Group values in high school students' communicative competence enhancement

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Abstract. The article helps to articulate the importance of communicative competence and literacy in group values in human development, including high school students. The article consideres the concept of "communicative competence" in modern scientific psychological and pedagogical studies. The analysis to the forms of teamwork and the way school teenagers' acquire communicative competence characterizes the content of the topic from a practical significance. The dynamics of the high school students' group values enhancement during the implementation of an effective communication program is considered as a subject of research. The study has been implemented through specific stages: organizational, empirical, mathematical and statistical processing and analysis of research results. Firstly, Snyder's method of self-control evaluation diagnostics applied to study the students' behavioral component. Secondly, Michelson's «communicative skills test» (translated by Gilbukh) demonstrated the students' cognitive adaptation to group values. Lastly, it has been aimed to evaluate general communicative resistance through the method of diagnosing (by Boyko).

The gained results proved that a group work in the process of the high school students' communicative competence enhancement can help to build communicative skills, develop speech, conduct negotiations with, create cooperation and joint actions, and shape professional competences of individuals.

Key words: communicative competence, communication, training, self-development, professional efficiency, group values, teenagers, psychological service, collaboration.

Introduction

Group values enhancement as the main condition of personal enhancement, it cannot be said that literacy is necessary for everyone in society. Literacy determines the level of human competence. Human relationships arise when human actions intersect with the actions of another individuals. In this case, one can assume that competence contributes to human professional efficiency.

In the modern world, as it is a constantly changing world, human requirements are rapidly increasing. A person must be a fast-paced creator of a team and actively communicate, adjust to the environment, thus, be competent in communication.

Today, competence and literacy in communication are regarded as one of the achievements in any life spheres. It is known that inadequate skills lead to conflicts. To be sucessful, one needs to be communicative, socially-oriented, able to adapt to social reality, to carry out mutual actions.

In domestic psychology, the main concept aligns with the concept «competency in relationships». Psychological communicative competence are thoroughly studied by among domestic authors, such as Andreyeva, Emelyanov, Petrovskaya [1].

Communicative competence is a psychologically and methodically organized system that achieves the unity of means and methods of communication. The term "competence" means the process of intuitive and conscious knowledge of the language system, which is the basis for creating grammatically accurate sentences, and its realization is the ability to demonstrate knowledge of the system through speech. The term "competence" appeared with the influence of linguistics, which played a leading role in the science of language as a means of managing communication, connected with grammar [2].

Chomsky described language competence as "knowledge, belief systems, and intellectual abilities that develop in early childhood and interact with many other factors. determine behavior". Chomsky defined the concepts of "competence" (innate ability to speak - competence) and speech production (real speech performance) within the framework of his mentalist concept [3].

Today there is notably low level of communication among the students, this level of communicative competence is reflected in the increasing number of anxious children in the social environment and increased interpersonal loneliness, the number of children with isolated and unacceptably low sociometric status. Children are increasing in the group. In this regard, the new education system sets the task of inculcating knowledge about group cooperation and work, developing a tolerant attitude to different views and multiple opinions, developing the ability to listen and listen to partnering, and also the ability to express one's opinion. His thoughts and views on the discussed issues are free and accurate [4].

Recently, various forms of active learning have become widespread. Therefore, in addition to individual learning, we widely use various forms of group work. Predominantly all of them are training. The concept of training includes the enhancement and formation of personal qualities, skills and qualities. One can use the term training in relation to a group of people (team), later the concept of training is coined as enhancement and formation of qualities and skills necessary for effective functioning and implementation of any activity [5].

In the digital era, there are many schools: the most common ones in the field of sales, public speaking, trainings for a successful team building, a body-shaped training, and personal growth training, etc. No one can deny the importance of socio-psychological trainings in public sector. They can guarantee the psychological skills improvement in interpersonal relations between small group members under the leadership and guidance of psychology-expert [6].

