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Formation of communication culture in adolescents: substantive and methodological aspects

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Abstract

One of the aims stated in the Russian system of education is to develop the culture of communication as part of the general culture of the child. Without real communication between students and teachers, genuine communication among peers the effective implementation of the educational process and the formation of a harmoniously developed personality cannot be implemented. Therefore, the article is aimed at theoretical substantiation and experimental verification of the content, forms and methods of development of communication culture in adolescents. The leading method in the study of this problem was the diagnostic testing that helped reveal the degrees of formedness of communication culture in adolescents, as well as outline the prospects for its further correction. The article presents the authors' program to develop the culture of communication in adolescents, which represents the combination of the following components: value-meaningful component, aimed at the development of tolerance of others and communicative control increase in adolescents; cognitive component, contributing to the formation of knowledge and skills of culture in verbal and nonverbal communication; activity-based component, implying the formation of the foundations of oratory art and skills of making a good conversation. The given program has practical value to educators, psychologists and classroom teachers of secondary schools in the organization of the educational process.

Keywords: communication, communication culture, communication culture components, adolescence

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1. Introduction

The need for communication is one of the basic social needs of a person. Without communication the formation of personality, his education, intellectual development, adaptation to life is impossible. Communication is necessary for people to work together and maintain interpersonal relationships. The ability to communicate is both the natural quality of every human being and elaborate art implying continuous perfection.

One of the aims stated in the system of education and training is to improve the communication culture as part of the general culture of a child. The search for cooperation, participation, co-creation, fellowship, founded on humanistic relations form the basis for productive communication at school. Without real cultural communication between students and teachers, between pupils and their peers the effective implementation of the educational process and the formation of a harmoniously developed personality are impossible (Lisina, 1986).

The analysis of a large number of social and moral problems of modern Russian society has made it crucial to improve the sphere of human relations. Many humanities face this problem. The peculiarity of psycho-pedagogical approach to its solution at the present moment lies in the views reconsideration and the shift to optimize communication, increase its effectiveness and psychological security. Thus, the problem of formation becomes particularly relevant for Pedagogy (Nikonova, 2001).

M.A. Chernysheva (2006) sees the communication culture in the broad sense of the word as a set of standards, methods, forms of interaction between people who are taken in a particular social group as a kind of communication standard, or model. The author mentions that the culture of communication is affected by people's national identity. It is determined by the uniqueness of people's historical development, their national traditions and the specific features of the life of society at every stage of its development. In the narrow sense, the culture of communication is the degree of a person's mastery of communication skills, created and adopted in a particular society (Chernysheva, 2006).

Having studied the psychological and pedagogical literature, we noticed that many scholars include in the culture of communication nearly all adopted in a particular cultural community ways to express their thoughts and feelings related to another person or to himself, the words organized into speech and its dynamic characteristics intonation; facial expression; posture; gestures, appearance and the like, which allow mutual understanding and interaction (Lomov, 1979). After analyzing the works of E.P. Savrutskaya (2006), it was observed that the scholar focuses not only on the behavioral aspects of the culture of communication, but also on the internal – the moral one. In her view, the communication culture characterizes the level of development of the moral and behavioral factors that make communication between people. The culture of communication implies having moral qualities corresponding to a certain historical period, and it is implemented in the social activities of individuals, their actions and behavior (Savrutskaya, 2006).

Having studied psychological and educational literature (Abul Khanova-Slavskaya, 1981; Belova, 2013; Dobrovich, 1978; Iliyaeva, 1989; Kagan, 1988; Sterin, 2001; Valeeva, 2015) we can conclude that the researchers note the normative character of communication culture. Social norms are the rules of conduct that are sanctioned by social groups and expected in actual behavior of these groups of people.

Conversely, we consider the culture of communication as a complex personal identity creation, characterized by the degree of assimilation, adoption, use and enrichment by the personality of the moral wealth of the society in the field of communication (values, norms, scientific knowledge). Here one can see the unity of the morality and behavioral components of human communication culture. The morality component of human communication culture includes person's attitude to the culture of social communication - social moral wealth of the society (morality, etiquette, knowledge). Behavioral

component characterizes the actual behavior of the individual in communicating with people. Social norms acquirement is important, but not decisive in forming social behavior of the individual.

On the basis of the given material, we have identified three components that reflect the essence of the culture of communication: value-meaningful component characterizing the importance of norms and values of communication for the individual; then cognitive component, which is the knowledge and skills of the individual in the field of communication; and, finally, activity-based component that characterizes the implementation of values, norms and rules in everyday communication. Only the harmonious combination of these elements provides efficient functioning of the culture of communication. The authors of this paper have chosen their own definition of the culture of communication, by which they mean not just the ability, or a combination of knowledge and skills, or simply following the rules of etiquette. It describes the value for the individual of moral wealth accumulated by society in the field of communication, which is reflected in a personally-meaningful element of person's communication culture and is expressed in the desires, interests, ideals, value orientations, beliefs of a man.

