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PSYCHOLOGICAL FACTORS OF FORMATION OF COMMUNICATIVE-DIALOGICAL COMPETENCE IN THE EDUCATIONAL ENVIRONMENT

Nataliia Avdymyrets,

*Lecturer at the Department of Personality Psychology and Social Practices,
Kyiv Metropolitan University named after Borys Grinchenko (Kyiv, Ukraine)*

ORCID ID: 0000-0001-4981-4726

ukrnata71@ukr.net

Abstract. The article presents a theoretical and psychological analysis and the results of a pilot empirical study of the formation of communicative and dialogical competence in the context of the transformation of the educational environment. The aim of the study is to substantiate the psychological factors and conditions for the development of dialogical interaction. The empirical study was conducted with the involvement of higher education applicants ($n = 48$) using methods for diagnosing empathy, reflexivity and communicative tendencies. Descriptive statistics and Student's t -test were used. A predominantly average level of development of communicative and dialogical competence was revealed, as well as a statistically significant increase in empathy and reflexivity indicators after the introduction of psychologically justified conditions for the development of dialogue. The results confirm the effectiveness of integrating training and reflective practices into the educational process and outline the prospects for further research.

Key words: dialogical interaction, psychological factors, empathy, reflexivity, educational environment, subject-subject relations, psychological conditions.

Introduction. The modern cultural and educational space is undergoing profound transformations caused by the processes of digitalization, globalization, socio-cultural instability and rethinking the role of education as an environment not only for the transfer of knowledge, but also for the formation of a personality capable of effective interpersonal and intercultural interaction. In the context of such changes, the problem of developing communicative and dialogical competence as an integral psychological characteristic of a personality, which provides the ability to productive dialogue, mutual understanding, reflection and empathetic interaction, becomes particularly important.

From a psychological point of view, communicative and dialogical competence is not only a set of speech skills, but also a complex system of cognitive, emotional-regulatory and motivational components that determine the quality of social contacts, the effectiveness of joint activities and the psychological stability of the individual in the conditions of social changes. The transformation of the cultural and educational space actualizes new challenges: the growth of communicative loads, the fragmentation of social ties, the change in forms of interaction and the increase in the risk of communicative barriers, which requires scientifically based approaches to the formation of dialogical skills.

This problem becomes particularly relevant in the educational environment, where communicative and dialogical competence becomes a key condition for psychologically safe interaction, the development of the subjectivity of participants in the educational process and the formation of a culture of dialogue as a value orientation of modern education.

Despite the significant number of studies devoted to the problems of communication, interpersonal interaction and the psychology of dialogue, the psychological principles of the formation of communicative and dialogical competence in the context of the transformation of the cultural and educational space are not sufficiently systematized in modern scientific literature. The issue of harmonizing the theoretical provisions of the psychology of dialogue with real socio-cultural and educational changes that affect the formation of the communicative behavior of the individual remains unresolved.

The problem lies in identifying and substantiating psychological mechanisms, conditions and factors that contribute to or complicate the development of communicative and dialogical competence in the context of growing social uncertainty, information overload and changes in traditional forms of educational interaction. The lack of a holistic psychological approach to this issue limits the possibilities of effective implementation of competency-oriented educational practices and reduces the potential of education as a space for the development of a culture of dialogue.

The purpose of the article is to provide theoretical and psychological justification and empirical verification of psychological factors and conditions for the formation of communicative and dialogical competence of an individual in the context of the transformation of the educational environment.

To achieve the goal, the article provides for the solution of the following tasks:

1. To analyze psychological approaches to understanding communicative and dialogical competence in the modern educational environment.
2. To identify the structural components of communicative and dialogical competence and their psychological characteristics.
3. To empirically investigate the level of formation of empathy, reflexivity and communicative inclinations in higher education applicants.
4. To assess the effectiveness of psychologically grounded conditions for the development of dialogical interaction in the educational process.

It is assumed that the introduction of psychologically sound conditions for the development of dialogical interaction (reflective exercises, empathically oriented communication, training elements) will contribute to increasing the level of communicative and dialogical competence of participants in the educational process.

Materials and methods of the study. The empirical study is aimed at identifying the level of development of communicative and dialogical competence in the conditions of transformation of the cultural and educational space. 48 higher education applicants aged 19-23 years participated in the study. A set of psychodiagnostic techniques was used to diagnose the components of competence:

- Methodology for diagnosing the level of empathic abilities (A. Mehrabyan, N. Epstein).
- Methodology for determining the level of personality reflexivity (A. Karpov).
- Questionnaire of communicative and organizational inclinations (KOS-2).
- Data processing was carried out using descriptive statistics methods (mean values, percentage distribution). To check the dynamics of indicators after the introduction of psychologically justified conditions, Students t-test for dependent samples was used.

