

A Model of Developing Communication Skills among Adolescents with Behavioral Problems

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The urgency of the problem under investigation is determined by the need to help the adolescents with behavioral problems to develop communication skills in the specific bilingual conditions in such regions as the Republic of Tatarstan where education should consider not only the specific skills of verbal behavior but also take into account the peculiarities of bilingual communication. The objective of the article is to develop a technology of focused and systematic formation of communicative abilities of deviant adolescents. The leading approach to the study of this problem is designing an integrative model of forming communicative abilities among adolescents with behavioral problems. The model includes an objective, the key function, the components of communicative abilities development, the principles, the tasks, the activity area, pedagogical conditions, technology, the criteria for evaluating the development of communicative abilities of adolescents with behavioral disorders. As the criteria for evaluating the development of communicative abilities we have identified the signs and indicators that reflect the structure of basic components: cognitive, emotional and behavioral. The high level of communication skills development can be a guarantee of their full socialization. By communication skills of a successful teenager implying practical application of knowledge and communication skills they mean the automated components of conscious actions facilitating rapid and accurate reflection of the communicative situation and determining the perception and understanding of the objective world and adequate influence on it. The article submissions may be useful for the teachers of educational institutions working with the specified category of students.

Keywords: adolescent, deviant behavior, communication, development, model

INTRODUCTION

The search for the technology of focused and systematic developing of students' communicative abilities is one of the most important problems of modern pedagogy. The solution of this problem in the specific conditions of bilingualism in

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the regions such as the Republic of Tatarstan is complicated as education should consider not only the specific skills of verbal behavior but also take into account the peculiarities of bilingual communication. The problem of developing communicative abilities among the adolescents with deviant behavior is of particular complexity. However, it is the high level of teenagers' communication skills that can guarantee their full socialization.

The process of forming communicative abilities among deviant adolescents in educational institutions, in our opinion, is not appropriate for the reform processes of the educational system as a whole. In the first place, there is a need to renovate the syllabus, forms and methods of developing communication skills among the youth with behavioral problems (Novik, 2014).

The problems relating to communication skills, interpersonal communication and understanding have been actual for centuries and are now becoming increasingly important for many social sciences. Analyzing interpersonal communication and a possibility of reaching mutual understanding we may explain many problems of society, family and an individual. As an inherent part of human life communication plays an important role in all spheres of life. Meanwhile the quality of interpersonal communication depends on the level of achieved understanding.

A low level of communicative abilities, interpersonal communication primitivization, its reduction to a simple information transfer brings to the humans' mental world impoverishment, his depreciation as an individual. This is especially important for an adolescent personality (Khrustaleva, 2008).

Misunderstanding in the process of communication results in complication and often destruction of the relationships between people or even in a deep moral conflict within the individual, because understanding and self-understanding are closely related phenomena (Shvaidak, 2004).

Building a system of interpersonal understanding of a deviant adolescent is often complicated: the traditional values of society are being destroyed, the ideas about the good and the evil are being mixed, the morality and its role in modern society are being distorted. George Homans believes that people communicate with each other on the ground of their experience calculating possible rewards and costs (Homans, 1961).

In natural living conditions a skill to communicate is achieved through the fumble-and-success method when an individual in a situation of real communication understands the rules of interaction, interpersonal roles, forms a behavior repertoire and behavioral sketches, organizes a system of concepts, organizes communication means and develops an ability to adapt to stressful environmental influences.

However, the teachers and psychologists often have to deal with the problem of difficulty in communication.

At the same time, the scholars have identified various aspects of communication difficulties. So, I.A. Zimnyaya describes the subjectively experienced condition of "failure" while implementing the projected (planned) communication resulting from rejection of the communication partner, his actions, text misunderstanding (message), partner misunderstanding, change of the communicative situation, his own psychological state (Zimnyaya, 1997).

According to A.K. Markova (Markova, 1974) the difficulties reveal themselves in the form of break of the activities or communication, impossibility to continue. Observing the negative function of the difficulty A.K. Markova identifies two implications: a) restraining (in the absence of conditions for overcoming difficulties or dissatisfaction with oneself, for example, caused by low self-esteem); b) destructive, negative (difficulties lead to the break, collapse of activity, avoiding communication).

