



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 460-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898476*

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**TÍTULO:** Entrenamiento de conducta segura como medio del desarrollo de la competencia comunicativa de futuros instructores de campamento.

**AUTORES:**

1. Dra. Svetlana V. Shedina.
2. Dra. Elena N. Tkach.
3. Dra. Valentina A. Davydenko.

**RESUMEN:** La competencia comunicativa se describe por los autores del artículo como un fenómeno psicológico que le permite a una persona comportarse activa y positivamente en distintas situaciones vitales que presuponen la necesidad de interacción, incluso en las situaciones vitales complicadas, utilizando las reservas externas e internas para superarlas. Los autores argumentan la idea de que el entrenamiento de conducta segura contribuye a activar el desarrollo de la asertividad de estudiantes, sus habilidades y aptitudes comunicativas, su capacidad de expresar su propia posición, tratar de entender el punto de vista de sus compañeros de comunicación y ser oyente reflexivo. Este entrenamiento les permite a los participantes gozar de una oportunidad de optimizar el estilo de su interacción con distintos interlocutores.

**PALABRAS CLAVES:** competencia comunicativa, entrenamiento de conducta segura, acampar, consejera, estudiante.

**TITLE:** Confident behaviour training as a means of developing communicative competence of future camp counselors.

**AUTHORS:**

1. Dra. Svetlana V. Shedina.
2. Dra. Elena N. Tkach.
3. Dra. Valentina A. Davydenko.

**ABSTRACT:** Communicative competence is described by the authors of the paper as a psychological phenomenon that allows a person to behave actively and constructively in various life situations suggesting the need for interaction, including difficult life situations by using external and internal reserves to overcome them. The paper describes the opportunities of confident behaviour training as a means of developing the communicative competence of university students – future camp counselors. The authors of the study justify the idea that the confident behaviour training promotes the development of assertiveness of students, their communication skills and aptitudes, the ability to express their own position, to strive to understand the position of partners in communication and to be a reflective listener. This training allows the participants to optimize the style of their interaction with different interlocutors.

**KEY WORDS:** communicative competence, confident behaviour training, camp, counselor, student.

**INTRODUCTION.**

One of the problems of modern youth is the inability to establish and maintain favourable personal and business relationships with each other in real life. It is our submission that the reason for this is "virtualization" that is active interaction in social networks. Perhaps, this is why now most children, adolescents and young people have insufficient communicative competence, which is developing

slowly in normal life and does not reach a high level of development among a large number of people. In secondary and higher educational institutions, as a rule, effective communication is not being specially taught, and currently, numerous scientific studies lead to the conclusion that mastering communication skills and developing a high level of communicative competence is not possible for everyone. The lack of communicative competence can be the cause of many problems that significantly reduce the quality of human life.

Communicative competence, of course, is the basis for the successful self-realization of a camp counselor, whose purpose of activity is the psychological and pedagogical support of children in the conditions of a temporary children's group. In order to carry out the pedagogical activities effectively enough, the camp counselor should be assertive. Training for the development of confident behaviour can be considered as an effective means of developing the communicative competence of future camp counselors.

## **DEVELOPMENT.**

### **Discussion.**

The problem of development of communicative competence has become relevant for psychologists for a long time. The question of studying communicative competence, assertiveness, development of leadership qualities, self-management of the individual was touched upon by different researchers (Evtikhov, 2007a; Zakharov & Khryascheva, 1989; Kovalev, 1989; Kudryashova, 1996; Kuznetsova 2001; Maslov, 2008; Parygin, 2010; Petrovskiy, 1982; Rozhkov, 1989; Usmanskiy, 2004; McClelland, 1973; Bensimon, 1993; Birnbaum, 1988; Bartol & Martin, 1991; Bass, 1990; Fink et al., 1983; Kolyanikova, 2012; Kolyanikova, 2014; Loeckenhoff, 1994; Nahavandi & Malekzaden, 1993).

According to A. Maslow, communicative competence is one of the most important qualitative characteristics of the individual which allow to meet his demands for social recognition, self-actualization, respect and help a person to successfully adapt in society (Kunitsina & Kazarinova, 2001; Petrovskaya, 2007; Sidorenko, 2008).

