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INTERACTIVE TEACHING METHODS AS A MEANS OF DEVELOPING THE COMMUNICATIVE COMPETENCE OF HIGHER EDUCATION STUDENTS IN THE CONTEXT OF RESEARCH ACTIVITY

ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ЯК ЗАСІБ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В КОНТЕКСТІ НАУКОВО-ДОСЛІДНОЇ ДІЯЛЬНОСТІ

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ABSTRACT

Purpose. *The article examines the role of interactive teaching methods in the development of the communicative competence of higher education students*

Мета. *У статті досліджено роль інтерактивних методів навчання у формуванні комунікативної компетентності здобувачів вищої освіти в контексті науково-дослідної*

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within the context of research activity. The main theoretical approaches to defining the concepts of communicative competence, interactive teaching methods, and research activity of higher education students are analyzed. The structure of communicative competence is clarified, and its key components, including speech, social, informational, and professional and communicative components are characterized. The significance of communicative competence for the effective participation of higher education students in research activities, academic interaction, and professional communication is determined.

Methodology. *Based on the analysis of scholarly sources, the pedagogical conditions for developing communicative competence in the process of educational and research activities are identified. The particular attention is paid to interactive teaching methods that ensure active interaction among participants in the educational process and contribute to the development of argumentation skills, critical thinking, discussion management, public speaking, and academic communication. The most effective methods include discussions, debates, brainstorming, the case-study method, project-based learning, role-playing, business simulations, small-group work, scientific seminars, and presentations of research findings.*

Results. *The possibilities of applying interactive technologies in the implementation of research tasks, preparation of scientific projects, participation in conferences, and academic discussions are analyzed. It is established that the integration of interactive teaching methods with research activity contributes to enhancing the level of communicative competence and developing students' skills in collaboration, self-organization, and professional reflection.*

Conclusions. *The research findings demonstrate the expediency of the systematic implementation of interactive teaching methods in the educational process of higher education institutions as an important means of developing communicative competence and preparing future specialists for effective professional and research activities. Prospects for further research are associated with the empirical investigation of the effectiveness of specific interactive methods in developing the communicative competence of students from various fields of study and with the development of appropriate methodological support.*

діяльності. Проаналізовано основні теоретичні підходи до визначення понять «комунікативна компетентність», «інтерактивні методи навчання» та «науково-дослідна діяльність здобувачів вищої освіти». Уточнено структуру комунікативної компетентності та охарактеризовано її основні компоненти, зокрема мовленнєвий, соціальний, інформаційний та професійно-комунікативний. З'ясовано значення комунікативної компетентності для ефективної участі здобувачів вищої освіти в науковому пошуку, академічній взаємодії та професійному спілкуванні.

Методологія. *На основі аналізу наукових джерел визначено педагогічні умови формування комунікативної компетентності в процесі навчальної та науково-дослідної діяльності. Особливу увагу приділено інтерактивним методам навчання, які забезпечують активну взаємодію учасників освітнього процесу та сприяють розвитку навичок аргументації, критичного мислення, ведення дискусії, публічного виступу й академічної комунікації. Серед найбільш ефективних методів виокремлено дискусії, дебати, мозковий штурм, кейс-метод, проєктне навчання, рольові та ділові ігри, роботу в малих групах, наукові семінари та презентації результатів досліджень.*

Результати. *Проаналізовано можливості використання інтерактивних технологій у процесі виконання науково-дослідних завдань, підготовки наукових проєктів, участі в конференціях та академічних обговореннях. Встановлено, що поєднання інтерактивних методів навчання з науково-дослідною діяльністю сприяє підвищенню рівня комунікативної компетентності, розвитку навичок співпраці, самоорганізації та професійної рефлексії здобувачів вищої освіти.*

Висновки. *Результати дослідження засвідчують доцільність системного впровадження інтерактивних методів навчання в освітній процес закладів вищої освіти як важливого засобу формування комунікативної компетентності та підготовки майбутніх фахівців до ефективної професійної й наукової діяльності. Перспективи подальших наукових розвідок пов'язані з емпіричним вивченням ефективності окремих інтерактивних методів у розвитку комунікативної компетентності здобувачів різних спеціальностей та розробленням відповідного методичного забезпечення.*

