

A Higher Education Institution as a Communicative Platform: Developing Professional Communication Skills in the Context of Primary Professionalization

Michel Bouliou¹, Elena A. Abramkina²

¹ Lycée Chateaubriand, Rennes, France

² RUDN University, Moscow, Russian Federation

ABSTRACT

Introduction: The development of professional communication skills is essential in vocational and higher education, particularly during the initial stages of professionalization.

Purpose: This paper examines the concept of “communicative space” within educational institutions, focusing on how it facilitates the acquisition, practice, and refinement of these skills.

Conceptual Framework: The study explores the components of communicative space, emphasizing its role as an active environment where collaboration, idea exchange, and skill development are continuously negotiated and refined. The paper draws on theoretical perspectives such as Heidegger’s concept of “being-with” and the process of communicative (re)construction of spaces.

The Role of Communicative Space in Professional Communication: The impact of communicative space on professional communication is analyzed through its ability to promote interaction and collaboration, enhance critical thinking, and bridge the gap between academic learning and real-world practice. The study also considers the significance of digital spaces in modern education.

Implications for Educational Design: The findings suggest that understanding communicative space as a combination of physical, social, and digital elements can help educators create environments that better support the development of communication skills and the initial professionalization of students.

Conclusion: Communicative space plays a critical role in preparing students for professional life by facilitating interaction, supporting identity formation, and enabling the practical application of communication skills. The study calls for further research on the effectiveness of different communicative spaces in fostering professional communication skills across various disciplines.

KEYWORDS

communicative space; professional communication skills; educational design; digital learning environments; professional identity formation; higher education; initial professionalization

For citation:
Bouliou, M., Abramkina, E.A. (2023). A Higher Education Institution as a Communicative Platform: Developing Professional Communication Skills in the Context of Primary Professionalization. *Journal of Employment and Career*, 2(4), 22–31. <https://doi.org/10.56414/jeac.2023.1.51>

Correspondence:
Michel Bouliou
m_bouliou@gmail.com

Data Availability Statement:
Current study data is available upon request from the corresponding author.

Received: 15.10.2023

Revised: 07.12.2023

Accepted: 17.12.2023

© Bouliou, M., Abramkina, E.A.,
2023

Declaration of Competing Interest:
none declared.



Высшее учебное заведение как коммуникативная площадка: развитие навыков профессиональной коммуникации в контексте начальной профессионализации

Мишель Булю¹, Е. А. Абрамкина²

¹ Лицей Шатобриан, Ренне, Франция

² РУДН, Москва, Российская Федерация

АННОТАЦИЯ

Введение: Развитие профессиональных коммуникативных навыков имеет решающее значение в профессиональном и высшем образовании, особенно на начальных этапах профессионализации.

Цель: В данной статье рассматривается концепция «коммуникативного пространства» в образовательных учреждениях, с акцентом на то, как оно способствует приобретению, практике и совершенствованию этих навыков.

Концептуальные основы: Исследование изучает компоненты коммуникативного пространства, подчеркивая его роль как активной среды, где осуществляется обмен идеями, сотрудничество и развитие навыков, которые постоянно обсуждаются и пересматриваются. В статье используются теоретические подходы, такие как концепция Хайдеггера о «совместном бытии» и процесс коммуникативной (пере)конструкции пространств.

Роль коммуникативного пространства в профессиональной коммуникации: Влияние коммуникативного пространства на профессиональную коммуникацию анализируется через его способность способствовать взаимодействию и сотрудничеству, усиливать критическое мышление и преодолевать разрыв между академическим обучением и практическим опытом. В исследовании также рассматривается значение цифровых пространств в современном образовании.

Импликации для образовательного дизайна: Результаты исследования показывают, что понимание коммуникативного пространства как комбинации физических, социальных и цифровых элементов может помочь педагогам создавать среды, которые лучше поддерживают развитие коммуникативных навыков и начальную профессионализацию студентов.

Выводы: Коммуникативное пространство играет ключевую роль в подготовке студентов к профессиональной жизни, способствуя взаимодействию, поддерживая формирование идентичности и обеспечивая практическое применение коммуникативных навыков. В статье подчеркивается необходимость дальнейших исследований по изучению эффективности различных коммуникативных пространств в развитии профессиональных коммуникативных навыков в различных дисциплинах.