In adolescence, communication with peers becomes increasingly important. In the relationships of initial age equality teenagers develop ways of relationships, pass through the school of social relations (Obukhova, 2006). In relationships with peers teenagers try to realize their identity, to determine their ability to communicate (Khuziakhmetov et al, 2015). To carry out these efforts, they need personal freedom and personal responsibility. So, they defend their individual freedom as the right to adulthood (Pikhanov, 2009). At the same time, in relation to parents teenagers usually take an attitude far from positive one. Very often young people to enhance the "We" position with peers employ the autonomous group speech, autonomous non-verbal signs. At this period adolescents start wearing the same style and type of clothing to highlight their belonging to one and the same group. In informal teenage associations the slang is created. In addition to the autonomous slang speech that unites teenagers into groups, we should also focus on gestures and postures - aggressive, to eliminate the distance, sometimes downright cynical. Teenage nonverbal communication can cause the protest of adults, but adolescents themselves easily and readily pass through the age initiation with impudent gestures and postures. However, they do not even realize the meaning of their non-verbal communication (Ribakova et al, 2015).

Of course, much in the verbal and nonverbal forms of communication is determined by the cultural environment where the teenager lives and his inner attitude towards slang and obscenities in general. There are some teenagers who are very respectful of their native language and seek to develop their own speech. The increase in aggressive manifestations in communication of modern adolescents is one of the most acute social and psychological problems of the modern school and society (Petrova, 2003). Analysis of this issue in the pedagogical literature and practice revealed the number of contradictions between the needs of the state and society in people with high culture, effective communication and insufficient development of the content, forms and methods of building communication culture in children of different ages (especially teenagers).

2. Methodological Framework

The aim of the present research was to study and diagnose value-meaningful, cognitive, activity-based components of communication culture in adolescents, as well as to develop and implement the authors' program aimed at promoting communication culture in adolescents.

In compliance with the aim, the following methods have been selected:

- 1) theoretical (analysis of psycho-pedagogical and methodological literature, comparison, generalization);
- 2) empirical (ascertaining, forming and control experiments).

The results were processed with Student's t-criterion.

The research involved 133 first-year students of Kazan College of Humanities and Social Sciences. To realize the aim of the research there were used the following methods.

To study the value-meaningful component of communication culture, it was decided to conduct a survey on the topic "The role of communication culture in the life of a modern person." The survey allowed us to see the role of communication culture in adolescents.

To study the cognitive component of communication culture, there were chosen the tests "Communication" and "Do you know the rules of etiquette?" The test "Communication" was aimed at identifying the knowledge in the field of communication. Students were asked to answer 18 questions. The level of knowledge in the field of communication was determined by the number of correct answers. The test "Do you know the rules of etiquette?" was intended to clarify how well teens know the rules of behavior in modern society. The sample participants had to respond to 17 questions and to select the answers A, B or C – the one that they found the most appropriate. The level of good manners knowledge was determined by the number of correct answers.

To study the activity-based component of communication culture the first method chosen was the one of self-control assessment diagnostics in communication by Marion Schneider (Practical psychodiagnostics..., 1998). The methodology is designed to study the communicative control level: low, medium or high communicative control. The next method to study the activity-based component was the test "Can you conduct a conversation?" The proposed test allowed to find out how well teenagers conduct a conversation with their partners and how properly they organize their conversation. The test consisted of two blocks. The first block included a set of questions. Every single question corresponded to 4 possible answers. The sample participants had to choose only one of them, which was mostly relevant to their fashion of conducting a conversation with their partners. The last method used for the study of the activity-based component of communication culture was Communicative Tolerance Diagnostics by V.V. Boyko (Practical psychodiagnostics..., 1998). It was applied to find out how much young people are able or not able to accept the individuality of people they encounter. This method involved selecting one of three possible answers which expressed the degree of teenager's consent with the given statement.

For data processing there were used mathematical processing methods (calculation of the arithmetic mean and of standard deviation; converting the raw data into the Stens' ranking scale for the cognitive and the activity-based component of communication culture). Testing the hypothesis of reliable difference of the mean data was performed by the method of the average Student's t-test for dependent samples.

