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# THEORETICAL FOUNDATIONS AND ESSENTIAL CHARACTERISTICS OF PEDAGOGICAL COMMUNICATION IN THE EDUCATIONAL PROCESS

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**Abstract.** This article examines the theoretical foundations and essential characteristics of pedagogical communication as a specific form of professional interaction within the educational process. Communication is conceptualized not as an end in itself, but as an integral component of communicative competence that enables individuals to effectively perform interactional tasks in accordance with linguistic norms and socio-cultural conventions. The study analyzes different interpretations of communication presented in pedagogical literature, including its understanding as a system of knowledge, skills, and abilities, as well as mastery of linguistic structures and norms. Particular attention is devoted to pedagogical communication as a multidimensional and hierarchical phenomenon that integrates activity, relationships, mutual understanding, and interaction. Drawing on the theoretical perspectives of M. S. Kagan, K. K. Platonov, and B. G. Ananyev, the article highlights the socio-cultural, interpersonal, and activity-based dimensions of pedagogical communication. It is argued that pedagogical communication functions simultaneously as a social and individual phenomenon, mediating intellectual development, emotional climate, and cooperative engagement in educational settings. The findings emphasize the importance of developing pedagogical communication skills in future educators within a humanistic and competence-based framework.

**Key words**: Pedagogical communication, communicative competence, discursive competence, interaction, socio-cultural space, educational process, interpersonal relations, professional activity, humanistic approach, linguomethodological skills.

**Introduction.** Communication is regarded as an integral component of communicative preparedness. In this context, it denotes the ability to employ specific strategies in the processes of speech perception and production through language. However, similar to linguomethodological competence, communication is not an end in itself; rather, it functions as an intermediate link in the formation of communicative competence. It must be internalized to a necessary and sufficient degree to enable individuals to resolve interactional tasks in accordance with the norms of communication, as well as the cultural conventions and traditions inherent in the target language community. The content of communication at various stages and levels of education is formalized within state educational standards.

A number of scholarly investigations conceptualize communicative ability as the capacity to generate and comprehend diverse forms of speech activity; consequently, this competence is often defined as discursive competence. In pedagogical literature, communication is interpreted in two principal ways. First, it is viewed as a system of knowledge, skills, and abilities required for understanding others and for constructing one's own speech behavior programs appropriate to specific communicative domains and situations. Second, it is associated with mastery of the language system—its functions, structure, orthography, and punctuation—as well as with the normative use of linguistic means necessary to achieve speech literacy.

**Main part.** Communication encompasses several defining characteristics: conceptual experience expressed through the articulation of ideas, experiential dimensions reflected in action, and emotional experience manifested in affective expression.

From the perspective under consideration, it is essential not only to identify the fundamental features of communication but also to distinguish its types. These may be categorized as social communication, pedagogical communication, personal communication, informal communication, and formal communication. In relation to the research problem, particular attention is devoted to pedagogical communication.

Pedagogical communication is understood as a specific professional form of interaction between a teacher (educator) and students. It serves to establish a favorable psychological environment within the educational process, to foster a positive emotional climate, and to support the personal development of learners [1].

The development of pedagogical communication skills in students, as well as the examination of their preparedness for such interaction, constitutes an important area within psychological and pedagogical research. In this regard, the principles of a humanistic approach toward students in various educational and interactive situations are prioritized.

The issue of pedagogical communication has been examined across multiple disciplines—including philosophy, sociology, psychology, pedagogy, and physiology—each of which approaches the phenomenon from its own theoretical perspective and identifies distinct aspects of the problem. Despite extensive research, contemporary scholarship has not yet established a unified or universally accepted definition of the concept of "pedagogical communication." Nevertheless, the present study seeks to analyze its specific features within the framework of the research objective.

Pedagogical communication may thus be defined as the process of transmitting information from one subject of pedagogical activity to another through various communicative means and mechanisms, with the purpose of facilitating information exchange and establishing mutual understanding. The transmitted information may include thoughts, emotions, experiences, ideas, knowledge, social values, and other elements that contribute to meaningful educational interaction.