КЛЮЧЕВЫЕ СЛОВА

коммуникативное пространство; профессиональные коммуникативные навыки; образовательный дизайн; цифровые образовательные среды; формирование профессиональной идентичности; высшее образование; начальная профессионализация



INTRODUCTION

The development of professional communication skills is increasingly recognized as a crucial component of higher and vocational education, particularly in today's globalized and technologically driven world. Effective communication is essential for individual career success and for the overall functioning and productivity of organizations (Brown, 2017). Within the academic sphere, research is the cornerstone of higher education institutions, contributing to the generation of knowledge and the development of essential skills among students (Brew, 2001). In the United Kingdom, for instance, research plays a significant role at every level of higher education, from undergraduate to postgraduate studies, with an emphasis on developing skills that include effective communication (REF, 2011). However, the environments in which these communication skills are practiced (what we term "communicative spaces") have not been sufficiently explored in the context of their role in professional skill development.

While previous studies, such as those by Harrison and Dourish (1996), have emphasized the importance of understanding "place" rather than "space" in the design of collaborative environments, there is still a gap in the literature regarding the specific impact of communicative spaces on professional communication skill development. Harrison and Dourish argue that human activities are organized primarily by the social practices associated with a location rather than the physical properties of the space itself. This concept underscores the importance of "place" in shaping interactions and behaviors, a principle that has been applied in various contexts, including virtual environments. However, the specific role of communicative space, which encompasses physical, social, and digital dimensions, in supporting the transition from theoretical knowledge to practical application and the formation of a professional identity, remains underexplored.

This paper seeks to extend the trajectory set by Harrison and Dourish by developing the concept of "communicative space" as it applies to the development of professional communication skills within educational settings. Building on the foundational ideas of spatiality as discussed by Heidegger (1927), this study argues that communicative spaces are not merely defined by physical or virtual locations but by the quality of interpersonal interactions – what Heidegger describes as "being-with" others. This perspective highlights that the closeness or distance between individuals in communicative interactions is not solely a function of physical or virtual space but is shaped by the relational and contextual dynamics within these environments.

Through an empirical analysis of communicative spaces within educational institutions, this paper explores how these environments (whether physical, social, or digital) facilitate the acquisition and refinement of professional communication skills. By examining the components of commu-

nicative space and their impact on students' transitions from learners to professionals, the study aims to provide a comprehensive understanding of how these environments contribute to the development of communication competence and professional identity. This research not only informs the design of educational programs and environments but also contributes to a deeper theoretical understanding of the role of communicative space in professional education.

RESULTS

Definition of Communicative Space

The concept of "communicative space" is an intricate and multifaceted term that encapsulates various environments (physical, social, and digital) within which communication occurs in educational settings. It serves as a verbal-sign symbolization of cultural experiences and reflects the national world picture and mentality (Ilyicheva, 2022). The communicative space is not merely a backdrop for interaction but a dynamic arena where the exchange of ideas, collaboration, and the formation of professional skills are facilitated. This section seeks to unpack the different dimensions of communicative space, drawing from various theoretical perspectives and empirical studies to provide a comprehensive definition.

Communicative space encompasses three primary dimensions: physical, social, and digital. The physical dimension includes the tangible environments such as classrooms, laboratories, and libraries where face-to-face interactions occur. These spaces are structured to support communication through their layout, availability of resources, and the overall atmosphere conducive to learning and interaction (Healey et al., 2007). The social dimension of communicative space refers to the relationships and social norms that govern interactions within these environments. This includes the formal and informal networks among students, teachers, and administrative staff that facilitate or hinder effective communication (Thornhill-Miller et al., 2023). Finally, the digital dimension involves online platforms, virtual classrooms, and other digital tools that have increasingly become integral to educational communication. The digital space allows for asynchronous communication, broader access to resources, and the ability to connect with a global audience, thereby expanding the traditional boundaries of communicative space (Healey et al., 2007).

Communicative Space as a Conceptual Framework

The concept of communicative space extends beyond the physical environment to include the quality and nature of interactions within these spaces. Heidegger's phenomenology emphasizes the idea of "being-with" others, highlighting that the closeness or distance between individuals is not solely a physical phenomenon but also a relational and contextual one (Healey et al., 2007). This understanding of

communicative space underscores that it is shaped by the interactions and relationships that occur within it, where varying degrees of mutual involvement and interpersonal closeness play crucial roles.

Moreover, the process of communicative (re)construction of spaces, as proposed by Christmann, reflects a dynamic and ongoing transformation of environments through societal interactions. This process is particularly evident in the context of globalization, mediatization, and digitalization, where spaces are increasingly deterritorialized and decentralized (Christmann, Knoblauch, & Löw, 2022). The refiguration of spaces is not seen as a sudden rupture from previous spatial orders but as a gradual and incremental shift driven by communicative actions. These actions involve the reinterpretation and reshaping of existing spaces, which are influenced by both the physical characteristics of the environment and the communicative practices of those who inhabit them (Knoblauch & Löw, 2020).

