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THE INFLUENCE OF PUPIL TEAM COHESION ON THE DEVELOPMENT OF TEENAGERS' COMMUNICATION SKILLS

Annotation. *The article reveals the basic concepts related to communication skills that allow a teenager to freely create and form stable connections. The cohesion of the student team creates a favorable environment for the formation of personal qualities of a teenager, which reduces the risks of deviant behavior.*

The purpose of our study is to diagnose changes in the index of group cohesion and the level of sociability of adolescent schoolchildren. The study sample consists of 99 9th grade students, of which 49 are girls and 50 are boys. The theoretical justification is the research and work of psychologists on the formation of communication skills in adolescents through group work, socio-psychological training for team building, the main advantages of adolescence for the formation of communication skills. A comparative analysis of such definitions as: communicativeness, communicative qualities, communicative competencies, communication, communication, training. The empirical content of the study is presented by the diagnosis of sociability levels and the group cohesion index before and after the socio-psychological training on team cohesion among adolescents. The results of the study are analyzed from the point of view of the gender characteristics of the study participants. This study established a relationship between the level of sociability of a teenager and the cohesion index of his student team.

Keywords: *sociability, levels of sociability, close-knit team, communicative qualities, socio-psychological training.*

Introduction

At the end of secondary school, teenagers will have to move to a new environment, as high school students or students of technical and vocational education. It is important to prepare a teenager for the adaptation period, when the usual classmates will be replaced by new peers. Many teenagers have experience of communication in a new group at additional education circles or sports sections. However, spending time together in training is significantly less time and less energy-consuming compared to college classes. A teenager may have fears or prejudices in the form of a negative image about «new» classmates, which will adversely affect the academic performance of a teenager. This

behavior is explained by an unformed Self-concept, which is accompanied by self-doubt and increased levels of aggressiveness and hostility. The fear of the «new» lies in the lack of complete satisfaction from the «erstwhile», which can be interpreted as «we are not afraid of the new – we are afraid that it will be worse». Thus, for the successful introduction of a teenager into a new social environment, it is necessary to establish relationships in the old environment. The solution to the problem of adaptation of a teenager is to create a cohesive team that contributes to the formation of personal qualities and the development of communication skills.

Materials and methods

The main qualities of a teenager capable of communication, researchers call the ability to reflect, empathy. In their opinion, a teenager should be able to put himself in the place of another, show empathy and empathy. The ability to empathize is the basis of friendships, which are in the first place in adolescence. Reflection makes it possible for a teenager to independently evaluate his actions at the moment of a communicative act, and choose the most productive way of developing communicative qualities. Awareness of your own characteristics as an individual and the characteristics of other people allows you to tune in to a more constructive course of communication.

Communicative qualities allow you to feel confident in any situation, as well as to build interpersonal relationships correctly. By the term communicative qualities, we mean the qualities necessary for the organization of productive communication, such as: accuracy of speech, logic, expressiveness, clarity and accessibility, sociability, benevolence, empathy, openness, initiative, tact, flexibility.

Russian and foreign scientists made a special contribution to the formation of communication concepts: S.L. Rubinstein, B.G. Ananyev, V.P. Konetskaya, Ch.X. Cooley, K. Cherry and others. For the first time, the concept of «communication» was introduced into scientific circulation by the American sociologist C.H. Cooley and interpreted it as «a mechanism through which the existence and development of human relations is ensured.» It was after this that the intensive process of developing new approaches to understanding the nature and features of various types of social communication began.

English scientist K. Cherry defines social communication as «the social association of individuals using language or signs, the establishment of generally valid sets of rules for various purposeful activities. Communication is what binds any organism together.» In a broad sense, communication includes words, facial expressions, gestures and postures, tone of voice, printed and written documents, railways, telephone and any other achievements in the field of conquering space and time.

According to B.G. Ananyev, the main feature of communication is that through it a person builds his relationships with other people. B.G. Ananyev emphasized that being an

obligatory component of the activity in which people interact, communication turns out to be a condition without which it is impossible to know reality, as well as the formation of an emotional response to reality and based on this cognition of behavior in this reality [1, p. 532-534].