It should be noted that in the early 80s of the 20th century there was a special research interest in the content and development of human communicative competence.

In the early 80's, many psychologists were interested in the practical application of socio-psychological training as a way to improve the level of communicative competence. Initially, the training was used to solve the problems for which it was created and used abroad, especially in the U.S.A. (Zinkevich-Evstigneeva et al., 2002). The examples are psychocorrection and psychotherapy of emotional disorders.

Soon the socio-psychological training began to be actively used in Russia directly for the development of human communicative competence. At the same time, a scientific definition of the concept of "communicative competence" appeared and numerous studies were conducted on the development of communicative competence (Evtikhov, 2007b, Zhukov, 1988, Zhukov, 2004, Mukhametzyanova, 2007, Peyrovskaya, 1989, Petrovskiy, 2007, Rozhkov, 1987).

Currently, the concept of communicative competence includes several aspects, such as: the ability to correctly perceive and assess others, the person's knowledge of himself and others, the ability for self-regulation, possession of verbal and non-verbal means of communication, the ability to properly build relationships with people and flexibly respond to their actions, etc.

In the course of the research, attempts were made to solve the problem of psychodiagnostics of the level of development of communicative competence, namely, of what is included in its content.

**Methods.**

The objective of the study is to identify and describe the possibilities of confident behaviour training as a means of developing the communicative competence of future camp counselors.

Research objectives:

- To select diagnostic tools for conducting empirical research.
- To develop a programme of confident behaviour training for future camp counselors.
- To perform the testing of the developed programme and to identify its effectiveness.

Methods of empirical research: observation, oral and written questioning and testing. The assessment of communicative peculiarities of the personality was carried out with the help of psychodiagnostic methodology "Are You Communicative?" by V.F. Ryakhovskiy (Tasheva, 2000).

In order to identify the organizational and communicative qualities of individual, such as efficiency, confidence, desire for dominance in the group, psychological tact, responsiveness and others, a test questionnaire of L.P. Kalininskiy was used (Batarshev, 2006).

The empirical research was conducted on the basis of Pacific National University. 20 students who are the future camp counselors participated in the experimental research.

The research, in the framework of which the programme of confident behaviour training was tested, was conducted during 2018.

The empirical research was conducted in stages.

At the first (ascertaining) stage of empirical research, the level of development of the communicative competence of students of the pedagogical institute of the Pacific State University was revealed. The results of the ascertaining experiment showed a significantly low result. In this regard, there was a need to develop and implement a programme focused on the development of communicative competence of students – future camp counselors.

At the second (developmental) stage of empirical research, a programme of training of confident behaviour of future camp counselors was developed and tested.

At the third (control) stage of the empirical study, a comparative analysis of the results obtained before and after the experimental work was carried out.

### **Results of the project.**

The training programme was designed for 28 hours that is 7 sessions, 4 hours each.

The objective of the training is the development of skills and confident behaviour in communication.

Such skills, in our opinion, are the following:

- Ability and skill to defend their interests and express their own position.
- Ability to understand the position of communication partners.
- Ability to speak, actively express their position, build judgment.
- Ability and skill to ask questions to the interlocutor.
- Ability to listen and stick to the position of cooperation in tense situations of communication.

One of the ways of time management was the lesson plan.

Each lesson consisted of three main parts: introductory (warm-up), main (working) and final.

The introductory part and the final part usually took about a quarter of the whole time of the lesson.

The introductory part included questions about the state of the participants and warm-up exercises, as at the beginning of each lesson it was important for the leader to "feel" the group, diagnose the state of the group members in order to adjust the work plan for the day. The following questions helped the participants: "How do you feel?", "What new (good, unusual) has happened during this time?" etc.

At the first lesson, the introductory part took more time and was expanded, because for the majority it was the first experience of participation in the training and it was necessary to explain the rules, pay attention to the motivation of the participants and tell about the essence of future work.

For warming-up, various exercises were used, which allowed the participants to switch from their worries to working in a group, to become more active, to get in the mood for further work on a specific topic and to get involved in the situation "here and now". Usually, these exercises were not discussed by the group.

Group discussion, mini-lectures, analysis of real situations, role-playing games and exercises were used as the main methodological techniques.

