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Critical Evaluation of Modern Strategies and Methods of Formation of Communicative Competency in the System of Continuing Education of Document Managers

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Abstract: The aim of the research is to evaluate modern strategies and methods of formation of communicative competency in the system of continuing education and to outline the most effective ones that can be applied for training of document managers. The research objectives include identification of modern strategies and methods of formation of communicative competency, their assessment and design of perspective model of formation of communicative competency of document managers in the system of continuing education. Within the framework of our research, we studied a number of pedagogical, psychological, sociological, and philosophical papers oriented towards the analysis of formation of communicative skills and selected over 50 articles that were published during the recent five years to substantiate the research problem more accurately. The research used the three-staged mixed methods approach. During the first stage we collected qualitative data through literature review. The second stage included experts' assessment based on the fuzzy Delphie technique. The third stage referred to the design of perspective model of formation of communicative competency of document managers in the system of continuing education. The group of experts was formed from 36 professionals that are involved in the process

of advanced training for document managers. The experts' assessment showed that active learning, problem-based learning, and ICT-based learning are the most effective strategies, and round table, active game, real-world situation, role-play, practical activities, group discussion, online teamwork, and collaborative work are the most effective teaching methods. The perspective model consists of the following components: objectives, pedagogical strategies, teaching methods, evaluation, result, and methodical recommendations and it is implemented in five stages. The model can be introduced in the system of continuing education of document managers in the institutions of higher education, centers for advanced training and retraining, and human resources departments.

Keywords: document managers, communicative competency, continuing education, strategies, methods.

Introduction

Today, the economy needs highly trained professionals to meet the challenging pace of changes and the existing stage of social development. This brings new demands to quality and functioning of the education system that, in fact, is a special lever for civilization progress. Accordingly, reforming education deals with the solution of a number of systemic problems which have accumulated over decades in Ukraine when, on the one hand, educational sphere implemented innovations, but on the other hand, it maintained many traditional practices. In this case, we are talking about the creation of have an educational system that responds to the socio-cultural realities, European and world standards and is oriented towards the enhancement of state capacities taking into consideration global trends and specific internal conditions.

Contemporary document management is an important part of social life such and covers all aspects of technical, political, economic, cultural, industrial, or educational activities. The constant increase of volumes of document circulation as well as rapid informatization of the society require the improvement of training of document managers and prepare them to work with different types of documents, quickly process a lot of data, assess information objectively, and participate in decision-making.

Special attention is drawn to the issues of formation of communicative competency of document managers as their professional activity is based on communication, ability to organize positive interaction under different socio-economic parameters with the representatives of different professional groups and cultures. To work effectively, document managers must fully possess language proficiency, ability to build current and appropriate statements, to influence the listener, to use stylistic and expressive language resources, to hear the opponent, to perceive the information and respond to it adequately, to become familiar with the communicative environment.

At the same time, modern society expects to use the system of continuing education as permanent and consistent improvement of knowledge and skills throughout the life in a technology-driven society (Orijj & Uzoagu, 2019). Adopting the Association Agreement between the European Union (EU) and Ukraine, our state made a commitment to transform adult education and introduce lifelong learning to bring the Ukrainian educational space to the European standards that is a significant part of Ukraine's integration into the EU (Lukianova & Dernova, 2021).

As a result, the formation of communicative competency in the system of continuing education of document managers is an important pedagogical problem and requires critical evaluation.

Research Problem

The literature review contributed to analysis of adult education approaches and methodology significantly (Cho et al., 2022; Lukianova & Dernova, 2021; Tymchuk et al., 2021). And it was found that adult education plays an important role in ensuring the intellectual potential of community (Chuang, 2021; Fushtei et al., 2020; Oriji & Uzoagu, 2019) and it is a significant instrument for the development of state competitiveness (Pron & Nazarovets, 2021). Under the condition of Ukraine's joining the science-intensive and highly technological environment, the increase of communicative and information richness of life, integration and globalization of economy, culture, political and social spheres enable to determine the high level of communicative competence of document managers.

At the same time, the fundings prove that implementation of the concept of continuing education may contribute to harmonious development of every professional, educate conscious need to enhance knowledge, and form the readiness to act in changeable environment (Dyjak et al., 2022). Therefore, critical evaluation of formation of communicative competency of document managers in the process of continuing education is important for reinforcement of communicative vector of document management, providing of cohesion and systematicity of training of document management specialists. Thus, the problem of the study, the research of strategies and methods of formation of communicative competency in the system of continuing education, demands in-depth theoretical and practical analysis to outline the peculiarities of formation of communicative competency of document managers in the system of continuing education.

Research Focus

The given study focuses on the evaluation of modern strategies and methods of formation of communicative competency in the system of continuing education and to outline the most affective ones that can be applied for training of document managers. The survey conducted among 36 experts who were involved in the process of advanced training for document managers allowed us to investigate their attitudes towards the process of formation of communicative competency and, therefore, present the most effective strategies and methods of formation of communicative competency in the system of continuing education of document managers.

Research Aim and Research Questions

The aim of the research is to evaluate modern strategies and methods of formation of communicative competency in the system of continuing education and to outline the most affective ones that can be applied for training of document managers.

To achieve the aim of the research mentioned above, the following research questions were addressed:

- 1) What modern strategies and methods of formation of communicative competency are identified in the system of continuing education?
- 2) What strategies and methods of formation of communicative competency in the system of continuing education are found to be effective on the basis on experts' assessment?
- 3) What are the components of perspective model of formation of communicative competency of document managers in the system of continuing education?

Literature Review

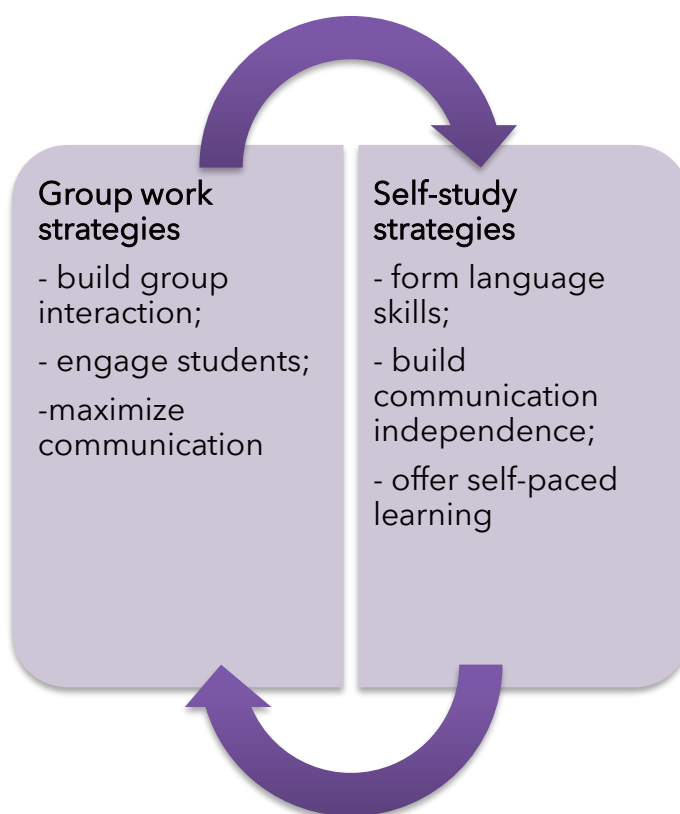
Communicative competency is interpreted as the complex of skills and abilities to establish, maintain, and build interaction with other people (Slipchuk et al., 2021). Such competency includes

knowledge of language norms, and communicative experience and practices, discourse expertise, sociolinguistic readiness, and motivation to positive exchange of information (Faradilla & Rukmini, 2019). Communicative competency is formed in the process of professional training and while practicing in the professional environment (Berezovska, 2020; Chala et al., 2021).