The reasons for difficulties in communication, according to N.V.Klyueva, Yu.V. Kasatkina are: the dysfunctional family relationships that appear in inconsistent and contradictive up-bringing (Klyueva & Kasatkina, 1996). Often there is a disease symptom of avoiding contact with people, avoiding any communication, withdrawal, isolation and passivity. There is a possibility of showing hyperthymia with aggression, pugnaciousness, increasing tendency to conflicts, vengefulness, desire to hurt. "The economic and social ill-being in the country also has a negative impact on the educational process, it comes out in low parental attention to children: parents rarely communicate with children, communication is largely limited to concerns about food and clothes" (Yagudin, 2008).

Therefore, the difficulties in juvenile communication result in further youth ill-being. Moreover, almost all the teachers and specialists engaged in youth education see the problem of children ill-being primarily in the family. "Today social orphanhood gives rise to concern when children for various reasons are deprived of parental care while their parents are alive. The situation is aggravated with a progressive tendency for ethical standards destruction, loss of vital human values ..." (Bariev, 2008).

The problem of adolescents deviant behavior today is tackled in various departments and social institutions: law enforcement authorities, educators and psychologists of educational institutions and centers of social and rehabilitation work, health care institutions. These structures have already accumulated a great toolkit of working with young people. Many of them solve particular tasks intended for the specific groups of adolescents. However, in practice, their practical application is often performed in fragments as a set of disconnected activities carried out by various departments, that, in our opinion, does not provide the necessary systemic effect to prevent socio-negative phenomena among the youth. Therefore, this problem in modern Russian society is still urgent and demands searching for more effective measures at the national, municipal and public levels. The task of overcoming the deviant behavior of younger generation in its various forms requires deep understanding of its causes. According to experts, they include: social inequality; loss of spiritual and social values; social indifference to the fate of children in difficult situations; disadvantaged family background; school maladjustment; influence of criminogenic factors; children's mental abnormalities and others. We would also add underestimation of the communication-forming component in the organized educational and correctional work with difficult teenagers.

In growing age compared to the juvenile we can observe a significantly more frequent use of the constructs related to interpersonal interaction. These constructs are particularly important for teenage. They include common interests, trust, understanding, loyalty, ability to help. In other words it is important that another person shows willingness to establish confidential, close and friendly relationships. In youth a personality is mostly perceived in terms of global characteristics that manifest themselves in various fields including interpersonal communication. The features related to the worldview, creativity, cognition (such as a creative person, talent, enthusiasm) become more important. This does not contradict the data about the increasing amount of the used supra-situational personal characteristics during teenage (Shtilshtain, 2000).

However, the actual specifics of adolescence is not only the constructs they use that are more specific and belong to particular classes of situations, but also the content of most of these situations generating constructs belong to the sphere of interpersonal communication.

We can assume that a benchmark for comparison and evaluation here is a communication style and perhaps the parents' communicative style as particularly the three elements - me, mother and father - usually act as the main bearer of

personal qualities associated with intercourse. These data indicate that despite the adolescent crisis in terms of generation gap the parents continue to play an important role in organizing self perception and perception of others which prove the data that parents' deideologization and emotional separation from them is not the norm of development as it is stated in psychoanalytic interpretation of adolescent crisis, but the sign of psychological distress complicated with adolescent crisis, and actually the conflicts with parents themselves are not so global and largely relate to individual aspects of life of a teenager.

It is characteristic that in youth the main bearers of values often are represented as schematic roles, for example, a person I respect, a nice man, a successful man, while in adolescence the schematic roles - a nice person I would like to resemble, a person I would like to get to know - are not significant. This proves the data on the reduction of self-absorption of interpersonal perception during adolescence. One's own style ceases to be the exclusive benchmark for evaluation.

