



SOCIO-PSYCHOLOGICAL FACTORS OF A TEACHER'S COMMUNICATIVE COMPETENCE AND THEIR MANIFESTATION IN THE EDUCATIONAL PROCESS

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Abstract. *This article examines the socio-psychological factors influencing a teacher's communicative competence and their manifestation in the educational process. Communicative competence is conceptualized as an integrative professional quality that encompasses cognitive, emotional, behavioral, and social components of pedagogical interaction. The study is based on a theoretical analysis of classical and contemporary psychological and pedagogical research, focusing on key socio-psychological determinants such as social perception, empathy, emotional intelligence, communicative attitudes, and self-regulation. The findings suggest that these factors play a crucial role in shaping the effectiveness of teacher–student communication, classroom interaction, and the overall socio-psychological climate of the learning environment. The article highlights the regulatory function of communicative competence in organizing pedagogical interaction and promoting students' academic engagement and personal development. The results underscore the importance of integrating socio-psychological components into teacher education and professional development programs to enhance the quality of pedagogical communication in contemporary education.*

Keywords. *teacher communicative competence; socio-psychological factors; pedagogical communication; empathy; emotional intelligence; social perception; educational process; classroom interaction*

Introduction. In the context of contemporary education, the role of the teacher is no longer limited to the transmission of knowledge but increasingly involves effective interpersonal interaction, emotional regulation, and social influence within the learning environment. One of the key professional qualities that determines the

success of pedagogical activity is communicative competence, which enables teachers to establish productive relationships with students, colleagues, and the wider educational community. In this regard, communicative competence is understood as a complex integrative construct that encompasses cognitive, emotional, behavioral, and social components.

Recent educational research emphasizes that the development and manifestation of a teacher's communicative competence are significantly influenced by socio-psychological factors. These factors include social perception, empathy, emotional intelligence, communicative attitudes, self-regulation, group dynamics, and the socio-cultural context of the educational process. They shape not only how teachers communicate but also how they interpret students' behavior, manage classroom interactions, resolve conflicts, and create a psychologically safe learning environment.

The educational process itself represents a dynamic system of social interactions in which communication serves as the primary mechanism for organizing teaching and learning activities. Within this system, the teacher acts as a central communicative figure whose verbal and non-verbal behavior directly affects students' motivation, engagement, academic performance, and personal development. Therefore, the manifestation of communicative competence in real pedagogical situations cannot be fully understood without analyzing the underlying socio-psychological determinants that regulate communicative behavior.

Despite the growing interest in teacher professional competence, insufficient attention has been paid to the integrative analysis of socio-psychological factors and their concrete manifestation in everyday educational practice. This gap highlights the need for a comprehensive examination of how these factors interact and influence the effectiveness of pedagogical communication.

The purpose of this article is to analyze the socio-psychological factors of a teacher's communicative competence and to explore the ways in which they

manifest in the educational process. Understanding these relationships can contribute to improving teacher training programs, enhancing pedagogical interaction, and increasing the overall quality of education.

Literature Review. The theoretical foundations of communicative competence were first systematically articulated by Dell Hymes, who introduced the concept as an alternative to purely linguistic interpretations of competence. Hymes emphasized that effective communication depends not only on grammatical knowledge but also on social and psychological appropriateness within specific interactional contexts. This idea laid the groundwork for later pedagogical interpretations of communicative competence in educational settings [1].

Building on Hymes's framework, Michael Canale and Merrill Swain conceptualized communicative competence as a multidimensional construct consisting of grammatical, sociolinguistic, discourse, and strategic components. Their model has been widely applied in educational research and adapted to analyze teachers' professional communication skills, highlighting the importance of socio-psychological dimensions in instructional interaction [2].

From a psychological perspective, the social nature of learning and communication in education is strongly associated with the ideas of Lev Vygotsky. His sociocultural theory emphasizes that cognitive development occurs through social interaction, with communication serving as a mediating tool. In the educational process, teachers' communicative competence plays a crucial role in scaffolding learning, guiding students through the zone of proximal development, and facilitating meaningful dialogue [3].

Empathy as a socio-psychological factor of effective communication has been extensively examined by Carl Rogers, who identified empathic understanding as a core condition for constructive interpersonal relationships. In pedagogical contexts, Rogers's humanistic approach underscores the importance of teacher empathy in establishing trust, emotional safety, and openness in classroom communication.

Empirical studies based on this framework confirm that empathic teachers demonstrate higher communicative effectiveness and stronger student engagement [4].

The role of emotional regulation and awareness in communicative competence is closely linked to the concept of emotional intelligence, popularized by Daniel Goleman. Goleman argued that emotional intelligence significantly influences professional success, including teaching effectiveness. Research applying his model in education shows that teachers with high emotional intelligence manage classroom interactions more effectively, respond constructively to stressful situations, and maintain positive communicative climates [5].

Social learning mechanisms and communicative behavior have also been analyzed through the lens of Albert Bandura's social cognitive theory. Bandura emphasized observational learning, self-regulation, and reciprocal determinism, suggesting that teachers' communicative behavior serves as a powerful model for students. According to this approach, teachers' communicative competence influences not only academic outcomes but also students' social and emotional development [6].

Furthermore, studies in educational psychology highlight the importance of classroom social climate and group dynamics as determinants of communicative competence. Researchers influenced by group dynamics theory argue that teachers who effectively manage interpersonal relations and foster cooperative interaction create more favorable conditions for learning and personal development.

