The Overcoming the Communication Barriers of Students as means of a Personalization of Education

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Abstract

The article explores the emerging contradiction between the need of taking into account the individual characteristics of students and the lack of such opportunities during the preparation for the lesson. It consists in finding a point for the crystallization of the processes of working with children, taking into account their features and the integral process, which management will solve a whole range of problems. Within the framework of the study of the hindered communicative interaction, the levels of severity of communication barriers were diagnosed. The study of barriers was carried out with the help of a three-stage evaluation system: individual (self-assessment), group assessment, expert evaluation (of a teacher/an educator), based on three evaluations, a final indicator of the level of communication barriers. According to the levels of expression, the level of the need for the teacher's intervention in overcoming communication barriers was determined.

Keywords: *personalization of education, communicative barriers, individual features of students, pedagogical communication, pedagogical process.*

Introduction

Applied aspects concerning the preparation of students for the organization of a personalized educational process are not least related to the need of adjusting the basic standard technological maps of lessons to the conditions of a specific class and the characteristics of students who are in this class. This is one of the main problems of the modern education since the mistakes associated with the unified conduct of classes are quite common and have a negative impact on the quality of education (Belomestnykh & Tesleva, 2012; Falyakhov, 2018; Henriksen et al., 2017; Kim et al., 2018; Kurbanova et al., 2018). The federal educational standards, the professional standards of the teacher, as well as other regulatory and legal documents governing the activity of the school teachers, mean that the conduct of lessons should be carried out taking into account the multiple characteristics of students. A

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teacher is required to perform labor activities related to the development and application of psychological and pedagogical technologies (including inclusive ones) that are necessary for a targeted work with different school enrolment: gifted children, socially vulnerable children, children in difficult life situations, migrant children, orphans, children with special educational needs (autistics, children with attention deficit disorder and hyperactivity disorder, etc.), children with disabilities, children with behavioral deviations, children with addictions (Prikaz Ministerstva, 2010). At the same time, the manifestation of these features under specific conditions is so diverse that it does not allow the teacher to analyze them in detail, taking into account his workload, and consider them in a particular educational action.

Let's review, for example, the characteristics of 11 "A" class. There are 25 pupils, 13 of them are socially vulnerable children, including 6 having parents in divorce; 3 lost their fathers; 4 are brought up by a lone mother; 3 live in multi-child families. Also, there are 2 gifted children in the class, 3 children with deviations of behavior, 3 children with limited health opportunities (hearing impairment - 2 children, visual impairment - 1 child).

According to the analysis of psychological and pedagogical literature on the organization of the educational process, each group of children requires a differentiated approach.

Therefore, a targeted work with gifted children intends the use of elements of project activities; application of critical thinking technologies; organization of part search independent work; execution of forward-thinking tasks and advanced level tasks (Kelemen, 2010). The work with children with limited health opportunities requires a phased explanation of tasks (Akhmetshin, 2015; Akhmetshin et al., 2017a; Gapsalamov et al, 2017; Korableva et al., 2018; Magsumov, 2015; Osadchy & Szydlowski, 2018;); proximity to students during the explanation of the tasks; use of worksheets that require minimal filling; use of an individual scale of assessments in accordance with successes and applied efforts (Radford, 2015). Obviously, there is a contradiction between the need to take into account individual characteristics and the lack of such opportunities during the preparation for the lesson.

Method

The solution of this contradiction is connected with the search for a certain point of crystallization of working processes with children, taking into account their features, and with the search for some integral process, which management allows solving a whole complex of

problems. We believe that the process of the organization of educational communication can be such a process, since the educational process itself is communicative in its nature. Essentially, all the indicated individual features are expressed in the state of this communication process, so if we find the opportunity of managing the communication of children in the classroom, we will automatically solve the problem associated with their features (Bejan, 2013; Mahmud, 2014; Magsumov & Nizamova, 2015; Samokhvalova, 2016; Seghedin, 2012). Analyzing the issues related to communication (DuĠă, 2015; Il'yashchenko *et al.,* 2014; Klimova et al., 2012; Korableva & Kalimullina, 2016; Lunenburg, 2010; Magsumov, 2017; Smith, 2013;), we concluded that, to date, it is possible to identify 6 main barriers or 6 major difficulties that prevent participants of the educational process from building the necessary system of interaction.