The importance of interpersonal communication and highly-developed communicative skills in adolescence is reflected in hyper-expression of the communication category in the system of adolescents' personal constructs. In youth the importance of constructs relating to the activity characteristics and the individual style of communication is increasing (Shtilshteyn, 2000).

For a successful teenager it is important to have the developed communication skills when he needs to convey a fairly complete information, comment on the event or express his opinion, that in the course of dialogue flows into a longer - than just a reply to the interrupters - coherent monologic utterance. Accordingly, the issues of developing modern effective methods of developing communication skills among adolescents attract more attention both in monologue and dialogue forms of communication through using modern teaching aids.

According to V.F. Gabdulkhakov, the work on the development of coherent speech is usually understood as a work on dialogue and monologue (Gabdulkhakov, 1999). Recently, the communicative approach contributed to the zest about speech acts. A speech act is the exchange of messages in order to ensure mutual understanding and cooperation between members of social groups. The communicative activity is based on social motives and objectives and its content is to solve behavioral problems that is especially important in case of adolescents with behavioral disorders.

METHODOLOGICAL FRAMEWORK

The analysis of scientific literature has shown that modern research widely applies a modeling method. This universal method contributes to the study of complex education systems reflecting their intrinsic characteristics, structure, main components and interconnections.

The structure of the modeling process, according to the scientists includes the following stages: updating the knowledge accumulated about the original and stating the fact of impossibility to study the object directly to obtain certain knowledge; a model selection from those known in literature; a model study; transferring the data to the original; the data verification and its inclusion in the system of knowledge about the original (Jurkova, 2006).

RESULTS

Following this logic and relying on the performed theoretical analysis of psychological and pedagogical literature as a part of the study we have attempted to model such a pedagogical system that would allow to develop communication skills among deviant adolescents taking into account the present-day realities.

The basic objective of the model - forming communicative abilities, social skills and behavior that would meet the norms of the society - has determined a number of tasks to achieve it: to help teenagers develop a need and readiness for self-education and communication skills, to bring up personally important qualities that are important to implement communicative activities; to develop skills determined by communication; to provide adolescent deviants with knowledge about business communication that is a part of the academic syllabus determined by the Federal State Educational Standard.

The implementation of the assigned tasks has required reviewing and analyzing the curricula according to the objectives of our study, where we have identified the basic principles of forming communicative abilities of the adolescents with behavioral disorders. Under the didactic principles we understand the mandatory requirements for the education process syllabus and organization reflecting its internal laws and contradictions (Babanskyi, 1982).

The model is based on the following principles:

- overcoming the normative dominance over the subjective one;
- shifting the focus from choosing solutions to solving the problems;
- overcoming the analysis dominance in relation to the solutions synthesis;
- overcoming the dominance of "subject-object" while interacting with peers and teachers.

The tasks:

- to develop a need and readiness for improving communicative abilities;
- to develop personally important qualities that are important for further communication activity;
- to develop the skills determined by the communication activities;
- to provide adolescents with knowledge in the field of business communication within the curriculum.

Activities direction:

1. Conducting training sessions for the adolescents with behavioral disorders according to special technique including the use of communicative tasks, meetings with outstanding people.
2. The development and implementation of the extracurricular activities (round-table discussions, and newspaper publication, creative works contests).
3. Organizing the teaching staff for educational work on developing communicative abilities among adolescents with behavioral disorders.

The content includes the following stages:

- selection and presenting screening tasks to the teenagers with behavioral disorders;
- diagnosing the level of communication skills development among the adolescents with behavioral problems, identifying the opportunities for their actual development potential;
- a pedagogical foresight of students' possible difficulties at every stage of communication abilities development;
- determining the adequate content, nature, scope, complexity of teaching tasks and methods of action, basing on the objectives to develop communicative abilities
- a feedback information, pedagogical analysis of communicative activity of the students, groups and individual learners, recording the results at each level of development;
- evaluation of the results of communicative abilities development;
- presentation of the corrective guidance tasks aimed at developing communicative abilities, basing on current and feedback connection.