The problem of formation of communicative competency among document managers is a topical issue since it leads to the increase in the level of professional readiness. According to Gurevych et al. (2022) the formation of communicative competency takes place under the condition of modeling of real communication situations that motivate the individuals to focus on solving different communicative tasks and achieve communication objectives. This implies the use of specific strategies and methods to form communicative competency of document managers in the system of continuing education.

Figure 1

Main Characteristics of Group Work and Self-study Strategies Impactive Formation of Communicative Competency



Source: author's own development.

Findings show that pedagogical strategies of formation of communicative skills are divided into group work (Li et al., 2022) and self-study (Woods, 2021). Figure 1 shows the main characteristics of group work and self-study strategies. Hence, group work strategies refer to group interaction in offline or online classroom that influence learning outcome and creates the conditions for performing activities in small or large groups (Sonnenschein & Ferguson, 2020). Group work offers the instructors a powerful tool to engage students, to increase the quality of professional training and to maximize communication situations (Situmorang, 2021). Apart from the students, the instructor is also involved in the functioning of the group and contributes to facilitation or evaluation (Woods, 2021). At the same time self-study deals with learning done by a student himself-herself

without a teacher or instructor (Lemmetty & Collin, 2020). Also, it is defined as self-directed learning that does not have instructor's persistent control (Mejeh & Held, 2022). When used appropriate pedagogical strategies and methods, self-study allows to form a complex of language skills like listening, speaking, reading and writing. Also, it improves vocabulary, grammar expertise and socialization (Yang & Kim, 2022).

It is worth mentioning that pedagogical strategies are represented by teaching methods used to form communicative skills among document managers both in the classroom and online. We found that group work strategies include active learning (Anosova et al., 2022; Ben-Eliyahu, 2021; Chuang, 2021), flipped classroom model (Julia et al., 2020; Mitsiou, 2019), problem-based learning (Dorit & Nirit, 2022; Shalini, 2021), simulation-based learning (Abrandt Dahlgren & Hopwood, 2023; Cho et al., 2022; Mammadova, 2021), interactive lecture (Taat et al., 2020; Zhampeiis et al., 2022), intensive learning (Boonteerarak, 2021), and ICT-based learning (Akorede & Adeniyi, 2020; Poplavskyi & Bondar, 2021). In the context of formation of communicative competency in the system of continuing education, self-study strategies refer to personalization (Bekmanova et al., 2021; Yoel et al., 2022; Shemshack & Spector, 2020), peer learning (Johler, 2022; Johnson et al., 2021), self-regulated learning (Lemmetty & Collin, 2020; Santoso et al., 2022), and placement (Caspersen & Smeby, 2021; Woods, 2021). Table 1 demonstrates the review on modern strategies and methods to form communicative competency in the system of continuing education.

Table 1

Review on Modern Strategies and Methods to Form Communicative Competency in the System of Continuing Education

Pedagogical strategy	Characteristics	Methods applied
Group work		
Active learning	students monitor their progress independently (Anosova et al., 2022);	Round table (Deepa et al., 2021)
	formation of communication environment where students can learn through context and situations (Ben-Eliyahu, 2021)	Expert evaluation (Bucklin et al., 2021)
	acquiring new knowledge on the basis of sustainable activities (Anosova et al., 2022);	Case study (Bucklin et al., 2021; Deepa et al., 2021)
	providing social interaction and mutual exchange of experiences (Chuang, 2021)	Debate (Anosova et al., 2022)
		Active game (Anosova et al., 2022)
		Professional situation modelling (Bucklin et al., 2021; Anosova et al., 2022)
Flipped classroom	new learning model where the learning activities inside and outside the classroom are rearranged (Mitsiou, 2019);	Group discussion (Julia et al., 2020)
	type of mixed learning, represented as a combination virtual learning videos or notes for learners to learn outside of	Brainstorming (Julia et al., 2020)
		Quiz (Mitsiou, 2019)
		1 minute story (Mitsiou, 2019)
		Group reading (Mitsiou, 2019)

	class and higher-order classroom activities (Julia et al., 2020)	Presentation (Zhou, 2023) Think-Pair-Share (Zhou, 2023) Pose a question (Zhou, 2023)
Problem-based learning	student-centered strategy when students learn new material by working in groups to solve an open-ended problem (Dorit & Nirit, 2022; Shalini, 2021)	Active search testing (Dorit & Nirit, 2022) Group discussion (Hursen, 2020) Real-world situation (Shalini, 2021) Problem investigation (Hursen, 2020)
Simulation-based learning	digitally based activity that helps to model real-life situation (Mammadova, 2021); development of professional knowledge and skills through a simulated environment (Abrandt Dahlgren & Hopwood, 2023); providing authentic practical experience (Cho et al., 2022)	Professional dialogue (Cho et al., 2022) Role-play (Brown et al., 2022) Business negotiations modelling (Brown et al., 2022) Workshop (Brown et al., 2022; Cho et al., 2022) Communicating seminar (Yang & Kim, 2022) Online debate (Yang & Kim, 2022)
Interactive lecture	innovative lecture that involves interactive activities (Zhampeiis et al., 2022); creation the possibilities for students to interact actively and directly with the material doing a specific communicative task (Taata et al., 2020; Zhampeiis et al., 2022)	Problem analysis (Dorit & Nirit, 2022; Zhampeiis et al., 2022) Project work (Reith-Hall & Montgomery, 2022) Practical activities (Reith-Hall & Montgomery, 2022) Group discussion (Taata et al., 2020; Zhampeiis et al., 2022) Buddy group (Zhampeiis et al., 2022) Online quiz (Taata et al., 2020; Zhampeiis et al., 2022)
Intensive learning	Focus on learning the material for a short period of time (Boonteerarak, 2021)	Morning meeting (Boonteerarak, 2021) Preliminary work with documents (Boonteerarak, 2021) Question-answer scheme (Boonteerarak, 2021) Work with selected websites (Félix-Herrán et al., 2022)

