

**DETERMINANTS OF SOCIAL
AND COMMUNICATION SKILLS FORMATION
IN LIBRARY AND INFORMATION SCIENCE STUDENTS**

Viktor Sarancha¹
Viktoriia Shabunina²

DOI: <https://doi.org/10.30525/978-9934-26-651-5-27>

Abstract. In the context of rapid digital transformation, global uncertainty, and increasing social complexity, higher education institutions face the challenge of preparing specialists who are capable of effective professional interaction in diverse communicative environments. For students of Library and Information Science, whose future professional activities are inherently linked to information mediation, user interaction, and social communication, the development of social and communication skills becomes a critical component of professional training. Contemporary research increasingly emphasises the role of soft skills as a determinant of employability, professional adaptability, and sustainable career development. However, despite a growing body of literature addressing professional competencies in the information, library, and archival domains, the factors shaping the formation of social and communication skills remain insufficiently systematised. This gap is particularly evident under current conditions characterised by educational digitalisation, socio-political instability, and heightened psychological pressure on students. Against this background, the present study focuses on identifying and analysing the determinants that influence the development of social and communication skills in Library and Information Science students, considering educational, sociocultural, and psychological dimensions. *The purpose* of the paper is to identify, systematise, and empirically substantiate the key factors influencing the development of social and communication skills among Library and

¹ Candidate of History, Associate Professor,
Associate Professor of the Department of Humanities, Culture and Art,
Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine

² Candidate of Philology, Associate Professor,
Associate Professor of the Department of Humanities, Culture and Art,
Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine

Information Science students, with particular attention to educational practices, sociocultural conditions, and psychological characteristics that shape their professional and social interaction within contemporary higher education environments. *Methodology.* The research was conducted using an integrated methodological framework that combined empirical data collection with analytical interpretation. Quantitative evidence was obtained through a survey of undergraduate students enrolled in B13 “Library, Information and Archival Affairs” programme, incorporating N. Hall’s emotional intelligence assessment to capture emotional and interpersonal dimensions of communication. The collected data were processed using descriptive and comparative statistical techniques to identify dominant patterns and correlations between educational conditions and communication-related indicators. Qualitative insights derived from students’ narrative responses were analysed interpretatively to contextualise individual experiences of interaction, adaptation, and learning. On this basis, the determinants of social and communication skills development were structured into educational, sociocultural, economic, and psychological categories, enabling a holistic examination of their interdependence. *Results* of the study showed that the formation of social and communication skills in Library and Information Science students is influenced by a complex interaction of educational, sociocultural, economic, and psychological determinants, with psychological factors, particularly emotional intelligence, motivation, and stress resilience, playing a central role. Educational practices based on active and interactive learning methods were found to significantly enhance students’ communicative engagement, teamwork abilities, and conflict-management skills, especially when combined with alternative assessment formats. Sociocultural conditions, including digitalisation, socio-political instability, and changing professional expectations, were shown to shape students’ communicative behaviour and adaptability, while economic pressures encouraged the development of time-management, emotional regulation, and entrepreneurial communication skills. Overall, the findings confirm that social and communication skills constitute a dynamic, multidimensional construct that requires systematic pedagogical support within educational programmes for future information, library, and archival professionals. *Practical implications.* The results of the study provide a foundation for improving educational practices in the training of

Library and Information Science specialists. They indicate the necessity of embedding the development of social and communication skills as a cross-cutting component of academic programmes rather than treating it as an auxiliary outcome. This may be achieved through the systematic inclusion of communicative, collaborative, and problem-oriented learning activities within both core and elective courses. The findings also support the adoption of assessment strategies that prioritise interaction, reflection, and group-based performance alongside traditional written evaluation. Moreover, the identified role of psychological and sociocultural conditions underscores the importance of creating supportive learning environments that foster emotional stability, motivation, and adaptability, particularly in digitally mediated and crisis-affected educational contexts. These implications may inform curriculum design, teaching strategies, and institutional policies aimed at enhancing graduates' professional readiness and social effectiveness. *Value/originality.* This study offers an original contribution by providing a comprehensive and systematised analysis of the determinants shaping the development of social and communication skills in Library and Information Science students. Unlike existing research that primarily focuses on individual competencies or isolated pedagogical practices, the present work integrates educational, sociocultural, economic, and psychological factors into a unified analytical framework. The application of N. Hall's emotional intelligence model to the study of communication skills formation in the context of information, library, and archival education further enhances the novelty of the research. Additionally, the study addresses contemporary challenges, such as digitalisation, socio-political instability, and changing educational formats, that remain underexplored in this field, thereby extending current theoretical and empirical discussions and offering evidence-based insights relevant to curriculum design and professional training in the humanities.

1. Introduction

Far-reaching socio-economic changes driven by intensified global interconnectedness and the rapid diffusion of digital technologies have heightened the need for the systematic preparation of highly competent professionals capable of navigating dynamic and uncertain professional contexts. These conditions necessitate the consistent adoption of a

competency-based educational framework oriented towards the formation of an integrated configuration of knowledge, skills, and professional capacities that support both effective occupational performance and sustained social interaction among higher education learners. Within this context, the development of graduates' social and communication skills (SCS) emerges as a critical priority, as these competencies enable efficient information exchange, contribute to the constructive management of conflict, and foster productive collaboration in team-oriented professional environments. Within the framework of educating future professionals in information, library, and archival science, social and communication skills constitute a fundamental component of overall professional competence. These skills are essential for effective performance in the documentation and information sector, as they facilitate efficient information retrieval, critical analysis, organisation, and dissemination, while also ensuring high-quality interaction with service users, colleagues, and professional partners.

The educational programme designed to prepare specialists in B13 "Information, Library, and Archival Affairs" at Kremenchuk Mykhailo Ostrohradskyi National University (Ukraine) is aimed at shaping an intellectually developed, well-informed, self-aware, creative, and socially integrated professional. The achievement of this objective is closely linked to the systematic development of soft skills that support students' adaptation to both societal and professional contexts. Such competencies enhance individuals' capacity for social integration by enabling effective interpersonal communication, partnership-building, informed engagement with ongoing transformational processes, and an adequate understanding of prevailing social norms and expectations.

Well-developed soft skills play a pivotal role in organisational and managerial activities, as they underpin effective leadership practices, goal setting, team engagement, conflict management, and meaningful professional communication. In the context of project-based and innovative work, these competencies are indispensable for articulating ideas, participating in project-related discussions, attracting partners, and obtaining constructive feedback. Within social, educational, and outreach activities, soft skills ensure sensitivity to both individual and collective audience needs, facilitate the establishment of trust-based relationships, and support the efficient transmission of knowledge.