Among the communicative qualities, teenagers distinguish communicativeness. In this context, communication means motivation to communicate. Researchers agree that it is almost impossible to talk about any development of communicative competence without proper interest in communication. It is from this quality, in their opinion, that it depends on what kind of mastery in the field of communicative competencies a teenager will be able to achieve in the future.

In foreign studies, communicative competence is the ability to communicate verbally or in writing with a native speaker of the language being studied in real life situations. Preference should be given to the transmission of meaning, and the form of presentation of information, more precisely, the correctness of linguistic means, is secondary to the meaning of the utterance.

The characteristic of functional and structural components of communicative competence in adolescents is given by L.N. Bulygina.

Within the framework of functional components, the following are distinguished:

- perceptual competencies – allow a teenager to understand the values of his and someone else's position in communication, to be defined in interpersonal relationships, and therefore to master communication as cooperation;

- interactive competencies – to self-identify in a group, in society, to cooperate in solving specific problems, which means to master communication as cooperation;

- communicative and speech competencies – express your thoughts orally and in writing in your native language in a meaningful, grammatically normative way, based on the use of various sources of information, including the Internet.

In the structural components, the author L.N. Bulygina notes:

- cognitive component reflecting the understanding of the content of communicative competence as the goal and value of education in primary school;

- functional and activity component, including communicative actions that contribute to the development of communicative skills by adolescents, the acquisition of communicative experience;

- a reflexive component that characterizes personality traits that affect the content, process and essence of communication, which is associated with the self-regulation of adolescents, the ability to respond correctly to changes in the behavior of partners in a communicative situation [2, p. 77-79].

The peculiarity of communication is also influenced by the adolescent crisis. According to E. Erickson, a teenager faces a difficult task to achieve ego – identity. If

a young person successfully copes with this task – psychosocial identification, then he will have a sense of who he is, where he is and where he is going. With the unsuccessful passage of this stage, a teenager has a confusion of roles and uncertainty in understanding his place in life and belonging to a certain social environment [3, p. 51-53].

In our opinion, the main distinctive quality of communication in adolescents is the lack of personality formation. As a result, a teenager finds himself in a situation of active formation of communication, which determines the originality of the communicative skills that he encounters daily, uses them, studies them, even if he does not realize it himself. Currently, this situation is aggravated by the movement of communicative processes from real life to virtual space, and the resulting multiple problems of adolescents. This inevitably affects the communicative competence, where there is also a fragmentary formation of competencies with the resulting maladaptive communicative tactics.

In this connection, there is a need for special psychological work on the formation of adequate communicative tactics in adolescents and their mastery of all aspects of the communication process.

T. Parsons saw the meaning of the communication process as a social phenomenon in the exchange of information during communication using speech and language. The question arises about the relationship between the concepts of «talkative» and «communication».

M.S. Kagan clearly separates the concepts of « talkative « and «communication», characterizing communication as a unidirectional message of information, and communication as a mutual connection between the subjects of communication, enriched with a spiritual and practical format. M.S. Kagan defines communication as an information connection of an individual with various objects (e.g. a person, a machine), during which the subject transmits various information: thoughts, business and personal messages, knowledge, which the recipient must understand, accept it, acting meaningfully in the course of understanding and acceptance. In talkative, information creates a field between partners, creating the effect of activity, enrichment, transfer of a state to a partner, during which a person's ability to interconnect and transfer information and relationships, underlying the formation of communication as a personal quality, is revealed.

G.M. Andreeva defines the category of « talkative» in a broader sense as including the process of perception, communication, interactions and interactions of communication subjects.

An extremely opposite point of view is taken by N.V. Gorbacheva and D.E. Krasniansky, considering communication as a broader socio-cultural phenomenon that manifests itself in all social subsystems of society, and talkative is exclusively as verbal interaction of people using a variety of linguistic means and text, in which nonverbal

means in the form of facial expressions, gestures and intonations are also important, allowing the transmission of information in time and space.

M.V. Vasilik, T.V. Yakovleva also consider talkative to be one of the forms of communicative activity. Zh.V. Nikolaeva suggests a classification of communications depending on the purpose and nature of the participants' activities: from object–subject (in a situation of imitation of one of the participants), subject – object (in communication management) to subject-subject form of dialogue organization in

K. Jaspers considers communication as a process of «loving struggle», during which the «I» becomes itself and finds itself in another [4, p. 171-174].