According to M. S. Kagan, who specifically examined the problem of pedagogical communication, pedagogical interaction manifests itself through activity and is distinguished by the multidimensional and hierarchical structure of pedagogical work. Within this structure, several interrelated principal types of activity can be identified. In this framework, activity should not be understood merely as a collection of individual actions; rather, it represents a complex system formed within a socio-cultural space [2].

The scholar further identifies a second type of activity, defined as a form of human agency manifested in processes of interaction within the sphere of material-practical activity. In this context, an individual appears not only as a subject transforming the external environment, but also as a social being who enters into purposeful relationships with others. This type of activity is characterized by its realization in diverse forms, including cooperation, communication, joint labor, and the performance of social roles.

From this perspective, interaction within the context of material-practical activity possesses a specific structure and functional characteristics. First, it is determined by goal orientation, task-directedness, and an anticipated outcome shared among participants. Second, such activity presupposes the distribution of roles and the establishment of cooperative mechanisms among subjects. Third, throughout the process, information exchange, transmission of experience, and assimilation of social norms occur as integral components of interaction.

According to K. K. Platonov, pedagogical communication constitutes a complex phenomenon encompassing the integration of several interdependent elements. In particular, pedagogical

communication preserves its essential nature through activity, relationships, mutual understanding, and interaction.

The synthesis of these dimensions enables pedagogical communication to be conceptualized as a specific type of social connection system essential for both societal functioning and human existence, comparable in significance to social relations, labor, and consciousness.

An important aspect of analyzing the phenomenon of communication lies in clarifying the initial theoretical premise that communication is not merely action but interaction. Within the communicative process, the necessary organization and unity of participants' actions are achieved; their rational, emotional, and volitional interrelations are realized; a shared sphere of feelings, moods, ideas, and perspectives is formed; and mutual understanding, coordination of actions, solidarity, and cohesion are established.

According to B. G. Ananyev, the distinctive and fundamental characteristic of pedagogical communication as a form of activity lies in the fact that through it an individual constructs relationships with other people. Human behavior is manifested not only as a complex aggregate of various forms of social activity through which the surrounding natural world is objectified, but also as communication and practical interaction with individuals within diverse social structures.

From this standpoint, pedagogical communication may be regarded as one of the principal types of activity that determines an individual's intellectual development. B. G. Ananyev identifies its essential features from the perspective of the interrelation between the social and the personal dimensions. He emphasizes that interpersonal interaction—namely, communication—is invariably conditioned by the system of social relations within which it is embedded. In his view, social relations generate a particular type of interpersonal communicative relationship.

At the same time, because pedagogical communication consistently functions as both interpersonal contact and a form of individual activity, it is impossible to separate the personal from the social within its structure and dynamics. Pedagogical communication is simultaneously an individual and a social phenomenon.

Consequently, the interconnection between the social and the individual is inseparably linked to the primary means of communication—language—while its individual manifestation and operative mechanism are realized through speech. Speech, in turn, depends on the degree to which linguomethodological skills have been mastered.

**In conclusion**, pedagogical communication represents a complex and multidimensional phenomenon that occupies a central position within the educational process. It cannot be regarded merely as the transmission of information; rather, it functions as a dynamic system of interaction that integrates social, interpersonal, and activity-based dimensions. As demonstrated in the theoretical perspectives of leading scholars, pedagogical communication simultaneously reflects individual and social characteristics, thereby shaping both intellectual development and the formation of personal qualities in learners.

The analysis confirms that pedagogical communication is intrinsically connected with communicative competence and linguomethodological preparedness. Its effectiveness depends not only on mastery of linguistic norms and structures, but also on the ability to establish mutual understanding, emotional balance, cooperation, and a positive psychological climate within the learning environment.

Furthermore, pedagogical communication serves as a professional instrument through which educators organize interaction, distribute roles, coordinate joint activity, and foster the assimilation of social and cultural values. Therefore, the development of pedagogical communication skills in future teachers should be considered a priority within modern competence-based and humanistic

educational paradigms.

Overall, pedagogical communication emerges as both a condition and a result of meaningful educational interaction, ensuring the integrity, effectiveness, and humanistic orientation of the teaching and learning process.

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