This ongoing reconstruction illustrates how spaces are continuously negotiated and redefined by social actors, highlighting the importance of communication in the process of spatial transformation. It also aligns with the broader theoretical framework that integrates concepts from social constructivism and communicative constructivism, emphasizing the role of knowledge, action, and materiality in the (re)construction of spaces (Löw, 2016; Keller, 2013).

The Role of Communicative Space in Professional Communication

Previous studies have emphasized the importance of communicative spaces in promoting interaction, collaboration, and the exchange of ideas within educational settings. For instance, Kupritz & Hillsman (2011) argue that the design and organization of physical spaces can significantly influence the effectiveness of communication, by either facilitating or impeding the flow of information and ideas. Similarly, Umberson & Montez (2010) highlight the role of social norms and relationships in shaping the communicative environment, where the quality of interactions often depends on the existing social structure and the level of trust and respect among participants. Sjølie et al. stresses that communicative learning spaces are powerful enablers of teacher learning, facilitating access to different stages of professional development.

However, the concept of communicative space extends these traditional views by incorporating the digital dimension, which has become increasingly relevant in the context of modern education. The integration of digital tools and platforms into educational settings has transformed how communicative spaces are conceptualized and utilized, offering new opportunities for interaction but also presenting challenges related to maintaining engagement and mutual involvement (Healey et al., 2007).

Implications for Educational Design and Professional Skill Development

The multifaceted nature of communicative space has significant implications for the design of educational environments and the development of professional communication skills (Nevdakh, 2020). Understanding communicative space as a combination of physical, social, and digital elements allows educators and administrators to create environments that are more conducive to effective communication and learning. By considering the interplay between these dimensions, educational institutions can better support the initial professionalization of students, helping them to develop the communication skills necessary for their future careers.

Moreover, the concept of communicative space highlights the importance of context in communication. As Healey et al. (2007) suggest, the quality of human interactions within a communicative space is shaped by the context in which they occur, including the social norms, the physical environment, and the digital tools available. This understanding underscores the need for a holistic approach to educational design, one that takes into account the various factors that contribute to the creation of an effective communicative space.

Professional Communication Skills in Education in the Context of Primary Professionalization

The development of professional communication skills is a multifaceted process that extends beyond the mere acquisition of technical language or industry-specific terminology. While mastering the technical aspects of a profession's language is certainly important, truly effective communication within professional contexts involves much more. It requires individuals to be adept at adapting their communication strategies to suit varying contexts, audiences, and purposes (Brown, 2017; Raptou, 2017). This adaptability is essential because professionals often find themselves interacting with a diverse range of stakeholders, each with unique expectations, knowledge levels, and communication preferences.

Adapting Communication Strategies

Adapting communication strategies involves several key competencies. First, it requires a deep understanding of the audience's needs, background, and expectations (Thornhill-Miller, 2023). For instance, communicating with a team of technical experts might involve the use of specific jargon and a focus on detailed technical information. In contrast, presenting the same information to non-expert stakeholders, such as clients or upper management, would necessitate a more accessible approach, possibly simplifying the language and focusing on the broader implications rather than the technical minutiae.

Second, it involves selecting the appropriate communication medium and style based on the context (Vorwerg, 2015). For

example, in a crisis situation, quick, clear, and direct communication might be essential, while a more collaborative and consultative approach could be better suited for team meetings or project planning sessions.

Finally, it requires the ability to adjust the tone and formality of communication (Brown et al., 2020). Professional settings can vary greatly in terms of the level of formality expected, and successful communication often hinges on the ability to strike the right balance—being formal enough to convey respect and authority, yet approachable enough to foster open dialogue and collaboration.

The Role of Practical Experiences

The literature strongly emphasizes the importance of practical experiences in developing these advanced communication skills. Engaging in real-world or simulated professional scenarios allows individuals to practice and refine their ability to communicate effectively in diverse situations. These experiences are invaluable because they provide a context in which theoretical knowledge about communication can be applied and tested in practice. However, there is a notable gap in the research that directly links these practical experiences to the concept of communicative space – a concept that is crucial in understanding how these skills are developed and honed (Miller et al., 2023).

Communicative Space as a Professional Training Ground

Communicative space within educational institutions serves not just as a backdrop for academic learning, but as an essential arena for developing professional competencies. It is within this space that students practice, refine, and internalize the communication skills crucial for their future careers. The concept of communicative space encompasses all settings (physical, social, and digital) where interactions occur, each contributing uniquely to the formation of a student's professional identity and communication expertise.