		Group discussion (Félix-Herrán et al., 2022; Zhampeiis et al., 2022)
		Workshop (Mantra et al., 2019)
ICT-based learning	ICT-based practices in lifelong education with the use of integrated media and multi-media technologies in teaching, supported by lectures, seminars, and counseling services (Akorede & Adeniyi, 2020); course delivery via ICT (Poplavskyi & Bondar, 2021)	Online teamwork (Lemmetty & Collin, 2020; Yang & Kim, 2022)
		Video conferencing (Akorede & Adeniyi, 2020; Yang & Kim, 2022)
		Instructor-students' role change (Akorede & Adeniyi, 2020)
Self-study		
Personalization	educational approach aimed at customization of learning for each student's strengths, needs, and interests (Bekmanova et al., 2021); tailoring the educational materials to learners' needs (Yoel et al., 2022); transformation of the teaching experience and students' learning experience to achieve educational goals (Shemshack & Spector, 2020)	Instructional video (Schmid et al., 2022)
		Interactive testing (Bekmanova et al., 2021)
		Work with multimedia textbook (Bekmanova et al., 2021)
		Didactic cards (Villatoro & de-Benito, 2022)
		Work with documents (Bekmanova et al., 2021)
		Quiz and games (Shemshack & Spector, 2020; Villatoro & de-Benito, 2022)
		Storytelling (Shemshack & Spector, 2020)
		Concept test (Shemshack & Spector, 2020; Villatoro & de-Benito, 2022)
Peer learning	students' learning with and from each other (Johler, 2022); horizontal educational process when students participate in instruction and evaluation (Johnson et al., 2021)	Warm-up activity (Duran et al., 2019)
		Collaborative work (Mantra et al., 2019)
		Reporting (Johler, 2022)
		Conference (Johler, 2022; Johnson et al., 2021)
		Preparation of information messages (Johnson et al., 2021)
		Picture description (San Martin et al., 2020)

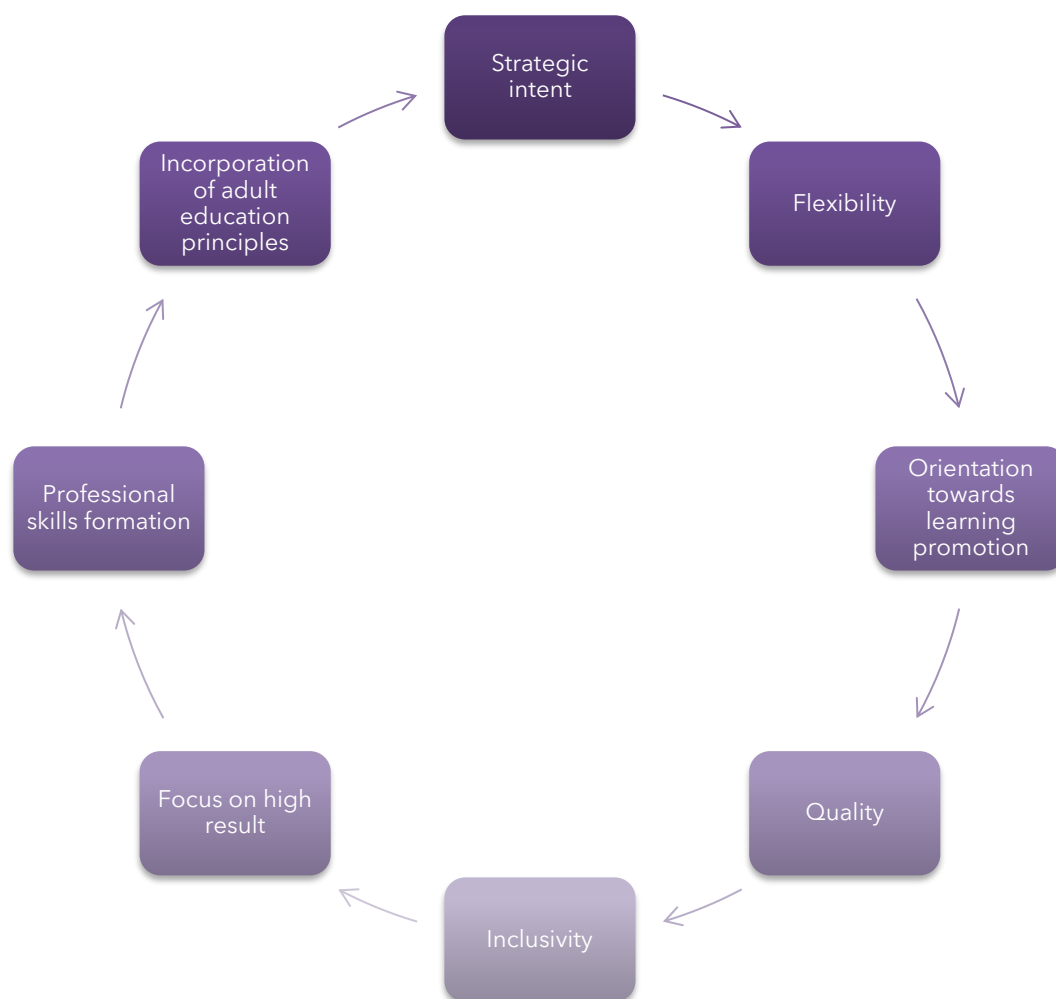
		Parallel control (Mantra et al., 2019)
		Webinar (Yang & Kim, 2022)
		Independent practice (Mitsiou, 2019)
		Peer evaluation (Johler, 2022; Johnson et al., 2021)
Self-regulated learning	Involvement of students' into organization and control of the learning environment (Lemmetty & Collin, 2020); process when students actively manage their own learning experiences (Mejeh & Held, 2022); process when learners monitor and control their cognition, motivation, and behaviour in order to achieve high educational outcomes (Santoso et al., 2022)	Strategic planning (Mejeh & Held, 2022)
		Instructional video (Lemmetty & Collin, 2020)
		Individual learning (Mejeh & Held, 2022)
		Group consultation (Santoso et al., 2022)
		Work with literature (Santoso et al., 2022)
		Self-evaluation (Mejeh & Held, 2022)
		Online testing (Lemmetty & Collin, 2020)
		Written tasks (Lemmetty & Collin, 2020)
		Computer-assisted exercises (Mejeh & Held, 2022)
		Web-based activities (Lemmetty & Collin, 2020; Yang & Kim, 2022)
Placement	development of certain skills in distinct professional environment under supervision (Caspersen & Smeby, 2021; Woods, 2021)	Observation (Caspersen & Smeby, 2021)
		Work with document (Caspersen & Smeby, 2021)
		Developmental assessment (Woods, 2021)

Source: author's own development.

The strategies and methods in the system of continuing education of document managers involve specific criteria that are oriented towards enhancement of efficiency of educational process and maximization of their effect (Reith-Hall & Montgomery, 2019; Reith-Hall & Montgomery, 2022).

Figure 2

Selection of Strategies and Methods of Formation of Communicative Competency of Document Manages



Source: author's own development.

Some researchers suggest that the strategies and methods used in the system of continuing education must correspond with certain criteria that are applicable for formation of communicative competency. They are the following: strategic intent (aspirational educational plans or intended direction of educational process) (Sung et al., 2022), flexibility (possibility of pedagogical strategies and methods to adapt in according with students' needs and conditions of educational environment) (Anosova et al., 2022), orientation towards learning promotion (Caspersen & Smeby, 2021; Holford et al., 2022), quality (achievement of students' educational outcomes that satisfy all the objectives of the educational process) (Lemmetty & Collin, 2020), inclusivity (respecting diversity and enabling participation of all students within the educational process) (Anosova et al., 2022), focus on high result (Mantra et al., 2019), professional skills formation (Holford et al., 2022; Woods, 2021), incorporation of adult education principles that refer to internal motivation, self-regulation, goal orientation, relevancy orientation, praxis, and work-related experience (Lukianova & Dernova, 2021; Pron & Nazarovets, 2021; Shamanska, 2022; Tymchuk et al., 2021). Figure 2 shows the selection of strategies and methods of formation of communicative competency of document manages.