A set of psychological exercises and games for a group work engagement enables the participants to self - assess critically, experinece a wide range of new roles, acquire must-have skills and abilities in communication, learning forms, acceptance and, finally, solving their problems, happiness. All the given aspects important, because in relationships we can appreciate, recognize, love ourselves, thus, we can address the basic social needs of a human [7].

The group work training consists of three main aspects of personality: cognitive, emotional and behavioral [8].

There are many ways to implement communicative competence of a teenager at school. Group work is one of the productive forms of educational cooperation organization. According to Shchurkova group action is defined as "an organized interaction of two or more individuals with the world as a single subject, united by a common goal and joint efforts to achieve it" [9].

Group work technology assumes the same activity as a team: mutual enrichment of group participants; joint organization of activities leading to revitalization of the educational process; separation of primary activities and operations; communication, without which it is hardly possible to spread, share and understand each other; exchange of methods of action; mutual understanding; reflection [10].

Pedagogical scientist Zimnyaya once wrote: "working in a group students in their work experience will gain a lot from a joint planning or joint distribution of roles and tasks, mutual communication [11]. The cooperation benefits from learning from each other, work harmoniously, and experience a sense of collective responsibility for the result of their joint activity. The organization of group work clearly shows the effort and reveals everyone's abilities, which is a natural stimulator of healthy creative competition".

Many authors are actively studying the phenomena of communicative competence [12]. There is no single definition of the term communicative competence, but analyzing the literatures [13], communicative competence is a unified system organized methodologically and psychologically [14]. In this system, unity of tools and ways of communication is achieved.

Communicative competence builds the professional competence of teenagers. Scientific pedagogical and psychological aspects are well-studied in the works of such researches as Baizhumanova, Nazhim, Ilyasova, and Eleusinova [15].

Research methods

An empirical study of high school students' group value enhancement underwent the specific stages, namely:
– pre-emperical stage for methodology and methods selection;
– empirical stage: the main part of the study;
– analytical: mathematical and statistical data analysis.

The accuracy of tbe hyposis was proved in school-gymnasium № 38. Twenty-five students of 8-9 grades participated in the research. During the research, gender was not taken into account, therefore 13 girls and 12 boys participated.

The aim of the empirical study is to determine the psychological features of the phenomenon of communicative competence among high school students and to develop it based on a systematic and active approach.

Objectives of empirical research:

1. Selection of methods appropriate to the studied phenomenon. Methods must meet the requirements for validity, representativeness, reliability, standardization;

2. Organization of research, selection of subjects to participate in research. The sample must qualitatively and quantitatively represent the total population, the main types of possible subjects in the population;

3. Empirical study on the high school students' communicative competence enhancement;

4. Selection of statistical processing methods, its implementation and interpretation of results;

5. The program enhancement and approval on high school students' communicative competence enhancement.

Results and their discussion

M. Snyder's diagnostic method of self-control in communication has been applied to study the behavioral component of high school students' communicative competence (Figure 1).

We have aimed to assess the level of communicative competence enhancement. Some scholars believe that some people with high communicative control are more apt to control emotions, aware how to act and where expose themselves. Moreover, they struggle in expressing themselves in non-prepared situations. People with low communicative control fast and open. This category of people may be characterized as every day or obsessive.

The test divides the levels of communicative control according to the following levels:

– individual people with low communicative control characterized as impulsive in communication and relationships, low differentiation of behavior that creates freedom in interaction with interlocutors;

– individual people with medium level of communicative control are tend to possess restraint and low emotions in socializing, sincerity and immediacy in interaction with others;

– individual people with high level of communicative control are a fairly high level of emotional restraint and behavioral control during interaction with others.

The second research method - Michelson's test of communicative skills (translated and adapted by Gilbuch (Figure 2) suggests that the cognitive component of group values as an integral part.