An illustrative case of this interdependence can be observed in the correspondence between social and communication skills and the competency framework embedded in the bachelor's educational programme in B13 "Information, Library, and Archival Affairs" at Kremenchuk Mykhailo Ostrohradskyi National University (Ukraine). The structure of integral competence within the programme is inherently grounded in the development of these skills. The ability to perform and resolve complex professional tasks under conditions of uncertainty, variability, and increased cognitive demand requires sustained interpersonal engagement, collaborative work, negotiation capacity, and behavioural flexibility. Furthermore, social and communication skills constitute a core prerequisite for the effective implementation of professional knowledge, methods, and operational practices in real-world contexts.

Most general competencies are either explicitly or implicitly underpinned by social and communication skills. Effective use of the state and foreign languages, productive participation in team-based activities, cooperation with professionals from adjacent disciplines, as well as abilities related to information searching, critical analysis, and the application of information and communication technologies, are all dependent on a well-developed communicative repertoire. In addition, the fulfilment of civic roles and the maintenance of ethical, moral, and cultural standards require the capacity for responsible and constructive social engagement.

Professional (specialised) competencies are likewise closely associated with the level of social and communication skills, which function as a key condition for successful practice in the information, library, and archival sectors. Some of these competencies are directly oriented towards interaction with multiple stakeholder groups, the use of public relations instruments, and the deployment of e-government solutions, all of which presuppose advanced social interaction abilities. Others emphasise collaborative work, responsiveness to user demands, and the reliable transmission of information. Even competencies commonly regarded as technically focused necessitate communicative adaptability to facilitate teamwork and effective cooperation with clients and professional partners.

The purpose of this study is to identify, systematise, and empirically substantiate the key factors influencing the development of social and communication skills among Library and Information Science students,

with particular attention to educational practices, sociocultural conditions, and psychological characteristics that shape their professional and social interaction within contemporary higher education environments.

In order to achieve the stated aim, the study addresses the following research objectives:

1. To analyse contemporary scholarly approaches to the conceptualisation of social and communication skills within the framework of professional training in Library and Information Science.

2. To clarify the role of social and communication skills in shaping the professional competence and employability of future library, information, and archival specialists.

3. To identify and systematise the principal groups of determinants influencing the development of social and communication skills among students, including educational, sociocultural, economic, psychological, and personal factors.

4. To examine the influence of the educational environment and learning formats (face-to-face, online, and blended learning) on the development of students' social and communication skills.

5. To investigate psychological determinants of social and communication skills formation, with particular attention to emotional intelligence, motivation, stress resilience, and behavioural responses to educational challenges.

6. To analyse empirical data obtained from student questionnaires based on N. Hall's emotional intelligence assessment in order to identify relationships between emotional intelligence levels and social-communication skills development.

7. To develop an original classification of determinants affecting the formation of social and communication skills in Library and Information Science students.

8. To formulate practical recommendations for enhancing educational programmes and pedagogical practices aimed at strengthening social and communication skills in humanities-oriented higher education.

2. Recent research and publications

The development of social and communication skills occupies a prominent position in contemporary psychological and pedagogical

research due to their crucial role in facilitating effective interpersonal interaction and professional performance. Both national and international scholarly discourse encompasses a substantial body of research addressing the conceptual foundations of social and communication skills as well as the applied dimensions of their formation. For prospective specialists in the field of information science, these competencies constitute a key determinant of successful social integration and professional growth. Within international research traditions, social and communication skills are commonly examined under the broader construct of soft skills, which extends beyond narrowly defined professional abilities to include personal and interpersonal capacities essential for effective functioning across diverse social and occupational contexts.

Scholars within the national research context have also shown consistent engagement with the issue of soft skills formation, particularly in relation to students' professional integration and adaptability. One prominent research focus addresses how learning environments and modes of social interaction contribute to the development of these competencies. Within this framework, K. Halatsyn and A. Khomiak [8] investigate the development of communicative culture among higher education students, offering a detailed interpretation of its conceptual foundations, internal structure, and functional roles. In a related vein, S. Hanaba [9] explores the educational implications of "liquid modernity," drawing attention to its influence on soft skills development and arguing for the urgent need to recalibrate educational programmes in response to rapid societal and technological change, which necessitates updated teaching strategies and enhanced interpersonal skill formation.

Yu. V. Drozdova and O. V. Dubinina [6] investigate the conceptualisation of soft skills within contemporary educational and professional models. They highlight that soft skills encompass a range of non-technical competencies, including interpersonal, cognitive, and adaptive abilities, which are critical for bridging theoretical knowledge and practical workplace requirements. The authors emphasise that the term "soft skills" is multifaceted and lacks a singular definition, reflecting the complexity of integrating these competencies into educational programmes.

O. H. Hlazonova, T. V. Voloshina and V. I. Korolchuk [11] propose a structured framework for developing soft skills among future information

technology professionals, emphasising their essential role in successful employment within the IT industry. The authors identify five core categories of soft skills (managerial, communicative, personal effectiveness, strategic management and information management) and delineate specific competencies within each group that graduates should possess.

A wide range of international and national conceptual approaches highlight emotional intelligence as a key factor in the formation of social and communication competencies. Empirical and theoretical contributions by V. V. Zarytska [32; 33], as well as by I. V. Holovniova and O. V. Myloslavska [12], address the emotional component of competence-oriented education and provide evidence of a direct association between emotional intelligence indicators and the level of communicative skills demonstrated by students.

The earliest scholarly works addressing the specific features of professional training in the field of documentation and information communications emerged shortly after the introduction of the academic speciality “Documentation and Information Activities”. Among the pioneering studies in this area are the publications of V. H. Vlasova [29], N. A. Haisyniuk [10], and other researchers who laid the conceptual foundations for this field of study. During the period from 2000 to 2010, a growing body of academic literature focused on the development of information and communication competence among students, particularly those preparing for professional activity in documentation and information-related domains. In this context, A. A. Alieva and N. M. Liesovets [1] examined pressing issues in the professional preparation of specialists in “Documentation and Information Activities”, while O. Yu. Maliuk [16] analysed students’ social, personal, instrumental, and professional competencies, with particular attention to the specific characteristics of information and communication competence formation. O. K. Yanyshyn [31] devoted the doctoral research to the development of communication skills among future documentation specialists through the use of media education technologies.

