

**PSYCHOLOGICAL CONDITIONS FOR THE DEVELOPMENT OF THE
COMMUNICATIVE CULTURE OF STUDENTS**

**CONDIÇÕES PSICOLÓGICAS PARA O DESENVOLVIMENTO DA CULTURA
COMUNICATIVA DE ESTUDANTES**

**CONDICIONES PSICOLÓGICAS PARA EL DESARROLLO DE LA CULTURA
COMUNICATIVA DE LOS ESTUDIANTES**

Elena V. GOVERDOVSKAYA¹
Anna M. DOKHOYAN²
Ekaterina A. TATARINTSEVA³

ABSTRACT: The article examines the issues of the development of professional communicative culture among pedagogical university students. The importance of introducing active teaching methods in the learning process is stressed. The goal of the study is to describe and analyze the experience in the development of students' communicative culture relevant for the system of higher pedagogical education. The contradictions between the growing demands on professional mastery and business communication skills and the insufficient qualification of teachers constitute the basis of the problem of the study: what are the psychological conditions for the development of students' communicative culture in the process of professional training at university? The authors conduct an empirical study using qualitative and quantitative data analysis methods and emphasize the role of elective courses, programs, and specialized disciplines as a psychological condition for the development of students' communicative culture.

KEYWORDS: Educational process. Psychological conditions. Communication.

RESUMO: O artigo examina as questões do desenvolvimento da cultura comunicativa profissional entre estudantes universitários de pedagogia. A importância da introdução de métodos de ensino ativos no processo de aprendizagem é enfatizada. O objetivo do estudo é descrever e analisar a experiência no desenvolvimento da cultura comunicativa dos alunos relevante para o sistema de ensino superior pedagógico. As contradições entre as crescentes exigências de domínio profissional e capacidade de comunicação empresarial e a insuficiente qualificação dos professores constituem a base do problema de estudo: quais as condições psicológicas para o desenvolvimento da cultura comunicativa dos alunos no processo de formação profissional na universidade? Os autores realizam um estudo empírico usando métodos qualitativos e quantitativos de análise de dados e enfatizam o papel das disciplinas

¹ Volgograd State Medical University, Volgograd – Russia. ORCID: <https://orcid.org/0000-0001-5987-3277>. E-mail: elena_goverdovskaya@mail.ru

² Armavir State Pedagogical University, Armavir – Russia. ORCID: <https://orcid.org/0000-0002-7469-6958>. E-mail: dokhoyan.a.m@mail.ru

³ Armavir State Pedagogical University, Armavir – Russia. ORCID: <https://orcid.org/0000-0002-3868-9216>. E-mail: e.a.tatarintseva@mail.ru

optativas, programas e disciplinas especializadas como uma condição psicológica para o desenvolvimento da cultura comunicativa dos alunos.

PALAVRAS-CHAVE: *Processo educacional. Condições psicológicas. Comunicação.*

RESUMEN: *El artículo examina los problemas del desarrollo de la cultura comunicativa profesional entre los estudiantes universitarios pedagógicos. Se destaca la importancia de introducir métodos de enseñanza activos en el proceso de aprendizaje. El objetivo del estudio es describir y analizar la experiencia en el desarrollo de la cultura comunicativa de los estudiantes relevante para el sistema de educación pedagógica superior. Las contradicciones entre las crecientes demandas de dominio profesional y habilidades comunicativas empresariales y la insuficiente calificación de los docentes constituyen la base del problema del estudio: cuáles son las condiciones psicológicas para el desarrollo de la cultura comunicativa de los estudiantes en el proceso de formación profesional en la universidad. ? Los autores realizan un estudio empírico utilizando métodos de análisis de datos cualitativos y cuantitativos y enfatizan el papel de los cursos electivos, programas y disciplinas especializadas como una condición psicológica para el desarrollo de la cultura comunicativa de los estudiantes.*

PALABRAS CLAVE: *Proceso educativo. Condiciones psicológicas. Comunicación.*

Introduction

The objective of modern education lies not only in obtaining knowledge on a subject but also in discovering a pathway to knowledge, self-knowledge, and the development of a student's personality. Moral and civic education, upbringing in the spirit of respect for human rights, the state, and national values, tolerance, and the desire to develop a culture of communication come to the fore. Communicative culture is subjected to research in the works of such psychologists and educators as A. A. Bodalev (1985), L. S. Vygotsky (1990), I. A. Zimniaia (1997), A. A. Leontiev (1996), N. V. Kuzmina (1980), V. A. Slastenin (1995), and others.