Pedagogical conditions:

- A systemic monitoring of the adolescents' communication activity ;
- Creating the communication situations in classroom according to the type of communicative core (active communication situations);
- The organization of school communication with students, teenagers, basing on subject-focused technology;
- A communicative training of teachers to work on developing speech abilities of adolescents with behavioral problems.

The technology of forming communicative abilities of teenagers with deviant behavior includes:

1. Examination, monitoring the level of teenagers' communicative abilities development, finding typical difficulties.
2. Exercising the situations built on overcoming the normative dominance over the subjective one.
3. Using speech situations that require a change from choosing a solution to solving the problems.
4. Involving adolescents into a discussion connected with the analysis dominance in relation to the solutions synthesis.
5. Creating the communication situations that require a student to overcome the dominance of "subject-object" with peers and teachers,
6. The final analysis of the communicative abilities level and new goal-setting.
7. The adjustment of perspective strategies for the development of teenagers' communicative abilities.

DISCUSSIONS

We have identified the three stages in developing communicative abilities among adolescents with behavioral disorders.

The first stage (preparatory). Its main purpose is to create value-based attitude of adolescents with behavioral disorders to communication and its cultural practice. It is carried out within various disciplines. The basic method is introduction of significant information about communication.

At this stage, the teacher sets the objective to help teenagers with behavioral problems develop communicative abilities. Under the teacher's guidance the teenagers should realize cross-curriculum essence of the process of forming communicative abilities, select background knowledge from various subjects focusing not so much on acquiring general knowledge, but also on encouraging active and creative speech activity. In connection with this the adolescents are supposed to mobilize willpower aimed at cognitive interest to general knowledge.

The first stage results in motivation on mastering communication skills and awareness of their communication needs; general knowledge about communication skills; awareness of communicative self-image; studying the samples of communication technologies and their reproduction.

The second stage (theoretic training). The main purpose is to create a system of knowledge about communication, communication activities and communication skills. This can be achieved by introducing additional specific topics within elective courses.

Introducing these themes is associated with active learning methods: group discussion, socio-psychological training, business, role-playing, management games, psychological and pedagogical correction, individual psychological and pedagogical counseling, psychodrama, video training, etc.

The active methods of forming communicative abilities bring the adolescents to understanding, on the one hand, the difficulties specific to the situation of interpersonal communication, and on the other - to defining the conditions and

factors favoring and optimizing communication which affects communication skills improvement.

The optimum form of teaching to develop the discussed characteristics, in our opinion, is the group form where the dominance is communication and interaction between the teens themselves. You can use such organizational forms as lectures, practical exercises and testing. Among extracurricular forms we can use independent work under teacher's supervision including writing reports, short essays, mini-study, and others (Romanyuk, 2008).

Many scholars pointed out that the group training itself has a communication-forming potential. This study of L.A. Petrovskaya confirms that the most successful communication acquisition is carried out in joint group activities. The skillful organization of this activity achieves a high level of emotional warmth in interpersonal relationships, concern and attention of students to each other, willingness to help any member of the group (Petrovskaya, 2007). Thus there is a discovery (or development) of a personality trait that due to the circumstances have not yet been observed earlier. In other words, we are talking about formation of qualities that lie in the humanistic personality disposition including communication skills. Consequently, there is the reason to say that the communication skills are easy to be formed through the group forms of teaching. It is important for us since developing adolescent deviants' communicative abilities is mostly reduced to the "build-up" of individual techniques, although it is known that true communication combines two related but distinctive levels: an external level, behavioral, operationally - technical and the internal level, the deep, affecting personal conception and playing a determinant role in relation to behavioral. As we have already mentioned the most important features of a successful teenager's image is the axiological potential and personal qualities that embody the ideals of goodness and humanism.

Therefore, the results of the second stage are the development of communicative self-image, the ideas of the communicative image of "the other", a well-developed communication qualities, awareness of responsibility and duty in communicative interaction, a good knowledge of the basics, psycho-pedagogical and linguistic disciplines, proficiency in productive communication technologies and skills.