More recently, V. V. Shabunina and O. M. Tur [23] investigated social and communication culture as a key component of professional development within the field. The intensified implementation of the competency-based approach in higher education subsequently generated a substantial number of publications examining diverse dimensions of

professional training in documentation and information support. Notable contributions to this line of research include studies by H. Hordiienko [13], H. Malyk [17–19], M. S. Slobodianyuk [25], L. Filipova [7], and others. Of particular significance is the work of V. Sprinsian [26], which substantiates the necessity of establishing a comprehensive system for the preparation of documentation management specialists, provides a detailed characterisation of their professional competence, and proposes a model of integrated competence tailored to the requirements of documentation management.

The mid-2010s were marked by two developments that exerted a substantial influence on the trajectory of national higher education reform in general and on the training of specialists in documentation and information communications in particular. The establishment of the National Agency for Higher Education Quality Assurance (NAHEQA) in 2015 introduced a fundamentally new approach to the design and evaluation of educational programmes, including the implementation of programme guarantors, expert review mechanisms, and formal accreditation procedures. Concurrently, the adoption of a revised classification of academic specialities – specifically, the transition from “Documentation and Information Activities” to 029 “Information, Library, and Archival Affairs” in 2016 and to B13 “Library, Information, and Archival Affairs” in 2025 – generated a range of challenges. These included a decline in applicant numbers, the necessity of aligning curricula with updated regulatory standards, and the need to reconsider existing approaches to the formation of professional competencies in accordance with contemporary labour market and societal demands.

Alongside the emergence of new trends in higher education, a number of scholarly publications advocate a reconsideration of conventional assumptions regarding the set of competencies required for specialist training. In this regard, N. R. Barabanova [3] analyses the design of contemporary educational programmes through the lens of the competency-based approach and argues that, in addition to general and profession-specific competencies, the competency framework for future specialists should incorporate invariant socio-communicative competencies. The author reviews a range of theoretical perspectives on the structuring of socio-communicative competence and proposes an original interpretation

of its constituent elements. In a subsequent study, N. Barabanova and Yu. Hrushevskya [4] contend that the globalisation-oriented transformation of Ukraine's higher education system is primarily linked to the development of competencies that enable effective self-realisation. They emphasise that the globalisation of science, increased academic mobility, the dissemination of knowledge about social processes, and the ability to apply such knowledge in professional, business, sociocultural, and educational contexts collectively contribute to the advancement of global education and to a shift in educational priorities from knowledge accumulation towards the practical application of knowledge in typical social, occupational, and academic interactions.

Researches conducted in the 2020s have demonstrated a heightened scholarly interest in diverse aspects of the professional preparation of future specialists in information, library, and archival studies. Particular attention has been paid to the development of professional competencies related to information technologies, the organisation of information resources, document management, and data governance. At the same time, pedagogical strategies for integrating innovative teaching methods have been extensively examined, and the role of digital technologies in competency formation and in supporting students' academic mobility has been clearly articulated. In this context, O. M. Tur and V. V. Shabunina [24; 28] identify communicative competence as a core component of the professional profile of an information specialist. Besides, the scientists emphasise its significance for effective functioning in environments characterised by intensive and dynamic information exchange [21; 24].

Further elaborating on this issue, A. Zlenko and D. Miroshnichenko [34] analyse the specific features of communicative competence development among specialists in documentation and information activities. The authors underline that the contemporary labour market imposes qualitatively new requirements on professionals in the field, while the nature of their work necessitates continuous self-improvement, engagement in lifelong learning, and the ongoing enhancement of both hard and soft skills.

N. A. Bachynska [2] delineates the information-digital and socio-educational competencies of library and information professionals, taking into account the interdisciplinary nature of library and information activities,

the integration of digital technologies, and the requirements of current regulatory frameworks and professional practice. The author substantiates the necessity of developing a dedicated professional standard for library and information specialists that explicitly defines information-digital as well as social and educational competencies, while reflecting the interdisciplinary character of the field in the application of digital tools.

L. I. Bilovus, O. Ye. Homotiuk, and N. M. Yablonska [5] argue that the expansion of electronic document management systems, e-learning environments, cloud technologies, and social networking platforms is fundamentally reshaping the content and structure of training programmes for future specialists in information, library, and archival studies. According to the authors, the implementation of a competency-based approach in higher education and the development of communicative competence under conditions of pervasive societal informatization are most effectively achieved through the systematic integration of contemporary information technologies into the educational process.

The formation of students' professional competence during industrial practice is emphasised by V. V. Kasian [14], who offers an original interpretation of the concept of professional competence, examines the specific features of its development in the course of practical training, and analyses prevailing approaches to assessing industrial practice outcomes among students of information and documentation programmes.

An integrated examination of the key competencies required of library professionals is presented by S. S. Khrushch [15], who proposes recommendations aimed at enhancing the effectiveness of library practice in light of current professional standards and the rapid transformation of the information environment. The study adopts an innovative perspective on competencies as a dynamic and adaptive resource, oriented towards the active introduction of innovations into the media space of libraries in order to respond to the challenges of the digital era.

Specific dimensions of specialist training are further explored by N. S. Vovk [30], who analyses the educational component "Event Management" within the curriculum of speciality 029 "Information, Library, and Archival Affairs" to identify the distinctive features of competency acquisition in the organisation and management of events. The findings demonstrate that the development of these competencies constitutes a critical

prerequisite for graduates' professional advancement and employability. In the context of the transformation of library and archival institutions into socio-communication hubs and the growing prominence of the event industry, the demand for professionals capable of planning, implementing, and managing diverse events continues to increase.

The socio-psychological determinants of information activities and their influence on managerial decision-making among information sector professionals are examined by V. Shabunina, V. Sarancha, and O. Tur [22]. In turn, V. Maslak, S. Fedorenko, and L. Butko [20] focus on entrepreneurial competence as a significant component of specialist training in the information, library, and archival domains, arguing that labour market competitiveness increasingly requires the combination of advanced hard skills with well-developed soft skills. M. Tsilyna [27] examines the formation of soft skills and related competences among higher education students as a basis for their successful adaptation to future professional roles. The author identifies a range of soft skills that are essential for graduates' effective transition into professional activity and argues that higher education curricula should deliberately foster these competencies alongside traditional academic knowledge. M. Tsilyna's findings suggest that integrating soft skills development into both theoretical instruction and practical training creates a more robust foundation for students' employability and professional adjustment, thereby supporting their readiness for workplace demands.