In modern studies, communicative culture is understood as:

- a personal quality that integrates communicative competencies, cultural values, and the experience of an emotional and value attitude to professional activity (NIGMATULLINA, 2011);
- as a professionally important personal quality that allows the subjects in the educational process to reach mutual understanding (SLASTENIN; SHUTENKO, 1995);
- knowledge, abilities, and skills in the sphere of organizing human interaction necessary for establishing contact with partners, correct perception and understanding in the

process of communication, and predicting the behavior of partners in communication (ALEKSEEVA, 2007, p. 41).

Theoretical analysis of psychological and pedagogical literature gives us grounds for defining the communicative culture of a teacher as the unity of their personal qualities and characteristics manifesting in the organization of communication with students at various levels of the development of a teacher's creative abilities; the fundamental component of it is the personal characteristics providing for the effectiveness of the communication process. However, the existing experience in the development of communicative culture in students has not yet been the subject of specialized in-depth scientific investigation.

Analysis of teachers' professional activity and observation of students in the course of a teaching internship show that work on the development of communicative culture is not sufficiently systematized. As a result, most teachers have serious difficulties in communication activities.

Therefore, there is reason to conclude on the presence of an inconsistency between the demand of the school for specialists who have mastered communicative culture and the level of future teachers' preparedness to interact with participants in the educational process.

The role of the skills of professional management of one's communicative activity as a criterion of communicative culture is described by V.A. Kan-Kalik (1985). The researcher believes that a teacher must possess the following communicative abilities: the ability to deliberately organize communication and manage it; the ability to speak in public; the ability to organize collaborative creative work with students.

In modern pedagogical research, communicative culture is defined as:

– a personal quality integrating communicative competencies, cultural values, and the experience of emotional and value attitudes towards professional activities (RUBINSHTEIN, 2000);

– as a professionally significant quality of personality that “integrates communicative skills, values, and experiences that allow the subjects in the educational process to reach mutual understanding” (VYGOTSKY, 1990);

– knowledge, skills, and abilities in the organization of human interaction allowing to establish contact with partners, achieve accurate perception and understanding in the process of communication, and predict the behavior of partners (ALEKSEEVA, 2007, p. 41).

Professors in the Department of Education at the University of Massachusetts, USA, have developed a conception of developing students' communicative culture. The conception is based on the assertion that, in the process of learning, an individual discovers “new ways of

thinking and behaving, worldview and communication, and, through this process, we learn more about ourselves” (CHERNIAVSKAIA, 2001). The authors propose stimulating the development of communicative culture in students through the continuous teaching of the discipline “Languages of the world”, which is an academic course teaching the art of communication in the context of the development of the general culture of an individual.

The study of psychological and pedagogical literature, as well as practical teaching experience, allow us to put forward the idea that it is more expedient to implement the technology for the development of students’ communicative culture in the practice of teaching the psychological and pedagogical blocks of disciplines. Pedagogy and psychology teachers traditionally use a wide range of communicative teaching methods – roleplay and business games, workshops, exercises, etc., which contributes to the improvement of students’ speech and communication skills.

The article consists of an introduction, a literature review, research methods, results, their discussion, and a conclusion.

Methodology

Study design

The main conceptual idea of the empirical study is tied to our argument on the need to improve the communicative training of specialists in general and the targeted development of the communicative culture of future teachers in particular. To achieve this goal, psychological diagnostics of the level of development of students’ communicative culture is carried out.

The study utilizes the theoretical methods of analysis, synthesis, comparison, interpretation, summarization, design, the systemic approach, and theoretical modeling.

The empirical part of the study uses specialized empirical methods based on the experience of teaching lessons itself (interview, observation, questionnaires, content analysis, diagnostic and author’s methods), as well as general empirical methods (pedagogical experiment, the study and generalization of professors’ and teachers’ experience, expert assessments).