The unifying principle in communication and communications is the process of establishing, direct or indirect, purposeful contact and exchange of interlocutors with information, emotions, thoughts that form an action plan, fully characterized by A.A. Leontiev, discovered in depth and so necessary for functioning in society.

Comparing the two concepts, we emphasize that the word «talkative» contains a more personal contact of partners, and «communication» implies a more formal, rational semantic orientation of the interaction of subjects. Considering the trend of digitalization of social and educational aspects of society, which E.V. Gnatyshina and A.A. Salamatov write about virtual communications with the characteristics of accuracy, brevity, capacity, and positive orientation are now gaining importance, especially in the powerfully developing smart education conceptually grounded by N.V. Dneprovskaya, which reflects the philosophy of communication within the information civilization.

Thus, in a number of interrelated concepts, the most general concept of time becomes «communication» as an information exchange, the narrower one is «talkative». Scientists emphasize the value of the formation of communicative culture and communicativeness as a characteristic feature of the life support of information civilization, and as a personal quality of everyone necessary for a successful existence.

Considering the peculiarities of the formation of a teenager's communicativeness, they are determined by the intensive growth of self-awareness, the desire for self-affirmation and self-realization in communication, the subject orientation of interaction that are characteristic of this age. The leading activity during this period is interpersonal communication with peers. Adolescence is the most favorable period for the formation of the communicative sphere of personality, worldview, self-awareness, reflection. Therefore, during this period, it is possible to effectively influence the process of formation of a teenager's communicativeness through communication.

To measure the communication skills of adolescents in the study, the test «Assessment of the level of sociability of V.F. Ryakhovsky» was used. This popular test for teenagers allows you to evaluate their sociability by gradation from 6 levels of sociability. Signs of sociability are talkativeness, vivacity of character, a constant need for society, a desire

for discussions and disputes, attention to one's own person. Sociability helps us to: «build bridges»; build strong connections with people; make friends; start and continue relationships responsibly; solve problems and conflict situations; to learn life lessons; to speak in public; to argue confidently in discussions; to establish contacts. Sociability does not manifest itself without a social environment. The social environment of a teenager is a student collective.

The main goal of education, considered A.V. Lunacharsky, should be the comprehensive development of such a person who knows how to live in harmony with others, who knows how to cooperate, who is connected with others by sympathy and thought socially [5, p. 822].

A.S. Makarenko made a particularly significant contribution to the development of the theory and practice of the team. He proved that «no method can be derived from the idea of a pair: a teacher and a student, but can be derived from the general idea of the organization of the school and the collective.». He was the first to deeply substantiate the harmonious concept of the educational collective, permeated with humanistic ideas. The pedagogical principles he laid down as the basis for the organization of the adolescent collective provided a clear system of duties and rights that determine the social position of each member of the collective. The system of perspective lines, the principle of parallel action, the relationship of responsible dependence, the principle of publicity and others were aimed at evoking the best in a person, providing him with joyful well-being, security, self-confidence, and forming a constant need to move forward.

A set of principles that should be the basis for the formation of a school team:

- organizational unity of the school team;
- the leadership role of the school team;
- the leading role of the teacher;
- the wealth of relationships between students and teachers;
- pronounced citizenship of the spiritual life of pupils and educators;
- amateur activity, creativity, initiative;
- constant multiplication of spiritual wealth;
- harmony of high, noble interests, needs and desires;
- creation and careful preservation of traditions, their transmission from generation to generation as a spiritual heritage;
- intellectual, aesthetic richness of the relationship between the school staff and other collectives of our society;
- emotional richness of collective life;
- discipline and responsibility of the individual for his work and behavior [5, p. 823].

Showing social activity, each pupil perceives the collective for himself as an arena for self-expression and self-affirmation of himself as a person. Thanks to the pedagogical

guidance of the collective life activity, the desire to establish itself in their own eyes and in the eyes of their peers finds favorable ground in the collective. It is only in the collective that such essential personal characteristics as self-esteem, the level of claims and self-esteem, i.e. acceptance or rejection of oneself as a person, are formed.