The combination of the criteria described affect the strategies and methods positively and increases the efficiency of the process of formation of communicative competency among document

managers significantly. the elaboration of perspective model of formation of communicative competency of document managers in the system of continuing education requires critical evaluation of modern strategies and methods and selection the most appropriate ones.

Research Methodology

Research design

The methodology of this study included literature review and survey. The literature review was used to collect, analyze, and synthesize existing scientific literature on the problems of adult education and formation of communicative competence among future specialists in particular. We evaluated the existing works including articles, monographs, textbooks, conference proceedings, and other relevant sources to identify scientific gaps and controversial questions. Further we conducted empirical research that was oriented towards the evaluation of participants' opinions on the topic.

Participants

The group of experts was formed from 36 professionals that are involved in the process of advanced training for document managers. They represent departments of institutions of higher education where future document managers are trained and where educational and professional program "Document management" was developed, centers for advanced training and retraining at the employment agencies, and human resources departments at the state and private enterprises where document managers are employed.

Instruments and procedures

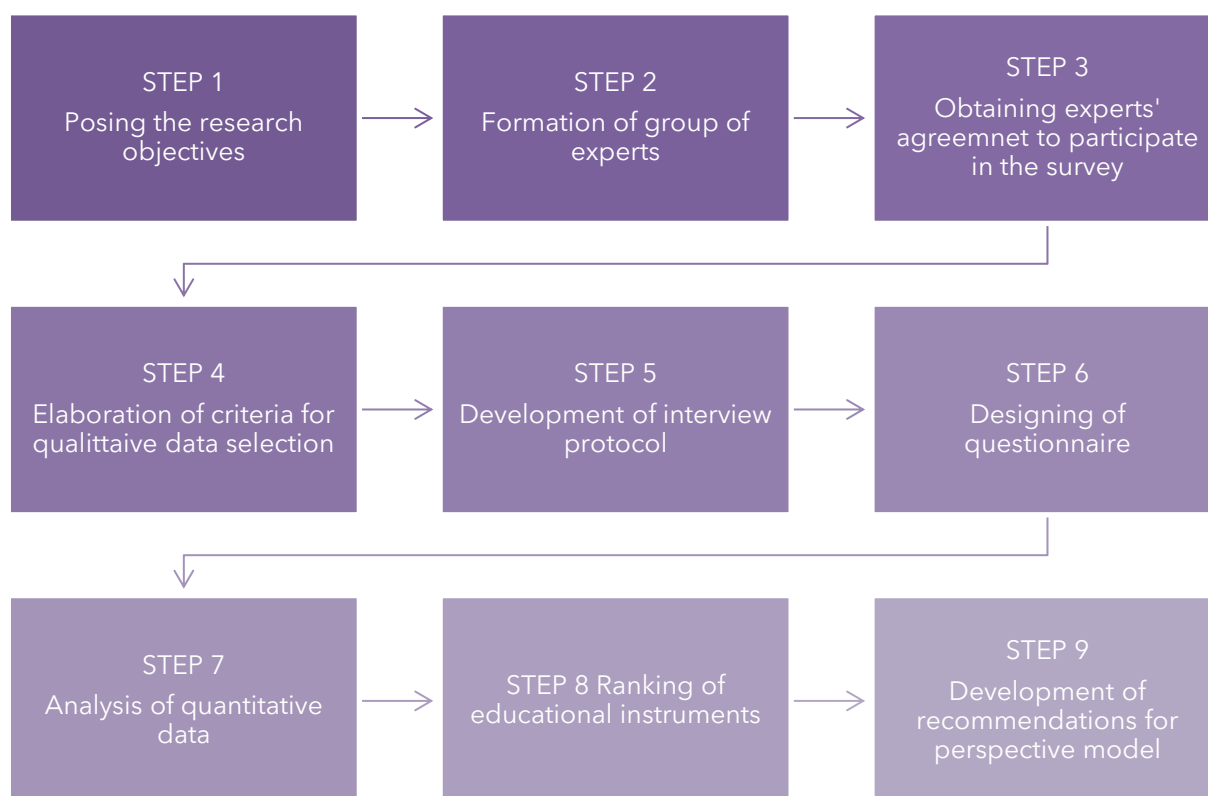
The research of formation of communicative competency of document managers in the system of continuing education used the mixed methods approach that provided objectivity and accuracy. During the first stage (May-June, 2022) we collected qualitative data through literature review for further knowledge production. Building and synthesizing the proper objectives of literature review, we were able to take a broader view on the research problem.

The second stage (July-December, 2022) included experts' assessment to evaluate the strategies and methods critically. The assessment was based on the fuzzy Delphie technique that is applicable for high-quality management of teaching activities while formation of competency (Sosnytskyi et al., 2021). Figure 3 shows the steps of fuzzy Delphie technique used to evaluate critically the strategies and methods of formation of communicative competency of document managers in the system of continuing education.

The third stage (January-February, 2023) referred to the design of perspective model of formation of communicative competency of document managers in the system of continuing education that implied practical recommendations for educational establishments organizing advanced training for document managers.

Figure 3

Steps of Fuzzy Delphie Technique



Source: author's own development.

Data analysis

The experts were asked to participate in online questionnaire and evaluate the strategies and methods of formation of communicative competency of document managers.

The analysis of quantitative data was based according to the 8 criteria for evaluation of pedagogical strategies of formation of communicative competency. The criteria include strategic intent, flexibility, orientation towards learning promotion, quality, inclusivity, focus on high result, professional skills formation, incorporation of adult education principles. Each criterion was assessed in one point. Then we calculated the points totally to rank the pedagogical strategies and to select the most efficient strategies for design of perspective model of formation of communicative competency of document managers in the system of continuing education.

The data obtained during the questionnaire were applied to develop the methodical recommendations for improvement of the existing system of continuing education of document managers and further appropriate design of a perspective model of formation of communicative competency of document managers in the system of continuing education. The results are presented below in the following section.

Results

In social sciences, continuing education is defined as an individual and national mechanism of survival in global highly competitive economy (Akther, 2020). It is the process of increase of general and professional potential of personality over the lifetime supported by the system of state or company establishments and designed depending upon the needs of personality or society (Taşçı & Titrek, 2019). Ukrainian researchers describe continuing education as a combination of means, techniques, and forms of acquiring, deepening, and expansion of general education, professional competency, culture, civic and moral maturity (Shamanska, 2022; Tymchuk et al., 2021). The building of system of continuing education of document managers demands introduction of effective strategies and methods to improve specialists' communicative skills and, in this way, transform document management into smooth process that increases the professionalism and offers opportunities for personal and career development.

Identification of modern strategies and methods of formation of communicative competency

To identify modern strategies and methods of formation of communicative competency, we conducted the survey among the participants to describe the educational process. The results showed that strategies of formation of communicative competency among future document managers include the following: active learning, flipped classroom, problem-based learning, simulation-based learning, interactive lecture, intensive learning, ICT-based learning, personalization, peer learning, self-regulated learning, placement.

