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Формування у майбутніх педагогів здатності використовувати різні комунікативні стратегії у професійній діяльності засобом іноземної мови

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Анотація. У статті розглядається питання важливості формування у майбутніх педагогів здатності використовувати різні комунікативні стратегії у професійній діяльності засобом іноземної мови. Виокремлено низку факторів, які зумовлюють зростання ролі означеної проблеми в умовах сучасної освітньої практики. Окреслено нормативно-методичне поле, що підтверджує актуалізацію проблеми формування у майбутніх педагогів здатності використовувати різні комунікативні стратегії іноземною мовою в професійній діяльності. Проаналізовано та узагальнено праці науковців, що стали теоретичним підґрунтям дослідження окресленої проблеми. На основі теоретичного пошуку та аналізу науково-педагогічних джерел, присвячених окресленій проблемі дослідження, визначено сутність ключового поняття дослідження «комунікативна стратегія» в контексті іншомовної професійної підготовки. Поняття «комунікативна стратегія» в дослідженні трактується як свідомо обрана й планомірно організована система, що охоплює мовленнєві й немовленнєві дії, зосереджені на досягненні поставленої комунікативної мети за рахунок відбору, адаптації та застосування доцільних мовних і позамовних засобів з огляду на особливості тієї чи іншої професійної та наукової взаємодії. Виокремлено п’ять основних комунікативних стратегій (інтеракційна, компенсаторна, аргументативна, медіативна та рефлексивно-коригувальна) та особливості їх реалізації за допомогою різноманітного сучасного педагогічного інструментарію. Зосереджено увагу на функціональному призначенні виокремлених комунікативних стратегій. Запропоновано підхід до проведення

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практичних занять з іноземної мови, спрямований на формування у студентів здатності використовувати різні комунікативні стратегії, релевантні їхній майбутній професійній діяльності. Також представлено зразок проведення практичних занять з іноземної мови, спрямованих на формування у студентів – майбутніх педагогів здатності використовувати різні комунікативні стратегії засобом іноземної мови.

Ключові слова: комунікативні стратегії, іноземна мова, майбутні педагоги, професійна та наукова діяльність, іншомовна професійна підготовка, стратегічна компетентність, медіація, аргументація, вебквест.

Formation of future educators' ability to employ various communicative strategies within professional activities by means of a foreign language

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Abstract. The article examines how future educators can use various communicative strategies within the professional activities by means of a foreign language. Several factors contribute to the growing significance of this issue in contemporary educational practice. The regulatory and methodological framework is outlined, underscoring the relevance of developing the capacity in future educators to employ diverse foreign-language communicative strategies in their professional work. Scholarly literature serving as the theoretical foundation for this research is analyzed and synthesized. Based on a theoretical review and an analysis of academic and pedagogical sources, the core concept of the study «communicative strategy» is defined within the context of professional training involving a foreign language. In this research, a «communicative strategy» is interpreted as a consciously chosen and systematically organized system comprising both verbal and non-verbal actions. These actions are directed toward achieving a specific communicative goal through the selection, adaptation, and application of appropriate linguistic and extra-linguistic means, tailored to the specific requirements of a given professional interaction. Five primary communicative strategies are identified – interactional, compensatory, argumentative, mediative, and reflexive-corrective – along with the specifics of their implementation through various modern pedagogical tools.

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Particular attention is focused on the functional purpose of these identified communicative strategies. The authors present an approach to conducting foreign language practical classes designed to develop students' ability to employ various communication strategies relevant to their future professional activities. The article also presents a sample practical lesson in a foreign language, designed to develop the ability of students – future educators to employ various communicative strategies using the foreign language.

Keywords: communicative strategies, foreign language, future educators, professional activity, foreign-language professional training, strategic competence, mediation, argumentation, webquest.