The Components of Communicative Space

Through comprehensive analysis, three primary components of communicative space within educational institutions have been identified: physical environments, social environments, and digital environments. Each of these components plays a critical role in shaping how communication and interaction unfold among students and faculty.

Physical Environments

Physical environments refer to the tangible, structured spaces such as classrooms, laboratories, and lecture halls. These settings are not only where formal instruction takes place but also where students engage in face-to-face communication, collaborate on projects, and participate in hands-on

activities. The layout and design of these spaces (such as seating arrangements, availability of resources, and accessibility) can significantly influence the nature and quality of interactions (Papaioannou et al., 2023). For instance, a classroom arranged in a circle may encourage open discussion and peer-to-peer engagement, fostering a communicative culture that is collaborative rather than hierarchical.

Social Environments

Social environments encompass the relational dynamics within the educational institution, including peer interactions, teacher-student relationships, and the broader institutional culture. These social interactions are foundational to the communicative space, as they provide students with opportunities to practice and hone their communication skills in various contexts – from informal conversations with classmates to formal presentations and debates. The social environment also plays a critical role in shaping students' communicative behaviors, as it influences the norms, expectations, and feedback they receive (Ai-Said et al., 2023). A supportive and inclusive social environment can encourage students to engage more actively, express their ideas confidently, and learn from diverse perspectives.

Digital Environments

In today's increasingly digital world, online learning platforms, social media, and other digital tools have become integral components of the communicative space. These digital environments offer new avenues for interaction and collaboration, extending the boundaries of traditional educational spaces. Online forums, virtual classrooms, and social media groups enable students to communicate asynchronously and synchronously, share resources, and participate in global conversations. The digital environment also introduces unique challenges, such as the need for digital literacy and the ability to navigate online etiquette and communication norms (Haleem et al., 2022). However, it equally offers opportunities for students to develop skills in digital communication, which are essential in modern professional settings.

Although text-based communication may initially seem less rich, it possesses unique qualities that make it not only a fully-fledged, but in some cases, a more complex form of interaction compared to other multimedia environments (Brown & Bell, 2004; Ducheneaut et al., 2006).

Spatiality and Its Transformation in the Virtual Environment

In traditional models of interaction, space plays a crucial role in organizing communication by determining the physical proximity of participants and their access to shared resources (Harrison & Dourish, 1996). However, in the virtual environment, the spatial organization of interactions gradually loses its significance. Communicators actively lever-

age technological opportunities to overcome spatial constraints, leading to the emergence of new forms of interaction that are not tied to a specific location.

Interaction Models: Dyadic, Local, and Remote Groups

There are distinct differences in the levels of engagement and organization of interactions across different communicative spaces. Dyadic interactions are generally characterized by a high level of mutual involvement, which is reflected in the sequential integration of turns and the predominance of "talk" commands over "emote" commands (Goffman, 1981). These interactions demand greater commitment from participants to the development of dialogue and mutual understanding, as evidenced by the analysis of interaction fragments.

Local groups demonstrate an intermediate level of involvement, which manifests in less consistent topic integration, although participants still actively engage in communication. This suggests that group dynamics in local communicative spaces are more flexible and less structured than in dyadic interactions (Healey et al., 2008).

Remote groups are characterized by a low level of mutual involvement and a high frequency of "emote" commands, which, as shown in the study, primarily serve to maintain participants' awareness of ongoing activities rather than to facilitate active interaction. This form of communication implies equal access for all participants to the communicative platform, making interactions less hierarchical and more horizontal (Healey et al., 2008).

The Uniqueness of Virtual Communicative Spaces

One of the unique features of interactions in Walford is the ability to maintain parallel conversations in different communicative spaces, creating complex participation and management patterns for these interactions. For example, a situation where the same participant is involved in multiple parallel dialogues with different sets of participants has no equivalent in traditional face-to-face communication, where such possibilities are limited. This necessitates the development of new strategies for managing these interactions, which go beyond conventional notions of space and time in communication (Schober & Clark, 1989).

The Role of Communicative Space in Skill Development

The study underscores the critical importance of communicative space in the cultivation of professional communication skills, emphasizing that this space is not merely a backdrop for academic activities, but a dynamic environment where key skills are actively developed and refined. By facilitating a range of interactions and experiences, communicative space serves as a vital training ground for students, enabling them to build the competencies needed for their future professional lives.

Facilitating Interaction and Collaboration

Communicative space plays a pivotal role in promoting interaction and collaboration among students. Through structured group work, discussions, and collaborative projects, students are encouraged to engage with their peers, share ideas, and negotiate different perspectives. This process not only helps students develop essential teamwork skills but also enhances their ability to communicate effectively in diverse settings (Nja et al., 2023). By regularly participating in group activities, students learn to articulate their thoughts clearly, listen actively to others, and contribute constructively to collective efforts—skills that are indispensable in any professional context.