Overall, the analysis of contemporary scholarly sources reveals a substantial body of research addressing a wide spectrum of competencies and the mechanisms for their development among future specialists in information, library, and archival affairs. These studies primarily concentrate on digital, managerial, communicative, entrepreneurial, and other professionally oriented competencies, as well as on the modernisation of educational programmes in response to current societal and technological challenges. At the same time, the literature review indicates a notable lack of research devoted to the factors shaping social and communication skills, which underpin the majority of professional competencies. This gap underscores the scientific originality and relevance of the present study.

3. Social and communicative skills: concepts, aspects of formation (the role of pedagogical influence, format and forms of learning)

Social and communication skills are a set of knowledge, skills, and abilities that ensure effective interaction between individuals and other people, including the ability to listen actively, resolve conflicts constructively, empathize, adapt to social contexts, and present oneself successfully. They can also be defined as a set of skills and abilities that contribute to the establishment, maintenance, and regulation of interpersonal and professional relationships. SCS cover verbal and nonverbal aspects of communication, emotion management, the ability to constructively resolve conflicts, and adaptation to social change. SCS are a basic characteristic of professional competence that determines the quality of interpersonal interaction, the ability to constructively resolve conflicts, manage emotions, and adapt to social change [21].

Social and communication skills are formed and developed throughout ontogenesis, but they become particularly important in adolescence, when a person begins to actively interact with complex social systems – professional, educational and public. The system of developing professional competencies of applicants is closely linked to the development of general personal competencies, as reflected in European educational documents. In particular, the Tuning concept defines three levels of competencies (Fig. 1).

In a broader context, European educational documents identify eight key competences, which include interpersonal and social-communicative competence, along with linguistic, technological, entrepreneurial, and cultural competences.

In the process of developing SCS in applicants, it is important to consider a variety of factors that have different influences on this process. These factors can be classified according to several basic characteristics, which allows their role in skill formation to be systematized and clarified.

Educational and pedagogical factors play an important role in the formation of students' SCS, especially in the context of humanities, where communication is the basis of professional activity. The specificity of such disciplines, in particular the study of social, cultural, and historical aspects, requires special attention to the development of effective communication

skills at both the individual and collective levels. These factors include both teaching methods and the organization of the educational process, on which the effectiveness of the development of these skills in students depends. In general, these factors can be divided into several main categories, among which the structure of educational programs, teaching methods, the organization of educational activities, and student-teacher interaction are important. They determine how successfully a student will learn to work in a team, lead discussions, find compromises, and communicate effectively in a professional environment [21].

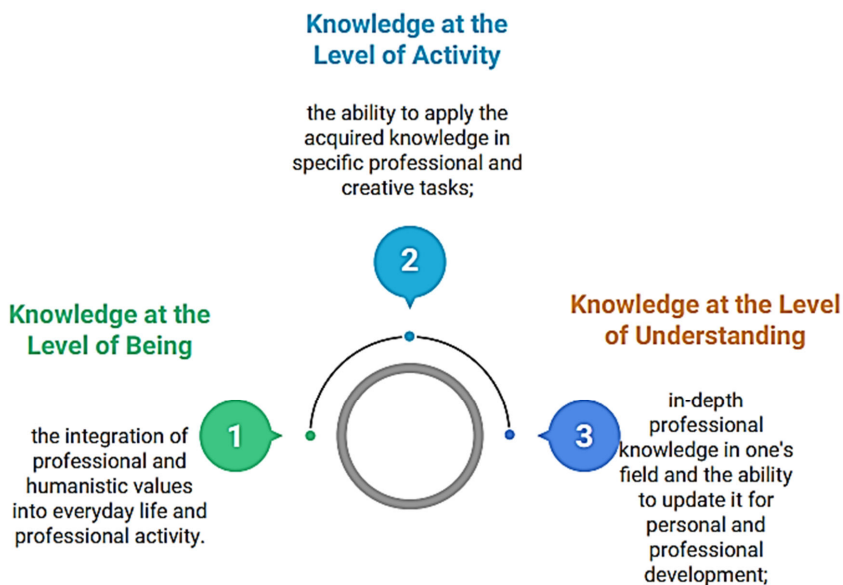


Figure 1. Tuning Competency Levels

The structure of educational programs and types of learning tasks are among the basic educational and pedagogical factors that determine the level of development of communication skills in students of the humanities. A high level of communication skills is important because future specialists in the fields of information, library and archival science, journalism, etc. must be able to interact effectively with other people, lead discussions, present

their ideas, and work in a team. Training specialists in this field requires a special approach to the organization of the educational process. Programs should cover disciplines that not only develop theoretical knowledge but also focus on the practical aspects of communication.

Learning activities should be structured to stimulate not only intellectual involvement but also the development of personal qualities that underpin effective interpersonal communication. This aim is addressed through assignments that promote active student participation in collaborative tasks, public presentations, and moderated discussions. An essential component of contemporary curricula is the implementation of learner-centred and activity-based approaches, such as group projects, seminars, and interactive lectures, which create conditions for direct peer engagement and support the acquisition of communication skills in real-world information exchange settings.

The instructional format constitutes a significant pedagogical determinant of communication skills development among students of documentation and information science. Higher education institutions currently operate across multiple modes of delivery (traditional in-person instruction, fully online learning, and blended formats) each of which shapes patterns of interaction, degrees of learner engagement, and opportunities for communicative practice in distinct ways.

Face-to-face instruction continues to play a significant role in the development of social and communication skills, as traditional classroom settings provide conditions for immediate interpersonal interaction and spontaneous dialogue. The expansion of online education in recent years (driven by global pandemic-related disruptions and the socio-political circumstances affecting the country since February 2022) has considerably transformed learning practices. Digital learning environments offer flexibility and broad access to educational resources regardless of geographical location; however, they also entail notable constraints. In particular, online formats reduce opportunities for direct interpersonal exchange between students and instructors, as well as among peers, which may hinder the systematic development of communicative competence. For many learners, the absence of live interaction limits the acquisition of practical communication experience typically gained through in-person debates and discussions.

Blended learning models integrate the strengths of both classroom-based and online instruction by combining remote access to theoretical content with on-site practical activities. This format enhances organisational efficiency and learner convenience while preserving opportunities for active communication and collaborative engagement. From the perspective of social and communication skills development, blended learning is especially effective, as it links conceptual understanding with participation in real-time interaction and discussion, which are essential for the professional preparation of students [21].