The methods identified were divided according to the strategies:

Active learning (round table, expert evaluation activity, case study, debate, active game, professional situation modelling);

Flipped classroom (group discussion, brainstorming, 1 minute story, group reading, presentation, Think-Pair-Share, pose a question);

Problem-based learning (active search testing, group discussion, real-world situation, problem investigation);

Simulation-based learning (professional dialogue, role-play, business negotiations modelling, workshop, communicating seminar, online debate);

Interactive lecture (problem analysis, project work, practical activities, group discussion, buddy group, online quiz);

Intensive learning (morning meeting, preliminary work with documents, question-answer scheme, work with selected websites, group discussion, workshop);

ICT-based learning (online teamwork, video conferencing, instructor-students' role change);

Personalization (instructional video, interactive testing, work with multimedia textbook, didactic cards, work with documents, quiz and games, storytelling, concept test);

Peer learning (warm-up activity, collaborative work, reporting, conference, preparation of information messages, picture description, parallel control, webinar, independent practice, peer evaluation);

Self-regulated learning (strategic planning, instructional video, individual learning, group consultation, work with literature, self-evaluation, online testing, written tasks, computer-assisted exercises, web-based activities);

Placement (observation, work with document, developmental assessment).

Figure 4 shows the frequency of using modern strategies and methods of formation of communicative competency among future document managers.

Figure 4

Frequency of Using Strategies and Methods Used in the Process of Formation of Communicative Competency



Source: author's own development.

Effectiveness of strategies and methods of formation of communicative competency in the system of continuing education (on the basis on experts' assessment)

During the survey we evaluated the effectiveness of strategies and methods of formation of communicative competency in the system of continuing education. Table 2 shows the quantitative evaluation of pedagogical strategies of formation of communicative competency formation of document managers in the system of continuing education.

The experts' assessment shows that active learning (256 points), problem-based learning (245 points), and ICT-based learning (241 points) are the most effective strategies for formation of communicative competency formation of document managers in the system of continuing education. At the same time, self-study strategies such as peer learning (138 points) and self-regulated learning (147 points) are considered less effective by the experts as they require specific skills among document managers to improve their communicative competency and cannot create positive communicative environment without preliminary preparation of educational materials and instructions for students.

Table 2

Quantitative Evaluation of Pedagogical Strategies by Experts

E	Group work strategies	Self-study strategies
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	Active learning	Flipped classroom	Problem-based learning	Simulation-based learning	Interactive lecture	Intensive learning	ICT-based learning	Personalization	Peer learning	Self-regulated learning	Placement
1	8	7	8	7	6	4	8	7	5	5	5
2	8	7	7	7	5	4	8	6	4	6	6
3	7	6	7	6	5	3	8	5	6	7	7
4	6	6	7	6	4	5	8	6	4	6	8
5	7	6	6	6	5	2	8	5	6	7	5
6	6	5	8	6	3	5	7	6	4	8	4
7	8	5	8	6	3	6	6	7	4	6	6
8	8	5	8	6	3	7	8	6	3	6	7
9	8	4	8	5	3	6	7	5	2	5	8
10	7	7	7	5	3	6	6	7	4	4	6
11	7	7	7	5	5	5	4	7	6	5	7
12	7	7	5	5	5	5	7	5	7	4	5
13	7	8	6	4	5	5	8	4	8	5	5
14	7	8	6	4	6	4	8	6	6	5	5
15	8	6	5	3	6	4	8	7	5	5	5
16	5	6	5	8	6	3	8	8	4	6	4
17	7	7	6	7	7	6	7	6	6	7	5
18	7	4	7	6	7	6	7	7	5	8	6
19	7	5	7	6	8	7	7	6	6	8	5
20	8	5	7	6	6	7	7	5	5	7	5
21	8	7	7	7	6	8	7	6	6	7	7
22	8	7	7	7	5	7	6	5	6	7	8
23	6	8	7	7	4	6	6	8	6	6	7
24	8	6	6	7	5	5	6	7	6	6	8
25	8	6	6	7	5	6	6	8	7	5	7
26	5	6	8	6	5	4	6	7	7	5	8
27	7	6	6	5	6	3	6	8	7	4	7
28	7	7	6	5	6	5	5	6	7	3	8
29	7	7	6	4	5	6	6	7	6	2	7
30	8	7	5	7	7	7	7	8	7	3	8
31	8	7	5	8	6	4	8	7	5	3	5
32	8	8	5	8	5	6	7	6	4	5	6
33	7	8	4	7	5	7	5	8	3	7	4
34	7	8	4	4	4	6	5	7	5	8	3
35	7	7	8	6	5	5	6	7	6	6	5
36	6	7	7	6	5	5	5	7	5	5	3
totally	256	233	245	215	185	189	241	233	138	147	217

Source: author's own development.

Then experts were asked to assess teaching methods for formation of communicative competency formation of document managers in the system of continuing education. Table 3 shows the qualitative evaluation of teaching methods. They were evaluated in four levels of efficiency: high,

average, insufficient, and low. Findings show that the most effective methods for formation of communicative competency formation of document managers in the system of continuing education are the following: round table, active game, real-world situation, role-play, practical activities, group discussion, online teamwork, and collaborative work. To compare, group reading, communicating seminar, buddy group, morning meeting, didactic cards, and work with multimedia textbook are found to be less effective according to experts.

Table 3

Quantitative Evaluation of Teaching Methods by Experts

Strategies	Methods	Evaluation of efficiency			
		High	Average	Insufficient	low
Group work					
Active learning	Round table	55,5 %	26,4 %	11,1 %	7,0 %
	Expert evaluation activity	32,7 %	28,0 %	20,6 %	18,7 %
	Case study	24,6 %	23,9 %	25,1 %	26,4 %
	Debate	40,1 %	23,6 %	20,6 %	15,7 %
	Active game	65,3 %	20,9 %	9,4 %	4,4 %
	Professional situation modelling	53,6 %	23,9 %	14,2 %	8,3 %
Flipped classroom	Group discussion	51,8 %	29,7 %	12,7 %	5,8 %
	Brainstorming	49,9 %	30,4 %	17,5 %	2,2 %
	Quiz	38,3 %	21,6 %	19,4 %	20,7 %
	1 minute story	27,8 %	25,4 %	23,7 %	23,1 %
	Group reading	19,6 %	38,5 %	26,4 %	15,5 %
	Presentation	31,5 %	32,8 %	18,7 %	17,0 %
	Think-Pair-Share	29,5 %	29,0 %	18,5 %	23,0 %
	Pose a question	27,5 %	30,1 %	20,6 %	21,8 %
Problem-based learning	Active search testing	32,8 %	30,6 %	23,7 %	12,9 %
	Group discussion	54,9 %	20,3 %	16,5 %	8,3 %
	Real-world situation	55,9 %	21,5 %	16,5 %	6,1 %
	Problem investigation	43,7 %	32,6 %	13,8 %	9,9 %
Simulation-based learning	Professional dialogue	34,6 %	23,6 %	21,2 %	18,9 %
	Role-play	58,9 %	17,6 %	15,4 %	8,1 %
	Business negotiations modelling	31,9 %	26,3 %	22,9 %	18,9 %
	Workshop	27,6 %	23,7 %	21,1 %	27,6 %
	Communicating seminar	17 %	26,9 %	32,9 %	23,2 %