Key words: *academic communication, communicative competence, discussion, educational process, higher education students, interactive teaching methods, professional training, project-based learning, research activity.*

Ключові слова: *академічна комунікація, дискусія, здобувачі вищої освіти, інтерактивні методи навчання, комунікативна компетентність, науково-дослідна діяльність, освітній процес, проєктне навчання, професійна підготовка.*

INTRODUCTION

– **Problem Statement**

The current stage of higher education development is characterized by a competency-based approach that involves the formation of not only profound professional knowledge among higher education students but also their ability to communicate effectively, collaborate, and engage in research activities. In the context of the integration of education, science, and innovation, the development of communicative competence acquires particular significance as one of the key components of the professional training of future specialists. It ensures successful interaction in academic and professional environments and promotes the development of skills related to the reasoned expression of personal viewpoints, participation in scientific discussions, presentation of research findings, and teamwork.

Under contemporary conditions of organizing the educational process, interactive teaching methods are becoming increasingly widespread. These methods ensure the active participation of higher education students in educational activities, stimulate their cognitive engagement, independence, and communicative interaction. Discussions, debates, the case-study method, project-based learning, role-playing and business simulations create favorable conditions for developing the communicative skills and abilities necessary for successful research activity. Through the application of such methods, students gain experience in collaborative problem-solving, discussing scientific issues, substantiating their conclusions, and presenting research outcomes.

At the same time, research activity places increased demands on the level of communicative competence. The effective implementation of research tasks requires proficiency in academic communication, critical information analysis, scientific argumentation, interpersonal interaction, and public presentation of the results of one's own scientific inquiry. However, the practice of training higher education students indicates the existence of certain difficulties in the development of these competencies, which necessitates the search for effective pedagogical means of their formation.

Despite the considerable number of studies devoted to the issues of communicative competence and interactive learning, the use of interactive methods as a means of developing the communicative competence of higher education students specifically within the context of research activity remains insufficiently explored. Existing studies predominantly focus on individual aspects of interactive learning or the development of communicative skills, whereas a comprehensive analysis of their interrelationship within the process of research training requires further scholarly consideration.

Therefore, the relevance of this issue is determined by the need to provide a theoretical justification and to identify the pedagogical potential of interactive teaching methods in developing the communicative competence of higher education students in the course of their research activities, which will contribute to improving the quality of professional training of future specialists.

– **Analysis of recent research and publications**

The issue of fostering the communicative competence of higher education students and the use of interactive learning methods in the educational process is among the priority areas of contemporary pedagogical research. Within the framework of the competency-based paradigm of education, particular importance is attached to identifying effective pedagogical means that facilitate the development of professional communication skills, academic interaction, critical thinking, and readiness for research activities.

The theoretical and methodological foundations of professional training for future specialists and the competency-based approach to education in Ukraine have been explored by Ziaziun (2000), Kremen (2025), Sysoieva (2015), and Nychkalo (2003). Their works address the development of key competencies in the context of the modernization of higher education. The development of students' communicative competence has been examined by Ukrainian researchers, including Pometun et al. (2008) and Savchenko (2014). Their work highlights the importance of fostering a culture of communication, constructive dialogue, argumentation, and interpersonal interaction.

A significant contribution to the study of interactive learning methods has been made by Pometun et al. (2008), who revealed the essence of interactive learning, its principles, and its pedagogical potential for fostering the active engagement of learners. The peculiarities of using discussions, debates, project-based learning, the case-study method, business simulations, and role-playing activities in the professional training of future specialists have been highlighted in the works of contemporary Ukrainian and international researchers. Scholars emphasize that interactive methods contribute not only to knowledge acquisition but also to the fostering of communicative skills, collaboration skills, and responsibility for the outcomes of joint activities.

Particular attention has been paid to studies devoted to the research activities of higher education students as an important component of the professional development of future specialists. The works of Andrushchenko (2006), Honcharenko (2008), Luhovyi et al. (2022), and Nychkalo (2003) in Ukraine substantiate the significance of research activities for the development of creative thinking, independence, and the ability to analyze and generalize information. Research activity is regarded as an effective means of fostering academic culture, communicative skills, and readiness for professional self-development.