The first group is represented by external barriers associated with external factors affecting the life's activity of a student. It is a group of circumstances that causes a certain psycho-emotional state that prevents the active inclusion of a student in the process of the collective interaction within the class: it is characterized by a lack of motivation to actively participate in the educational activities. The examples of external barriers may be illness or feeling sick, problems in personal life, etc. The second group of barriers is instrumental barriers (Akhmetshin et al, 2017b; Bochkareva et al., 2017). It is associated with the difficulty of choosing a behavior strategy. Instrumental barriers are expressed in the absence of tools among communication subjects, lack of knowledge about the methods of entering into the situation of communicative interaction. The third group of barriers is the barriers caused by the collective or the group nature of the work. The essential distinction of this type of barriers compared to the first two groups is the fact that the student actively enters into communication and can propose and advance his solution of the problem, but does not do it, since he believes that other participants of the process will do it for him. A vivid example of the manifestation of barriers of this type is a weakened sense of individual responsibility for the class decision. The fourth group is barriers of fear. This group is the most difficult to overcome in interaction. The student is often afraid to receive criticism, fail to solve a problem: not to live up to the expectations of the teacher or the class. The fifth group of barriers is related to overstated requirements of students to themselves, caused by the desire to match the image built up over years and the reluctance to look stupid. The sixth group of barriers is connected to the speech

aspect, namely with problems arising during the transfer of ideas. This group of barriers can be represented by the following manifestations: indistinct diction, fast or too slow speech, use of junk words.

Within the framework of the study of the hindered communicative interaction, we have diagnosed the levels of severity of communication barriers. We asked the students to solve several tasks in the framework of group interaction, after the presentation of the results, each student was asked to answer the questions of the questionnaire. The study of barriers was carried out through a three-stage evaluation system: individual (self-assessment), group assessment, expert evaluation (teacher), based on three assessments, a total score of the level of communication barriers is determined. According to the levels of severity, it is possible to determine the level of the need for the teacher's intervention in overcoming the communication barriers:

From 5 to 4 - high severity of communication barriers, the student is not included in the situation of communicative interaction, ignores the communicative task, the intervention of the teacher is required.

From 3 to 2 - average severity, the student is included in the communication interaction reluctantly, when necessary, additional monitoring of the student is needed.

From 1 to 0 - low severity of barriers or their absence, the student demonstrates the ability to quickly and efficiently engage in the situation of communicative interaction, understand the basic communicative task, the intervention of the teacher is not required.

Findings

All of the above mentioned groups: gifted children, children with limited health opportunities, children with deviations in behavior, socially vulnerable children experience difficulties in entering into communicative interaction with the class and the teacher, are affected by various barriers of communication: external barriers; instrumental barriers; barriers of individual responsibility; barriers associated with fear of criticism; barriers of perfectionism; problems of communicative and speech aspect.

Analyzing the above mentioned barriers, we also came to the conclusion that for different groups of students they manifest in different ways. Socially vulnerable children face all types of barriers, except for barriers of individual responsibility. Children with limited health opportunities are

most susceptible to external, instrumental, barriers of individual responsibility, barriers associated with fear of criticism, barriers of communication and speech. Children with deviations in behavior are hampered from building an effective interaction in the educational process by the following barriers: external, instrumental, barriers associated with fear of criticism, barriers of communication and speech. Gifted children often face barriers of perfectionism and barriers of fear of criticism. However, in this area more detailed studies are needed, which will be the subject of the research task.

