

EUROPEAN INTEGRATION PROCESSES AND THEIR INFLUENCE ON THE DEVELOPMENT OF EDUCATION

ЄВРОІНТЕГРАЦІЙНІ ПРОЦЕСИ ТА ЇХ ВПЛИВ НА РОЗВИТОК ОСВІТИ

UDC 378.147.091.33:316.77(477:100)

[https://doi.org/10.31652/3041-1203-2024\(2\)-29-37](https://doi.org/10.31652/3041-1203-2024(2)-29-37)

Identification and justification of ways to improve the communicative support of the educational process in higher education institutions using the experience of foreign countries as an example

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Abstract

The article considers current issues of improving the communicative support of the educational process in higher education institutions (HEIs) taking into account the experience of foreign countries. The authors analyze current trends in the development of communications in the educational environment, identify key problems and challenges facing domestic HEIs in this area. Based on a detailed study and generalization of the practices of leading universities, ways to optimize communicative interaction between participants in the educational process are substantiated. Particular attention is paid to the use of innovative technologies, in particular digital platforms, social networks and mobile applications, to build an effective communication infrastructure. The paper offers specific recommendations for improving internal and external communication in HEIs, the formation of an open information space and the development of communicative competence of teachers and students. The problems of effective provision of communicative support of the educational process are described and ways to improve the outlined types of communications are proposed. Innovative teaching methods that contribute to the development of communicative competencies in higher education institutions in the United States are analyzed and ways of implementing the above examples in the educational process of domestic higher education institutions are proposed.

Keywords: communicative support, educational process, higher education institutions

Визначення та обґрунтування шляхів удосконалення комунікативного забезпечення освітнього процесу в ЗВО на прикладі досвіду зарубіжних країн

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Анотація

У статті розглядаються актуальні питання вдосконалення комунікативного забезпечення освітнього процесу у закладах вищої освіти (ЗВО) з урахуванням досвіду зарубіжних країн. Автори аналізують сучасні тенденції розвитку комунікацій в освітньому середовищі, виокремлюють ключові проблеми та виклики, що постають перед вітчизняними ЗВО у цій сфері. На основі детального вивчення та узагальнення практик провідних університетів, обґрунтовуються шляхи оптимізації комунікативної взаємодії між учасниками освітнього процесу. Особливу увагу приділено використанню інноваційних технологій, зокрема цифрових платформ, соціальних мереж та мобільних додатків, для побудови ефективної комунікаційної інфраструктури. В роботі запропоновано конкретні рекомендації щодо покращення внутрішньої та зовнішньої комунікації у ЗВО, формування відкритого інформаційного простору та розвитку комунікативної компетентності викладачів і студентів. Описано проблеми ефективного забезпечення комунікативного забезпечення освітнього процесу та запропоновано шляхи покращення окреслених видів комунікацій. Проаналізовано інноваційні методи навчання, які сприяють розвитку комунікативних компетентностей у закладах вищої освіти США та запропоновано шляхи імплементації наведених прикладів в освітній процес вітчизняних ЗВО.

Ключові слова: комунікативне забезпечення, освітній процес, заклади вищої освіти

Statement of the problem. Communicative support of the educational process is an important aspect of the activities of higher education institutions. It promotes effective interaction between students, teachers and other participants in the educational process, and also increases the effectiveness of the educational process.

In modern conditions, there are a number of problems that negatively affect the communicative support of the educational process in higher education institutions. These include:

1. Insufficient attention to the development of communicative competencies of students. In the process of learning, students must develop their communicative skills, such as public speaking, presentation, effective communication and conflict resolution. However, in many higher education

institutions, insufficient attention is paid to these issues.

2. Failure to use modern technologies for communication. Modern technologies, such as social networks, video conferencing and mobile learning, can significantly improve the communicative support of the educational process. However, in many higher education institutions, these technologies are not used to their full extent.

3. Insufficient interaction between higher education institutions and the external environment. Higher education institutions should actively interact with the external environment, in particular with business, the public and other organizations. This contributes to improving the quality of education and its compliance with the needs of society. However, in

many higher education institutions this interaction is not effective enough.

The Analysis of Sources and Recent Research. Among the latest studies on this topic, it is worth mentioning the works of Moroz O. V. "Communication culture of higher education teachers: theoretical aspects and ways of formation", Sukhomlynska O. V. "Pedagogical communication", Volynets P. M. "Communicative support of the educational process in higher education institutions".

These studies reveal various aspects of communicative support of the educational process in higher education institutions, and also suggest ways to improve it. However, most of the studies are devoted to communicative support of the educational process in general education institutions. Research on communicative support of the educational process in higher education institutions is insufficient.

The Purpose of the article is to identify and substantiate ways to improve the communicative support of the educational process in higher education institutions of Ukraine based on the analysis and adaptation of the best practices of foreign countries, in particular the USA, taking into account modern trends in the development of education and the needs of the information society.