In international educational research, active and interactive learning have been examined by Kolb (1984), who developed the theory of experiential learning, and Bonwell and Eison (1991), who substantiated the concept of active learning as a condition for improving the effectiveness of the educational process. The development of communicative skills through collaborative and inquiry-based learning has also been addressed in the works of Vygotsky (1978), Dewey (1938), and other scholars, who emphasize the role of social interaction in personal development.

– **Unresolved aspects of the general problem**

Despite the considerable number of studies devoted to fostering the communicative competence of higher education students, implementing interactive learning methods, and organizing research activities, the issue of their integrated interaction within the educational process of higher education institutions remains insufficiently explored. In particular, further theoretical consideration is required regarding the role of interactive learning methods as a means of fostering the communicative competence of higher education students specifically in the context of carrying out research tasks,

participating in academic discussions, preparing research projects, and presenting research findings.

The integration of research and communicative tasks within an interactive educational environment also remains insufficiently developed, which complicates the establishment of a comprehensive theoretical and methodological framework for preparing competitive specialists capable of effective academic and professional communication. Therefore, further investigation of the pedagogical potential of interactive learning methods in fostering the communicative competence of higher education students within the context of research activities is highly relevant, as is the synthesis of scholarly approaches to their effective implementation in the contemporary educational process.

The **purpose** of this study is to provide a theoretical justification and analysis of the potential of interactive learning methods for fostering the communicative competence of higher education students in the course of their research activities, as well as to identify the pedagogical conditions for the effective use of these methods within the educational process.

To achieve this purpose, the following objectives were established: to analyze scholarly approaches to defining the essence of the concepts of *communicative competence*, *interactive learning methods*, and *research activities of higher education students*; to determine the role of communicative competence in the professional training and research activities of higher education students; to characterize the main interactive learning methods that contribute to the development of students' communicative skills and abilities; to examine the possibilities of applying interactive methods in the implementation of research tasks, projects, presentations, and academic discussions; to identify the pedagogical conditions for the effective fostering of communicative competence among higher education students through interactive learning in the context of research activities; and to develop practical recommendations for implementing interactive learning methods aimed at enhancing the communicative competence and research engagement of higher education students.

METHODOLOGY

Based on the analysis of scholarly sources, the pedagogical conditions for developing communicative competence in the process of educational and research activities are identified. Particular attention is paid to interactive teaching methods that ensure active interaction among participants in the educational process and contribute to the development of argumentation skills, critical thinking, discussion management, public speaking, and academic communication. The most effective methods include discussions, debates, brainstorming, the case-study method, project-based learning, role-playing and business simulations, small-group work, scientific seminars, and presentations of research findings.

RESULTS

– Presentation of the main material

The contemporary system of higher education is oriented toward preparing competitive specialists capable of effective professional activity, continuous self-development, and active participation in research work. In this regard, fostering the communicative competence of higher education students becomes particularly important, as it constitutes a significant component of professional competence and ensures successful

interaction within academic, scientific, and professional environments. The achievement of this objective requires the application of modern pedagogical technologies, among which interactive learning methods occupy a prominent place. In scholarly literature, the concept of communicative competence is interpreted from various perspectives, reflecting its multifaceted nature. In contemporary pedagogical science, communicative competence is defined as an integrative characteristic of an individual that encompasses a set of knowledge, skills, abilities, values, and personal qualities necessary for effective interaction with other people.

Mamchur (2006) considers communicative competence to be an integrative personal quality that includes a system of knowledge concerning the norms of speech interaction, communicative skills and abilities, as well as experience in applying them in various situations of professional and interpersonal communication, thereby ensuring effective social interaction. According to Hrynkiv (2022), communicative competence constitutes a component of professional competence and is manifested in the ability to communicate effectively, work in teams, and achieve mutual understanding through the application of relevant knowledge, skills, abilities, and personal qualities. Boiko (2024) notes that communicative competence is a combination of knowledge, skills, abilities, and communicative capacities that ensure effective communication and the establishment and maintenance of contacts with other individuals in various spheres of activity. Cherezova (2014) regards communicative competence as an integral personal quality encompassing a system of communicative knowledge, skills, abilities, and personal characteristics necessary for effective interaction and successful socio-psychological adaptation. Holub (2011) emphasizes that communicative competence is a complex multilevel system that includes speech, sociocultural, strategic, and ethical components and ensures the successful implementation of professional communication in various communicative situations (Holub, 2011).