Research results. The results of the primary diagnostics showed that the majority of participants had an average level of development of communicative and dialogical competence. In particular:

- Average level of empathic abilities – in 54.2% of respondents, low – in 29.1%, high – in 16.7%.
- The level of personal reflexivity of average indicators – in 58.3% of participants, which indicates a partial ability to be aware of ones own communicative actions and their impact on interaction with the Other.
- Communicative inclinations of average level were observed in 47.9% of respondents, which confirms the presence of potential for dialogical interaction under the condition of special psychological support.

After the implementation of psychologically grounded conditions for the development of dialogical interaction (reflective exercises, group discussions, training elements), a statistically significant increase in empathy and reflexivity indicators was recorded ($p \leq 0.05$).

Discussion of results. The obtained results confirm the key role of empathy and reflection in the formation of communicative and dialogical competence. The dynamics of indicators after the implementation of psychologically grounded conditions is consistent with the results of previous studies by Ukrainian and foreign scientists, who emphasize the importance of subject-subject interaction in the educational environment.

The increase in the level of dialogical readiness is explained by the activation of internal dialogue, the development of the ability to accept the position of the Other and the formation of a psychologically safe space of interaction. This confirms the expediency of integrating training and facilitation methods into modern educational practice.

The modern cultural and educational space appears as a dynamic, fragmented and multicultural system, within which the intensification of communications is not always accompanied by the development of a full-fledged dialogue. Excess information flows, digital mediation of interaction and increased social tension complicate the processes of emotional resonance and deep reflection, which gradually reduces the level of empathy and contributes to the formation of simplified cognitive schemes for the perception of social reality.

Under such conditions, the level of situational and personal anxiety increases, communicative barriers (avoidance of dialogue, protective forms of interaction) become actualized and the willingness to accept another position decreases. This complicates the formation of sustainable communicative and dialogical competence.

Despite the fact that traditional approaches to communicative competence are based mainly on speech skills, going beyond linguistic interpretation is important for revealing the essence of interpersonal interaction. Classics of the philosophy of dialogue – Martin Buber, Hans-Georg Gadamer – emphasize that dialogicity is not reduced to the exchange of information, but is a process of joint discovery of meanings, in which interlocutors mutually recognize and transform each other through interaction.

In the psychological dimension, communicative and dialogical competence appears as an integrative personal formation that encompasses cognitive (understanding of meanings), emotional and value (empathy, acceptance of the Other) and behavioral (ability to dialogical interaction) components. Modern Ukrainian research also emphasizes the integral nature of competence, including emotional and value sensitivity, the ability to effectively interact and self-reflect, necessary for the professional activity of a psychologist and interpersonal interactions.

Research by O. Tsaryk (2022) shows that communicative competence acts as an integrative personal resource that ensures the success of communicative activity and the development of the personality as a whole. O. Yukhymets (2017) defines communicative competence of future specialists as an integrative combination of knowledge, skills and value-containing qualities that ensure effective interaction in professional activity. E. Ivashkevych (2022) emphasizes the psychological content of the communicative and competence approach, in which dialogicity and reflection of thinking are integral components. The analysis of I. Boyko (2024) shows that the content and structure of communicative competence are changing under the influence of modern educational standards, including digital forms of communication and interpersonal interaction. Therefore, the psychological analysis of the transformation of the cultural and educational space involves studying how changes in the structure, technologies and value orientations of the educational environment affect the cognitive, emotional-value and behavioral aspects of the personality. Such an analysis allows us to understand how the new conditions of educational interaction form the abilities for self-reflection, adaptive behavior and effective communication. Of course, psychological transformations of the educational space require flexibility, self-reflection and the ability to dialogue from the individual. In this sense, communicative and dialogical competence appears as an integrative psychological phenomenon that combines understanding of meanings, empathy and the ability to constructive interaction.

Thus, in the psychological dimension, communicative and dialogical competence is not reduced to speech skills, but appears as an integrative personal formation that encompasses cognitive (understanding of meanings), emotional and value (empathy, acceptance of the Other) and behavioral (ability to dialogical interaction). In Ukrainian scientific discourse, communicative and dialogical competence is considered not only as a speech or behavioral ability, but as an integral result of the

educational process, which encompasses value-semantic, cognitive and socio-psychological components of interaction (Avdymyrets, 2022:65). In particular, according to N. Avdymyrets, communicative and dialogical competence is a specific way of relating to the world and the Other, which is formed through educational practices and is transformed in the process of personality formation in a human-centric environment.