Group discussions were devoted to such topics as: self-reflection, self-confidence, why do conflicts arise, communication barriers, what prevents us from understanding the other person, the techniques of debates, what is active listening, etc. A set of exercises to practice various skills of effective communication was selected.

At the root of all training exercises there was the concept of experiential training, that is training in the process of practice. Each exercise involved activity. During the establishing of the programme, the fact that people react to the situation in different ways was taken into account. Therefore, in the process of performing tasks, the phases of reflection and exchange of views were particularly important. The phase of reflection came after the "active" part of the exercise. At this stage, each person in the group reflected on how they reacted to a particular situation. During the exchange of views, all members of the group shared their experiences.

The training programme included a large number of games, the story-role-playing games and games for group thinking were always particularly successful.

The training programme compiled by us consisted of several interrelated thematic blocks.

The first block was aimed at creating a favourable atmosphere and trustful relationships between the participants and the leader. The leader of the group talked about the purpose of the training and the range of skills that participants would acquire linking them with the activities of participants as camp counselors and also defined the rules for further interaction in the educational process. The participants, in turn, expressed their expectations and possible concerns about the work in the group, described the range of problems they had to face, proposed real situations for discussion during the training.

It should be noted that for most members of the group it was the first experience in socio-psychological training, and this form of training aroused immediate interest for many of them.

In addition, this block included exercises that develop the ability to establish contact with the interlocutor, to determine the emotional state (of the participant himself and of the interlocutor), to remove emotional tension in the conversation and control the formation of the first impression about the participant himself. Often in the professional activities of the members of the group, a situation happens when they have to introduce themselves to the audience. And the main thing in these situations is to make a positive impression, to cause the interlocutor's desire to listen and communicate in the future.

At the first lesson, the participants practiced the skills of effective self-presentation in interaction, discussed the difficulties encountered and shared their findings. The important thing was that they were given the opportunity to reflect on their activities, to tell each other about their experiences, plans and interests. It should be noted that not all participants immediately took the risk to present their programme of self-presentation. For some members of the group, the exercise caused difficulty due to the need for public speaking in front of the group, and it took time for them to complete and discuss the exercise at the next meeting.

The second part of the programme included training the skills of active listening and the ability to ask questions.

The members of the group mastered the techniques of non-reflexive and active listening, working in pairs, and at the same time monitored their feelings in the process of communication and then gave feedback to their partners. The participants noted that it was sometimes difficult to restrain themselves in the attempt to interrupt the interlocutor, not to be distracted and to focus on how to understand what he was talking about.

It was interesting to observe the work in pairs of the group members, whose speech differed in speed. For a long time, the participants had been in the state of dissonance with each other and had had difficulties in hiding their annoyance while listening to the conversation. Discussing the feelings which aroused after the task, many of them were able to explain the difficulties encountered in such situations of establishing contact.

By practicing the techniques of asking different questions, the participants came to understanding that the questions help to understand and formulate their needs and that by asking questions, one can find the intersection of the interests of the interlocutors.

The next block was aimed at mastering non-verbal communication skills.

The participants mastered the techniques of visual contact with the interlocutor and sign language. It should be noted that the work in this direction did not cause serious difficulties for the participants of the training and was very dynamic. The group members proposed to discuss the real situation of communication, where the problems of violation of the distance between the partners were touched upon, and then tried to identify their zone comfortable for communication.

The training block, which was focused on the skills of group discussion, included exercises containing techniques of attracting attention, feedback, persuasion of the interlocutor, maintaining contact and counter-argumentation. The exercise "broken telephone", in which the participants

encountered barriers in the process of transmission of information and its distortion, was particularly striking. The information originally proposed by the leader was eventually distorted and cut in half in the process of its communication among the group members. The participants noted that they had never before thought about how the message would be received and how the words and statements of the communication partner would be interpreted.

The group went through five stages in its development:

At the first stage, the group members solved the problems of orientation, decision-making on participation in the training and formulation of rules. It should be noted that at this point the group behaved very passively, there were cases of refusal to participate in exercises and discussions. The leader had to resort to facilitation techniques: to help drawing attention to a particular problem, to what is happening in the group and to stimulate group discussion.

