



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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FORMATION OF COMMUNICATION IN SENIOR SCHOOL STUDENTS AND THEIR PSYCHOLOGICAL AND PEDAGOGICAL FEATURES

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Senior school age is called early youth, it corresponds to the age of students in grades 9-11 (15-17 years) of high school. Early youth is considered to be the "third world" that exists between a childhood and adulthood. At this time, a growing child is on the verge of a real adulthood. The dominant activity is the educational-professional one.

According to Erikson, the Central psychological process in the youth consciousness is the formation of personal identity, a sense of individual identity, continuity and unity [13, p.203]. Under personal identity, individual identity, the awareness of their belonging to the different social groups and communities, unity and continuity of life, goals, motives and life-meaningful units of personality are conceived to be made [6, p. 118].

In adolescence, the process of formation of personal self-determination, in other words, the implementation of choices takes place in various fields: profession, religion, politics, friendship, love, family, sex.

As noted by I.S. Kohn, the social situation of development is characterized primarily by the fact that the senior student is on the verge of entering into an independent life. He will have to take the path of labor and find his own place in life. Because of this kind of demands a senior student begins to change conditions in which his personality was formed: he must be prepared to work; to family life; to his civic duties [3, p. 69].

According To L.I.Bozhovich, professional identity is a matter of a center of psychological development of a senior student. The principal distinction of a senior student's position is that he is facing the future and all the present stands for him in the light of the main focus of his personality. The choice of further life path and self-determination become the emotional center of situation, around which all of activities and interests begin to rotate [4, p. 110].

The attitude towards school changes: it becomes more pragmatic. Despite their continued attachment to their school, high school students are even capable of changing school, if the other one has better conditions to prepare for their future professional activity. Search for a life partner and soul mates become urgent, the need for cooperation with people increases, social group relations get stronger, a feeling of intimacy with certain people boosts as well [3, p. 16].

Time of adolescence compared to teenage time is characterized by an increase of such levels as self-control and self-regulation. Nevertheless, during this period, the growing person is considered to have mood variability with transitions from unrestrained fun to despondency and a

combination of number of polar qualities showing up alternately.

Personal emotional character plays a big role in youth thinking. There is a passion for theoretical and ideological problems. Emotionalism is manifested in the peculiarities of certain feelings, especially when it is about their own capabilities, abilities and personal qualities. Intellectual development is expressed in the craving for generalizations, search for laws and principles behind particular facts. Concentration, memory and assimilation of educational materials get increased as well as abstract logical thinking. Students have the ability to understand complex issues, a significant restructure of the emotional sphere happens and, as a result, independence, determination, critical and self-criticism, rejection of hypocrisy, bigotry, rudeness are manifested [4, p. 39].

According to S. V. Molchanov, the ideological search in adolescence includes the social orientation of the individual, self-awareness as a part of social community (social group, nation, etc.), the choice of their future social status and ways to achieve it [3, p.19]. The development of emotionalism in adolescence is closely linked to individual qualities of a person, his identity, self-esteem. The formation of a stable self-consciousness and a stable image of "I am" is the central psychological neoplasm of adolescence. There is a system of ideas about self-representation, which regardless of whether it is true or not, is a psychological reality that affects behavior and generates certain experiences. The identity includes a time factor (a young man begins living by future). All of this happens along with strengthening of a personal control, self-government, a new stage of intellect development and opening of the internal world. The discovery of his inner world, his emancipation from adults - the main acquisition of youth. The outside world begins to be perceived personally. There is a tendency to introspection and a need to systematize, generalize their knowledge about themselves (to understand their character, their feelings, actions, deeds). There is a comparison with the ideal, there is a possibility of self-upbringing. The volitional regulation increases, desire for self-affirmation exerts [12, p.203].

In the works by D. B. Elkonin and A. N. Leontiev professional activities are recognized to be leading ones in time of adolescence. In early adolescence, professional self-determination is an important moment of personal self-determination for young men and girls who remain students, but it does not exhaust it. The vision of future yourself as a professional is an indicator of a young person's connection to society and joining the society. The choice of profession is a fact of designing a particular social position in the future [13, p. 192].

At the senior school age, the link between cognitive and learning interests becomes permanent and solid. A great selectivity to academic subjects and at the same time interest in solving the most common cognitive problems become to show up along with the traction to clarifying their ideological and moral values [13, p. 210].