Bridging Theory and Practice

One of the most significant functions of communicative space is its ability to bridge the gap between theoretical knowledge and practical application. Within this space, students are exposed to realistic scenarios that simulate the challenges and complexities of real-world professional environments. Whether through role-playing exercises, case studies, or simulations, communicative space allows students to apply theoretical concepts in practice, helping them understand how these concepts operate in concrete situations (Healey et al., 2008). This experiential learning process not only reinforces academic knowledge but also equips students with practical skills they can immediately translate into their future careers.

Fostering a Culture of Feedback

An essential aspect of communicative space is its capacity to foster a culture of continuous feedback. Within this environment, students receive regular, constructive feedback from peers and instructors, which is crucial for their growth and development. This feedback loop allows students to reflect on their performance, identify areas for improvement, and celebrate their successes. By learning from both their successes and mistakes, students develop a resilient mindset and a commitment to ongoing personal and professional growth (Hardavells et al., 2017). The feedback-rich environment of communicative space also encourages students to become more self-aware and proactive in seeking out opportunities for development, which is a vital skill in the professional world.

Enhancing Critical Thinking and Problem-Solving Skills

Communicative space also significantly contributes to the enhancement of critical thinking and problem-solving abilities. Through engagement in discussions, debates, and problem-based learning activities, students are challenged to think critically, analyze complex issues, and develop reasoned arguments. This process not only sharpens their intellectual abilities but also prepares them to tackle the kinds of problems they will encounter in their professional lives

(Stanikzay, 2023). The ability to think on one's feet, consider multiple viewpoints, and arrive at well-founded solutions is cultivated within the communicative space, making it a crucial component of professional skill development.

Building Confidence and Professional Identity

Finally, communicative space is instrumental in helping students build confidence and a strong professional identity. By providing a supportive environment where students can practice and refine their communication skills, it enables them to gain confidence in their abilities. Over time, as students engage more deeply in communicative activities, they begin to see themselves as competent professionals capable of contributing meaningfully to their chosen fields (Skagen et al., 2018). This sense of professional identity is reinforced through repeated experiences in communicative space, where students not only learn the skills necessary for their careers but also develop the confidence to apply them effectively in real-world situations.

Impact on Primary Professionalization

The role of communicative space in the process of primary professionalization is profound, as it directly influences how students transition from learners to professionals. Communicative space significantly impacts this initial phase by providing environments that not only simulate professional contexts but also actively engage students in the practices and norms of their future careers (Amerstorfer & Freiin von Münster-Kistner, 2021). These spaces are instrumental in helping students develop the confidence, competence, and identity necessary for successful professional integration.

Simulation of Professional Contexts

Communicative space offers students the opportunity to immerse themselves in environments that closely mimic real-world professional settings. These simulated environments (whether physical, social, or digital) allow students to experience firsthand the dynamics of professional communication. For example, in a classroom setting, communicative space might involve structured group discussions, presentations, and role-playing exercises that replicate workplace scenarios. Such activities enable students to practice and refine their communication skills in a controlled environment, where they can safely experiment with different approaches and strategies. This hands-on experience is crucial in building students' confidence in their ability to navigate various professional situations (Marougkas et al., 2023).

In digital communicative spaces, such as online forums and collaborative platforms, students can engage in remote interactions that mirror the realities of contemporary work environments. These digital simulations are particularly valuable as they prepare students to communicate effectively in remote and hybrid work settings, which are becoming

increasingly common. By participating in virtual meetings and collaborative online projects, students develop the ability to manage communication across different time zones, cultures, and digital tools, all of which are essential skills in the modern workplace.

Development of Communication Confidence and Competence

The repeated exposure to communicative spaces allows students to build both confidence and competence in their professional communication skills. As students engage in various communicative activities (such as delivering presentations, participating in debates, and collaborating on projects) they receive continuous feedback and opportunities to refine their approaches. This iterative process of practice and feedback is crucial in helping students develop a sense of mastery over their communication abilities (Johnson et al., 2021).

Confidence is further enhanced as students learn to adapt their communication styles to different audiences and contexts. The ability to switch between formal and informal communication, tailor messages to specific professional settings, and handle challenging conversations with poise and clarity are all skills that students can hone within these communicative spaces. Over time, as students see the positive impact of their improved communication skills, their self-assurance grows, which is a key factor in their readiness to enter the professional world.