Introduction

Relevance of the problem. In the context of dynamic societal changes, the importance of developing the ability in future educators to employ various foreign-language communicative strategies within their professional activities is driven by several factors. Key among these are the internationalization of contemporary higher education, the increasing role of technology, and the expansion of international academic cooperation all of which impose new requirements on the foreign-language professional training of future educators. This entails not only a high level of foreign-language proficiency but also the ability to select appropriately and apply diverse communicative strategies effectively in their future professional work. The growing significance of the issue in question is further evidenced by several national documents such as the Law of Ukraine «On Higher Education» (2017) [27], the «Concept for the Development of the English Language in Universities» (2019) [29], the «Strategy for the Development of Higher Education in Ukraine for 2022–2032» (2022) [32], and the Law of Ukraine «On the Use of the English Language in Ukraine» (2024) [28] as well as international regulatory and methodological documents, including the «Council Recommendation on Key Competences for Lifelong Learning» (2018) [8], the «Common European Framework of Reference for Languages: Companion Volume» (2020) [7], and the «European Strategy for Universities» (2022) [9]. These documents stipulate that foreign language training for future educators should focus not merely on the accumulation of theoretical knowledge, but also on the acquisition of practical skills specifically, the ability to employ various communicative strategies tailored to the objectives, content, and context of professional interaction.

Analysis of recent research and publications. The issue of developing the ability in future educators to employ various communicative strategies in a foreign language within the professional context has frequently been a subject of scholarly research by both Ukrainian and international academics. Specifically, A. Hlushchenko [26], O. Tsepkalo [34], L. Filipova [33], and O. Shunevych [35] explore the theoretical and practical aspects of using communicative strategies in professional and academic activities; meanwhile, international researchers including C. Faerch and G. Kasper [18], D. Kuhn [13], E. Tarone [20], M. Long [15], F. H. van Eemeren and R. Grootendorst [23], J. Flavell [10], J. O'Malley and A. Chamot [16], L. Selinker [17], M. Canale and M. Swain [2], and S. Toulmin [22] have established the theoretical foundations for the classification and application of these strategies in foreign-language communication.

Identification of the unresolved part of the problem. Despite the considerable body of research on communicative strategies, several aspects of the problem remain insufficiently addressed. Most studies examine individual strategies in isolation – compensatory strategies in oral interaction, argumentative strategies in academic writing, or metacognitive strategies in the self-assessment of speech – whereas their integrated use within the foreign-language professional training of future educators has received far less attention. Ukrainian research tends to consider communicative strategies in discourse analysis, in the training of specialists in non-pedagogical fields, or in teachers' pedagogical communication in general [26; 34; 35],

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while the didactic potential of each strategy and the pedagogical tools for its implementation in foreign-language classes for future educators have not yet been systematized.

Purpose of the article. The purpose of this study is to provide a theoretical substantiation and practical insight into the specifics of developing, in future educators, the ability to employ various communicative strategies within their professional activities by means of a foreign language. To achieve this purpose, the following objectives were set: to clarify the essence of the concept «communicative strategy» in the context of foreign-language professional training; to identify the communicative strategies most relevant to current requirements for the training of future educators and to determine their didactic focus; to match each strategy with pedagogical tools for its implementation; to outline approaches to conducting practical foreign-language classes aimed at developing the ability to employ these strategies.

Scientific novelty. The scientific novelty of the study lies in clarifying the concept «communicative strategy» as applied to the foreign-language professional training of future educators and in systematizing five communicative strategies – interactional, compensatory, argumentative, mediative, and reflexive-corrective – according to their didactic focus and the pedagogical tools for their implementation.

Practical significance. The proposed correspondence between communicative strategies and pedagogical tools, together with the described approaches to conducting practical classes, can be used by teachers of foreign languages in pedagogical universities when designing curricula, practical classes, and independent work assignments for students of pedagogical specialties.

Methodology

Research methods. The study is theoretical in nature and is based on a set of general scientific methods. Analysis and synthesis were used to study scholarly and pedagogical sources and to clarify the essence of the key concept; comparison and generalization – to juxtapose classical and contemporary approaches to the interpretation of communicative strategies; systematization and classification – to identify five communicative strategies and determine their didactic focus; pedagogical modelling – to match the strategies with pedagogical tools and to outline approaches to conducting practical foreign-language classes. The authors' own teaching experience within the course «Foreign Language and Teaching Methodology» was used to illustrate the proposed approaches.

Data sources. The source base comprises 35 publications of three types: (1) national and international regulatory and methodological documents that define requirements for the foreign-language training of future educators [7–9; 27–29; 32]; (2) foundational works that laid the theoretical basis for the study of communicative strategies [2; 10; 13; 15–18; 20; 22; 23]; (3) contemporary Ukrainian and international studies on the use of communicative strategies in foreign-language education, most of them published in 2022–2026 [1; 3–6; 11; 12; 14; 19; 21; 24–26; 30; 31; 33–35].

