strategies, such as beginning with small-group discussions before transitioning to larger debates, were suggested.

Additionally, blended learning formats, which integrate face-to-face discussions with digital collaboration tools, were perceived as highly effective in overcoming communication barriers. Asynchronous discussion boards, peer feedback, and video presentations were highlighted as valuable tools that allow students to practice communication in a less stressful environment before engaging in real-time interactions.

Despite the overall positive impact of educational technologies, the lack of formal training for instructors on how to effectively implement these methods was identified as a key issue. Many educators rely on trial and error rather than evidence-based pedagogical strategies, highlighting the need for institutional support and professional development programs.

In conclusion, the results indicate that interactive educational technologies, including case studies, role-playing, and debates, play a crucial role in the development of communicative competence. Digital platforms supplement traditional methods by providing additional opportunities for student interaction. However, time constraints, technological limitations, and student reluctance remain significant barriers. Blended learning approaches and instructor training programs are recommended to enhance the effectiveness of communicative competence development in higher education.

Discussion

The results of the study confirm the significance of educational technologies in the development of communicative competence among future pedagogue-psychologists. Interactive methods such as case studies, role-playing, debates, and digital educational platforms demonstrate high effectiveness in fostering professional communication skills among students. These approaches not only enhance verbal and non-verbal interaction but also contribute to the development of critical thinking, argumentation, and teamwork skills.

The data analysis revealed several barriers that hinder the full integration of interactive technologies into the educational process. The main obstacles include limited class time, insufficient technological resources, and low student engagement in communicative practices. These factors necessitate the development of strategies aimed at optimizing the learning process, integrating digital tools, and increasing student motivation.

One of the key challenges identified through the focus group study is the varying levels of student readiness for active interaction. Some students struggle with expressing their thoughts and participating in role-playing or debates, which may be attributed to a lack of confidence or insufficient public speaking skills. In this regard, it is essential to adapt educational technologies to the individual characteristics of students, offering them a gradual introduction to communicative activities—from working in small groups to engaging in more complex forms of interaction.

Additionally, the teacher survey indicated that many educators apply educational technologies intuitively, without sufficient methodological training. This highlights the need for professional development programs aimed at equipping teachers with the necessary skills to effectively implement interactive teaching methodologies. The introduction of specialized training and professional development programs will enhance the efficiency of educational technologies and make the process of communicative competence formation more systematic.

Thus, the study confirms that a comprehensive approach is required for the successful development of communication skills among future pedagogue-psychologists. This includes the active use of interactive methods, the improvement of the digital educational environment, the individualization of learning processes, and the enhancement of teacher training. Future research should focus on the development of new interaction formats, including the use of virtual and augmented reality, as well as the creation of methodologies aimed at fostering communication skills in the context of digitalized education.

Conclusion

This study highlights the crucial role of educational technologies in the development of communicative competence among future pedagogue-psychologists. The findings demonstrate that interactive methods, including case studies, role-playing, debates, and digital platforms, significantly enhance students' communication skills, fostering their ability to engage in professional discourse effectively. However, the research also identifies key barriers that hinder the full integration of these technologies, such as time constraints, limited technological resources, and varying levels of student readiness for active interaction.

To address these challenges, a comprehensive approach is required, incorporating the systematic implementation of interactive teaching methods, continuous professional development for educators, and the adaptation of learning strategies to students' individual needs. Enhancing teacher training programs and integrating digital tools more effectively will help create a more supportive environment for the development of communicative competence.

Future research should explore innovative approaches, such as the use of artificial intelligence, virtual and augmented reality, and adaptive learning systems, to further improve the effectiveness of educational technologies in communication skills training. By addressing existing limitations and leveraging technological advancements, educational institutions can better equip future

pedagogue-psychologists with the competencies necessary for successful professional practice in a rapidly evolving digital landscape.

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БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГТАРДЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ: БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫНЫҢ РӨЛІ

*Есмагулова А.А.[1], Муталиева А.Ш.[2], Кулмышева Н.А.[3]
*[1]Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан
[2] Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан
[3] Шәкәрім атындағы университеті, Семей, Қазақстан

Аңдатпа. Коммуникативтік құзыреттілікті қалыптастыру болашақ педагог-психологтардың кәсіби дайындығының негізгі аспектісі болып табылады, өйткені тиімді қарым-қатынас жасау дағдылары студенттермен, әріптестермен және ата-аналармен сәтті өзара әрекеттесу үшін маңызды. Бұл мақалада білім беру технологияларының коммуникативтік құзыреттілікті дамытудағы рөлі қарастырылады, әсіресе интерактивті оқыту әдістерінің, соның ішінде кейс-әдістер, рөлдік ойындар, дебаттар және цифрлық білім беру платформаларының тиімділігіне баса назар аударылады. Зерттеуде оқытушылар арасында сауалнама жүргізу және студенттермен фокус-топтық талқылау әдістері қолданылды, бұл осы технологияларды енгізудің қазіргі жағдайын, негізгі проблемаларын және даму мүмкіндіктерін кешенді түрде зерттеуге мүмкіндік берді. Зерттеу нәтижелері интерактивті оқыту әдістерінің студенттердің вербалды және вербалды емес қарым-қатынас дағдыларын, сыни ойлауын және топта жұмыс істеу қабілетін дамытуға айтарлықтай үлес қосатынын көрсетті. Дегенмен, олардың толыққанды енгізілуіне кедергі келтіретін бірқатар факторлар да анықталды. Негізгі қиындықтар ретінде аудиториялық уақыттың шектеулігі, технологиялық ресурстардың жетіспеушілігі және студенттердің өзара әрекеттесуге дайындығының әртүрлі деңгейі атап өтілді. Сонымен қатар, оқытушылар цифрлық және интерактивті құралдарды тиімді пайдалану үшін әдістемелік қолдаудың және кәсіби біліктілікті арттырудың қажеттілігін атап өтті. Бұл зерттеу көрсеткендей, коммуникативтік құзыреттілікті тиімді дамыту үшін кешенді көзқарас қажет. Ол оқу бағдарламаларын жаңартуды, оқытушылардың үздіксіз кәсіби дамуын және бейімделгіш оқыту технологияларын интеграциялауды қамтиды. Болашақта жасанды интеллект, виртуалды және толықтырылған шындық, сондай-ақ жеке оқытуға арналған цифрлық білім беру орталарын қолдану мүмкіндіктерін зерттеу коммуникативтік дағдыларды одан әрі жетілдіруге ықпал етуі мүмкін. Алдағы зерттеулер осы технологияларды білім беру процесіне тиімді енгізуге арналған жаңа педагогикалық модельдерді әзірлеуге және сынақтан өткізуге бағытталуы тиіс.