The deployed practical methods are observation and analysis of communicative activity, exercises and workshops, instructions, and organization of students’ communicative activity in different situations. The study results are processed using mathematical methods of statistical data analysis.

Methods

The conducted study involves the methods of observation, interview, and testing. Observation and interview are used at all stages of the study and provide clarification of the obtained data. The method “Diagnostics of the level of development of the communicative culture of an individual” reveals the level of a person’s communicative abilities. L. P. Kalininskii’s personality questionnaire is used to assess the level of development of organizational and communicative abilities. The respondents are offered 160 qualities and asked to mark the qualities they believe to fit them in the key by circling the numbers.

The level of the development of communicative culture is assessed via V. F. Riakhovskii’s test aimed at determining the level of general communicativeness. The test includes 16 questions with answer options “yes”, “no”, and “sometimes”. Each “yes” answer is scored with 2 points, each “sometimes” answer – with 1 point, and each “no” answer – with 0 points; the level of general communicativeness is determined based on the sum of all points.

The stage-by-stage organization of research involves setting goals at each stage. Regarding the development of the communicative culture of students, the following three stages appear to be logical.

The first stage of the study involves conducting a theoretical analysis of psychological and pedagogical literature, choosing the conceptual apparatus and methodology of the study, and carrying out the ascertaining experiment. The experiment was conducted based on the Armavir State Pedagogical University on a total sample of 135 people.

The second stage of the study involves the observation of students during theoretical training and teaching internship.

The third stage of the study corresponds to the development and testing of the program “Communicative culture of a teacher”.

As a result, the main provisions of the study are adjusted, research materials are summarized and systematized, and the results of the study are analyzed.

Results

The objective of the first stage of the ascertaining experiment is to assess students’ level of knowledge on the general issues associated with communicative culture. The analysis indicates that the students show insufficient knowledge of the theory of communication, poor knowledge of the essence and components of communicative culture, and the underdevelopment of communication skills.

Only a minor part of the study participants have knowledge on certain theoretical issues, while most students find it difficult or even impossible to answer what communication skills are, do not give accurate definitions of pedagogical communication, and have a poor understanding of the functions of communication.

At the same time, most of the students, 70%, believe that their communication culture is sufficiently developed.

In response to the question “Do you think you could improve your own communication culture?”, 45% of the sample of students give an affirmative answer. Nevertheless, 10% of them believe that in order to do so, they need to learn how to communicate, to develop the culture of speech, to understand communication partners, to learn how to find contact with the partner in communication, restrain their own emotions, and speak publicly. The rest of the respondents do not have an idea of what they need to do to improve.

The obtained results indicate that a large group of students (46-48%) has a low level of development of communicative and organizational skills. In communication, they are attentive and find mutual understanding with others. 32-37% of the students show a low level of empathy.

The vast majority of students demonstrate a sufficient level of empathy (52-53%). They are no strangers to emotional expressions, but all of their emotions are under control. In communication, they are attentive and able to find mutual understanding with others.

32-37% of the students have a low level of empathy. These respondents have difficulty establishing contact with others and prefer solitary activities to teamwork. They value people more for their clear mind and business qualities than for their sensitivity and responsiveness.

The third group of students (10-16%) is highly empathetic. They are sensitive to the needs and problems of others, generous, emotionally responsive, and soulful. In assessing events, they trust their feelings and intuition more than analytical conclusions.

About the same percentage of the students (13-16%) have a high level of self-control. These students can manage the expression of their emotions, easily enter any role, react flexibly to changes in the situation, and have a good sense of the impression they make on others. Most students (52-53%) have an average level of self-control. They are sincere, but not always composed in terms of their emotional expressions. 35% of the students do not feel the need to make adjustments depending on the situation. This straightforwardness prevents them from establishing relationships with people.

Thus, the conducted diagnostics reveal the low level of communicative culture of the students and point to the need for its development at the university.

The main purpose of the formative experiment is to study the impact of a specially organized teaching process on improvement in the level of communicative culture of pedagogical university students.

The experiment sample is divided into two groups. The control group (CG, 70 people) is taught according to the typical curriculum. In the experimental group (EG, 65 people) the training is based on the prepared program of a special course “Communicative culture of a teacher” and research assignments to be completed in the period of teaching internships of different types. The results analysis indicates that in 91% of the students, the level of communicative culture has improved over the years of study at the university (9% of the respondents do not show such changes).