In summary, the analysis of scientific literature demonstrates that teacher communicative competence is a complex phenomenon shaped by multiple socio-psychological factors, including social perception, empathy, emotional intelligence, self-regulation, and social interaction. While classical and contemporary scholars provide a strong theoretical basis for understanding these factors, there remains a

need for integrative research that examines how they manifest in real educational practice.

Main Part. A teacher's communicative competence represents a complex integrative phenomenon that combines cognitive knowledge, emotional responsiveness, behavioral flexibility, and social awareness within the educational process. Following the theoretical position introduced by Dell Hymes, communicative competence extends beyond linguistic accuracy and involves the ability to use communication appropriately in socially and psychologically meaningful contexts. In pedagogical practice, this competence enables teachers to organize instructional interaction, adapt communication strategies to diverse student needs, and maintain constructive dialogue in the classroom.

The development and manifestation of communicative competence are strongly influenced by socio-psychological factors that regulate teachers' communicative behavior. One of the most significant factors is social perception, which allows teachers to accurately interpret students' verbal and non-verbal signals, emotional states, and learning difficulties. Drawing on the sociocultural theory of Lev Vygotsky, communication is understood as a mediating tool of cognitive development, and the teacher's ability to perceive and respond to students' communicative cues plays a decisive role in scaffolding learning and supporting students within the zone of proximal development. Effective social perception enhances pedagogical sensitivity and facilitates adaptive communication in dynamic classroom situations.

Empathy constitutes another essential socio-psychological determinant of communicative competence. According to Carl Rogers' humanistic approach, empathic understanding is a core condition for establishing trust-based interpersonal relationships. In the educational process, empathy enables teachers to create a psychologically safe environment in which students feel understood and respected. Empirical research confirms that empathic teachers demonstrate higher

communicative effectiveness, reduced levels of conflict, and increased student engagement. Through empathy, pedagogical communication becomes dialogic rather than directive, promoting mutual understanding and cooperation.

Emotional intelligence further contributes to the quality of teachers' communicative competence. As conceptualized by Daniel Goleman, emotional intelligence involves the ability to recognize, regulate, and appropriately express emotions in social interaction. In teaching practice, emotional intelligence allows educators to manage stress, maintain emotional balance, and respond constructively to challenging communicative situations. Teachers with well-developed emotional intelligence are more capable of sustaining positive classroom climates and preventing communicative breakdowns that may negatively affect the educational process.

Communicative competence is also shaped by teachers' communicative attitudes and self-regulatory mechanisms. From the perspective of Albert Bandura's social cognitive theory, teachers' communicative behavior functions as a model for students' social learning. Positive communicative attitudes, such as openness, respect, and cooperation, encourage active participation and foster students' social and emotional development. Conversely, rigid or authoritarian communicative patterns may limit interaction and reduce students' motivation, highlighting the importance of reflective and self-regulated communication in pedagogical activity.

In the educational process, communicative competence manifests through the teacher's ability to organize instructional dialogue, facilitate collaborative learning, and provide constructive feedback. Effective communication supports the formation of a favorable socio-psychological climate that enhances students' academic engagement and personal development. Furthermore, communicative competence plays a regulatory role in classroom group dynamics, enabling teachers to manage interpersonal relations and promote cohesion within the learning community.

Overall, socio-psychological factors such as social perception, empathy, emotional intelligence, self-regulation, and communicative attitudes interact dynamically to shape the manifestation of a teacher's communicative competence. These factors do not operate in isolation but function as an integrated system that determines the effectiveness of pedagogical communication. Understanding this integrative nature provides a theoretical foundation for improving teacher training and professional development programs aimed at enhancing communicative competence in contemporary education.

Conclusion. The analysis of socio-psychological factors of a teacher's communicative competence demonstrates that effective pedagogical communication is a complex and multifaceted phenomenon that extends beyond technical or linguistic skills. Communicative competence emerges as an integrative system in which cognitive, emotional, behavioral, and social components interact to shape the quality of teacher–student interaction within the educational process.

The findings of the theoretical analysis indicate that socio-psychological factors such as social perception, empathy, emotional intelligence, communicative attitudes, and self-regulation play a decisive role in the development and manifestation of a teacher's communicative competence. These factors influence teachers' ability to interpret students' needs, manage emotional dynamics, maintain constructive dialogue, and create a psychologically safe and supportive learning environment. Their interaction determines not only the effectiveness of instructional communication but also the overall socio-psychological climate of the classroom.

Furthermore, communicative competence is shown to function as a dynamic regulatory mechanism of the educational process, directly affecting students' motivation, engagement, and personal development. Teachers who demonstrate a high level of communicative competence are better equipped to organize collaborative learning, resolve conflicts, and model positive communicative behavior for students. This underscores the importance of viewing communicative

competence as a key professional quality that contributes to both academic and socio-emotional outcomes in education.

The results of this study highlight the necessity of integrating socio-psychological components into teacher education and professional development programs. Purposeful development of empathy, emotional intelligence, reflective communication, and self-regulation skills can significantly enhance teachers' communicative competence and, consequently, the quality of the educational process. Future research should focus on empirical validation of the proposed theoretical assumptions and the development of diagnostic tools and intervention models aimed at strengthening teachers' communicative competence in diverse educational contexts.

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