Let us analyze the situation of a particular student on the example of his individual map of communication barriers (Figure 1):
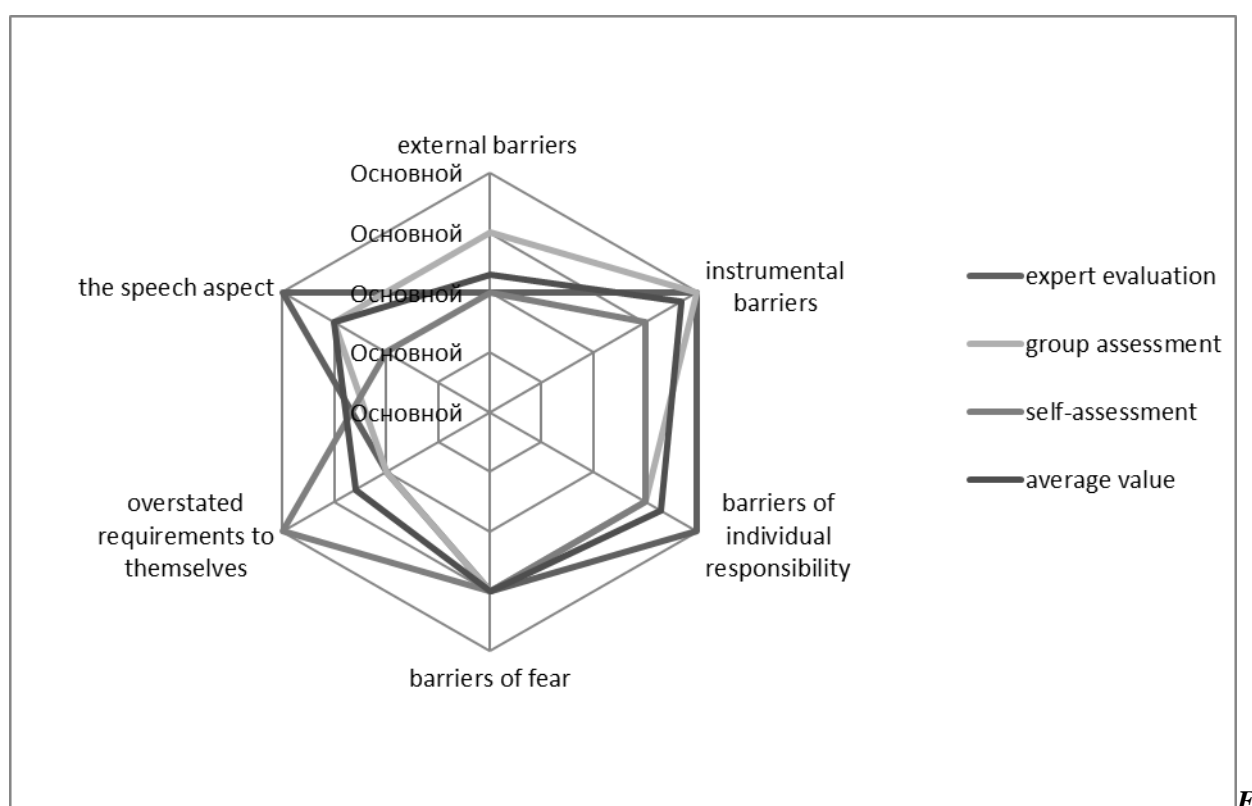

Figure 1. The example of his individual map of communication barriers

The student has articulated instrumental barriers (expert evaluation - 4, group assessment - 4, self-assessment - 3, average value - 3, 7) and barriers of individual responsibility (expert evaluation - 4, group assessment - 3, self-assessment - 3, average value - 3, 3).

Taking into account the hypothesis concerning the interconnection of individual characteristics and various groups of communicative barriers, there is a program to overcome the

communicative barriers according to the stages of the lesson:

1. The motivational and organizational stage of the lesson is built by the teacher from the position of overcoming and preventing external barriers of communication. Creation of the following psychological and pedagogical conditions:

- emergence of an internal need for inclusion in activities ("I want");

- actualization of the requirements to the student from educational activities ("it is necessary");

- establishment of a thematic framework for educational activities ("I can").

2. The second stage of the lesson is the creation of a problem situation, aimed at overcoming instrumental barriers. The problem situation is the creation of an environment in which the students have an intellectual and psychological difficulty. Overcoming this difficulty requires finding new knowledge, new approaches, development of behavioral strategies in the communication, new communication paths within the framework of the group search for solutions, working out possible scenarios, deploying communication, and developing behavioral tools for the situation of communication.

3. The stage of the problem statement contributes to overcoming the barriers of individual responsibility. The creation of conditions for independence, student's perception of oneself as a full participant of educational communication. Independent analysis of the problem situation, awareness of the individual difficulty in solving the situation - a specific vision of the problem, a verbal presentation of the problem formulation and its defense.