The positive changes noted by the students are that their fear of public speaking has disappeared (26%), they have become more sociable and self-confident (42%), started to understand people better (75%), can anticipate the result and consequences of communication (52%), can determine the psychological atmosphere in the class by external signs can (38%), can overcome psychological barriers in communication (24%), stopped being afraid of their body (53%), and developed more expressive speech (72%).

To the question “Has your attitude toward your communicative culture changed after our classes?” all of the respondents give an affirmative answer.

The effectiveness of the experimental work on the targeted development of communicative culture in students in higher pedagogical education is evidenced by the results of the final testing of the levels of development of individual components of communicative culture carried out by the same methods used at the start of the experimental work.

At the end of the experiment, the following differences are revealed:

1. The high level of the development of the pedagogical component of communicative culture is reached by 63% of students in the EG and 23% of students in the CG, the average level is demonstrated by 29% of the EG students and 47% of the CG students, and 8% of the EG and 30% of the CG remain at the low level;

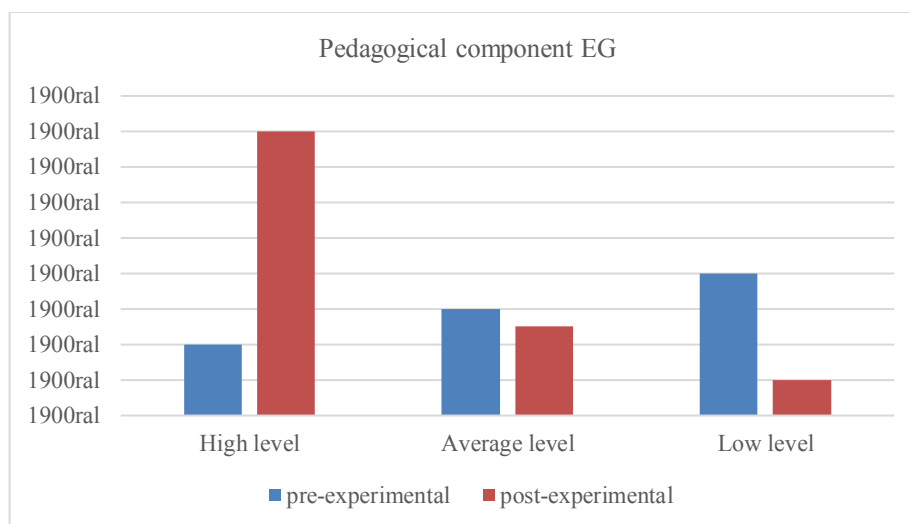
2. The high level of the development of the psychological component of communicative culture is achieved by 62% of the EG students and 36% of the CG students, the average level is observed in 33% of the EG students and 40% of the CG students, and at the low level remain 5% of the EG students and 24% of the CG students;

3. The high level of the development of the rhetorical component of communicative culture is reached by 46% of students in the EG and 29% of the CG, at the average level are

48% of students in the EG and 40% in the CG and remaining at the low level are 6% of the EG students and 31% of the CG students.

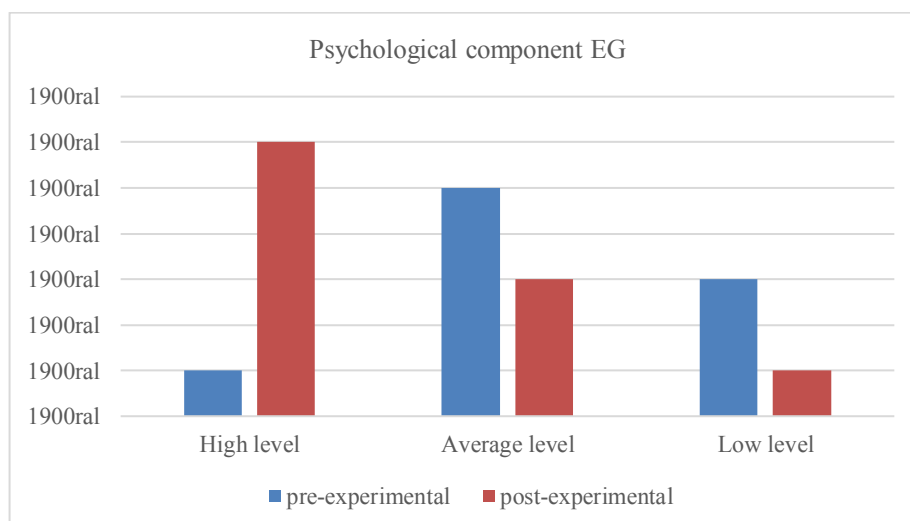
Figures 1-3 present the dynamics in the development of communicative culture in the experimental group of students.