	Online debate	41,1 %	19,9 %	20,7 %	18,3 %
Interactive lecture	Problem analysis	34,5 %	21,8 %	15,6 %	28,1 %
	Project work	44,9 %	20,6 %	23,5 %	11,0 %
	Practical activities	51,2 %	20,3 %	12,7 %	15,8 %
	Group discussion	56,7 %	23,2 %	14,3 %	5,8 %
	Buddy group	19,6 %	32,5 %	27,5 %	20,4 %
	Online quiz	22,1 %	23,5 %	30,6 %	23,8 %
Intensive learning	Morning meeting	12,1 %	29,7 %	32,8 %	25,4 %
	Preliminary work with documents	20,3 %	29,8 %	32,5 %	17,4 %
	Question-answer scheme	21,8 %	32,8 %	29,7 %	15,7 %
	Work with selected websites	23,1 %	28,6 %	25,5 %	22,8 %
	Group discussion	55,8 %	21,7 %	16,4 %	6,1 %
	Workshop	45,9 %	23,3 %	21,1 %	9,7 %
ICT-based learning	Online teamwork	32,6 %	23,4 %	19,0 %	25,0 %
	Video conferencing	30,5 %	28,4 %	26,7 %	14,4 %
	Instructor-students' role change	28,5 %	32,7 %	18,7 %	20,1 %
Self-study					
Personalization	Instructional video	23,4 %	25,7 %	29,5 %	21,4 %
	Interactive testing	21,4 %	30,7 %	29,4 %	18,5 %
	Work with multimedia textbook	19,0 %	29,6 %	32,4 %	19,0 %
	Didactic cards	12,3 %	20,1 %	32,8 %	34,8 %
	Work with documents	23,9 %	28,6 %	26,1 %	21,4 %
	Quiz and games	34,8 %	20,5 %	17,8 %	26,9 %
	Storytelling	32,1 %	19,7 %	22,9 %	25,3 %
	Concept test	19,7 %	21,4 %	23,9 %	35,0 %
Peer learning	Warm-up activity	11,9 %	19,6 %	30,7 %	37,8 %
	Collaborative work	55,7 %	21,8 %	18,6 %	3,9 %
	Reporting	32,5 %	23,8 %	26,9 %	16,8 %
	Conference	33,8 %	21,9 %	23,6 %	20,7 %
	Preparation of information messages	27,6 %	23,4 %	21,3 %	27,7 %
	Picture description	21,9 %	24,9 %	27,8 %	25,4 %
	Parallel control	19,9 %	24,5 %	30,2 %	25,4 %

	Webinar	22,6 %	25,8 %	38,9 %	12,7 %
	Independent practice	20,5 %	28,9 %	30,5 %	20,1 %
	Peer evaluation	29,6 %	31,4 %	21,8 %	17,2 %
Self-regulated learning	Strategic planning	15,6 %	28,6 %	38,7 %	17,1 %
	Instructional video	27,8 %	23,4 %	28,1 %	20,7 %
	Individual learning	22,9 %	29,4 %	26,7 %	21,0 %
	Group consultation	19,8 %	23,9 %	31,2 %	25,1 %
	Work with literature	20,7 %	34,6 %	32,1 %	12,6 %
	Self-evaluation	30,6 %	36,8 %	26,1 %	6,5 %
	Online testing	45,8 %	32,1 %	20,6 %	1,5 %
	Written tasks	29,7 %	23,5 %	25,9 %	20,9 %
	Computer-assisted exercises	55,9 %	21,8 %	12,3 %	10,0 %
	Web-based activities	42,7 %	29,6 %	18,5 %	9,2 %
Placement	Observation	32,8 %	21,3 %	19,1 %	26,8 %
	Work with document	20,8 %	27,8 %	24,3 %	27,1 %
	Developmental assessment	34,8 %	24,5 %	14,7 %	26,0 %

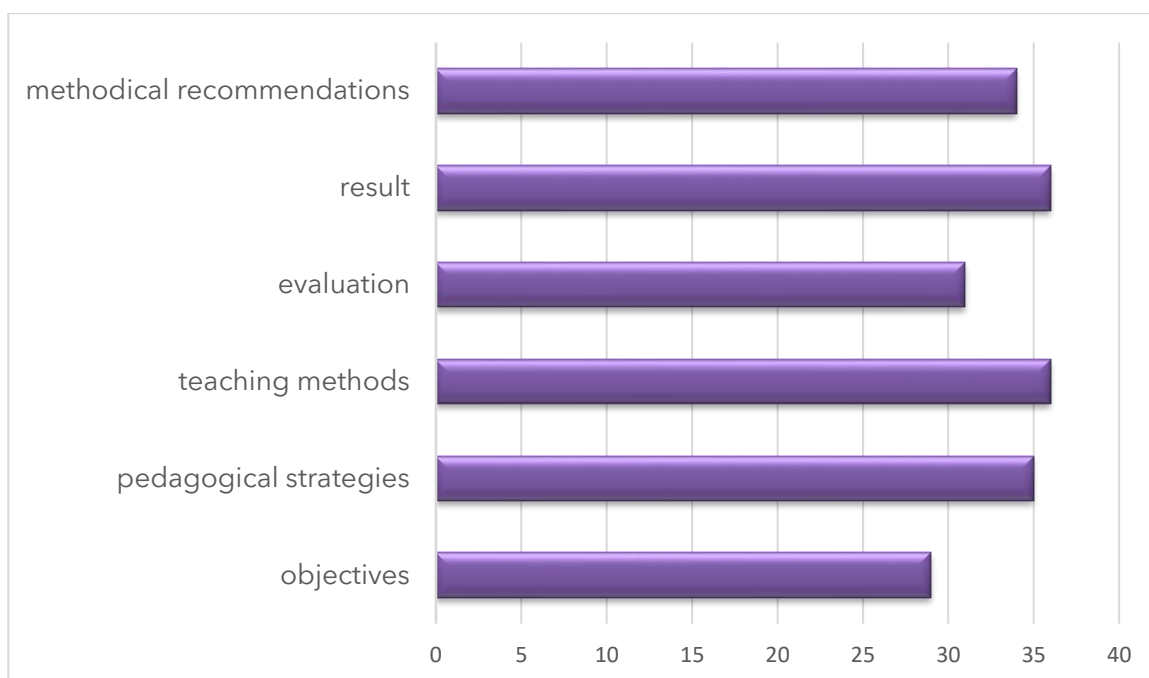
Source: author's own development.

Components of perspective model of formation of communicative competency of document managers in the system of continuing education

The survey found that design of model of formation of communicative competency of document managers in the system of continuing education requires certain components. The results showed that the experts consider the following components necessary for the model design: objectives (29), pedagogical strategies (35), teaching methods (36), evaluation (31), result (36), and methodical recommendations (29). Figure 4 demonstrates the description of model components. Figure 5 shows the components of perspective model of formation of communicative competency of document managers in the system of continuing education based on experts' opinion.

Figure 5

Frequency of Using Strategies and Methods Used in the Process of Formation of Communicative Competency



Source: author's own development.