The pupil collective is a scientifically organized system of educating children's life. The organization of collective educational and cognitive, value-oriented activities and communication creates conditions for the formation and exercise of intellectual and moral freedom. It is only in the collective life activity that the intellectual and moral orientations of the individual, his civic position and a number of socially significant skills and abilities are formed.

There is no substitute for the role of the collective in organizing the work of children. In the conditions of the collective, it stimulates the manifestation of mutual responsibility for the final results of work, mutual assistance. Through participation in labor affairs, pupils are involved in economic relations and become their active participants. Schoolchildren will learn about the economic problems of enterprises, rental and contracting collectives. Knowledge of practical economics, combined with participation in work at enterprises, in labor collectives, ensures the education of children's collaboration and creative attitude to work.

The collective activity of schoolchildren opens up almost unlimited opportunities for the realization of the physical and artistic potential of the individual. Physical culture and recreation, artistic and aesthetic activities organized in conditions of free communication, stimulate a meaningful exchange of spiritual values, the formation of an aesthetic attitude to reality, mastering a wide range of special knowledge, skills and abilities. These types of activities contribute to the emotional development of pupils, causing feelings of group compassion, empathy, a joint sense of emotional and moral atmosphere and its co-creation [6, p. 264-265].

The role of the collective in the development of personality also consists in the fact that it opens up opportunities for the practical development of democratic forms of life. First of all, this is realized through participation in school self-government and diverse social life. A pedagogically oriented team creates favorable opportunities for the formation of a socially valuable personality and the manifestation of its individuality.

The modern educational approach to the formation of a cohesive team is based on the ideas of cooperation, collaboration and joint problem solving. It is important to consider the power of the teenager's influence on the group. In a close-knit student team, the opinion of each member of the group is respected, which eliminates unilateral influence and elevates the spiritual and moral forces of the group.

To diagnose relationships in a group, the method «Test for determining the index of group cohesion of K.E. Sishor» is used. Group cohesion is an extremely important

parameter that shows the degree of integration of a group, its cohesion into a single whole, can be determined not only by calculating the corresponding sociometric indices. It is much easier to do this with the help of a technique consisting of 5 questions with multiple answers to each. This test allows you to determine the level of team cohesion by 5 gradations that determine the satisfaction and sense of belonging to the group of both each participant and the entire group as a whole.

Traditional teaching methods are fading into the background, and various forms of active learning are gaining more and more popularity, especially in the field of psychological services. The most well-known, as well as uniting all others, is such a form of active learning as training: «Psychological training is active learning through the acquisition and comprehension of life experience, which is modeled in interpersonal interaction through exercises and realized during discussion.» Psychological training is currently one of the most popular and dynamically developing types of psychological practice. It is used in many areas, ranging from «light» entertainment games to deep psychoanalytic trainings [7, p. 11].

During the training, a person develops certain skills, as well as qualities and properties of a person or a group as a whole. There are different types of trainings: team building trainings, professional development trainings, personal growth trainings, body-oriented trainings, etc. One can also distinguish socio-psychological training, which is the most effective method of developing communicative abilities, the development of which occurs due to the formation and development of communicative knowledge, skills and abilities. The most favorable period for the formation of communicative abilities is adolescence. It is at this time that a person begins to be actively interested in communication, his leading activity changes, he switches from educational activities to communication with peers. The success of a teenager in different spheres of life (family, educational, establishing contacts with peers) begins to depend on his communicative abilities. That is why conducting socio-psychological training in adolescence is especially effective [8, p. 15-16].

The term training (from English train, training) means training, preparation, education, training, development. A number of scientists note the role of training as a form of group work aimed at achieving the set goal: formative, developmental, psychocorrective, psychotherapeutic.

Kazakh scientists recommend training for the prevention of suicidal behavior in adolescence [9, p. 53].

The origin of training groups directly as forms of group psychological work with people is associated with the name of Kurt Levin. Studying the phenomena of group interaction, he introduces the concept of group dynamics as one of the main processes of group activity.

I.V. Vachkov defines four psychological aspects achieved during the impact of training:

1 – as a method of education: development of the ability to build the necessary behavior of participants using manipulative techniques (negative and positive reinforcement);

2 – how to train: processing and formation of skills and abilities of productive (constructive) behavior;

3 – as a form of active learning: a space that creates conditions for the transfer of knowledge, the development of certain skills and abilities;

4 – as a method of self-disclosure: an environment that encourages participants to independently search for ways to solve personal psychological problems [10, p. 118].