Figure 1 – Dynamics of growth in the development level of the pedagogical component in students in the EG



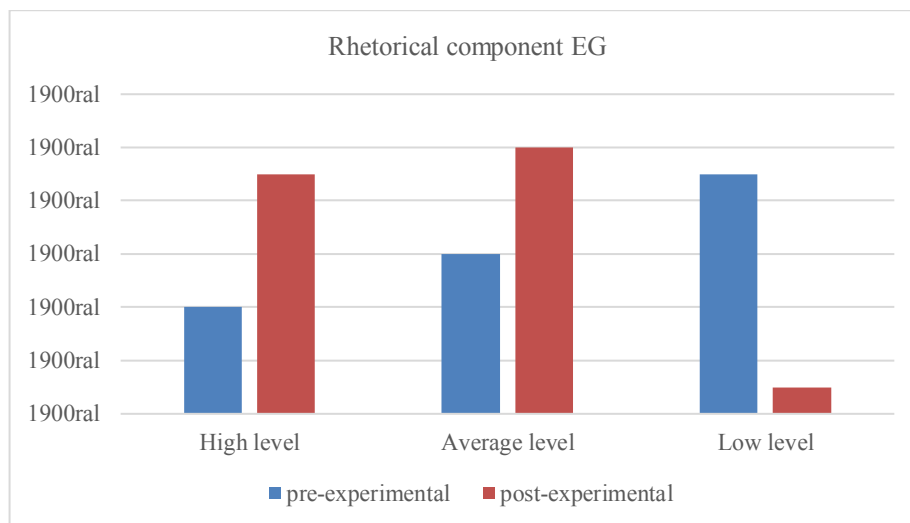
Source: Devised by the authors

Figure 2 – Dynamics of growth in the development level of the psychological component in students in the EG



Source: Devised by the authors

Figure 3 – Dynamics of growth in the development level of the rhetorical component in students in the EG



Source: Devised by the authors

The study results are processed using descriptive statistics and correlation analysis methods. The correlation analysis of the components of communicative culture shows significant correlations between the motivational and practical components.

Thus, the experimental data on the levels of development of the studied components in the experimental group prove that the implementation of psychological conditions and instruments aimed at the development of communicative culture entails a significant rise in the examined components compared to the control group.

Discussion

According to the research conducted by S. V. Kondrateva (1996), N. V. Kuzmina (1980; 1990), masterful teachers achieve great results in their work primarily due to the fact that they surpass their colleagues with lower professional indicators specifically in the ability to organize and use the opportunities of pedagogical communication, in the ability to meaningfully enrich, activate, and individualize this process by virtue of the developed social-perceptive communicative qualities they possess, and in higher general psychological culture.

The aforementioned points to the need to analyze the theoretical and applied developments of prominent psychologists and educators in this area of research, which will provide the opportunity to more deeply comprehend the essence of the problem and develop a program.

In Russia, the greatest results in this respect are achieved by teachers and psychologists under the guidance of N. V. Kuzmina (1980), as well as the Barnaul English teacher S. Ia. Romashina supervised by the famous methodologist G. B. Rogonova. Based on the theoretical provisions of G. B. Rogonova, S. Ia. Romashina has developed a short-term method for advanced training of foreign language teachers in the area of pedagogical communication. G. M. Kodzhastirova offers a course program “Fundamentals of Professional Mastery” based on the following grounds. In her opinion, the components of pedagogical mastery include:

- The totality of certain personal qualities and pedagogical consciousness, which includes the following positions developed - the “I”-concept, the “S”-concept (student), and the “A”-concept (activity).
- Readiness for constant self-improvement.
- Mastery of the pedagogical technique and the ability to produce a targeted impact on a child’s personality and manage the educational process. Mastery of the pedagogical technique implies the following skills: the ability to manage one’s psychophysical state and mood; the ability to use oneself as a tool of pedagogical work (facial expressions, gestures, etc.); the ability to interact with different categories of people, the ability to communicate; the ability to use objects and technical means in pedagogical interaction (KODZHASTIROVA, 2016).