Тірек сөздер: коммуникативтік құзыреттілік, білім беру технологиялары, интерактивті оқыту, цифрлық платформалар, кәсіби дайындық, soft skills, эмоционалдық интеллект, педагогикалық дизайн, рефлексивтік тәжірибе

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГОВ-ПСИХОЛОГОВ: РОЛЬ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

*Есмагулова А.А.[1], Муталиева А.Ш.[2], Кулмышева Н.А.[3]
*[1]Карагандинский университет им. Е.А. Букетова, Караганда, Казахстан
Алматы, Казахстан
[2]Евразийский национальный университет им. Л.Н. Гумилев
[3] Университет имени Шакарима, Семей, Казахстан

Аннотация. Формирование коммуникативной компетентности является важнейшей составляющей профессиональной подготовки будущих педагогов-психологов, поскольку эффективные коммуникативные навыки необходимы для успешного взаимодействия со студентами, коллегами и родителями. В данной статье рассматривается роль образовательных технологий в развитии коммуникативных умений, акцентируя внимание на эффективности интерактивных методов, таких как кейс-методы, ролевые игры, дебаты и цифровые образовательные платформы. В исследовании использован смешанный метод, включающий анкетирование преподавателей и фокус-групповое обсуждение со студентами, что позволило получить целостное представление о текущем состоянии, проблемах и возможностях внедрения этих технологий. Результаты исследования показали, что интерактивные методы обучения способствуют значительному развитию вербальной и невербальной коммуникации, критического мышления и навыков командной работы у студентов. Однако выявлены и определенные барьеры, препятствующие их полноценной интеграции в образовательный процесс. Среди основных проблем отмечены ограниченность аудиторного времени, нехватка технологических ресурсов, а также различный уровень вовлеченности и уверенности студентов в собственных коммуникативных возможностях. Кроме того, преподаватели указывают на необходимость более четкой методической поддержки и повышения квалификации для эффективного использования цифровых и интерактивных инструментов. Для решения этих задач в исследовании обоснована необходимость комплексного подхода, включающего инновационные изменения в учебных программах, непрерывное профессиональное развитие преподавателей и интеграцию адаптивных образовательных технологий. В перспективе предлагается исследовать возможности использования искусственного интеллекта, виртуальной и дополненной реальности, а также персонализированных цифровых образовательных сред для дальнейшего совершенствования формирования коммуникативной компетентности будущих педагогов-психологов. Дальнейшие исследования должны быть направлены на разработку и апробацию новых педагогических моделей, позволяющих максимально эффективно использовать современные технологии для создания более увлекательного и результативного образовательного процесса.

Ключевые слова: коммуникативная компетентность, образовательные технологии, интерактивное обучение, цифровые платформы, профессиональная подготовка, soft skills, эмоциональный интеллект, педагогический дизайн, рефлексивная практика

Information about authors:

Assemgul Yesmagulova – PhD student, Karaganda University named after E.A. Buketov, Karaganda, Kazakhstan, e-mail: esmagulova1984@mail.ru

Ardak Shagayevna Mutaliyeva – Candidate of Pedagogical Sciences, Associate Professor, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan, e-mail: mutalieva.ardak@mail.ru

Kulmysheva Nazym Armysovna– Candidate of Pedagogical Sciences, Senior Lecturer, Shakarim University, Semey, Kazakhstan, nazym.armys@mail.ru

Авторлар туралы мәлімет

Есмагулова Асемгуль – докторант, Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан, e-mail: esmagulova1984@mail.ru

Муталиева Ардак Шагаевна - педагогика ғылымдарының кандидаты, қауымдастырылған профессор, Л.Н. Гумилев атындағы Еуразия ұлттық Университеті, Астана, Қазақстан, e-mail: mutalieva.ardak@mail.ru

Кулмышева Назым Армысовна - педагогика ғылымдарының кандидаты, аға оқытушы, Шәкәрім атындағы университеті, Семей, Қазақстан, nazym.armys@mail.ru

Информация об авторах:

Есмагулова Асемгуль – докторант, Е.А. Бөкетов атындағы Қарағанды университеті, г. Караганда, Казахстан, e-mail: esmagulova1984@mail.ru

Муталиева Ардак Шагаевна – кандидат педагогических наук, доцент (associate professor), Евразийский национальный университет им. Л.Н. Гумилева, г. Астана, Казахстан, e-mail: mutalieva.ardak@mail.ru

Кулмышева Назым Армысовна – кандидат педагогических наук, старший преподаватель, Университет имени Шакарима, г. Семей, Казахстан, nazym.armys@mail.ru

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