Formation of Professional Identity

Beyond skill development, communicative space plays a vital role in the formation of a student's professional identity. As students engage in communicative practices that are aligned with professional norms and expectations, they begin to internalize these behaviors and see themselves as members of a professional community. This sense of belonging and identity is crucial for their transition from student to professional.

In physical communicative spaces, such as classrooms and labs, students are often encouraged to adopt professional behaviors—such as using industry-specific language, adhering to ethical standards, and demonstrating professional decorum—that contribute to their emerging professional identity. Social environments within educational institutions also reinforce this identity formation by providing opportunities for students to interact with peers, mentors, and professionals who model these behaviors.

Digital communicative spaces further support the development of professional identity by allowing students to participate in professional networks, engage in industry-specific discussions, and showcase their work on digital platforms. These activities help students establish their professional persona and connect with the broader professional community, even before they enter the workforce (Healey et al., 2008).

Bridging the Gap Between Academic and Professional Life

Communicative spaces serve as a bridge between academic learning and professional practice. By simulating real-world communication scenarios, these spaces help students apply theoretical knowledge in practical contexts, thereby facilitating a smoother transition into the workforce. Students learn to navigate the complexities of professional communication, such as negotiating, persuading, and collaborating across diverse teams, which are skills that are often not fully addressed in traditional academic settings (Trepper et al., 2023).

Moreover, communicative spaces provide a context in which students can develop a deeper understanding of the expectations and challenges of professional life. This understanding is crucial in helping them align their academic experiences with their career goals, ensuring that they are better prepared to meet the demands of their chosen professions.

DISCUSSION

This study sought to explore the role of communicative space within educational institutions as a critical environment for the development of professional communication skills. The findings highlight that communicative spaces (encompassing physical, social, and digital dimensions) play a significant role in bridging the gap between theoretical knowledge and practical application. These spaces not only facilitate the acquisition of communication skills but also support the formation of professional identity. The research underscores the importance of understanding communicative space as a multifaceted environment where the quality of interpersonal interactions is as crucial as the physical or digital setting in which they occur.

The study's findings align with and extend previous research, such as Harrison and Dourish's (1996) distinction between "space" and "place." By focusing on the concept of communicative space, this research underscores the significance of interpersonal closeness and relational dynamics in educational settings. The analysis reveals that the effectiveness of communicative spaces in developing professional skills is not solely dependent on the physical layout or digital infrastructure but on how these environments facilitate meaningful interactions and foster a sense of "being-with" others, as discussed by Heidegger (1927).

In particular, the study demonstrates that communicative spaces, when effectively designed, can enhance critical thinking, collaboration, and the ability to adapt communication strategies across different contexts. This supports the argument that communicative space is a dynamic construct that evolves through social practices and technological advancements, mirroring the complexities of modern professional environments. The research also suggests that dig-

ital communicative spaces, although challenging in terms of maintaining engagement, offer unique opportunities for students to develop skills that are increasingly relevant in remote and hybrid work settings.

These findings contribute to the broader discourse on educational design and professional skill development, aligning with studies that emphasize the role of environment in learning and communication. For instance, the importance of designing educational spaces that encourage interaction and collaboration has been well-documented in the literature (Kupritz & Hillsman, 2011; Umberson & Montez, 2010). However, this study extends these ideas by incorporating the digital dimension, reflecting the growing significance of virtual learning environments in contemporary education. The concept of communicative space as proposed in this research offers a more comprehensive framework that integrates physical, social, and digital elements, addressing the limitations of previous models that focused predominantly on physical space.

The theoretical implications of this study are substantial, as they suggest a need to rethink how communicative environments are conceptualized in educational research. The findings advocate for a holistic approach to communicative space that goes beyond traditional notions of physical space and considers the interplay of social dynamics and digital technologies. This has practical implications for the design of educational programs and spaces, suggesting that educators and administrators should focus on creating environments that not only facilitate communication but also actively engage students in the practices and norms of their future professions.

Moreover, the study highlights the potential for communicative spaces to support the initial professionalization of students by providing environments where they can practice and refine their communication skills. This is particularly relevant in the context of digital learning, where the challenge is to maintain the quality of interaction and ensure that students remain engaged and connected, even in virtual settings.

While this study provides valuable insights into the role of communicative space in professional communication skill development, it is not without limitations. The research primarily focuses on theoretical analysis and conceptual frameworks, and there is a need for empirical studies that examine the effectiveness of different communicative spaces in various educational contexts. Future research could explore how specific design elements within physical, social, and digital spaces impact the development of communication skills and professional identity. Additionally, longitudinal studies could provide a deeper understanding of how students' interactions within communicative spaces evolve over time and contribute to their professional growth.