Pedagogical influence constitutes a core factor in shaping students' social and communication skills. The selection and implementation of teaching methods directly affect learners' capacity to communicate productively, collaborate within groups, engage in reflective discussion, and develop critical and analytical thinking.

Interactive pedagogical approaches promote students' active participation in the educational process by sustaining ongoing communication between learners and instructors, as well as among peers. For prospective professionals in information, library, and archival science (fields in which argumentation, presentation, and analytical reasoning are essential) such approaches are especially productive. Methods such as structured debates, collaborative projects, simulation and role-based activities, and moderated discussions stimulate intensive peer interaction and support cooperative learning, thereby contributing to the enhancement of communicative competence, conflict-management capacity, and public speaking proficiency.

Learner-centred strategies that involve students in diverse forms of academic activity also play a pivotal role in strengthening social and communication skills. Seminars, practical workshops, and project-oriented assignments enable students not only to assimilate theoretical knowledge but also to transfer it into practice within realistic professional scenarios. This is of particular importance for those studying information and documentation disciplines, as their future work routinely entails the analysis, interpretation, and clear transmission of complex information to audiences with varied backgrounds and expectations.

Assessment practices similarly exert a significant influence on the cultivation of social and communication competencies. Conventional assessment methods, such as written examinations, may restrict

opportunities for communicative demonstration, whereas alternative approaches, including oral examinations, project work, and presentations, offer more flexible and comprehensive means of evaluating student skills. These methods enable learners to exhibit their capacity for effective communication, collaborative problem-solving, reasoned argumentation, and engagement in structured discussion [21].

Within the educational process, the instructor functions as a key driver of pedagogical influence and plays a decisive role in the development of students' communication skills, especially in humanities-based disciplines. The effectiveness of this process is shaped by factors such as instructional approach, the integration of participatory and interactive teaching techniques, support for learner autonomy, and the purposeful organisation of collaborative learning contexts, all of which significantly contribute to the advancement of students' communicative competence.

4. The role of sociocultural, economic and psychological factors in the development of students' social and communicative skills

Sociocultural conditions exert a substantial influence on the formation of social and communication skills, as they define the broader social space within which students learn, interact, and construct both professional roles and personal identities. For learners enrolled in information and documentation programmes, whose academic and professional activities are inherently connected to textual interpretation, information exchange, and interpersonal interaction, these influences are particularly pronounced. Their future professional practice is inseparable from prevailing social conventions, ongoing cultural change, and contemporary societal challenges.

The social environment constitutes a multidimensional determinant of the educational process, shaping patterns of learning and interaction. It is affected by a range of factors, including armed conflict and political instability, the growing significance of digital social platforms as channels of communication, and shifts in cultural values related to education, employment, gender relations, and social roles. Prospective specialists in information science, who frequently act as intermediaries in processes of cultural transformation, are therefore required to demonstrate adaptability and the ability to engage constructively with heterogeneous audiences. At the same time, wider processes of digitalisation, global integration, and

increasing individualisation continue to reshape educational models and professional practices.

Closely linked to the social dimension, the cultural context constitutes an integral component of sociocultural factors, as culture determines fundamental norms, values, and attitudes that shape communicative behaviour. For students in the field such as Culture, Arts, and Humanities, cultural factors are particularly influential, as their professional development frequently involves interpreting and transmitting cultural phenomena. Exposure to traditions, national identity, and global cultural transformations not only enables students to navigate contemporary challenges but also positions them as active participants and cultural mediators within society, fostering the development of their social and communication competencies [21].

Economic conditions also exert a significant impact on students' learning experiences and the cultivation of soft skills. Variations in national economic stability and individual financial circumstances give rise to challenges that affect students' capacity for learning and skill development. Many senior-year students must combine study with employment, which can enhance practical competencies such as time management, stress resilience, and workplace communication, yet may also contribute to overload and diminish the overall effectiveness of academic engagement. Economic instability within a country exerts a notable influence on higher education policy, institutional funding, and the employment prospects of graduates. Students in the humanities, particularly those specialising in library or archival studies, frequently encounter limited professional demand, which incentivises the development of entrepreneurial skills, cross-cultural communication competencies, and adaptability to emerging labour markets.

The persistent need to address financial challenges can impose psychological pressure, diminishing students' motivation to engage fully in academic activities and participate in campus communities. At the same time, navigating such circumstances contributes to the cultivation of emotional resilience and conflict-resolution skills under adverse conditions.

Psychological determinants occupy a pivotal position in students' educational trajectories and professional formation, with a particularly strong impact on the development of social and communication skills.

Their influence arises not only from external conditions but also from learners' internal states, including emotional readiness and openness to new experiences. For students in the humanities, whose studies involve continuous engagement with intricate social and cultural phenomena, the role of psychological factors becomes especially significant [21].

Motivation serves as a central driver in the development of communication skills. For future specialists in information, library, and archival affairs, both intrinsic motivation (such as the aspiration for self-realisation and professional advancement) and extrinsic motivation (including encouragement from educators, the prestige associated with the profession, and social recognition) are crucial. Insufficient motivation may result in superficial learning and limited participation in communicative activities. The sustained intellectual and emotional demands posed by extensive academic tasks, which require deep text analysis and interpersonal engagement, can lead to burnout, thereby reducing learning productivity and diminishing interest in communication.

Additional stressors, including armed conflict, socio-political instability, and high academic expectations, contribute to heightened anxiety among students. Such conditions can negatively affect their capacity for effective communication, collaboration in group tasks, and initiative-taking. Mitigating these challenges requires active support from educators and the creation of a supportive emotional environment. Furthermore, changes in the mode of instruction, including the move to online or hybrid learning, alongside adjustments required by conditions of armed conflict, pose significant challenges for learners. Successfully adapting psychologically to these circumstances is essential for maintaining effective communication and collaborative interactions with both fellow students and academic staff.

The psychological state of students represents a fundamental determinant of their success in developing social and communication skills. Timely support, effective motivation, and the creation of a secure emotional environment facilitate students' ability to overcome challenges and engage productively within contemporary learning contexts. Individual traits are pivotal in determining students' ability to communicate effectively and engage socially, a dimension of particular relevance for aspiring librarians and archivists, whose professions require advanced interpersonal skills. The ability to perceive and regulate one's own emotions, along with

demonstrating empathy, underpins successful interaction. Students with higher emotional intelligence tend to establish stronger connections, exhibit greater sensitivity, and foster durable social relationships.