Many forms of group training are divided into two large classes:

1) focused on the development of social skills (the ability to conduct a discussion, resolve interpersonal conflicts);

2) aimed at deepening the experience of analyzing communication situations (increasing the adequacy of the analysis of oneself, the communication partner, the group situation as a whole).

One of the forms of group training of the first class is the socio-psychological training (in next SPT), developed by M. Forverg in 1970. SPT is defined as an active method of socio-psychological training: correction of personal qualities, the nature of interaction in a group and interpersonal relationships, behavior and emotions [11, p. 232].

The definition of the group dynamics of the SPT consists of five main elements:

1) the goal of the group is to master effective behavioral models;

2) the norms of the group are a high level of self-disclosure, frankness in conflicts and expressions of affection, recognition by everyone of their own feelings.

3) group cohesion is an indicator of the strength, unity and stability of interpersonal interactions and relationships in the group, characterized by mutual emotional attraction of group members and satisfaction with the group;

4) the democratic structure of the group – implies equality of ratings of all members of the group and is manifested in the following:

– greater flexibility in the behavior of leaders,

– less rigidity and obstruction of rank partitions,

– less social distance between the leader and the outcast,

– special rules of relations between the leader and the opposition;

5) four stages of group development:

Stage 1 – emotional or sociometric (1st day of training): at this stage, relationships are regulated by subjective and emotional impressions of each other. After the first meeting, each participant experiences impressions of the other participants as superior to

him. The effect of the first impression is formed. At this stage of the group's development, any participant can show success.

Stage 2 – awareness of your position in the group (1st, 2nd day of the training): at this stage, the differentiation of the group structure takes place. Each participant clarifies his first impression of others and notices certain behavioral traits in himself. The following processes occur in the group:

- there is a process of dividing positions under the influence of group norms;
- there is a tendency to equalize relations;
- the group begins to live as an integral microsystem, each participant contributes to the solution of common tasks;
- there is a setting up of cooperative ties depending on the size of the individual contribution;
- there is no sharp polarization, stars and outsiders disappear. If they remain isolated, then this indicates the individual characteristics of these participants, and not the lack of development of the group. The coach needs to increase their prestige by selecting exercises, talking during the break. It is important that there are no isolated people by the end of the second day.

Stage 3 – the stage of differentiation and the emergence of a new hierarchy (2nd, 3rd day of the training): there are new leaders in the group. Differentiation is based on success in solving problems. At this stage, there are more successful participants than less successful ones.

Stage 4 – the stage of uniform distribution of sociometric samples: the formation of the group structure is completed. The group functions considering the defined roles of the participants. The group works as much as possible to fulfill its goals and objectives.

According to the classification of scientific methods, SPT belongs to the group of methods of influence. The purpose of the impact methods is to plan and implement an impact on a person, on his behavior, cognition, emotions, etc. The SPT is aimed at developing the communicative competence of the individual.

Among the methods of SPT, there are also basic methods, supplemented by some training and therapeutic methods – all of them are characterized by:

- 1) focus on achieving the learning effect of group interaction;
- 2) implementation of the principle of participant activity by including research elements in the training process;
- 3) training on models of problem situations, the principle of metaphorization of group experience [12, p. 7].

The purpose of the study is to diagnose changes in the index of group cohesion and the level of sociability of adolescent schoolchildren after conducting socio-psychological training on team cohesion. The following methods were used as research methods: the test

«Assessment of the level of sociability of V.F. Ryakhovsky» and the test «Determination of the index of group cohesion of K.E. Sishor».

The study was conducted on the basis of the municipal state institution «Secondary School No. 9» of the Department of Education of the city of Ekibastuz among 99 students of 9th grade. Which's one 49 are girls and 50 boys.

Result

The organizational features of the diagnosis placed a restriction on the collection of personal data, so the testing of the study participants took place anonymously. However, the data obtained was sufficient to classify the results by gender to determine the relationship between the level of sociability and the cohesion index. The results of the study can be used to confirm the effectiveness of group methods in the development of the communicative sphere of adolescent development.