An analysis of scholarly sources provides grounds for asserting that the structure of communicative competence comprises several interrelated components: cognitive (knowledge of communication norms and rules), speech-related (proficiency in oral and written communication), social (the ability to engage in interpersonal interaction), emotional (empathy, tolerance, and self-regulation), and professional-communicative (the ability to conduct professional communication and academic interaction). Together, these components ensure the effective participation of higher education students in educational and research activities.

An important means of developing communicative competence is the use of interactive learning methods. In contemporary pedagogical research, interactive learning is viewed as an innovative approach to organizing the educational process based on active interaction among all participants, dialogue, and collaboration. Malovana and Yusiuk (2024) define interactive learning as the organization of educational activities in digital and blended environments that ensures continuous interaction among learners and between learners and instructors, promotes collaborative engagement with educational content, facilitates the development of communicative skills, and enhances learning motivation. Chernenko (2024) considers interactive learning methods to be a didactic approach that involves engaging learners in active cognitive activity through educational projects, discussions, simulation of situations, and collaborative problem-solving, thereby contributing to the development of project culture and professional competence. Deforzh and Dudnyk (2023) interpret interactive learning methods as a system of pedagogical technologies aimed at activating students' educational and

cognitive activities and developing critical thinking, communicative skills, and teamwork abilities in the process of studying academic disciplines.

The principal characteristic of interactive methods is the active participation of higher education students in the learning process. Unlike traditional methods, which are predominantly based on the transmission of ready-made information, interactive learning focuses on fostering collaboration skills, communication, critical thinking, and independent decision-making. The most common interactive methods include discussions, debates, brainstorming, the case-study method, project-based learning, role-playing and business simulations, small-group work, round-table discussions, and presentations. Researchers emphasize that the use of interactive methods creates favorable conditions for the development of communicative competence, as it ensures continuous information exchange, stimulates reasoned expression of opinions, and fosters public speaking, dialogue, and collaborative problem-solving skills. These methods become particularly relevant in the organization of research activities among higher education students.

In pedagogical science, the concept of research activities of higher education students is regarded as an integral component of professional training that involves engaging students in research tasks aimed at developing scientific inquiry skills, analytical abilities, and the capacity to generalize findings. In particular, Holovkova and Yermak (2021) define it as a comprehensive system for teaching the elements of scientific work and conducting student research under the supervision of instructors, encompassing both classroom and extracurricular activities and contributing to the development of professional competence among future specialists. Otravenko (2020) emphasizes that research activity constitutes a component of professional training that promotes the activation of students' cognitive activity and the development of their research potential necessary for future professional realization.

Research activities of higher education students may be defined as a purposeful and systematically organized process of involving students in various forms of research work (exploratory, analytical, experimental, and project-based) implemented both within and beyond the educational process under the guidance of an instructor. Such activities are aimed at developing research skills and abilities, critical thinking, the capacity to analyze and interpret scientific information, and readiness for independent scientific and professional activity.

Within the framework of this study, research activities of higher education students are interpreted as an integrative educational process that combines students' learning, inquiry, and communicative activities and ensures their engagement in scientific cognition and professional development. It is important to emphasize that the effectiveness of such activities directly depends on the level of students' communicative competence, as it is communicative competence that ensures effective interaction in discussing scientific ideas, substantiating positions, and presenting and defending research findings.

Communicative competence is currently regarded as one of the key components of the professional training of higher education students, as it ensures effective interaction within educational, research, and future professional environments. It represents an integrative personal characteristic encompassing speech-related, social, informational, and ethical skills required for constructive communication, collaboration, and the achievement of professional goals.

In the process of professional training, communicative competence performs a number of important functions. In particular, it enables higher education students to express their opinions in a reasoned manner, engage in professional dialogue, participate in discussions, and collaborate effectively with instructors and peers. This contributes to the development of professional culture, critical thinking, and readiness to address complex professional and research-related tasks.

Within the context of research activities, communicative competence assumes particular importance, as the research process inherently involves continuous communication, including the discussion of scientific ideas, the formulation of hypotheses, the interpretation of findings, and participation in conferences, seminars, and scholarly discussions. Communicative competence enables higher education students to structure scientific information logically, substantiate conclusions with well-founded arguments, and effectively present the results of their own research to the academic community.