According to the method, the enhancement of group values in the relationship is characterized by an equal position without pressure and dependence from an authoritative one. The test determines the number of reactions according to 12 skills, which include:

1) feel good at being the limelight;

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2) give feedback to a fair criticism;
3) give feedback to to unfair criticism;
4) answer to interesting and provocative questions;
5) ability to apply to peers;
6) the ability to respond by refusing someone else's request;
7) ability to show compassion and support;
8) ability to accept sympathy and support;
9) ability to communicate;
10) respond to other's attempts to communicate;
11) ability to ask for and accept help;
12) respond to one's own failure and another's success.

As a third method, Boyko's Communicative Tolerance Questionnaire was used in the given research. (Figure 3).

The method scale shows the features of the subject's behavior in a certain communication situation.

Decrypt method blocks:
1) rejection or misunderstanding of a person's identity;
2) use yourself as a standard when evaluating others;
3) categorical or conservatism in people's assessment;
4) inability to hide or suppress negative feelings;
5) striving to re-establish and re-educate the partner;
6) striving to adapt other participants of communication;
7) ability to forgive other mistakes;
8) intolerance to the discomfort of the relationship partner (sickness, fatigue, lack of mood);
9) inability to adapt to other participants of the relationship.

Analysis of the results

M. Snyder's "test of self-control in relationships" method. The average results obtained are shown in Figure 1.
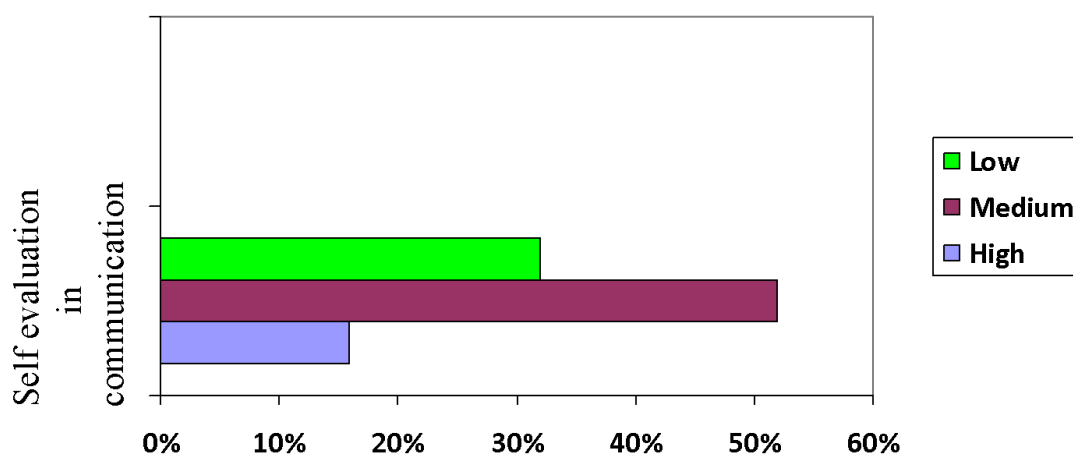

Figure 1. Indicators of self-assessment of the level of control by the method of Snyder

So, according to high school students, most of them have average communicative control (52%). This allows them to be honest in their emotional expressions, but not hold back. However, people with this level of communicative control are mainly considered in their relationships with the people around them.

A significant number of high school students believe that their communicative control is low (32%). Their behavior is often stable despite the changeable situations around them. However, they are capable of revealing their true inner qualities in relationships. Some consider 'being awkward' in relationships. This can be explained by specific immediacy and openness at their age.

In the study, there are few adolescents (16%) who believe that their communicative control is well-developed. Thus, people easily taker any role, flexibly respond to changes in the situation, feel relaxed. Such people can even predict what the impact they may have on others.