Relying on the study of Russian and foreign research in the field of communication culture and based on the content and structure of communicative culture, the criteria and development levels of students’ communicative culture (high, average, and low) are identified and their characteristics are provided.

As a result of exploring the list of academic disciplines studied at the Department of Psychology of the Faculty of Social Psychology in the Armavir State Pedagogical University and analyzing the curricula and programs in terms of the opportunities they present for the development of the communicative culture of students, future professionals, by means of the academic subject, we conclude that the greatest effectiveness in this respect can be demonstrated by the specialized course “Communicative culture of a teacher”.

Among the methods of activating the learning activity deployed in the course program, we can highlight roleplay, role discussion, debate games, business games, and problem lectures. The forms of group learning and collective mutual learning are also used. In the course of the experiment, students’ answers and multiple speeches of each participant in the experiment were recorded on video and audio with the subsequent analysis and evaluation of the communicative culture of the speakers. This provides students with an opportunity to monitor the development

of their communicative abilities, which contributes to the improvement of the self-assessed level of development of their communicative culture.

One of the conditions for the use of active forms of learning is the active participation of students in didactic verbal communication, which is possible in the course of an educational discussion dialogue. Discussion activity permeates most modern innovations in the educational process.

Successful training of communicative culture can be carried out in the form of communication of students in a study group or micro-groups. Iu. M. Lotman wrote: “Culture is, first and foremost, a collective concept. A person can be a bearer of culture, can actively participate in its development, yet by its nature, culture, like language, is a public phenomenon, i.e., social” (DOKHOIAN; KOSTIUCHENKO, 2019).

Reaching a new level of communicative culture also requires both students and teachers to make deliberate efforts to create the conditions for its improvement.

Thus, the practice of teaching pedagogical communication and the development of future specialists’ communicative culture by means of active methods (group discussion, game situations, management and organizational games, video training etc.) allow to disclose the psychological essence of this phenomenon and see the prospects and trends of the development of this important direction of research and practice in the system of education.

The conclusions that can be drawn are as follows:

- the totality of the components that make up the communicative culture of an individual (culture of speech and culture of thought, emotional and aesthetic culture, moral and physical culture etc.) is what defines the life of a human being and a professional teacher;

- the success in organizing learning activity is directly linked to the versatility of the teacher’s view, their ability to think outside the box, ask questions independently and unexpectedly, to answer accurately and unambiguously, to explain clearly and expressively, to listen kindly and with understanding, that is, with the skills based on language awareness and the culture of speech;

- the contingency of the results of pedagogical activity on the collaborative work of a teacher and a student determines the supreme importance of communicative culture. Communicative skills, providing the solution of communication tasks in the dialogical and monological speech of a teacher, constitute the basis of their professional speech culture.

Communicative culture is grounded in the basic principles of pedagogical communication and presents an interrelated system of psychological functions of activity and practical methods and tools for personal self-realization; it can be viewed as a type of activity

and as a process; it is a system (techniques and skills) of organizational social and pedagogical interaction between the teacher and the learner; it is an exchange of information on the subject accompanied by the educational impact through communicative means.

We consider collaborative and interactive forms of learning as an effective supplement to the traditional forms. The role of communication in the organization of learning and cognitive activities must not be underestimated.

Limitations of the study

The effectiveness of the development of the communicative culture of future specialists in the conditions of modern professional training largely depends on the knowledge of norms, values, and attitudes realized in communication, the attitude to a person as a subject of communication, and the knowledge of the psychology of communication, which has to be founded on the principles of trust, mutual understanding, and cooperation.

In the development of the communicative skills of students, of great importance are all forms of activity as a subjective characteristic.

Conclusion

The communicative culture of a teacher is one of the indicators of their pedagogical mastery, and its development is an important condition for their readiness for professional communication and teaching.