According to L. S. Vygotsky, the central psychological neoplasms of youth age are professional identity and ideology [13, p. 182].

The choice of profession is not only about the choice of a particular professional activity, but is also the choice of life in general, the search for a certain place in society, the final inclusion of yourself into the life of society as a whole. In high school, there is a close relationship between the professional intentions of school children and their interpersonal relationships: students join together forming subgroups in class on the basis of the same or similar future profession [23, p.96].

Generally, girls and boys start to make sense of moral categories influenced by the needs of self-determination and on the basis of psychological characteristics arisen in the period of adolescence. And then it comes to their own experience, and experience of others in order to develop their own views and morals. They become more free from both the imperatives external influences and their own immediate inner motives, and operate in accordance with consciously set goals and consciously made decisions. From a person held subject to circumstances, they gradually turn into the head of these circumstances, a person who often creates the environment and actively transforms it.

Broadly speaking, communication (or intercourse) is defined as the transmission of information between interlocutors through variety of means. The process of origin, formulation,

formation, understanding and deciphering the message are internal, and quite often a person does not attach importance to how these processes proceed. Partial awareness of these processes is possible if certain difficulties arise at any stage of communication, in a situation of increased interest in the perceived and reported information or high situational significance of the message.

There are various difficulties, problems that are called barriers in the process of communication. In turn, the communication barrier is an obstacle that arises in the transmission of the message meaning ‘from the communicator to the recipient’, which affects the risk of misunderstanding.

There are three groups of communicative barriers: psychological, linguistic and linguo-psychological. There are types of communicative barriers in each group [9].

Table 1. The types of communication barriers

Linguistic	Psychological	Linguo-psychological
Phonetic	Social	Ethnocultural
Technical	Social-perceptual	Semantic
Interlingual	Physiological	Stylistic
Barrier understandings	The barrier of differences in the psychological development	Barrier of understanding at written communication
Barrier of speaking	The barrier of differences in the verbal and non-verbal information	Age
	Space-time	
	Gender	

Besides the fact that these communication barriers increase the risk of misunderstanding between interlocutors, the probability of inefficiency of interpersonal relations increases as well.

A number of preventive and corrective measures should be taken in order to reduce the risk of misunderstanding between interlocutors.

Considering the features of communication tend to high school students, it is necessary to note the following: communication is one of the most important spheres of personal activity at the stage of youth. Its content and thrust changes in this age, it becomes selective, intimate, performing a function of a main social area of self-expression for both boys and girls.

As for the way high school students communicate with their peers, this process is characterized by the following trends:

a) expansion of the sphere of communication, in a significant expansion of social space (among the closest friends of high school students: students of other schools, colleges, University students), geography, waiting for communication (in the active search for its permanent readiness in communication contacts);

b) individualization (selectivity) of communication. Evidence of the individualization of relationships is a clear delimitation of their essence from the environment, it is highly selective in friendship and high level of requirements to couple interaction. [13, p. 98]:

With the expansion of communication things like a need to experience new impressions, to get new experience, to feel yourself in new role are implemented as well as the need for selectivity, expression and understanding by others.

The motives of informal communication in the couple and in the group is the search for favorable psychological conditions for communicative interaction, waiting for sympathy and empathy, the need for sincerity and unity in self-expression. However, youthful communication is often egocentric, because the need for self-expression, disclosure of their own experiences dominates over the interest in the feelings and experiences of another person.

Emotional attachments in interpersonal relations at the stage of adolescence are realized in friendship, which becomes a school for personal self-disclosure, understanding other person [1, p. 68].

As for high school students' communication with adults, the main motives are education, choice of future profession and interpersonal relations as well as hobbies, morality, past, present and future of the child, the atmosphere in the family. High school students tend to believe that problems like life self-determination can not be solved in communication with peers, because their social experience is considered to still be insufficient enough for these kind of topics [5, p. 59].

Thus, the senior school age is characterized by the process of formation of personal self-determination, increasing level of self-control and self-regulation. High school students thinking acquires personal emotional character, self-respect becomes one of the most important psychological characteristics. Communication, which occupies an important place in the development of high school students, can be accompanied by communication barriers, which are defined as an obstacle that arises on the way of transferring the meaning of the message from the communicator to the recipient.

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