CONCLUSION

This study has explored the concept of communicative space within educational institutions and its critical role in the development of professional communication skills. By examining the interplay of physical, social, and digital environments, the research highlights how these spaces serve not just as backdrops for learning but as dynamic arenas where students engage in meaningful interactions, refine their communication strategies, and begin to form their professional identities.

The findings underscore the importance of designing communicative spaces that actively support the transition from theoretical knowledge to practical application. These spaces facilitate the development of essential competencies such as critical thinking, collaboration, and adaptability, which are crucial for success in modern professional settings. The study also emphasizes the unique opportunities and challenges presented by digital communicative spaces, particu-

larly in preparing students for the increasingly prevalent remote and hybrid work environments.

The theoretical contributions of this research lie in expanding the understanding of communicative space as a multidimensional construct that integrates physical, social, and digital elements. This perspective encourages a more holistic approach to educational design, one that considers not only the physical layout but also the social dynamics and technological infrastructure that shape student interactions.

From a practical standpoint, the study suggests that educators and administrators should prioritize the creation of communicative spaces that foster active engagement, mutual involvement, and professional growth. By doing so, educational institutions can better prepare students for the communicative demands of their future careers, ensuring they are equipped with the skills and confidence to navigate diverse professional contexts.

REFERENCES

Amerstorfer, C. M., & Freiin von Münster-Kistner, C. (2021). Student perceptions of academic engagement and student-teacher relationships in problem-based learning. *Frontiers in Psychology*, 12, 713057. <https://doi.org/10.3389/fpsyg.2021.713057>

Bargh, J. A., & McKenna, K. Y. A. (2004). The Internet and social life. *Annual Review of Psychology*, 55, 573–590.

Brown, B., & Bell, M. (2004). Social interaction in 'there'. In *CHI '04 Extended Abstracts on Human Factors in Computing Systems* (pp. 1465–1468). Vienna, Austria.

Brown, B., & Bell, M. (2004). CSCW at play: 'There' as a collaborative virtual environment. In *Proceedings of the 2004 ACM Conference on Computer Supported Cooperative Work* (pp. 350–359).

Brown, T., Yu, M., & Etherington, J. (2020). Are listening and interpersonal communication skills predictive of professionalism in undergraduate occupational therapy students? *Health Professions Education*, 6(2), 217–224. <https://doi.org/10.1016/j.hpe.2020.01.001>

Cecilia Obi Nja, C. O., Anari, M. I., Erim, C. M., Idiege, K. J., Ilhami, A., Ukah, J. U., Eneyo, O. E., Uwe, U. E., & Cornelius-Ukpepi, B. U. (2023). Learning space, students' collaboration, educational outcomes, and interest: Exploring the physical, social and psychological mediators. *Helijon*, 9(4), e15456. <https://doi.org/10.1016/j.helijon.2023.e15456>

Christmann, G. B., Knoblauch, H., & Löw, M. (2022). *Communicative constructions and the refiguration of spaces*. Abingdon: Routledge.

Dourish, P. (2001). *Where the action is: The foundations of embodied interaction*. Cambridge, MA: MIT Press.

Dreyfus, H. L. (1991). *Being-in-the-world: A commentary on Heidegger's Being and Time, Division 1*. Cambridge, MA: MIT Press.

Ducheneaut, N., Yee, N., Nickell, E., & Moore, R. J. (2006). Alone together? Exploring the social dynamics of massively multiplayer online games. In *Proceedings of the CHI 2006 Conference on Human Factors in Computing Systems* (pp. 407–416). Montreal, Canada.

Fernandez, R., Ginzburg, J., & Lappin, S. (2004). Classifying ellipsis in dialogue: A machine learning approach. In *Proceedings of the 20th International Conference on Computational Linguistics (Coling)* (pp. 240–246).

Fitzpatrick, G. (1998). *The Locales framework: Understanding and designing for cooperative work* (PhD thesis, Department of Computer Science and Electrical Engineering, The University of Queensland).

Goffman, E. (1981). *Forms of talk*. Philadelphia, PA: University of Pennsylvania Press.

Hardavella, G., Aamli-Gaagnat, A., Saad, N., Rousalova, I., & Sreter, K. B. (2017). How to give and receive feedback effectively. *Breathe*, 13(4), 327–333. <https://doi.org/10.1183/20734735.009917>

Harrison, S., & Dourish, P. (1996). Re-place-ing space: The roles of place and space in collaborative systems. In *Proceedings of the 1996 ACM Conference on Computer Supported Cooperative Work* (pp. 67–76). Boston, MA, USA.