The diagnostic methods used make it possible to effectively assess the cohesion of student groups and the development of teenagers' communication skills. Assessment of indicators by levels allows you to quickly identify problem areas in a large number of study participants.

In order to improve the accuracy of the diagnosed data, some questions in the test books were adapted in order to be updated for a better perception by modern adolescents.

The methodology of socio-psychological training for team building was developed as part of a master's thesis on «Reducing the level of aggressiveness of adolescent students through team building trainings». Considering the disclosure of the influence of group activity on the personal development of a teenager, the use of this technique has a fairly wide range of effectiveness in teaching teenager's communication skills.

Conducting an initial measurement of data demonstrates how 9th grade students assess their belonging to the group and its cohesion from the inside, considering their level of sociability.

The data of the test results carried out according to the diagnostic method «Determination of the index of group cohesion of K.E. Sishor» are presented in Fig. 1.

Based on the results obtained, it can be concluded that the conducted socio-psychological training for team building was successful. After the training, the boys felt the greatest commitment to the group (+16,1% > +13,3%).

Before the socio-psychological training, above-average cohesion prevailed in all classes (11.6 – 15 points out of 19), the lowest indicator was most often found in girls (11 out of 49). This is due to the fact that in the 9th grade, girls have a peak of emotional instability. Despite possible contradictions, teenagers want to be a part of «more». Therefore, the use of group techniques is effective for working with adolescence.

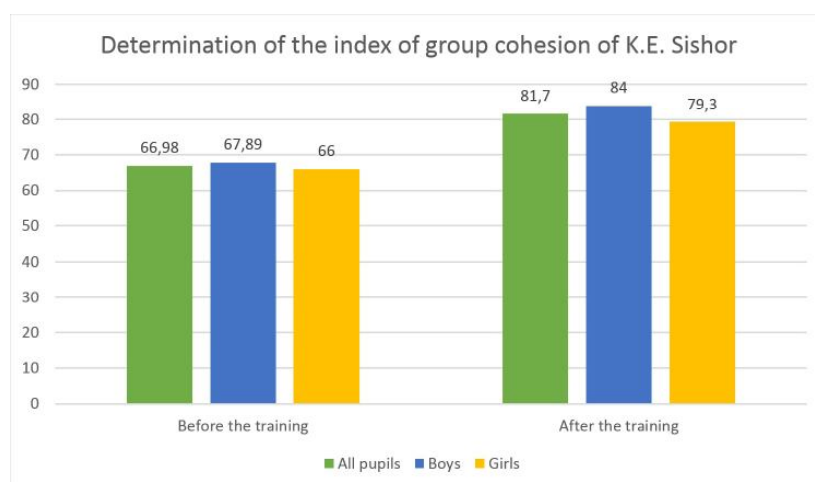


Figure 1. Diagnostic study of K.E. Sishor's group cohesion index

After the socio-psychological training, a repeated sampling of diagnostic data was carried out. The result of the impact of the training was team cohesion and an increase in the level of sociability.

The data of the results of tests carried out according to the diagnostic technique «Assessment of the levels of sociability of F.V. Ryakhovsky» are presented in Fig. 2.



Figure 2. Diagnostic study of F.V. Ryakhovsky's sociability levels

Tangible progress in increasing the level of sociability was felt by students from the socio-psychological training for team building. The diagram does not represent the closed and hyper-sociable levels, since they were not encountered in the study.

Prior to the team building training, a moderate level of communication prevailed among the students. A moderate level of communication characterizes a teenager as quite communicative, but very careful, avoiding direct confrontations. The training of communication skills helped teenagers to open up. Girls' competence has been developed to a special extent: more than 70% of girls have raised their level of sociability from moderate to sociable and more sociable level. The sociable level of a teenager is characterized as inquisitiveness, talkativeness together with a constant desire to communicate with people. A sociable teenager likes to be the center of attention, speak out, and is always ready to help. However, sociability takes a lot of energy and can eventually exhaust a teenager. If there are no harmful factors in the environment that could increase a teenager's anxiety, then over time, in the process of growing up, a teenager will learn to regulate his behavior depending on the situation. Since the main thing for a fatherly education is to prepare a healthy formed personality.