In the modern cultural and educational space, which is undergoing significant transformations under the influence of digitalization, interactive technologies and interdisciplinary approaches, the development of the personality depends on the presence of special psychological conditions and mechanisms that ensure effective communication and dialogue. The psychological conditions for the formation of communicative and dialogical competence are: cognitive (developed critical thinking, the ability to reflect and predict the behavior of others); emotional and value (empathy, emotional regulation, motivation for interaction); behavioral and social (active listening, constructive interaction in a group, readiness to resolve conflicts); as well as educational and environmental (favorable psychological climate, interactive and collaborative practices) (Avdymyrets, 2020:65; Ivashkevych & Kurytsia, 2022:43).

Mechanisms for competence formation include cognitive processes (reflection, introspection, interactive learning through role-playing games and cases), emotional-value integration (empathic inclusion, value awareness of dialogue, psychological preparation for difficult situations), behavioral implementation (dialogical practice, group projects, online debates) and metapsychological mechanisms (motivation for self-development, internal dialogue, correction of interaction strategy) (Tsaryk, 2022:41; Boyko, 2024).

It is clear that communicative and dialogical competence appears as an integrative psychological phenomenon that combines cognitive, emotional-value and behavioral components of the personality, provides the ability for constructive dialogue and effective interpersonal interaction, creating conditions for adaptation and self-development in a transformed cultural and educational environment (Avdymyrets, 2020:65; Yukhymets, 2017; Ivashkevych & Kurytsia, 2022:43).

The formation of communicative and dialogical competence in the modern transformed cultural and educational space requires the use of practical psychological methods that contribute to the development of dialogical interaction and reflective communication. Such methods include social-psychological trainings that provide active group work on the skills of listening, expressing one's own opinion, responding empathetically, and resolving conflicts constructively (Solovey, 2024; Levytska, 2024).

A significant role is played by game and simulation exercises that allow practicing real communicative situations, forming skills of emotion regulation and internal reflection (Deynichenko, 2017/2019). Psychodiagnostic practices allow assessing individual communicative characteristics, identifying strengths and weaknesses, and adapting training programs to the needs of a specific group (Buchynska & Shumska, 2012). Interactive forms of learning, such as collective projects, debates, and case studies, stimulate active participation in interpersonal interaction, promote the development of argumentation, listening to others, and the ability to communicate flexibly (Levytska, 2024).

Psychological practice creates favorable conditions for the development of dialogue, which is the central mechanism of the integrative nature of communicative and dialogical competence, combining cognitive, emotional-value and behavioral components. This ensures the readiness of the individual for effective interaction, self-development and adaptation in the conditions of transformation of the cultural and educational environment (Solovey, 2024; Deynichenko, 2017/2019; Buchynska & Shumska, 2012).

Thus, psychological practice, which includes socio-psychological training, game methods, psychodiagnostics and interactive communicative exercises, creates favorable conditions for the development of dialogue as an interpersonal process and contributes to the integrative content of communicative-dialogical competence, which combines cognitive, emotional-value and behavioral components.

Considering the above-mentioned possibilities of psychological practice and their influence on the formation of dialogical competences, it can be argued that the effective development of communicative-dialogical competence in the conditions of transformation of the cultural-educational space requires a holistic integration of theoretical knowledge with practical forms of activity. Such an approach not only expands the possibilities of adaptation to new challenges of the educational environment, but also provides systematic training of the individual as an active subject of dialogue, capable of flexible communication, empathy and reflective interaction.

Conclusions. The article theoretically and empirically substantiates the psychological principles of the formation of communicative and dialogical competence in the context of the transformation of the cultural and educational space. It is established that:

- firstly, the development of empathy, reflection and subject-subject interaction are key psychological factors of effective dialogue;
- secondly, the formation of competence in the modern cultural and educational space requires practical psychological methods that contribute to the development of dialogical interaction and reflective communication: socio-psychological trainings, game and simulation exercises, psychodiagnostic practices and interactive teaching methods (collective projects, disputes, cases);
- thirdly, psychological practice creates favorable conditions for the development of dialogue as a central mechanism of the integrative nature of communicative and dialogical competence, combining cognitive, emotional-value and behavioral components and ensuring the individuals readiness for effective interaction, self-development and adaptation.

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