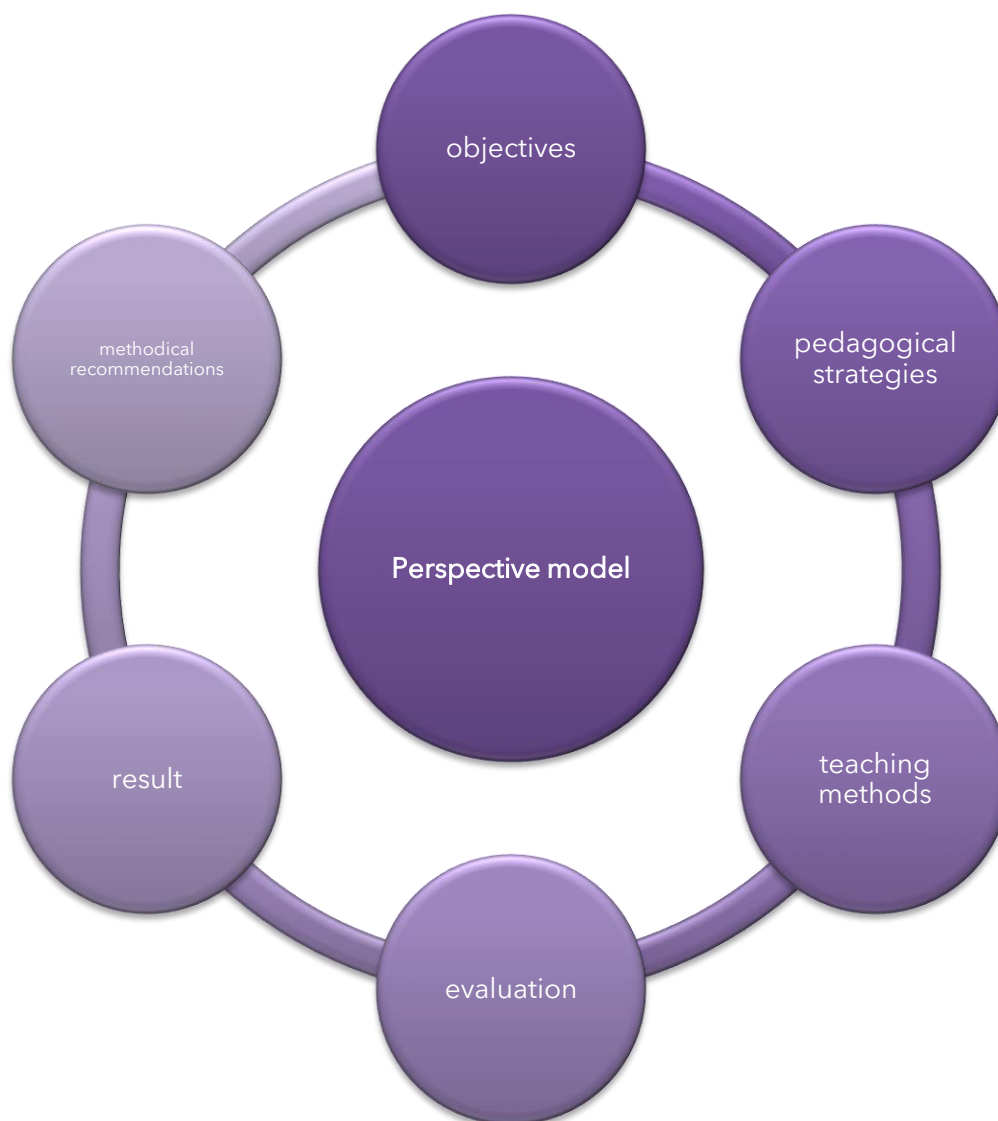
The assessment proves that perspective model of formation of communicative competency of document managers in the system of continuing education must be designed with the use of active learning, problem-based learning, and ICT-based learning that are considered to have extensive potential for improvement of professional communicative skills among document management specialists.

The research showed that communicative competency of document managers may be formed within the system of continuing education. To make the educational process efficient, instructors must pay attention towards the selection of appropriate pedagogical strategies and teaching methods which can maximize the potentials of communicative environment and contribute to improvement of professional communicative skills.

The findings show that pedagogical models applied for formation of professional competency or specific skills must include certain components (Conesa et al., 2020; Fushtei et al., 2020; Ismail & Jarrah, 2019). Therefore, perspective model of formation of communicative competency of document managers in the system of continuing education consists of the following components: objectives, pedagogical strategies, teaching methods, evaluation, result, and methodical recommendations. Figure 6 demonstrates the structure of perspective model of formation of communicative competency of document managers in the system of continuing education.

Figure 6

Perspective Model of Formation of Communicative Competency of Document Managers in the System of Continuing Education



Source: author's own development.

Objectives are related to specific expected educational outcomes contribute to understanding students' needs and learning styles, and to design teaching practices and learning materials that are appropriate for each participant of educational process. The objectives of perspective model refer to formation of high level communicative competency among document managers.

Pedagogical strategies bring together theoretical and practical approaches, teaching methodology and instruments to manage the educational process and are aimed at achievement of pedagogical intentions. Pedagogical strategies for formation of communicative competency of document managers include group work (active learning, flipped classroom model, problem-based learning, simulation-based learning, interactive lecture, intensive learning, ICT-based learning) and self-study (personalization, peer learning, self-regulated learning, and placement). The experts assessment showed that active learning, problem-based learning, and ICT-based learning have the most extensive potential for improvement of professional communicative skills.

Teaching methods mean broad techniques used to help learners achieve educational outcomes or tools applied to deliver educational material. Effective teaching methods contribute to building of positive communicative environment and intensify the process of building specific skills that are necessary for carrying out professional communicative activity. Formation of communicative competency of document managers requires the use of a number of teaching methods, including round table, active game, real-world situation, role-play, practical activities, group discussion, online teamwork, and collaborative work.

Evaluation deals with calculating the quality, importance, and value of communicative competency. The evaluation methods used by instructors within the educational process provide the efficiency of the educational activity and assess the level of communicative competency among document managers undergone advanced training course.

Result of perspective model of formation of communicative competency of document managers in the system of continuing education is their readiness to operate in flexible communicative environment and perform professional duties correctly and qualitatively.

Methodical recommendations suggest practical algorithms to conduct lectures, seminars, workshops, or control activities, and to organize independent work of document managers. The recommendations are based on the results of the pedagogical observation, experts' assessment, and students' learning outcomes.