Analysis tools. The main analytical tool was a comparative matrix in which each communicative strategy was described by three parameters: its theoretical foundations (the works of its pioneers), its didactic orientation as interpreted by contemporary researchers, and the pedagogical tools suitable for its implementation; the results are summarized in Table 1. Qualitative content analysis of the sources was used to identify the recurring characteristics of communicative strategies on which the authors' definition of the concept is based.

Research limitations. The study is limited to theoretical analysis and to the description of approaches based on the authors' teaching experience; the effectiveness of the proposed pedagogical tools has not yet been verified experimentally. The analysis focuses on English as a foreign language and on students of pedagogical specialties, so transferring the findings to other languages and specialties requires adaptation. The selection of five strategies reflects the

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authors' view of those most relevant to current requirements and does not claim to be an exhaustive classification.

Results

In approaching the theoretical inquiry and analysis of scholarly and pedagogical sources concerning the research problem at hand, we consider it essential to focus first on the fundamental characteristics of the key concept «communicative strategy» particularly within the context of professional training involving foreign languages. Furthermore, it is necessary to identify the various types of communicative strategies and examine their didactic potential.

Given that contemporary academic discourse contains a wealth of conceptual insights from both Ukrainian researchers (O. Tsepkalo [34], O. Shunevych [35], A. Hlushchenko [26], L. Filipova [33], et al.) and foreign scholars (S. Arifin [1], M. Caprario [3], C. Li [14], N. Taguchi [19], et al.) regarding the essential nature of communicative strategies, a synthesis of these perspectives allows us to define a communicative strategy as a purposeful, conscious, systematic, situational, and flexible system of communicative actions.

This provides a basis for viewing a communicative strategy as a consciously selected and systematically organized system. It encompasses both verbal and non-verbal actions aimed at achieving a specific communicative goal through the selection, adaptation, and application of appropriate linguistic and non-linguistic means, tailored to the specific requirements of a given professional or academic interaction.

L. Selinker should be considered one of the pioneers of the conceptual analysis of communication strategies in the context of foreign language learning; in his work «Interlanguage», he examined foreign language communication strategies as one of the five primary psycholinguistic processes involved in the formation of the so-called «Interlanguage» [17].

This issue was further explored by Canadian researchers and linguists M. Canale and M. Swain from the Ontario Institute for Studies in Education (OISE) at the University of Toronto. In their article, «Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing», they developed a model of foreign language communicative competence comprising the following core components: grammatical (linguistic) competence, sociolinguistic competence, discourse competence, and strategic competence. Within this model, the researchers identified strategic competence as the primary component; in their view, it integrates verbal and non-verbal strategies that compensate for difficulties in verbal interaction – difficulties stemming from an insufficiently developed command of a foreign language or a limited ability to apply that knowledge in practice. Such challenges can be mitigated through paraphrasing, the use of synonyms, or non-verbal gestures, which help overcome communicative obstacles and enhance the effectiveness of communication [2].

Given that the content of most communicative strategies has been transformed, driven by shifts in educational strategies and rising requirements for the foreign-language professional education of future educators, it is appropriate to examine contemporary approaches to their interpretation. These approaches are presented in the works of various international scholars who have built upon the foundations laid by earlier researchers, continuing to develop and deepen these theoretical tenets while disseminating their scholarly perspectives to a broader audience. Accordingly, we consider it necessary to examine five communicative strategies that, in our view, are most relevant to current requirements for the professional and scientific foreign-language training of future educators: interactional, compensatory, argumentative, mediative, and reflexive-corrective.

Thus, among contemporary foreign researchers addressing the use of interactional communicative strategies in the educational process are N. Cirit-Işıklıgil, R. Sadler, E. Arıca-Akkök [5], and M. Caprario [3]. Their scholarly perspectives are grounded in a theoretical

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analysis of the works of the pioneers of this strategy, E. Tarone and M. Long. These researchers emphasize the particular effectiveness of such strategies when students participate in video conferences, as this creates opportunities to develop dialogic speech, negotiate the meaning of utterances, overcome communicative challenges, and achieve mutual understanding among participants [20; 15].