Furthermore, well-developed communicative competence facilitates the acquisition of academic writing skills, scientific argumentation, and the critical analysis of information sources, all of which constitute essential prerequisites for successful research activity. Thus, communicative competence serves not only as a means of interpersonal interaction but also as an important instrument for conducting scientific inquiry and supporting the professional development of future specialists.

Given the decisive role of communicative competence in the professional training and research activities of higher education students, identifying effective pedagogical means for fostering this competence has become particularly relevant. Under contemporary educational conditions, such means include interactive learning methods, which promote active interaction among participants in the educational process and contribute to the development of communicative skills, collaboration, argumentation, and critical thinking. Therefore, it is appropriate to examine the principal interactive learning methods that facilitate the development of communicative competence among higher education students.

Interactive learning methods constitute an important component of the contemporary educational process, as they are based on the principle of active interaction among all participants and involve higher education students in collaborative cognitive activities. Their application contributes not only to the acquisition of academic knowledge but also to the development of communicative, social, and professional competencies.

One of the most widely used interactive methods is discussion, which involves the examination of a problem from multiple perspectives. Through discussion, higher education students learn to express and justify their viewpoints, listen to opposing arguments, analyze alternative opinions, and formulate well-reasoned conclusions. This method contributes to the development of critical thinking and a culture of professional communication. Another highly effective method is brainstorming, which is used to generate a large number of ideas within a short period of time. Its application stimulates students' creativity, develops their ability to formulate ideas quickly, work collaboratively, and make collective decisions, all of which are essential components of communicative competence.

An equally important method is the case-study method, which involves the analysis of authentic or simulated professional situations. Through this approach, higher education students learn to discuss problems, justify their decisions, engage in professional dialogue, and present the outcomes of group work. This ensures the integration of theoretical knowledge with practical communicative skills.

Project-based learning also possesses considerable pedagogical potential, as it involves students in the implementation of collaborative research or practice-oriented projects. This form of learning promotes the development of planning skills, role allocation, collaboration, and shared responsibility for outcomes while simultaneously fostering experience in academic and professional communication.

A separate group of interactive methods comprises role-playing and business simulations, which recreate authentic professional situations and enable higher education students to practice various communicative roles. Their implementation develops empathy, adaptability to different communicative contexts, negotiation skills, and the ability to make decisions collaboratively. Thus, interactive learning methods create favorable conditions for active communicative interaction among higher education students, thereby ensuring the effective fostering of communicative competence and contributing to the overall improvement of the quality of professional training.

The considerable potential of interactive learning methods becomes particularly evident in the organization of research activities among higher education students, as this form of activity provides the most comprehensive opportunities for developing communication, collaboration, and academic interaction. The use of interactive approaches makes it possible to effectively integrate learning tasks with research activities while ensuring students' active participation at every stage of the research process.

In the course of carrying out research tasks, interactive methods contribute to the development of students' ability to formulate research problems, propose hypotheses, identify and analyze information sources, and discuss findings through collaborative interaction. In particular, small-group work, discussions, and brainstorming facilitate the collective examination of research ideas, thereby enhancing their validity and scholarly value.

Interactive methods also play a significant role in the implementation of educational and research projects. Project activities involve the distribution of roles among participants, planning the stages of research, collaborative decision-making, and shared responsibility for the final outcomes. In this context, interactive methods foster teamwork, effective communication, and the coordination of collaborative activities, all of which constitute essential components of the professional competence of future specialists.

Equally important is the application of interactive approaches in the preparation and presentation of research findings. Discussing the structure of presentations, conducting peer review of materials, and rehearsing presentations in a peer-to-peer format contribute to the development of public speaking skills, scientific argumentation, and critical evaluation of information. These activities enable higher education students to strengthen their academic culture and confidence in public presentations.

Special attention should also be given to the role of interactive methods in conducting scholarly discussions, which constitute an essential component of research activities. Discussion-based formats facilitate the exchange of scientific ideas, the development of reasoned argumentation, the analysis of alternative viewpoints, and the formulation of evidence-based conclusions. Participation in such discussions contributes to fostering a culture of scholarly communication and the development of critical thinking.