The program of experimental training makes use of active teaching methods, the incorporation of communication in activities, and the organization of educational cooperation. This approximates the setting to the natural conditions of communication not only in learning but in the extracurricular work of students.

The proposed system of work on the development of communicative culture relies on the general didactic scientific principles, consistency, and the holistic approach with consideration of the personality-oriented and communicative-activity approaches, the principles of optimization, variability, and diversity, and principles of communicative practice activation.

Nevertheless, our study does not exhaust all the problems associated with the process of the development of the communicative culture of a teacher.

Promising directions of further research can be the issues related to the process of improvement and self-development of each structural component of communicative culture and the development of teachers' communicative culture in postgraduate training.

REFERENCES

- ALEKSEEVA, O. N. **Mnenie polzovatelei o kommunikativnoi culture obsluzhivaniia v Kemerovskoi oblastnoi nauchnoi biblioteke im. V.D. Fedorova** [Opinion of users on the communicative culture of service in the Kemerovo Regional Scientific Library named after V.D. Fedorov]. Kemerovo: Bibliotechnaia zhizn Kuzbassa, 2007.
- BODALEV, A. A. **Lichnost i obshchenie** [Personality and communication]. Moscow, 1985.
- CHERNIAVSKAIA, A. P. **Pedagogicheskaiia tekhnika v rabote uchitel'ia** [Pedagogical technique in the work of a teacher]. Moscow, 2001.
- DOKHOIAN, A. M.; KOSTIUCHENKO, A. A. Formirovanie kommunikativnoi kultury bakalavra pedagogicheskogo obrazovaniia [The development of communicative culture in bachelors of pedagogy]. **Ekonomicheskie i gumanitarnye issledovaniia regionov: Nauchno-teoreticheskii zhurnal**, n. 2, p. 71-75, 2019.
- KAN-KALIK, V. A.; KOVALEV, G. A. Pedagogicheskoe obshchenie kak predmet teoreticheskogo i prikladnogo issledovaniia [Pedagogical communication as an object of theoretical and applied research]. **Voprosy psikhologii**, n. 4, p. 9-17, 1985.
- KONDRATEVA, S. V. **Pedagogicheskaiia i vozrastnaia psikhologiia** [Pedagogical and age psychology]. Grodno, 1996.
- KUZMINA N. V. **Metody sistemnogo pedagogicheskogo issledovaniia: Uchebnoe posobie** [Methods of systemic pedagogical research: Textbook]. Leningrad: Pushkin Leningrad State University, 1980.
- KUZMINA, N. V. **Professionalizm lichnosti prepodavatel'ia i mastera proizvodstvennogo obucheniia** [Professionalism of the personality of the teacher and master of industrial training]. Moscow, 1990.
- KODZHASTIROVA, G. M. **Pedagogika** [Pedagogy]. Moscow, 2016.
- LEONTIEV, A. N. Psikhologicheskie osnovy soznatel'nosti ucheniia [Psychological foundations of the consciousness of learning]. **Izvestiia APN RSFSR**, n. 7, p. 17-18, 1996.
- RUBINSHTEIN, S. L. **Osnovy obshchei psikhologii** [Fundamentals of general psychology]. Saint Petersburg, 2000.
- SLASTENIN, V. A.; SHUTENKO, A. I. Professionalnoe samosoznanie uchitel'ia [Professional self-identity of a teacher]. **Magister**, n. 3, p. 52-58, 1995.

VYGOTSKY, L. S. **Pedagogicheskaiia psikhologiia** [Pedagogical psychology]. Moscow, 1990.

ZIMNIAIA, I. A. **Pedagogicheskaiia psikhologiia** [Pedagogical psychology]. Rostov-on-Don, 1997.

How to reference this article

GOVERDOVSKAYA, E. V.; DOKHOYAN, A. M.; TATARINTSEVA, E. A. Psychological conditions for the development of the communicative culture of students. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp. 5, p. 3122-3135, Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25iesp.5.16002>

Submitted: 13/03/2021

Required revisions: 23/07/2021

Approved: 19/11/2021

Published: 30/12/2021

Processing and editing by Editora Ibero-Americana de Educação - EIAE.

Correction, formatting, standardization and translation.