Behavioural and cognitive factors are also integral to the development of social and communication literacy. These dimensions influence students' responses to educational challenges, their adaptability to new circumstances, and the utilisation of their intellectual potential. Learning, particularly under conditions of crisis, may provoke elevated stress responses; some students may become withdrawn or display aggression, thereby impeding effective communication and collaborative work. The cultivation of adaptive behavioural and cognitive skills promotes constructive interaction, supports the formation of professional and interpersonal relationships, and enables humanities students to integrate more effectively into society while fulfilling their professional responsibilities [21].

Consequently, the development of communication competencies among humanities students is contingent upon a complex interplay of interrelated factors affecting their educational, sociocultural, and psychological adaptation. These influences operate across multiple levels, ranging from programme-specific instructional design to broader global phenomena such as conflict and economic instability. Collectively, these considerations underscore the multidimensional and dynamic nature of students' personal and professional formation. The Table 1 presents a structured classification of the key factors that impact the formation of social and communication competencies in students. The factors are grouped into educational, sociocultural, economic, and psychological categories, reflecting the multidimensional and interrelated nature of the influences that shape students' communicative development and professional socialisation.

So, to strengthen social and communication skills in Library, Information and Archival Affairs programmes, these competencies should be positioned as integral learning outcomes directly linked to information services, user interaction, and professional communication. Curricula should incorporate practice-oriented components focused on reference communication, user needs analysis, ethical interaction, and conflict management in both digital and physical information environments. Teaching approaches should prioritise experiential and collaborative learning formats that model real professional situations, including simulations of information services,

Section «Pedagogical sciences»

project-based tasks, and teamwork activities. Assessment practices should extend beyond written evaluation to include oral presentations, group projects, and reflective assignments that capture students' communicative performance in applied contexts. In addition, educational programmes should support the development of emotional intelligence and interpersonal resilience through mentoring and supervised professional practice. Strengthened cooperation with libraries, archives, and information institutions can provide authentic communicative experience and enhance graduates' readiness for professional interaction in the Library, Information and Archival Affairs.

Table 1

Classification of factors influencing the development of social and communication skills in students

Criterion	Type of Factor	Category	Examples
1	2	3	4
By type of influence	Educational-pedagogical	Impact of educational programmes and methods	Programme structure, types of learning tasks, active learning methods (group projects, discussions)
		Learning format	Face-to-face, online, blended learning
		Pedagogical methods	Interactive methods, student assessment, individualised instructor approach
	Sociocultural	Social context	War, political situations, influence of social networks, adaptation to changes
		Cultural context	Traditions, national identity, globalisation, socio-political changes
		Economic context	Combining study with work, financial difficulties, employment levels
	Psychological	Student psychological state	Motivation, emotional burnout, stress, adaptation to wartime conditions or new learning formats
		Personal traits	Emotional intelligence, social competence, intrinsic motivation, self-regulation
		Cognitive-behavioural aspects	Behavioural changes under stress, cognitive flexibility, willingness for independent work

1	2	3	4
By source of influence	Educational-pedagogical, sociocultural, psychological	Objective	Structure of educational programmes, course materials, access to resources (libraries, labs, online platforms)
		Subjective	Motivation, emotional intelligence, intrinsic drive for development
By direction of influence	Educational-pedagogical, sociocultural, psychological	External	Educational standards, social initiatives, extracurricular activities
		Internal	Student's emotional state, level of intrinsic motivation, personal beliefs
By structure of influence	Educational-pedagogical, sociocultural, psychological	Direct influence	Delivery of communication-focused courses, group projects, interactive seminars, role-play activities
		Mediated influence	Online courses, use of social networks, access to additional materials
By intensity and duration of influence	Educational-pedagogical, sociocultural, psychological	High intensity	Interactive methods, active participation, communication skills training, intensive development programmes
		Low intensity	Lectures, self-study, participation in voluntary activities
By level of influence	Educational-pedagogical, sociocultural, psychological	Macro-level	Globalisation, educational policies, digitalisation, international programmes
		Micro-level	Interaction with peers, consultations with instructors, participation in micro-or small projects

Source: Developed by the authors [21] and based on the analysis of student questionnaires, in accordance with N. Hall's Emotional Intelligence Assessment

5. Conclusions

The analysis suggests that social and communication skills constitute a multifaceted construct, encompassing verbal and non-verbal abilities as well as cognitive, emotional, and behavioural dimensions that enable effective interaction within social contexts. These competencies facilitate the formation of interpersonal relationships, support professional adjustment, and serve as a basis for the acquisition of wider soft skills. For future professionals in information, library, and archival studies, social and communication skills are a fundamental component of their education, reflecting the inherently interactive demands of their anticipated roles.

Section «Pedagogical sciences»

In our opinion, the development of social and communication skills depends on three groups of factors:

- educational and pedagogical (interactive teaching methods, active forms of work);
- sociocultural (digitalisation, the influence of globalisation processes);
- psychological (emotional state, motivation, personality traits).

A distinctive feature of the humanities is the need to embed social and communication skills within professional education, setting these disciplines apart from technical and natural sciences. Strategies to enhance soft skill development may span multiple dimensions. In particular, educational programmes for students in information and documentation studies should explicitly emphasise the acquisition of these skills, for instance, through courses focused on communication, conflict management, time management, and stress resilience. The integration of interdisciplinary modules further allows students to develop a comprehensive understanding of social challenges and the competencies necessary to address them effectively.

Equally important is the provision of opportunities for students to participate in socially oriented projects and volunteer work. Engagement in such initiatives facilitates the practical application of learned skills while fostering leadership, collaboration, and professional networking abilities. In some cases, international experiences may be included, supporting adaptation to multicultural contexts and contributing to the enhancement of emotional intelligence.

Future research directions could explore the development of social and communication skills within distance and blended learning environments, as well as investigate the impact of specific curricular components on the cultivation of these competencies.