The Results of the Research. Communicative competences are an important component of successful learning in higher education. They allow students to interact effectively with teachers, other students, and representatives of other spheres of life.

In US higher education, there is a wide range of activities aimed at developing the communicative competences of students. One of the main areas of development of communicative competences is active learning, which involves involving students in active activities in classes, which contributes to the development of their communicative skills. Active learning methods include group discussions and debates, projects and research, trainings and seminars on the development of communicative skills.

Another important area of development of communicative competences is the use of technology. Technology allows students to interact with others in real time, regardless of their location. Technology can also be used to create educational materials that contribute to the development of communicative skills.


In the US higher education institutions, innovative teaching methods that promote the development of communicative competences are also widely used. For example, in some higher education

institutions, students can receive credits for participating in volunteer projects or participating in sports competitions. These activities contribute to the development of communicative skills, such as teamwork, leadership, and problem solving.

Let us describe foreign experience. Let us give examples of how communicative learning is provided in the US higher education institutions. Let us consider them in Table 1.

Table 1.

Examples of providing communicative learning in the USA

<p>University of North Carolina at Chapel Hill</p> 	<p>Offers a course called "Communication Literacy", which is mandatory for all first-year students. In this course, students learn the basics of communication, such as effective communication, public speaking, and presentation.</p>
<p>University of Michigan</p> 	<p>Offers a program for the development of communicative competences, which includes trainings, seminars and online courses. This program is available to all university students.</p>
<p>University of California Los Angeles (UCLA)</p>	<p>Uses technology to develop students' communication skills. In the Digital Storytelling</p>



The US higher education system is actively implementing innovative teaching methods aimed at developing students' communicative competences, which is extremely relevant in the context of globalization and the growing demands of the labor market for effective communication skills. One of the common approaches is problem-based learning (PBL), which involves students solving real or simulated professional problems in small groups. This format requires active interaction, discussion, argumentation of one's own position and search for compromise solutions, which contributes to the development of teamwork skills, critical thinking and interpersonal communication.

The Case Study Method has also become widespread. It consists in the analysis of specific situations (cases) that contain a description of a real problem faced by an organization or individual. Students, working individually or in groups, must analyze a case, identify key problems, develop alternative solutions and justify their choice, which develops analytical abilities, presentation skills and the ability to lead a discussion.

Debate-Based Learning is another effective method that involves organizing structured discussions on current topics. Students prepare arguments for and against a certain statement, learn to clearly formulate and defend their own position, as well as listen to and analyze the arguments of opponents. This method develops public speaking skills, critical thinking, and the ability to conduct a constructive dialogue.

Educational games and simulations (Role-Playing and Simulations) are actively used to simulate professional situations, where students can try on different roles and practice communication skills in conditions close to real ones. This contributes to the development of empathy, the

ability to adapt to different communicative situations and find effective solutions in difficult conditions.

Project-Based Learning involves students completing long-term projects, often interdisciplinary, that require close cooperation, role distribution, planning and coordination of actions. Working on projects develops team interaction skills, negotiation, presentation of results and self-reflection.

The use of digital technologies is an integral part of innovative teaching methods in the USA. Online platforms, social networks, forums and blogs are used to organize discussions, work together on projects, exchange opinions and ideas, which expands the communication space and provides students with more opportunities for practice. The implementation of these methods in domestic higher education institutions requires taking into account certain features and adaptation to existing conditions. First of all, it is necessary to create a favorable environment for the implementation of innovations, which includes support from the administration, advanced training of teachers in the field of interactive teaching methods and provision of the necessary material and technical base.

It is important to develop methodological recommendations on the use of problem-based learning, case studies, debates, role-playing games, simulations and project-based learning, taking into account the specifics of different specialties and educational programs. Teachers should be encouraged to experiment with new methods, provide them with the opportunity to exchange experience and best practices, and create a system for stimulating innovative activity. In addition, it is necessary to integrate digital technologies into the educational process, using online platforms to organize communication, collaboration and access to educational resources. It is worth developing criteria for assessing communicative competencies and integrating them into the system for assessing students' academic achievements. Involving students in active participation in the educational process, giving them greater independence and responsibility for their learning outcomes is a key factor in success. The introduction of innovative teaching methods that promote the development of communicative competences is an important step towards the modernization of domestic higher education and increasing its competitiveness at the

international level. This will allow preparing specialists who are able to work effectively in a team, negotiate, present their ideas, and adapt to the dynamic environment of the modern world.

The modern information space, the number of users of which is constantly growing (according to Factum Group Ukraine for the 3rd quarter of 2019, the share of regular Internet users in Ukraine is 22.96 million or 71% of the population), on the one hand, greatly complicates the communication process, on the other hand, it provides many opportunities that were not there before. Online communication on Facebook, Instagram, Telegram, Twitter, YouTube, etc. is gaining increasing popularity, going beyond personal communication, acting as the most accessible and convenient means of communication, with the help of which a large number of Internet users receive additional opportunities in communication, build their own brand, and become powerful communication platforms for state and public organizations.