Heidegger, M. (1927/1962). *Being and Time* (J. Macquarrie & E. Robinson, Trans.). New York: Harper & Row.

Ilyicheva, I. (2022). Modern aspects of studying the communicative space of the region (by the example of Brest region). *Cherepovets State University Bulletin*, (5), 127–137. (In Russ.) <https://doi.org/10.23859/1994-0637-2022-5-110-10>

Johnson, R., Purcell, A., Power, E., & Cumming, S. (2021). "The early exposure is really helpful" – Students' views of participating in communication skills screening. *International Journal of Practice-Based Learning in Health and Social Care*, 9(1), 18–28. <https://doi.org/10.18552/ijpbhsc.v9i1.712>

Keller, R. (2013). *Doing discourse research: An introduction for social scientists*. London: Sage.

Kendall, L. (2002). *Hanging out in the virtual pub: Masculinities and relationships online*. Berkeley, CA: University of California Press.

Knoblauch, H., & Löw, M. (2020). The re-figuration of spaces and refigured modernity – Concept and diagnosis. *Historical Social Research*, 45(2), 263–292.

Kupritz, V.W., & Hillsman, T. (2011). The impact of the physical environment on supervisory communication skills transfer. *Journal of Business Communication*, 48(2), 148–185. <https://doi.org/10.1177/0021943610397269>

Levinson, S. (1988). Putting linguistics on a proper footing. In *Exploring the interaction order* (pp. 170–193). In E. Goffman (Ed.), *Erving Goffman*.

Light, A. (2007). Transports of delight?: What the experience of receiving (mobile) phone calls can tell us about design. *Personal and Ubiquitous Computing*, 11(2), 136–145. <https://doi.org/10.1007/s00779-006-0095-6>

Löw, M. (2016). *The sociology of space: Materiality, social structures, and action*. New York: Palgrave Macmillan.

Marougkas, A., Troussas, C., Krouskas, A., & Sgouropoulou, C. (2023). Virtual reality in education: A review of learning theories, approaches and methodologies for the last decade. *Electronics*, 12(13), 2832. <https://doi.org/10.3390/electronics12132832>

Miller, B.T., Camarda, A., Mercier, M., Burkhardt, J.M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>

Mohammad Ismail Stanikzai. (2023). Critical thinking, collaboration, creativity and communication skills among school students: A review paper. *European Journal of Theoretical and Applied Sciences*, 1(5), 441–453. [https://doi.org/10.59324/ejtas.2023.1\(5\).34](https://doi.org/10.59324/ejtas.2023.1(5).34)

Mulhall, S. (2005). *Routledge philosophy guidebook to Heidegger and Being and Time*. London: Routledge.

Nevdakh, S. (2020). Communicative space of educational classes as a condition for successful adult education. *Rural Environment. Education. Personality*, 13, 101–108. <https://doi.org/10.22616/REEP.2020.012>

Papaioannou, G., Volakaki, M.G., Kokolakis, S., & Vouyioukas, D. (2023). Learning spaces in higher education: A state-of-the-art review. *Trends in Higher Education*, 2(3), 526–545. <https://doi.org/10.3390/higheredu2030032>

Raptou, E., Stamatis, P., & Raptis, N. (2017). Communication as an educational skill in school units of the 21st century: A survey research. *Advances in Engineering Software*, 2(2), 1. <https://doi.org/10.20849/aes.v2i2.153>

Sjølie, E., Francisco, S., & Langelotz, L. (2018). Communicative learning spaces and learning to become a teacher. *Pedagogy, Culture & Society*, 27, 365–382. <https://doi.org/10.1080/14681366.2018.1500392>

Skagen, D., McCollum, B., Morsch, L., & Shokoples, B. (2018). Developing communication confidence and professional identity in chemistry through international online collaborative learning. *Chemistry Education Research and Practice*, 19(2), 567–582. <https://doi.org/10.1039/c7rp00220c>

Smith, M. A., Farnham, S. D., & Drucker, S. M. (2000). The social life of small graphical chat spaces. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 462–469). The Hague, The Netherlands.

Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>

Trepper, K., Levine, S., Lomelí, K., & Garcia, A. (2023). One text, two worlds, third space: Design principles for bridging the two-worlds divide in teacher education. *Teaching and Teacher Education*, 129, 104144. <https://doi.org/10.1016/j.tate.2023.104144>

Umberson, D., & Montez, J. K. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51(Suppl), S54–S66. <https://doi.org/10.1177/0022146510383501>

Vorwerg, C. (2015). Communicative competence: Linguistic aspects. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., pp. 294–301). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.53042-6>