References:

1. Alieva A. A., Liesovets N. M. (2009). Aktualni pyttannia pidhotovky fakhivtsiv spetsialnosti “Dokumentoznavstvo ta informatsiina diialnist [Topical issues of training specialists in the specialty “Documentation and Information Activity”]. *Materials of the II Regional Scientific and Practical Conference on Documentation (Luhansk-Starobilsk, May 21, 2009)*. Luhansk: Alma Mater. P. 10–13. (in Ukrainian)

2. Bachynska N. A. (2022). Profesiina standartyzatsiia: vymohy do kompetentnosti fahivtsia z bibliotechno-informatsiinoi spravy [Professional standardization: requirements for the competences of a library and information specialist]. *Library Science. Record Studies. Informology*, no. 3, pp. 87–92. DOI: <https://doi.org/10.32461/2409-9805.3.2022.267001> (in Ukrainian)

3. Barabanova N. R. (2017). Optyimizatsiia komponentiv sotsiokomunikatsiinoi kompetentnosti v suchasnyh osvitnih standartah pidhotovky fahivtsiv [Optimization of components of socio-communication competence in modern educational standards of training]. *Bulletin of V. N. Karazin Kharkiv National University. Series: Social Communications*, no. 11, pp. 48–52. (in Ukrainian)

4. Barabanova N., Hrushevska Y. (2019). Formuvannia sotsialno-dilovoi kompetentnosti vypusknikov vyshiv v umovah hlobalizatsii osvitniogo prostoru [Formation of social and business competence of university graduates in the context of globalisation of the educational space]. *Scientific Bulletin of Izmail State University of the Humanities*, no. 42, pp. 26–33. DOI: [https://doi.org/10.31909/26168812.2019-\(42\)-3](https://doi.org/10.31909/26168812.2019-(42)-3) (in Ukrainian)

5. Bilovus L., Homotiuk O., Yablonska N. (2023). Formuvannia komunikatyvnoi kompetentnosti bakalavriv iz vykorystanniam informatsiinyh tehnolohii pid chas navchannia [Formation of the Bachelors' Communicative Competence Implementing the Informational Technologies in the Study Process]. *Library Science. Record Studies. Informology*, no. 1, pp. 73–78. DOI: <https://doi.org/10.32461/2409-9805.1.2023.276770> (in Ukrainian)

6. Drozdova Yu. V., Dubinina O. V. (2020). Kontseptualni pidhody do vyznachennia “soft skills” u suchasnyh osvitnih i profesiinyh modeliah [Conceptual approaches to the definition of “soft skills” in modern educational and professional models]. *Soft skills – integral aspects of the formation of students' competitiveness in the XXI century: a collection of abstracts of the inter-university scientific and methodological seminar (Kyiv, February 21, 2020)*, pp. 31–34. (in Ukrainian)

7. Filipova L. (2009). Profesiini kompetentsii fahivtsiv z dokumentalnyh komunikatsii: osvitnii aspekt [Professional competencies of specialists in documentary communications: educational aspect]. *Bulletin of the Book Chamber*, no. 1, pp. 25–28. (in Ukrainian)

8. Halatsyn, K. & Khomiak A. (2019). Komunikatyvna kultura maibutniogo fahivtsia [Communicative culture of the future specialist]: monograph. Lutsk: Vezha-Druk. in Ukrainian.

9. Hanaba S. (2023). Soft skills epohy “plynnoi modernosti”: yak zminiuietsia zmistove napovnennia osvity [Soft skills of the era of “liquid modernity”: how the content of education is changing]. *Higher education of Ukraine*, no. 2, pp. 25–31. DOI: [https://doi.org/10.32782/UDU-VOU.2023.2\(89\).03](https://doi.org/10.32782/UDU-VOU.2023.2(89).03) (in Ukrainian)

10. Haisnyiuk N. A. (2003). Pidhotovka dokumentoznavtsiv v umovah informatyzatsii suspilstva [Training of document specialists in the conditions of informatization of society]. *Documentation and information activity: science, education, practice: a collection of materials of the scientific conference (Kyiv, December 18, 2002)*. State Academy of Culture and Arts. Kyiv, pp. 79–80. (in Ukrainian)

11. Hlazunova O. H., Voloshina T. V., Korolchuk V. I. (2019). Rozvytok “soft skills” u maibutnih fahivtsiv z informatsiinyh tehnolohii: metody, zasoby, indykatory otsiniuvannia [Development of “soft skills” of the future information technologies professionals: methods, means, evaluation indicators]. *Open educational e-environment of modern University. Special edition*, pp. 93–106. DOI: <https://doi.org/10.28925/2414-0325.2019s8> (in Ukrainian)

12. Holovniova I. V., Myloslavska O. V. (2012). Vzaiemozviazok emotsiinoho intelektu ta komunikatyvnyh umin u studentiv [The relationship between emotional intelligence and communicative skills of students]. *Bulletin of the National Defence University of Ukraine*, no. 4, pp. 143–148. (in Ukrainian)

13. Hordiienko H. (2010). Kompetentnisnyi pidhid do navchannia maibutnih dokumentoznavtsiv [Competency-based approach to teaching future document specialists]. *Ukrainian language and Literature at School*, no. 4, pp. 30–36. (in Ukrainian)

14. Kasian V. (2023). Formuvannia profesiinyh kompetentnosti zdobuvachiv osvitu pid chas prohodzhennia vyrobnychoi praktyky [Formation of Professional Competence of Education Seekers During Production Practice]. *Library Science. Record Studies. Informology*, no. 4, pp. 133–139. DOI: <https://doi.org/10.32461/2409-9805.4.2023.294092> (in Ukrainian)

15. Khrushch S. (2023). Kompetentnosti bibliotechnoho fahivtsia yak chynnyk formuvannia innovatsiinoho mediaprostoru [Competences of a Library Specialist as a Factor in the Formation of Innovative Media Space]. *Library Science. Record Studies. Informology*, no. 4, pp. 156–164. DOI: <https://doi.org/10.32461/2409-9805.4.2023.294101> (in Ukrainian)

16. Maliuk O. Yu. (2010). Metodolohichni osoblyvosti formuvannia informatsiino-komunikatyvnoi kompetentsii u studentiv spetsialnosti “Dokumentoznavstvo ta informatsiina diialnist” [Methodological features of the formation of information and communication competence in students majoring in “Documentation and Information Activity”]. *Bulletin of Luhansk Taras Shevchenko National University. Pedagogical Sciences*, no. 12(199), pp. 158–162. (in Ukrainian)

17. Malyk H. (2010). Profesiini standarty i kompetentnisni profili z dokumentoznavstva ta informatsiinoi diialnosti: dosvid zahidnyh krain [Professional standards and competency profiles in document science and information activities: experience of Western countries]. *Bulletin of the Book Chamber*, no. 9, pp. 47–52. (in Ukrainian)