Therefore, interactive learning methods represent an effective means of integrating educational and research activities among higher education students by fostering their communicative abilities, research skills, and professional readiness to engage in scientific inquiry.

The effectiveness of fostering the communicative competence of higher education students through interactive learning largely depends on the creation of appropriate pedagogical conditions that ensure the purposeful integration of educational and research activities. Contemporary studies emphasize that it is the combination of such pedagogical conditions that determines both the effectiveness of the educational process and the level of development of future specialists' professional communicative competence. The identified pedagogical conditions are presented in Table 1.

Table 1

Pedagogical Conditions for the Effective Fostering of the Communicative Competence of Higher Education Students through Interactive Learning in the Context of Research Activities

Pedagogical condition	Description
Creating an Interactive Learning Environment	Involves organizing the educational process on the principles of dialogue, partnership, interaction, and collaboration between instructors and higher education students. Such an environment stimulates students' active communicative engagement, promotes the open exchange of ideas, fosters trust, tolerance, and readiness for constructive discussion of educational and research-related issues.
Systematic Use of Interactive Learning Methods	Involves the regular and purposeful use of discussions, debates, the case-study method, brainstorming, project-based learning, role-playing and business simulations, and small-group work. This approach ensures the gradual development of communicative skills, argumentation, critical thinking, and experience in academic interaction across various learning contexts.
Integration of Educational and Research Activities	Involves engaging higher education students in research tasks, projects, the preparation of research presentations, and participation in conferences. This enables students to apply their communicative skills in authentic research settings, promotes the development of academic discourse, strengthens their ability to substantiate research findings, and enhances teamwork skills.
Promoting an Active Position and Reflective Practice among Higher Education Students	Involves encouraging higher education students to analyze their own communicative performance, evaluate the effectiveness of their interactions, and recognize their strengths and areas for improvement. Reflection contributes to the enhancement of communicative behaviour and fosters a responsible attitude toward communication within educational and research activities.
The Use of Digital Technologies to Support Interactive Learning	Involves the use of online platforms, educational services, and digital tools to facilitate group work, discussions, collaborative projects, and presentations. This expands opportunities for communication, provides flexibility in the learning process, and promotes the development of higher education students' digital communicative competence.

The identified pedagogical conditions for fostering the communicative competence of higher education students through interactive learning in the context of research activities are interrelated and mutually reinforcing. Their comprehensive implementation ensures the integrity of the educational process, enhances the effectiveness of communicative interaction, and promotes students' engagement in research activities. Considering the identified pedagogical conditions, it is appropriate to discuss practical recommendations for implementing interactive learning methods in higher education institutions to enhance students' communicative competence and research engagement.

DISCUSSION

To improve the effectiveness of fostering communicative competence (Ptushka, 2024; Sobol, 2021; Pinchuk et al. 2026) and promoting the research activities (Tuchyna & Kamynin, 2022) of higher education students, interactive learning methods (Holubnycha et al., 2025) should be systematically integrated into both classroom instruction and extracurricular activities (Nahaev & Hrynova, 2020; Grynova & Hubar, 2026). First, interactive learning methods in Ukraine (Zamir & Kostikova, 2025; Kostikova et al., 2023) should be regularly incorporated into the teaching process, including discussions, debates, the case-study method, brainstorming, role-playing, and business simulations. For example, in professionally oriented courses, instructors may organize debates on contemporary research issues or case analyses of authentic professional situations, where students are required to justify their viewpoints, propose solutions, and defend their arguments before their peers. Such activities contribute to the development of public speaking skills, logical thinking, and professional communication.

Second, interactive methods should be integrated into students' research activities. In particular, organizing collaborative research projects has proven effective, with students assuming different roles (analyst, presenter, moderator, reviewer), jointly formulating research objectives and hypotheses, and presenting their findings. For example, during the preparation of student research papers, regular group discussions of interim results or "mini research conferences" conducted in a seminar format may be organized.

Third, digital educational platforms and online tools (e.g., Google Workspace, Zoom, Microsoft Teams, and interactive whiteboards) should be actively employed to facilitate collaborative work. For example, students may collaboratively develop research documents, participate in online discussions, or present project outcomes through virtual conferences. Such practices expand communication opportunities and foster digital communication skills.