The third stage (practical training). The objective is to develop the ability to communicate in terms of a specially organized socio-pedagogical training. The practical methods are used: observation and analysis of the communication activity of the adolescents with behavioral disorders, exercises and trainings, coaching, communicative activity of adolescents in various situations.

At the performance stage the teacher summarizes the results, makes assessment, and monitors the adolescents' speech development in course of solving their speech problems.

The result of the third stage is a creative harmonious developed communicative teenage personality with intentions to the right, justice, love for people and the world; able to independently and creatively implement communication activities to create a harmonious relationship with the subjects of social and educational activities, possessing communicative technologies and the system of operational actions with values and meanings that produce an individual style of communicative interaction.

A substantial component of the formation model of communicative abilities of teenagers with deviant behavior is characterized by a sequence of stages of the educational process in order to achieve specific tasks implemented in the following areas: theoretical, moral and psychological, practical ones.

The theoretic orientation follows the basic curriculum for adolescents with disorders and is intended to give them the necessary communication and social

knowledge in various aspects of business ethics and personal relations including the ethics of interpersonal relationships, oral and written communication, etc.

This orientation involves studying the nature of interpersonal communication, its structure, functions, styles, moral principles, analysis of the general, non-specific features of communication phenomenon and the specific features of communication, acquiring necessary knowledge in psychology of communication with peers, adults, parents, teachers, the analysis of the most common difficulties of communication, the channels of nonverbal communication.

Moral and psychological orientation is determined by the awareness of the process of teenagers' communicative abilities development being extremely complex, multifaceted and ambiguous, provided by interconnection of intrapersonal factors and psychological and pedagogical conditions.

In this area, the educational process is connected with developing personal qualities, outlook of the teenagers with behavioral disorders, personal identity. The technique of communicative creativity (8 - 9 class) corresponds to the stage of communicative training involving primarily self-actualization, spiritual rise, reaching the level of creativity in education.

The pragmatic orientation supposes providing the adolescent deviants with a complex of communication skills attached to basic functions (communicative component in the education activities).

Implementation of this direction is associated with the use of basic interpersonal communication skills in his educational, scientific, social activities, in his everyday life and wherefore it allows to solve the problems of forming personally significant psychological and pedagogical characteristics necessary for successful adolescents effective communication.

As the criteria of communicative abilities among adolescents with behavioral disorders we have identified the signs and indicators that reflect the structure of the basic components:

- cognitive - students knowledge about communication skills, behavior, communication abilities (communication activities);
- emotional - a belief in personal and social significance of social and communication skills development, a concerned attitude to communication activities;
- behavioral criteria - active participation in communication activities and skills of communication culture.

CONCLUSION

Among the number of skills that are necessary to a successful teenager, we point out: the ability to listen perceiving and realizing the problems of the citizens, the ability to manage the communication process - the ability to take up and retain a certain role in communication process, ask questions, take the initiative to communicate and pass it on (if necessary) to the other party, to support it; have a good command of non-verbal means of the intercourse (Belicheva, 1992).

The communicative abilities of a successful teenager imply a set of communicative actions based on a high theoretical and practical competence of a person in interpersonal communication, allowing for creative use of communication skills. A.A. Bodalev and his fellows clearly outline a range of skills necessary for communication, they are reduced to ability to understand another person, which requires, above all, the knowledge of the value orientations of the other person, which are expressed in his ideals, needs and interests, in the level of aspiration (Bodalev, 1996). No less important than the ability to understand others is the ability to bring the values of another person into the center of one's own.

The communication skills of a successful teenager as a practical application of communication knowledge and skills include the automated components of conscious actions facilitating rapid and accurate reflection of the communicative situation and determining the success of perception and understanding of the objective world and adequate influence on it.

We believe that insufficient attention to developing communication abilities, communicative culture and conscious attitude of rising generation to communication is one of the weaknesses of education in educational institutions. It is the development of clear awareness of communication and sense of responsibility in communication should be one of the key objectives of preventive pedagogy against deviations in adolescents behavior. That is the conclusion we have come to basing on our own experience and learning the best practices of working with the students with behavioral disorders.

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