18. Malyk H. (2013). Kompetentnisnyi profil dokumentoznavtsia [Competency profile of a document scientist]. *Bulletin of the Kharkiv State Academy of Culture*, no. 41, pp. 82–92. (in Ukrainian)

19. Malyk H. D. (2011). Pedahohichni umovy realizatsii kompetentnisnoho pidhodu v profesiinii pidhotovtsi maibutnioho dokumentoznavtsia [Pedagogical conditions for the implementation of a competence-based approach in the professional training of future document specialists]: Candidate’s thesis, Borys Hrinchenko Kyiv University. Borys Hrinchenko Kyiv University. URL: <https://uacademic.info/ua/document/0411U004065> (in Ukrainian)

20. Maslak V., Fedorenko S., Butko L. (2024). Modern trends in the training of library and information specialists. *Library Science. Record Studies. Informology*, no. 20(2), pp. 8–19. DOI: <https://doi.org/10.63009/lrsri/2.2024.08>

21. Sarancha V., Tur O., Shabunina V. (2025). Chynnyky formuvannya sotsialno-komunikatyvnyh navychok u maibutnih fahivtsiv v haluzi informatsiinoi, bibliotechnoi ta arhivnoi spravy [Factors of Formation of Social and Communication Skills of Future Specialists in Information, Library and Archival Affairs]. *Visnyk of Kharkiv State Academy of Culture*, no. 67, pp. 185-204. DOI: <https://doi.org/10.31516/2410-5333.067.13> (in Ukrainian)

22. Shabunina V., Sarancha V., Tur O. (2023). Influence of Social and Psychological Factors of Information Activity on Managerial Decision-Making. *Library Science. Record Studies. Informology*, no. 4, pp. 5–13. DOI: <https://doi.org/10.32461/2409-9805.4.2023.293965>

23. Shabunina V., Tur O. (2024). Social and communication culture as an integral part of professional development. *Proceedings of the IV International Scientific and Practical Conference «Theoretical and practical aspects of modern scientific research»*. (Seoul, June, 21, 2024), pp. 196–200. DOI: <https://doi.org/10.36074/logos-21.06.2024.040>

24. Shabunina V., Tur O., Sarancha V. (2020). Foreign language Communicative Competence as a Factor of Improving the Quality of Electrical Engineering Students Professional Training. *2020 IEEE Problems of Automated Electrodrive. Theory and Practice (PAEP), Kremenchuk, Ukraine*, 1-5, DOI: <https://doi.org/10.1109/PAEP49887.2020.9240853>

25. Slobodianyuk M. S. (2012). Kompetentnisnyi pidhid yak chynnyk udoskonalennia pidhotovky maibutnih dokumentoznavtsiv [Competence-based approach as a factor in improving the training of future document specialists]. *Information technologies and systems in the documentary sphere: materials of the international scientific and practical conference (Donetsk National University, 2012)*, pp. 110–111. (in Ukrainian)

26. Sprinsian V. H. (2014). Mizhnarodni i zarubizhni standarty yak chynnyk rozvytku dokumentatsiinoho menedzhmentu [International and foreign standards as a factor in the development of documentary management]. *State and Regions (Social Communications Series)*, no. 4, pp. 147–151. (in Ukrainian)

27. Tsilyna M. (2023). Formuvannya soft skills i kompetentsii u zdobuvachiv vyshchoi osvity yak pidgruntia adaptatsii maibutnih fahivtsiv do profesiinoi diialnosti [Soft skills and competences formation of higher education recipients as an adaptation basis to professional activity of future specialists]. *Ukrainian Journal of Library and Information Sciences*, no. 11, pp. 156–166. DOI: <https://doi.org/10.31866/2616-7654.11.2023.282675> (in Ukrainian)

28. Tur O. M., Shabunina V. V. (2021). Komunikatyvna kompetentnist – vazhlyva skladova profesiohramy fahivtsia z informatsiinoi diialnosti [Communicative competence is an important component of the professional curriculum of an information specialist]. *Information education and professional communication technologies of the XXI century: materials of the XIV International Scientific and*

Practical Conference (State University "Odesa Polytechnic", September, 15-17, 2021), pp. 112–116. (in Ukrainian)

29. Vlasova H. V. (2004). Problemy i perspektyvy pidhotovky fahivtsiv z dokumentoznavstva ta informatsiinoi diialnosti [Problems and prospects of training specialists in document science and information activity]. *Library Science. Record Studies. Informology*, no. 1, pp. 13–15. (in Ukrainian)

30. Vovk N. (2023). Osoblyvosti nabuttia kompetentnosti upravlinnia ta orhanizatsii zahodiv u vypusknnykh spetsialnosti 029 "Informatsiina, bibliotechna ta arhivna sprava" [Features of acquiring management and event organization competencies among graduates of specialty 029 "Information, library and archival affairs"]. *Library Science. Record Studies. Informology*, no. 4, pp. 140–145. DOI: <https://doi.org/10.32461/2409-9805.4.2023.294094> (in Ukrainian)

31. Yanyshyn O. K. (2012). Formuvannia komunikatyvnyh umin maibutnih dokumentoznavtsiv zasobamy mediaosvitnih tehnolohii [Formation of communicative skills of future document specialists by means of media education technologies]. Candidate's thesis, Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine. Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine. URL: https://mediaeducation.ucoz.ru/_ld/3/336_2012.pdf (in Ukrainian)

32. Zarytska V. V. (2012). Psyholohiia rozvytku emotsiinoho intelektu [Psychology of the development of emotional intelligence in the system of professional training of humanitarian specialists]. Doctoral dissertation, Classic Private University. Classical Private University. URL: <https://uacademic.info/ua/document/0512U000285>. (in Ukrainian)

33. Zarytska V., Kozaryk O. (2018). Emotsiinyi komponent kompetentnisno spriamovanoi osvity [The emotional component of competence-oriented education]. *Pedagogy of the formation of a creative personality in higher and secondary schools*, no. 58–59, pp. 85–92. (in Ukrainian)

34. Zlenko A., Miroshnichenko D. (2021). Rozvytok komunikatyvnoi kompetentnosti u fahivtsiv z dokumentoznavstva ta informatsiinoi diialnosti yak zaporuka uspishnoi kariery [Development of communicative competence in specialists in document management and information activities as a key to a successful career]. *Society. Document. Communication: a collection of scientific articles*, pp. 291–310. (in Ukrainian)