"Communicative skills test" by Mikhelson (translation and adaptation of Gilbuch) was used to diagnose the level of communicative competence and the quality of basic communicative skills enhancement. The obtained data show that compared to dependent (32%) and aggressive (16%) styles, competent communication style (52%) moderately prevails in teenagers in Figure 2.
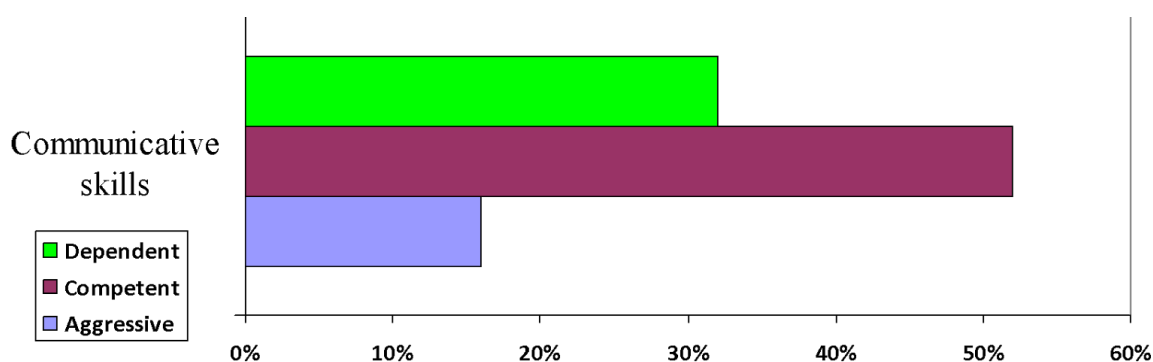

Figure 2. Test indicators according to L. Michelson's method

Predominance of the competent style may be due to the age peculiarities which is characterized by the interest in establishing interpersonal relationships and takes the initiative in communicative interaction. However, s/he still presents own strategy weakly, and as a result, s/he fails to succeed.

The level of enhancement of dependent communication style decreased on average (32%). Thus, it can be assumed that the attitude of high school students, in addition to their dependent grades, they were influenced by the behavior of other people, and their communication style changed. This may be due to the mental immaturity of the youth with this communication style. This is traditionally reflected in their lack of independence and imperfect judgment in their actions.

On average, the level of aggressive communication style is low (16%). Therefore, most of the time, teenagers avoid things that can affect other people, such as clarity, anger, categorical opinions, negative evaluation of people.

Methodology for diagnosis of general communicative resistance (Boyko) Figure 3

Arithmetic average indicators for each scale were determined for qualitative processing of the research results.

The highest indicators were determined by sub-schools:

– "categorical or conservatism in the assessment of other people" (7,16),

– "inability to hide or smooth out negative feelings when faced with non-communicative qualities of partners" (8,24),

– "inability to forgive other people's mistakes, inconvenience, difficulties accidentally caused" (7,68) Figure 3.
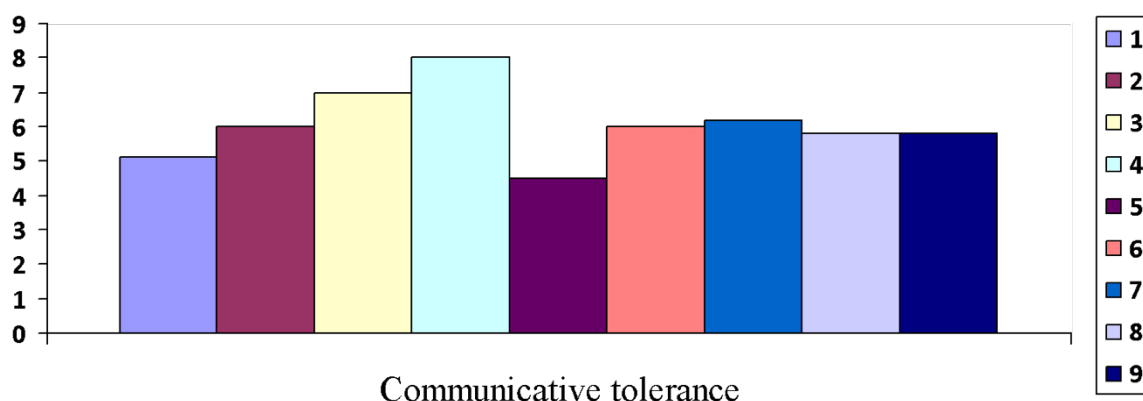