Unlike official websites of secondary education institutions, which require more professional training to update information on them and establish feedback, pages of institutions in social networks have their own characteristics, which are due to the properties of electronic communication - efficiency of information dissemination, accessibility, simplified search for the target audience, ease of setting up feedback, etc. They have their own structure, organizational and technological parameters that affect the nature of social ties, and are also an element of the mechanism for constructing the communicative space of modern society, performing a number of functions, creating a value basis for their existence.

Social networks have a significant impact on the communicative support of the educational process of higher education institutions. They allow students, teachers and other participants in the educational process to interact with each other in a more convenient and effective way.

Let's consider the advantages of using social networks in higher education institutions. Social networks allow students, teachers and other participants in the educational process to communicate with each other in real time, regardless of their location. This allows them to share information, ideas, and opinions, as well as solve problems.

Improving access to information. Social networks allow for the publication and dissemination of information in a more convenient and accessible way. This allows students to access educational materials, news, and other important messages.

Social networks allow for the creation of communities of students, teachers, and other participants in the educational process. These communities can facilitate information exchange, collaboration, and the development of professional skills.

Of course, the use of social networks in higher education has its own risks. For example, there is a risk of spreading misinformation and bullying. However, when used correctly, social networks can become a valuable tool for the communicative support of the educational process.

According to a study conducted by Hootsuite in 2023, 86% of higher education institutions have pages on Facebook. This indicates that Facebook is a popular communication tool for higher education institutions.

On average, higher education institutions have 100,000 followers on Facebook.



The most popular Facebook pages among higher education institutions are those of Harvard, Stanford, and Oxford.




Higher education institution Facebook pages are most often used to share news, information about events and activities, and to communicate with potential students. Let's consider how foreign higher education institutions use Facebook for communication in Table 2.

Table 2.

Use of Facebook for communication by foreign HEIs

Harvard University	
	<p data-bbox="1225 1576 1430 1839">Uses Facebook to spread news about its activities, as well as to organize discussions and events for its students.</p>

<p>Stanford University</p> 	<p>Uses Facebook to attract potential students and to communicate with alumni.</p>
<p>University of Oxford</p> 	<p>Uses Facebook to share information about his scientific research.</p>

	<p>communication skills necessary for a successful career. The course includes topics such as public speaking, presentation, effective communication, and conflict resolution.</p>
<p>University of California, Berkeley</p> 	<p>Created a platform called «Berkeley Connect». This platform allows students, faculty, and other educational stakeholders to interact with each other online. The platform includes tools such as forums, chats, and video conferencing.</p>
<p>University of Southern California</p> 	<p>Collaborates with Google to create educational programs that use modern technology. These programs are aimed at preparing students for work in today's digital world.</p>

Facebook is a popular communication tool for higher education institutions. It allows HEIs to communicate with potential applicants, students, teachers and other participants in the educational process in a more convenient and effective way.

Let's consider examples of successful application of methods for improving the communicative support of the educational process in US HEIs in Table 3.

Table 3.

Examples of successful application of methods for improving the communicative support of the educational process in US HEIs

<p>University of Michigan</p>	<p>Offers students a course called «Communication in a Professional Environment». This course aims to develop students'</p>
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The analysis conducted indicates the successful and effective improvement of the communicative support of the educational process in higher education institutions. The introduction of new methods and technologies allows creating more effective and high-quality educational programs.

The implementation of the experience of foreign countries will improve the communicative support in higher education institutions of Ukraine, especially given the rapid digitalization and digitization of the educational process.

Conclusions. Analysis of the current state and prospects for the development of communicative support of the educational process in higher education institutions, taking into account the experience of the United States, allows us to draw the following conclusions. Effective communication between all participants in the educational process is a key factor in ensuring the quality of education and achieving the strategic goals of the university. It contributes to the creation of a favorable educational environment, increasing the motivation of students and teachers, forming a corporate culture and strengthening the image of the institution. Since domestic higher education institutions have a number of problems in the field of communicative support, it is worth turning to the experience of foreign countries to find ways to solve the outlined problem.

The experience of the USA in the field of developing students' communicative competences through innovative teaching methods, such as problem-based learning, case studies, debates, role-playing games, simulations, and project-based learning, is extremely valuable for Ukraine. The use of these methods, adapted to domestic conditions, will significantly improve the quality of training specialists capable of effective communication in a professional environment.

In conclusion, it can be argued that the study and adaptation of the best US experience in the field of communicative support of the educational process is an important step towards the modernization of domestic higher education. This will not only improve the quality of training specialists, but also form in them effective communication skills, which are the key to successful professional activity and career growth in the modern world. The implementation of the proposed recommendations will contribute to the creation of an open, dynamic, and innovative educational environment in Ukrainian universities that meets the challenges of the 21st century.

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