3. Results and Discussions

After studying value-meaningful, cognitive and activity-based components of the communication culture, we obtained the following results. Adolescents under survey had their own understanding of the communication culture, but most of the responses had two different views. According to the first view, communication culture is a system of rules, complicating the life of the group (28%), whereas according to the second view, communication culture is the regulations limiting the behavior of strangers in the business environment (60%). Evaluating the role of the communication culture in modern society, respondents expressed the consensus: 60% of adolescents assess its role as stable low and 40% of respondents as decreasing. At the same time, all adolescents gave an affirmative answer to the question whether there should be the communication culture in our society and school. Asked about the possibility of teaching adults the rules of etiquette, 64% of students expressed the lack of sense of such learning, and 36% of adolescents believed that this is only possible if there is the desire of the learner.

After receiving the results of the "Communication" test, we noted that most of the sample participants had average level of knowledge, with the tendency to low level in the field of communication. Most of them couldn't give the definition for "communication", had insufficient understanding of non-verbal means of communication (gestures, facial expressions, pantomimicry); didn't not have knowledge about the concepts of introversion and extroversion. The results of the "Do you know the rules of etiquette?" test showed that 24% of teenagers have a low level of knowledge of behavior rules in modern society; 36% of teenagers have below average level; 28% of teenagers have mean level and 12% of teenagers have high level. Analysis of the data suggests that most adolescents have difficulty in naming the rules of etiquette, do not know the rules of conduct in public places, do not know where greeting is necessary, do not know how to show respect for older people when greeting.

The next step of our research was the activity-based component of the communication culture, on the basis of Schneider's methodology of self-control assessment diagnostics in communication. We saw that 32% of adolescents have low level of communicative control that indicates a high level of impulsivity in communication and interaction with others, poor differentiation of behavior that causes teenagers' looseness in cooperation with partners in the dialogue. 60% of adolescents have an average level of communicative control. It characterizes them as reserved people, with low emotional communication, sincerity and ingenuousness when interacting with others. 8% of adolescents with a high level of communicative control constantly look after themselves, they are well aware of where and how to behave. However, they have great difficulty in spontaneity of self-expression, do not like unpredictable situations. The following "Are you able to conduct a conversation?" test showed that the majority of adolescents (52%) scored from 0 to 22 point meaning they usually do not think about how to talk with their partners in conversation. 28% of sample participants scored from 67 to 87 points, which indicates that they want to turn the bilateral dialogue into a monologue in which the primary role is assigned to them only. 16% of adolescents scored from 23 to 44 points, they are classified as "taciturn" conversation partner, initiative to talk rarely comes from them, but to others they are great listeners, as guided by the principle: "Silence is gold". 4% of adolescents scored from 45 to 66 points; they are aware of the basic rules of conversation, so they know by what aspects they should attract the partner's attention and which aspects should be kept quiet. Examining the adolescents' communicative tolerance according to V.V. Boyko (1998) methodology, we concluded that none of the teenagers have a high level of communicative tolerance. 44% of the adolescents have an average level of communicative tolerance, and 56% of the studied adolescents have low level of communicative tolerance, which testifies to their intolerance of others. Most teenagers believe that it is necessary to respond to rudeness by rudeness, it is difficult for them to hide the dislike of the man. Teenagers cannot admit their mistakes, even if they are aware of them; they find it difficult to concede.

Summing up the results of the diagnosis carried out, it can be concluded that the adolescents' average level of knowledge in the field of communication predominates and it has a tendency for low level, they do not know the rules of behavior in society. High level of impulsivity in communication and interaction with others, poor differentiation of behavior causes teenagers' looseness in cooperation with partners in the dialogue. Low level of conscientiousness development among adolescents shows low level of respect for social norms and ethical standards. Besides, adolescents are not patient with others, which is shown by the low level of communicative tolerance.

In general, the results obtained during the study of this problem, showed the necessity to build the culture of communication among teenagers. In this regard, on the basis of the structure of communication culture, we developed and put into practice the program named "Let's talk". The program is 11 hours of group classes for teenagers. To improve the cognitive component there were included the forms aimed at personal enrichment in the field of communication, the formation of knowledge, skills of verbal and nonverbal communication, the formation of knowledge and skills of communication culture. To increase the activity-based component there were conducted training sessions and exercises that promote the formation of oratory art and skills of making a good

conversation. To increase the value-meaningful component there were conducted interviews to develop tolerance of others and to improve communicative control (Klyuyeva, 2001).