Figure 3. General communicative tolerance diagnostic method by Boyko

Note to the picture 3: 1) rejection or misunderstanding of another person's individuality; 2) use oneself as a standard when evaluating behavior and way of thinking; 3) categorical or conservatism in evaluating other people; 4) inability to hide or smooth out negative feelings when faced with non-communicative qualities of partners; 5) the desire to rebuild and re - educate the partner; 6) the desire to adapt the partner; 7) inability to forgive others, inconvenience, difficulties accidentally caused to you; 8) intolerance of physical or mental discomfort caused by other people; 9) inability to adapt to the character, habits and wishes of others.

Analyzing the results of our diagnostics, we came to the conclusion that the program for high school students communicative competence' enhancement should include group work focused on the following features that have been identified: self-understanding, control of emotions, self-esteem building.

All this provides a basis for the group values further enhancement which is important for students' self-enhancement.

The main tasks of group work:

– high school students' group values enhancement;

– effective interaction skills enhancement;

– constructive conflict resolution skills learning;

– personal view defense learning, with respect to other people's views.

Conclusion

Contemporary educational institutions is aimed at creating a group of individuals, who are active members of social community by contributing in solving current problems; preserve the values of civil society, tolerate the different cultures' values, confessions and views; respect other people and can work in collaboration to achieve a common goal.

Summarizing the available scientific enhancements on the issue of group values, they comprise a system of psychological knowledge about oneself and others, related to communication skills, behavior in social situations that allow to establish effective communication in accordance with the goals and conditions of professional and interpersonal interaction assisted by behavioral strategies.

It is notable that communication process are always expected to run smoothly without internal contradictions.

Communicative competence is a necessary condition for avoiding possible conflicts between participants.

Juveniles need to learn well-developed group values in order to communicate properly with other humans.

Juveniles are very sensitive to acquire important social values. High school students can actively participate in the life of an adult, since they might find it fascinating. One is looking for a personal place, and others for the direction of own aspirations. It greatly depends on how young men treat themselves and others in this world.

Our study aims to investigate and identify ways of developing group values of high school students outside of classroom.

To achieve this goal, we analyzed the scientific psychological and pedagogical literature on the research issue, considered the views of domestic and foreign authors on the issue of communication, and examined thoroughly the high school students' communication characteristics.

Based on the acquired knowledge, we have selected methods for diagnosing the level of high school students' communicative competence building. We have also developed and implemented a training program for communicative competence building, including lessons aimed at shaping empathy, constructive communication skills, and the skills to analyze and resolve conflict situations.

The obtained results revealed that the level of high school students' group values has increased. Juveniles began to take more initiative in communication, actively participate in various activities, demonstrating constructive communication skills in the peer group. Many students began to receive information during the conversation and learned to listen to the interlocutor. Also, juveniles learned to monitor the communicative situation enhancement and manage their emotions.

Thus, for the enhancement of group values, it is better to work in the direction we recommend. However, in order to consolidate the achieved results, higher institution must engage students in psychological activities integrated with history, social studies, literature knowledge, etc.

We believe that it is necessary for teachers to work systematically in the classroom and out of classroom as well.

Authors' contributions

Magzumova N.K. made a significant contribution to the concept and design of the work, collecting the empirical results of the article.

Mandykaeva A.R., analysis and interpretation of the research results, approved the final version of the article for publication.

Jan Danek, critical revision of the contents of the article.

Tazhibaeva E.R., translations and analysis by the reliability of the data or the integrity of all parts of the article.