Building upon the research of E. Tarone [20], as well as C. Faerch and G. Kasper [18], who explored the didactic aspects of compensatory strategies, scholars M. Chou [4] and N. Taguchi [19] note that employing such strategies helps overcome language difficulties stemming from insufficient linguistic competence. This is achieved through synonyms, descriptive explanations, paraphrasing, simplified linguistic structures, and non-verbal communication. Regarding the argumentative strategy, the foundations of which were laid by S. Toulmin [22], F. H. van Eemeren, and R. Grootendorst [23], contemporary scholars such as S. Yasuda [25], Q. Wang, and G. Newell [24] highlight the effectiveness of its application for developing students' skills in constructing arguments, substantiating their own positions, and employing critical thinking within the context of academic writing in a foreign language. In their research, they propose using modern forms and methods for foreign language instruction, including academic essay writing, genre-based instruction, and inquiry-based analysis.

Drawing on the scholarly work of S. Toulmin [22] and D. Kuhn [13], researchers A. Gadomska [11] and N. Çökmez [6] note that a mediative communicative strategy fosters future educators' ability to act as intermediaries in professional and academic communication. This is achieved by adapting, synthesizing, and explaining core information in an accessible manner tailored to the interlocutor's needs.

Building upon the reflexive-corrective strategy (J. Flavell [10]; J. O'Malley and A. Chamot [16]), researchers K. Tharmalingam, A. Asmawi, J. Lim [21], and T. Kim [12] highlight its effectiveness in training students to self-assess their own oral speech, exercise metacognitive control, and identify and correct linguistic errors. These scholars suggest employing methods such as describing images, engaging in spontaneous group discussions, and utilizing retrospective recall.

A synthesis of these scholarly approaches reveals a significant expansion in the functional scope of these communicative strategies. They are viewed not merely as means to overcome linguistic difficulties, but as tools to ensure mutual understanding, regulate interpersonal interaction, adapt information, and enhance the effectiveness of communication in a foreign language. To develop future educators' ability to use various foreign-language communicative strategies in both professional and academic contexts, we can integrate interactive, creative, and digital teaching technologies into practical foreign-language sessions.

Accordingly, on the basis of the analyzed research, we present a table illustrating the didactic focus of key communicative strategies, viewed through the lens of how they are implemented using specific pedagogical tools (see Table 1).

Table 1

The didactic potential of communicative strategies and the pedagogical tools for their implementation in the foreign-language professional training of future educators

Communicative strategies	Didactic orientation	Pedagogical tools
Interactional	The ability to initiate, organize, and sustain communication through clarifying questions to achieve mutual understanding.	Digital storytelling, blogging, improvisation, role-playing within future pedagogically oriented activity, project-based activities
Compensatory	Overcoming speech difficulties by paraphrasing, finding synonyms, and using nonverbal communication.	Creating and solving rebuses, idiomatic expressions presented as images
Argumentative	Practicing the ability to formulate,	Webquests, debates, descriptions of live

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Communicative strategies	Didactic orientation	Pedagogical tools
	articulate, and support one's position, and to provide evidence and counterarguments when necessary, while participating in professional and academic discussions.	photos and GIF animations, mini-research projects, online tours, creation of original podcasts, improvisations
Mediative	Facilitating professional and scientific communication by adapting, summarizing, and explaining key information in an accessible way tailored to the interlocutor's needs.	Participation in student conferences, projecting possible situations within the future profession
Reflexive-corrective (metacognitive)	The ability to self-monitor and self-evaluate the effectiveness of one's own speech in order to adjust the chosen communicative strategies.	Working with authentic scholarly sources, participating in online professional pedagogical conferences, analyzing academic video lectures on TED Talks, and academic writing

Source: compiled by the authors on the basis of [3–6; 10–13; 15; 16; 18; 20–25].

Let us examine in greater detail potential approaches to conducting a practical foreign language session for future educators within the framework of the course «Foreign Language and Teaching Methodology» aimed at developing students' ability to employ various communication strategies in professional and academic contexts through specific pedagogical tools. Drawing on our practical experience, we consider the «webquest» highly effective. For instance, when exploring the topic «Nutrition traditions of pupils from different countries» part of the content module «Food and nutrition standards» students can conduct mini-research, analyze information, generate new ideas, and make decisions. In doing so, they practice communication skills by adapting, synthesizing, and explaining key information in ways that are accessible and tailored to their interlocutor's needs [30; 31, p. 117].