Fourth, reflective practices – including self-assessment, peer assessment, and reflective journals – should be systematically incorporated into the educational process. For instance, upon completing a project, students may complete reflective questionnaires in which they analyze their contributions to group work, identify communication challenges, and consider strategies for overcoming them. This approach promotes a more conscious attitude toward both learning and research activities.

Finally, it is essential to create a supportive educational environment based on partnership between instructors and students (Kostikova et al., 2021). In this context, the instructor should function not only as a source of knowledge but also as a facilitator or moderator of the educational process who organizes group discussions, encourages students' initiative, and supports their engagement in scientific inquiry. Such an environment fosters trust, openness, and academic collaboration.

Therefore, the comprehensive implementation of these recommendations ensures the effective integration of interactive learning methods, promotes the development of communicative competence and research engagement among higher education students, and enhances the overall quality of their professional preparation.

CONCLUSIONS

The findings of this theoretical study demonstrate that fostering the communicative competence of higher education students is one of the central issues in contemporary pedagogical science, as it is directly associated with the quality of professional training and the effectiveness of future specialists' research activities. Communicative competence is regarded as an integrative personal characteristic encompassing speech-related, social, informational, and ethical components that ensure successful interaction within educational, scientific, and professional environments.

The study has established that the research activities of higher education students constitute a systematically organized process of engaging students in various forms of research, contributing to the development of critical thinking, analytical abilities, and readiness for independent scientific inquiry. At the same time, the effectiveness of these activities largely depends on the level of communicative competence, which enables effective interaction during the discussion, argumentation, and presentation of research findings.

It has been demonstrated that interactive learning methods represent an effective pedagogical means of fostering communicative competence because they are grounded in active interaction, collaboration, and the dialogic nature of the educational process. Their application – including discussions, the case-study method, project-based learning, role-playing, and brainstorming – contributes to the development of reasoned communication, teamwork, critical thinking, and academic communication skills.

The study also confirms that interactive learning methods possess considerable potential within the context of higher education students' research activities, as they facilitate students' participation in research projects, scholarly discussions, conferences, and presentations of their own research findings. This contributes to the development of both research skills and scientific communication competencies.

The pedagogical conditions necessary for the effective fostering of communicative competence have been identified, including the creation of an interactive learning environment, the systematic application of interactive learning methods, the integration of educational and research activities, the development of students' reflective abilities, and the use of digital technologies within the educational process. The implementation of these conditions ensures a comprehensive impact on the development of students' communicative and research competencies.

The practical recommendations formulated in this study confirm the appropriateness of the widespread implementation of interactive learning methods within the educational process of higher education institutions as an effective means of enhancing students' communicative competence and research engagement.

Overall, the findings demonstrate that interactive learning methods constitute an important factor in improving the quality of future specialists' professional training by ensuring the comprehensive development of communicative competence and fostering readiness for effective research activity.

Future research may focus on a more in-depth investigation of the effectiveness of interactive learning methods in fostering the communicative competence of higher education students within the context of their research activities. Of particular relevance is empirical research examining the impact of various forms of interactive learning – including discussions, project-based learning, the case-study method, and role-playing – on the development of specific components of communicative competence, particularly speech-related, social, academic, and research communication skills.

Another promising area involves identifying optimal models for organizing collaborative and team-based learning during the implementation of research tasks, project development, presentations, and participation in scholarly discussions. Further investigation is also needed into the integration of synchronous and asynchronous forms of educational interaction to enhance students' communicative and research development.

Another promising direction is the exploration of the potential of digital interactive platforms to support higher education students' research activities, particularly regarding opportunities for monitoring individual progress, assessing the level of communicative competence, and supporting personalized educational pathways.

Special attention should also be devoted to investigating the intercultural and international dimensions of interactive learning, particularly through the organization of joint educational and research projects and scholarly discussions involving higher education students from different countries. Such initiatives will contribute to the development of global communicative competence and students' capacity for effective intercultural scientific collaboration.

The implementation of these research directions will contribute to further improving the theoretical and methodological foundations of interactive learning methods and enhancing their effectiveness in fostering the communicative competence and research engagement of higher education students.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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No artificial intelligence tools were used in the preparation of this manuscript.

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