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Жоғары сынып оқушыларының коммуникативтік құзыреттілігін дамытудағы топтық жұмыс құндылықтары

Аңдатпа. Мақаланың өзектілігі әр адамның, оның ішінде жоғары сынып оқушыларының өмірінде топтық құндылықтарды дамыту барысында қарым-қатынастағы құзыреттілік пен сауаттылықтың маңыздылығы қарастырылған.Мақалада қазіргі ғылыми психологиялық-педагогикалық әдебиеттердегі «коммуникативті құзыреттілік» түсінігі талқыланған. Тақырыптың мазмұнын тәжірибелік тұрғыда ашу мақсатында, мектептегі жасөспірімдердің коммуникативтік құзыреттілік қабілетін дамыту және топтасып жұмыс жасау формаларының түрлеріне мазмұндық талдау жасадық. Зерттеу пәні ретінде тиімді коммуникация бағдарламасын жүзеге асыру барысындажасөспірімдердіңтоптық құндылықтарының дамуы өзгеріске ұшырады.Эмпирикалық әдіс үш деңгейде жүзеге асырылады: ұйымдастырушылық, эмпирикалық, зерттеушілік. Нәтижесінде математикалық-статистикалық өңдеу және талдау жүргізілді. Оқушылардың сыныпта коммуникативті құзыреттілігін және мінез-құлық компонентін зерттеу үшін өзін-өзі бақылауды бағалау диагностикасының авторы М.Снайдердің әдісі қолданылды, зерттеудің екінші әдісі Ю.З.Гильбухтың аудармасы бойынша Л. Михельсонның «Коммуникативті дағдылар сынағы» топтық құндылықтардың танымдық компонентіне бейімделуді ұсынады. Жалпы коммуникативті төзімділікті диагностикалау бойынша В.В.Бойконың әдістемесі қолданылды. Алынған нәтижелер негізі жоғары сынып оқушыларының коммуникативтік құзыреттілікті қалыптастыруға топтық қарым-қатынас дағдыларын жетілдіруге, мазмұнды сөйлеу қабілеттерін арттыруға, өзара келіссөздер жүргізуге, коллабарация бірлескен әрекет жасауға, топтық құндылықтарды қалыптастыруға көмектеседі. Нәтижесінде, жасөспірімдер коммуникативті жағдайдың дамуын бақылауды және эмоцияларын басқаруды үйренеді.

Түйін сөздер: коммуникативті құзыреттілік, қарым-қатынас, тренинг, өзін-өзі дамыту, кәсіби тиімділік, топтық құндылықтар, жасөспірімдер, психологиялық қызмет, коллабарация.

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Ценности групповой работы в развитии коммуникативной компетентности старшеклассников

Аннотация. Акутальность статьи в том, что в ней рассматривается важность компетентности и грамотности общения в процессе развития групповых ценностей в жизни каждого человека, в том числе и среди старшеклассников. В статье обсуждается понятие «коммуникативная компетентность» в современной научной психолого-педагогической литературе.С целью практического раскрытия содержания темы, мы провели содержательный анализ видам групповой формы развития коммуникативной компетентности учащихся старших классов. В качестве предмета исследования выступает динамика развития групповых ценностей старшеклассников в ходе реализации программы эффективной коммуникации. Эмпирическое исследование реализовано в три этапа: организационный, эмпирический и исследовательский. В итоге была проведена математико-статистическая обработка и анализ работы. Для изучения поведенческой составляющей коммуникативной компетентности старшеклассников были использованы методы диагностики оценки самоконтроля в общении М.Снайдера, второй метод исследования "Тест коммуникативных навыков" Л.Михельсона, перевод и адаптация Ю.З.Гильбуха, который представляет познавательный компонент групповых ценностей. Также была применена методика диагностики общей коммуникативной толерантности В.В.Бойко. В основе полученных результатов лежит формирование коммуникативной компетентности старшеклассников, способствующее совершенствованию навыков группового общения, повышению содержательных речевых способностей, ведению переговоров между собой, коллаборации, формированию групповых ценностей. В результате подростки учатся контролировать развитие коммуникативной ситуации и управлять своими эмоциями.

Ключевые слова: коммуникативная компетентность, общение, тренинг, саморазвитие, профессиональная эффективность, групповые ценности, подростковая, психологическая дея-тельность, коллабарация.

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