The next stage was characterized by the presence of resistance to the training leader, there was criticism of the leader, ignoring what he was saying. The group was divided into active participants and those who chose to behave "in secondary positions". At this point, joint decisions were made with great difficulty, discussions were extended. During the discussion of important issues, the group was often divided into two camps. At this stage, the leader of the group supported the open expression of the participants' feelings, recognized the existence of the possibility of choosing a certain psychological role of each of them, laid the foundation for a sense of trust and security, the possibility of obtaining new communication experience. It should be noted, however, that in general, at that moment the atmosphere in the group was noted as quite open and adequate, especially tense situations of interaction were defused with humor and did not lead to conflicts.

The third stage was characterized by the fact that the participants began to communicate more trustfully and directly expressed their opinions, ideas and desires. The members of the group proposed topics for discussion and real situations arising in professional activities themselves. At

this stage, the leader only guided the discussion process and supported the activity of the participants.

The next stage of the development of the group was characterized by high efficiency, initiative of the group members and interpersonal openness. Participants shared their experience of interaction with various clients and helped each other in resolving difficult situations of communication with them. It should be noted that assistance to each other was rendered not only in the training situation, but also in real life. As noted by the participants of the training, "there was mutual understanding in the group", "mutual assistance was observed".

At the last stage, the group was characterized by high cohesion, satisfaction with the work performed and the experiences associated with its completion. The participants expressed their readiness and desire to continue further cooperation in other programmes of socio-psychological training.

The participants of the experimental work noted that the training had contributed to the atmosphere of trust and cooperation. They became more tolerant towards each other and more active in solving various life problems. According to the participants, these changes were especially affected by the information about the perception barriers received during the training.

The reflection which is revealed in questionnaires, self-reports and oral statements of participants of the programme, practical works, creative diaries, practical activity and the changed behaviour of students allowed assessing the results of the implemented confident behaviour training programme.

When summing up the work done, the participants of the training expressed a high level of satisfaction and noted the need for the implementation of the programme of confident behaviour training in the educational process of future camp counselors.

It should be noted that the changes that have occurred with the participants of confident behaviour training were reflected in the optimization of indicators obtained in the process of diagnostics by the above given methods at the control stage of empirical research.

## **CONCLUSIONS.**

Summarizing the above, it should be noted that communicative competence is a psychological phenomenon that allows to behave actively and constructively in various life situations, involving the need for interaction, including difficult life situations and using external and internal reserves to overcome them.

Taking into account the basic principles of socio-psychological training, we created a programme of confident behaviour training in order to develop the skills of effective communication of group members, including the ability to understand their interests and express their own position, the ability to understand the position of communication partners, the ability and skill to express themselves verbally (speak, ask questions) and the ability to listen.

In their self-reports, the participants noted that they had the opportunity to analyze and optimize the style of their interaction with the interlocutors when working in the training group. They talked about "the opportunity to rethink their attitude to people, communication with whom had caused emotional stress previously." Many participants noted the emergence of "inner self-confidence", "energy" and "sustainability".

All participants of the training noted remarkable changes not only in the development of their communication skills, but also in the development of the ability to self-analysis, emotional and behavioural self-regulation. They learned to work with resource states and felt confident.

Thus, in the course of the experimental work, the hypothesis that the confident behaviour training is an effective means of developing the communicative competence of future camp counselors was confirmed.

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**DATA OF THE AUTHORS.**

1. **Svetlana V. Shedina.** Candidate of Pedagogical Sciences. Regional Coordination Center for Training and Support of Camp Counselors. Department of Pedagogy. Pacific National University. Khabarovsk. Russia. E-mail: [svt010575@mail.ru](mailto:svt010575@mail.ru)
2. **Elena N. Tkach.** Candidate of Psychological Sciences. Associate Professor. Department of Psychology. Pacific National University. Khabarovsk. Russia. E-mail: [elenat3004@mail.ru](mailto:elenat3004@mail.ru)
3. **Valentina A. Davydenko.** Candidate of Pedagogical Sciences. Associate Professor. Department of Pedagogy. Pacific National University. Khabarovsk. Russia. E-mail: [009415@pnu.edu.ru](mailto:009415@pnu.edu.ru)

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