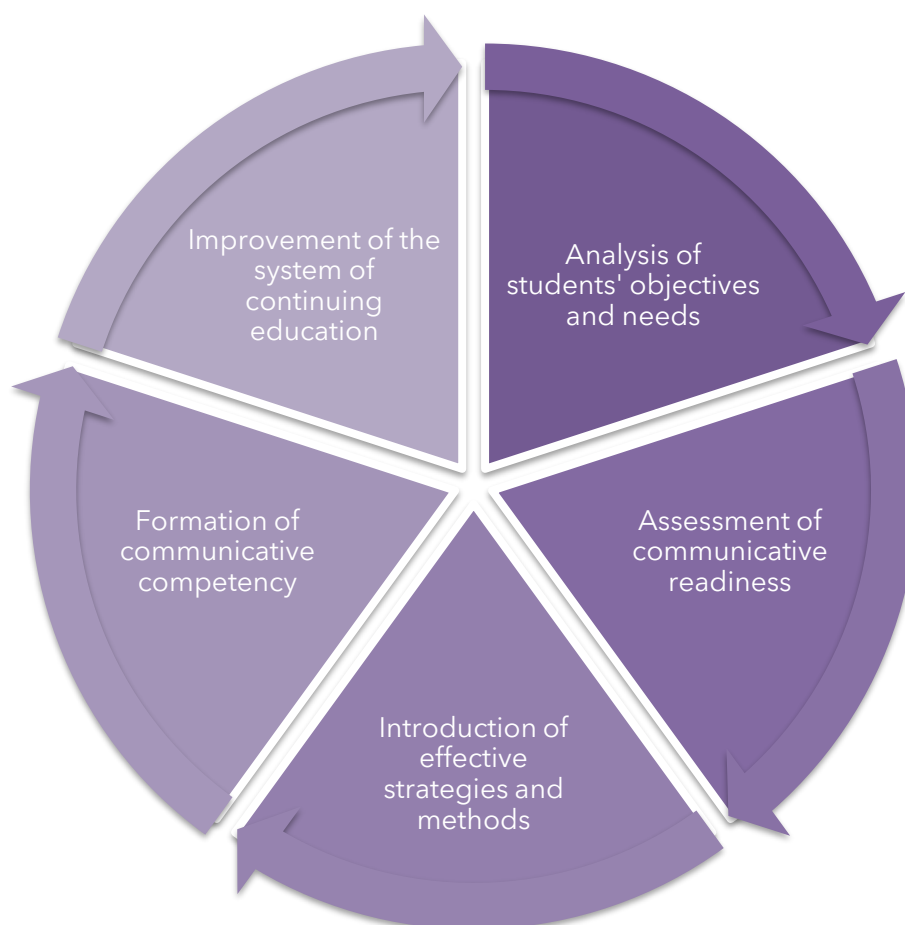
Discussion

Giving the literature examination, we found that perspective model was designed on the basis of different perspectives or viewpoints (Douce, 2022) to enhance the process of formation of communicative competency of document managers in the system of continuing education. As a result, the research showed that perspective model of formation of communicative competency of document managers in the system of continuing education is implemented in five stages: (1) analysis of students' objectives and needs, their previous communicative experience and professional duties oriented towards carrying out communicative tasks; (2) assessment of communicative readiness that is realized through control activities, pedagogical observation, analysis of students' behaviour in real-life situations where they apply professional communicative skills; (3) introduction of effective strategies and methods that suggests relevant combination of group work and self-study; (4) formation of communicative competency among document managers that refers to acquisition of professional communicative skills and abilities enabling to operate in communicative environment; and (5) improvement of the existing system of continuing education through methodical recommendations.

Figure 7 shows implementation of perspective model of formation of communicative competency of document managers in the system of continuing education.

Figure 7

Implementation of Perspective model of formation of communicative competency of document managers in the system of continuing education



Source: author's own development

Thus, the design of perspective model contributes to formation of communicative competency of document managers in the system of continuing education significantly since it has a number of advantages, as follows:

- improvement of language skills like listening, speaking, reading and writing (Yoel et al., 2022);
- increasing of self-learning skills (Lemmetty & Collin, 2020; Santoso et al., 2022);
- formation of problem solving and conflict management skills (Mantra et al., 2019);
- buildings of digital competency and ability to use ICT properly while performing professional activities (Akorede & Adeniyi, 2020; Poplavskiy & Bondar, 2021);
- integration of different communicative experiences (Shibli-Rahhal et al., 2019);
- contribution to career development (Mammadova, 2021; Oriji & Uzoagu, 2019);
- development of activity-specific skills and soft skills (Anosova et al., 2022);
- formation of ability to work independently (Lemmetty & Collin, 2020; Santoso et al., 2022; Villatoro & de-Benito, 2022);

- formation of ability to work in professional situations of different context (Abrandt Dahlgren & Hopwood, 2023);
- improvement of social interaction in the team and beyond (Johler, 2022);
- improvement of individual communicative behaviour (Reith-Hall & Montgomery, 2019; Shibli-Rahhal et al., 2019);
- formation of critical skills (Holford et al., 2022);
- increasing of motivation to operate in communicative environment (Ismail & Jarrah, (2019).

In addition, the perspective model of formation of communicative competency of document managers impact the the system of continuing education generally.

Conclusions and Implications

Continuing education is defined as an individual and national mechanism of survival in global highly competitive economy. In the Ukrainian context, continuing education is a combination of means, techniques, and forms of acquiring, deepening, and expansion of general education, professional competency, culture, civic and moral maturity. The problem of formation of communicative competency among document managers is a topical issue since it leads to the increase in the level of professional readiness. The formation of communicative competency takes place under the condition of modeling of real communication situations that motivate the individuals to focus on solving different communicative tasks and achieve communication objectives This implies the use of specific strategies and methods to form communicative competency of document managers in the system of continuing education.

We found that pedagogical strategies of formation of communicative skills are divided into group work and self-study. Pedagogical strategies are represented by teaching methods used to form communicative skills among document managers both in the classroom and online. Group work strategies include active learning, flipped classroom model, problem-based learning, simulation-based learning, interactive lecture, intensive learning, and ICT-based learning. At the same time, self-study strategies refer to personalization, peer learning, self-regulated learning, and placement. The strategies and methods in the system of continuing education of document manages involve specific criteria that are oriented towards enhancement of efficiency of educational process and maximization of their effect. They are the following: strategic intent, flexibility, orientation towards learning promotion, quality, inclusivity, focus on high result, incorporation of adult education principles that refer to internal motivation, self-regulation, goal orientation, relevancy orientation, praxis, and work-related experience.

The assessment proved that perspective model of formation of communicative competency of document managers in the system of continuing education must be designed with the use of active learning, problem-based learning, and ICT-based learning that are considered to have extensive potential for improvement of professional communicative skills among document management specialists. Findings showed that perspective model of formation of communicative competency of document managers in the system of continuing education consists of the following components: objectives, pedagogical strategies, teaching methods, evaluation, result, and methodical recommendations. And we have come to the conclusion the model is implemented in five stages: analysis of students' objectives; assessment of communicative readiness; introduction of effective strategies and methods; formation of communicative competency; and improvement of the system of continuing education through methodical recommendations.

The model can be introduced in the system of continuing education of document managers in the departments of institutions of higher education that are responsible for the development of educational and professional program "Document management", the centers for advanced training and retraining at the employment agencies, and the human resources departments at the state and private enterprises where document managers are employed.

Suggestions for Future Research

The research revealed certain problems in the system of continuing education of document managers including introduction of innovative pedagogical strategies and teaching methods, extensive implementation of ICT, and formation of self-learning skills to prepare professionals to operate in changeable professional environment and perform communicative tasks correctly and qualitatively. Critical evaluation of modern strategies and methods of formation of communicative competency of document managers in the system of continuing education proved the effectiveness of active learning, problem-based learning, and ICT-based learning that contribute to maximization of communicative procedures of document managers and condition their professional readiness.

But the research has some limitations that impact the interpretation of our research results. The findings suggest the development of advanced training curriculum and courseware aimed at formation of professional communicative skills among document managers and incorporate on-job training or placement learning to create real communicative environment. In addition, further research should outline the algorithms of formation of self-study skills among document managers since they are significant for their professional development. In future we are planning to develop the practical recommendations for the departments of institutions of higher education that are involved in the process of development of educational and professional program "Document management", centers for advanced training and retraining at the employment agencies, and human resources departments at the state and private enterprises where document managers are employed to form communicative competency among document management specialists, to improve the system of continuing education through the application of the research results.

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