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DEVELOPING EFFECTIVE COMMUNICATION SKILLS IN TEACHING ENGLISH

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СЕКЦІЯ ХІ. ПЕДАГОГІКА ТА ОСВІТА

Communication skills are understood as individual psychological characteristics of a personality that ensure effective interaction and adequate understanding between people in the process of communication or joint activities. According to the authors, communication skills allow a person to successfully make contact with other people, carry out communication, organizational, pedagogical and other activities [2, p. 2].

In essence, communication skills represent automated behaviors that directly influence the success of perceiving a communication partner, comprehending the objective world, and effecting change within it during the process of communication. These skills encompass a repertoire of actions, grounded in both theoretical knowledge and practical training, which enable the creative application of communication insights to understand and reshape reality. Communication skills are, at their core, communication actions that have become second nature to an individual.

Furthermore, communication character refers to the primary qualities and attributes that manifest in a person's distinctive approach to communication and their stance toward the world, other individuals, and themselves. It is worth noting that the concept of communication skills involves the capacity to engage in both direct and indirect interactions, the ability to express thoughts accurately, coherently, and professionally, and, correspondingly, the skill to effectively receive information from others and adeptly navigate conversations, thereby sustaining meaningful dialogue during communication.

According to research, all communication skills can be conditionally divided into a number of blocks: a) the ability to give and receive signs of attention (compliments); b) the ability to respond to fair and unfair criticism; c) the ability to respond to provocative behavior on the part of the interlocutor; d) the ability to make a request; e) the ability to refuse someone else's request, to say "no"; f) the ability to provide sympathy and support; g) the ability to accept sympathy and support from other people; h) the ability to make contact with other people; i) the ability to respond to an attempt to make contact.

The development of communication skills in adolescents is relevant because the degree of development of these skills affects the effectiveness of children's learning, their self-realization, life self-determination and socialization in general. Therefore, communication development should be considered in the general context of adolescent socialization in terms of taking into account the peculiarities of communication with adults and peers, taking into account the peculiarities of the general situation of social development, etc.

The study of the main communication difficulties of secondary school students revealed that most often disorders in interpersonal relationships are caused by a lack of communication skills. This determines the main directions of socio-pedagogical activities with adolescents to develop communication skills [1]. The technology of socio-pedagogical activity with adolescents on the formation of communication skills involves the allocation of three components in the activity:

- diagnostics of individual characteristics of students (psychological component);
- teaching students communication technology (educational component);
- working with other actors to provide social and pedagogical assistance to students in the process of self-determination (mediation component).

The process of fostering communication skills in students through social and pedagogical activities typically unfolds in three distinct stages, as outlined in as follows:

1. Psycho-diagnostic stage: at this initial phase, a social pedagogue conducts a diagnostic study to gain insights into the unique psychological characteristics and developmental aspects of adolescents' personalities.

2. Psychological and pedagogical stage: in the second stage, the social pedagogue takes a proactive role in organizing and participating in activities that are designed to cultivate communication skills. These activities are structured in accordance with a predetermined plan, with a focus on nurturing a comprehensive set of personal resources within the adolescents.

3. Corrective work stage: the final stage is centered on addressing communication difficulties based on the diagnostic findings. It involves targeted interventions and strategies to rectify any identified issues and enhance communication capabilities.

Thus, communication skills encompass a person's ability to effectively interact with others, accurately interpret incoming information, and convey their thoughts and messages clearly. These skills, which encompass a range of behaviors and personal attributes, enable individuals to navigate various aspects of their lives, from social interactions to professional endeavors. Recognizing the significance of communication skills in adolescents is crucial, as their development directly impacts learning, self-realization, and socialization. The outlined three-stage approach is instrumental in systematically developing these skills among students, equipping them with the tools needed for successful communication.

References:

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