Another compelling method involves university students independently organizing online excursions using augmented reality applications such as «Google Expeditions» and «Google Arts & Culture». During these activities, students can present interesting facts in English and share their findings within a digital environment. We believe this practical session format helps students develop the skills to articulate and justify their positions, as well as provide evidence and counterarguments during discussions.

Thus, employing and combining these communicative strategies enables future educators to address linguistic challenges in professional communication by drawing on the complementary and mutually reinforcing functions of each strategy.

Discussion

Interpretation of the results. The results indicate that, in the foreign-language training of future educators, communicative strategies should be treated not as isolated techniques but as an interrelated system. The five identified strategies cover the main stages of professional communication: establishing and sustaining contact (interactional), overcoming linguistic gaps (compensatory), substantiating a position (argumentative), adapting information for the interlocutor (mediative), and monitoring and adjusting one's own speech (reflexive-corrective). Accordingly, one pedagogical tool can activate several strategies at once: a webquest combines the mediative strategy (synthesizing and explaining information) with the argumentative one (justifying decisions), and student-led online excursions combine the argumentative and mediative strategies. This suggests that the combined development of the strategies is didactically justified.

Comparison with other studies. The findings are consistent with the interpretation of strategic competence by M. Canale and M. Swain [2], who considered communicative strategies primarily as a means of compensating for breakdowns in communication; however, following contemporary researchers [3; 5; 11; 21], the present study extends this view by including

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strategies aimed not only at overcoming difficulties but also at organizing interaction, mediating information, and self-regulating speech. This extension corresponds to the CEFR Companion Volume [7], which substantially expanded the descriptors for mediation as a mode of communicative activity alongside reception, production, and interaction. Unlike the classifications of C. Færch and G. Kasper [18] and E. Tarone [20], developed for interlanguage communication in general, the proposed systematization is oriented toward the professional activity of educators and is linked to specific pedagogical tools. In contrast to Ukrainian studies that consider communicative strategies in discourse analysis [26], in professionally oriented written communication of future engineers [34], or in teachers' choice of pedagogical strategies [35], this article focuses on the foreign-language training of future educators and on the didactic potential of each strategy.

Scientific novelty (extended). The scientific novelty of the study consists in the following: the concept «communicative strategy» has been clarified for the context of foreign-language professional training as a consciously chosen and systematically organized system of verbal and non-verbal actions aimed at achieving a communicative goal through the selection, adaptation, and application of linguistic and extra-linguistic means; five communicative strategies most relevant to current requirements for the training of future educators have been identified, and their didactic focus has been determined; each strategy has been matched with a set of pedagogical tools for its implementation in practical foreign-language classes (Table 1); the complementary nature of the functions of these strategies has been substantiated.

Practical significance (extended). The results can be used by teachers of foreign languages in pedagogical universities when planning practical classes within courses such as «Foreign Language and Teaching Methodology»; by developers of educational programs for pedagogical specialties when formulating learning outcomes related to foreign-language communication; and by students – future educators – for self-assessment and the conscious selection of communicative strategies in professional and academic communication. Table 1 can serve as a guide for selecting pedagogical tools depending on the strategy being developed, while the described webquest and online excursion formats can be adapted to other topics and content modules, taking into account students' language proficiency levels.

Conclusions

The systematization of traditional and modern scientific approaches has enabled the identification of five communicative strategies – interactional, compensatory, argumentative, mediative, and reflexive-corrective – that are most relevant to current requirements for foreign-language professional and academic training of future educators; each strategy is characterized by a specific didactic focus. The integrated application of these strategies helps future educators overcome language-related difficulties in professional and academic communication in a foreign language, owing to the interrelation and complementarity of their functional capabilities. The study shows that specific pedagogical tools aimed at developing students' ability to use various foreign-language communicative strategies in professional and academic contexts can be implemented across any academic discipline, provided they are adapted to the specific objectives, content, and students' language proficiency levels.

Future research will focus on experimentally verifying the effectiveness of the forms and methods presented in this study, which are designed to develop future educators' capacity to use diverse foreign-language communication strategies in their professional and academic activities.

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