4. The stage of hypothesizing contributes to overcoming the barriers of perfectionism. In the process of group work on the promotion of hypotheses, students learn to receive joy from the process, rather than concentrate on the result; pay attention to the positive aspects of what you are doing before the goal is achieved; allow themselves to make mistakes and not be ideal in everything.

5. The stage of proving the hypothesis and solving the problem helps to overcome the problems of the communicative and speech aspect. In particular, students learn to express their thoughts, establish cause-effect relations, avoid substitution of concepts, select words and speech structures, correct the features of speech, stop being embarrassed about these features and start working on them or simply accept them.

6. The stage of verifying of the decision is connected with the working through barriers related to the fear of criticism. Students learn to differentiate between criticism directed at them as a person

and criticism of a particular educational action, differentiate adequate criticism from inadequate, competently take adequate criticism and painlessly react to the inadequate.

Discussion

On the example of a particular student, based on the individual map of barriers described above, we would like to present an adapted technological map of the lesson aimed at overcoming the instrumental barriers and barriers of individual responsibility.

Table 1

Technological map of the lesson

Subject:	Social Studies
Class:	11
Lesson topic:	Moral feelings and moral behavior
Lesson type:	Combined
The objectives of the lesson as the planned results of education, the planned level of achievement of the goals:	The ability to determine moral categories within the moral culture of the individual, to find ways to solve specific problems arising in the situation of moral choice.
Level / planned result	METHOD OF EVALUATING THE RESULT
Understanding: The ability to EXPRESS one's own opinion with regard to the situation of moral choice, to understand the tendency of changing the content of moral categories in modern society.	Initiative during facilitation
Knowledge: Ability to reproduce the definitions of "moral feelings", "moral behavior", agreeing them with one's own understanding.	Interview
Application: The ability to simulate the situation of moral choice, suggest ways to solve it.	Group report
Evaluation: The ability to make an opinion on a specific situation related to the problem of moral choice and moral behavior.	Case

Stage of the lesson	Time, mins	Teacher's activities	Students' activities
1. Motivational and organizational stage	2 mins	The movie "Good and Evil: your moral choice."	They express their own opinion. They get acquainted with the definition,

			compare it with the results of facilitation.
2. Creation of a problem situation	5 mins	Understanding: Facilitation: "In what situations of moral choice did you find yourself?" Knowledge: What is "Moral choice? ", What is "Moral behavior?". ***A student is appointed to be the moderator of his small working group in the framework of work on brainstorming technique.***	They express their own opinion. They get acquainted with the definition, compare it with the results of facilitation. ***They generate options for situations of moral choice.***
3. Problem statement	10 mins	Application: Managing the discussion: "What qualities and actions are inherent in a moral person?" ***A student is instructed to make an individual report on the results of group work.***	Discussion. Finding the missing knowledge (What is not known?) Formulating the problem: "What factors determine the level of a person's moral culture? What qualities are most valuable to you? ***He/she summarizes the results of group work, formulates and defends general conclusions in the discussion.***
4. Stage of hypothesizing	5 mins	Application: Moderation on the topic "Have you ever had to make a choice between good and evil?"	Search for possible solutions (What wrong solutions of the situations were found, why?)
5. Proving the hypothesis and solving the problem	10 mins	Evaluation: Simulation of a moral choice situation, formulating problems, finding ways to solve problems.	They work in a group, prepare a report from the group
6. Verifying of the decision	10 mins	Evaluation: Case	They solve the case.
7. Homework	3 mins	Analysis: Analyze the problems of a moral choice (on the example of 2-3 fiction books)? ***What role does the independence of heroes play in making decisions?*** Synthesis: Set common problems of moral choice? Reflection: Why do you think everything that you knew is important to you?	

Conclusion

As you can see from the map of the lesson, the teacher models additional psychological and pedagogical conditions that allow not only to study the topic of the lesson, but also to overcome the listed barriers through an active interaction of a student with the group in the

framework of educational communication.

Thus, our study showed that the overcoming of barriers in communication by students is directly related to the teacher's competence in creating the following psychological and pedagogical conditions: adapting the structure of the lesson's technological map for the targeted work; adjustment of pedagogical interaction with regard to the current educational situation; reflection of the results of pedagogical interaction; development and implementation of a long-term development program for a student, taking into account individual features.

Acknowledgements

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