Conclusion

The conclusion of our study is to study the effectiveness of socio-pedagogical training for the cohesion of the student team in the development of communication skills of adolescents. The reliability of the research results is ensured by a combination of complementary methods. The results of the study of the influence of the cohesion of the student collective on the communication skills of adolescents can be used to develop group methods and psycho-preventive measures to combat deviant behavior among adolescents.

The study confirmed the effectiveness of influencing the communication skills of a teenager through the cohesion of the student team through socio-psychological training. Socio-psychological training for team building is one of the effective methods of influence, using the principles of metaphorization, the creation of a collaborative environment and game methods.

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Влияние сплоченности ученического коллектива на развитие коммуникативности подростков

Аннотация. В статье раскрыты основные понятия, связанные с коммуникативными навыками, позволяющими подростку свободно создавать и формировать устойчивые связи. Сплоченность ученического коллектива создаёт благоприятную среду для формирования личностных качеств подростка, что снижает риски возникновения девиантного поведения.

Цель нашего исследования заключается в диагностике изменений индекса групповой сплоченности и уровня общительности школьников подросткового возраста. Выборка исследования составляет 99 учеников 9-х классов, из которых 49 девочек и 50 мальчиков. Теоретическим обоснованием служат исследования и работы психологов о формировании коммуникативных навыков у подростков через групповую работу, социально-психологический тренинг на сплочение коллектива, основные преимущества подросткового возраста для формирования коммуникативных навыков. Проведён сравнительный анализ таких определений, как: коммуникативность, коммуникативные качества, коммуникативные компетенции, коммуникации, общение, тренинг. Эмпирическое содержание исследования представлено диагностикой уровней общительности и индекса сплочения группы до и после проведения социально-психологического тренинга на сплочение коллектива среди подростков. Результаты исследования анализируются с точки зрения гендерных особенностей участников

исследования. Данным исследованием была установлена зависимость между уровнем общительности подростка и индексом сплоченности его ученического коллектива.

Ключевые слова: коммуникативность, уровни общительности, сплоченный коллектив, коммуникативные качества, социально-психологический тренинг.

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Оқушылар ұжымының бірлігінің жасөспірімдердің коммуникативтілігін дамытуға әсері

Аннотация. Мақалада жасөспірімге тұрақты байланыстарды еркін құруға және қалыптастыруға мүмкіндік беретін қарым-қатынас дағдыларымен байланысты негізгі ұғымдар ашылады. Оқушылар ұжымының бірлігі жасөспірімнің жеке қасиеттерін қалыптастыру үшін қолайлы жағдай жасайды, бұл девиантты мінез-құлық қаупін азайтады.

Біздің зерттеуіміздің мақсаты-жасөспірім мектеп оқушыларының топтық бірлігі мен қарым-қатынас деңгейінің өзгеруін диагностикалау. Зерттеу үлгісі 9-сыныптың 99 оқушысын құрайды, оның ішінде 49 қыз және 50 ұл. Теориялық негіздеме-топтық жұмыс, ұжымды біріктіруге арналған әлеуметтік-психологиялық тренинг, жасөспірімнің коммуникативті дағдыларды қалыптастырудағы негізгі артықшылықтары арқылы жасөспірімдерде коммуникативті дағдыларды қалыптастыру туралы психологтардың зерттеулері мен жұмыстары. Коммуникативтілік, коммуникативтік қасиеттер, коммуникативтік құзыреттілік, коммуникация, қарым-қатынас, тренинг сияқты анықтамаларға салыстырмалы талдау жүргізілді. Зерттеудің эмпирикалық мазмұны жасөспірімдер арасында ұжымды біріктіруге арналған әлеуметтік-психологиялық тренингке дейін және одан кейін топтың қарым-қатынас деңгейлері мен митинг индексын диагностикалау арқылы ұсынылған. Зерттеу нәтижелері зерттеу оқушыларының гендерлік ерекшеліктері тұрғысынан талданады, бұл зерттеу жасөспірімнің қарым-қатынас деңгейі мен оның оқушылар ұжымының бірлігі индексі арасындағы байланысты анықтады.

Кілтті сөздер: коммуникативтілік, қарым-қатынас деңгейлері, ұйымшыл ұжым, коммуникативтік қасиеттер, әлеуметтік-психологиялық тренинг.