At the ascertaining stage of experiment, it was necessary for us to find out whether there were changes in the adolescents' studied index, and whether it was possible to say that there was an impact on the formation of communication culture thanks to the formative experiment. Having conducted repeated diagnosis of value-meaningful, cognitive and activity-based components of communication culture, the following changes were revealed. After the experiment, the sample participants realized the importance of the communication culture in modern society and understood that communication rules are observed everywhere: not paying attention to these rules, they did not take them exactly as the rules of communication (88%). Respondents recognized the need for communication rules training unanimously: 24% of teenagers believed that communication rules must be taught in the family, 24% of adolescents think that it should be taught at school, 36% of teenagers respond that communication rules must be taught both in the family and university and 16 % of adolescents believe that teaching should be done in all these areas. After the experiment, adolescents realized that learning etiquette is never too late - all it takes is willingness and support of the society.

For repeated diagnosis of the cognitive component of the communication culture, there were also used the "Communication" and "Do you know the rules of etiquette?" tests.

Table 1. "Communication test" results at the control stage of the experiment

The number of correct answers	Level of knowledge	%
0-4	Low	16
5-8	Mean	44
9-12	Above mean	32
13-18	High	8

Analysis of the results presented in Table 1 shows that there were significant changes in performance and most adolescents at the control stage have mean and above the mean level of knowledge. Teenagers became proficient in giving approximate meaning of "communication culture" concept; they became familiar with the styles of interpersonal relationships and with the means of non-verbal communication. There were also significant changes on the "Do you know the rules of etiquette?" test. 48% of teenagers showed the increased mean level of behavior knowledge in society, high level of knowledge rose from 12 to 28%.

To study the activity-based component of the communication culture, there was also used Schneider's methodology of self-control assessment diagnostics in communication. Analyzing the results presented in Table 2, it was noticed that there was an increase in the number of adolescents with the mean level of communicative control (56%), which describes adolescents as moderate with low emotional communication, sincerity and ingenuousness when interacting with others. 24% of adolescents (8% before the experiment) constantly monitor themselves, are well aware of where and how to behave. However, they have a great difficulty in spontaneity of expression, do not like unpredictable situations.

Table 2. The level of communicative control at the control stage of the experiment

Score	The level of communicative control	%
0-3	Low	20
4-6	Mean	56
7-10	High	24

Communicative tolerance diagnostics (V.V.Boyko) showed that 16% of teenagers have a high level of communicative tolerance (0% before the experiment). 60% of teenagers have mean level of communicative tolerance (44% before the experiment), and 24% of the studied adolescents have low level of communicative tolerance (56% before the experiment), which point out their intolerance of others. Teenagers no longer assume that they must respond to rudeness by rudeness, they try to concede when they are objected, they are rarely impatient.

At the next stage of the research, we compared the results obtained at the ascertaining and control stages. To see the results for each component in general, we converted the raw data into the stens' ranking scale.

Comparison of the results of the communication culture cognitive component among adolescents before and after the formative experiment showed that the high level of cognitive component is observed in 52% of adolescents (4% before the experiment), the mean level in 44% of adolescents (before the experiment 40%) and low level of cognitive component of communication culture among adolescents was only in 4% (56% before the experiment). It may be concluded that after formative experiment teenagers acquire knowledge, skills in the field of communication. The activity-based component of the communication culture among teenagers, after the formative experiment, showed the results of high level in 32% of the adolescents (0% before the experiment), the mean level of activity-based component of the communication culture in 60% of adolescents (28% before the experiment) and low level in only 8 % of adolescents (72% before the experiment). Therefore, teenagers have mastered the values, norms and rules in everyday communication.

The final step of our research was the analysis of the results based on Student's t-test, which aimed to check whether there was a significant difference in mean values at ascertaining and control stages of the study. As a result of Student's t-test, we obtained the following data:

- Differences between the mean values of the communication culture cognitive component before and after the experiment are valid as $t_{exp} > t_{cr}$ ($t_{exp} = 5.13$) with $p = 0.05$;
- Differences between the mean values of the communication culture activity-based component before and after the experiment are valid because $t_{exp} > t_{cr}$ ($t_{exp} = 3.11$) with $p = 0.05$;

Control experiment of the communication culture among adolescents showed that there is a strong tendency to develop value-meaningful, cognitive and activity-based components of adolescents' communication culture.

4. Conclusion

On the basis of the results in the course of our experiment, we conclude that the work to promote communication culture among adolescents contributes to the formation of knowledge and skills of communication culture. We have developed the program "Let's talk" that includes the use of various forms and methods of work to promote communication culture in adolescents: the method of schooling, short stories and lectures, discussions and debates, video views, trainings, ethical discussions, simulations, role and business games. The experimental research allows to claim the effectiveness of the work done to promote communication culture in adolescents. We obtained reliable information that the program we developed contributes to the formation of value-meaningful, cognitive, activity-based components of communication culture in adolescents. These data were confirmed by mathematical processing methods, in particular, the Student's t-criterion.

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