

THE ROLE OF COLLECTIVE SPORTS IN THE DEVELOPMENT OF COMMUNICATION SKILLS OF ADOLESCENT DEVIANTS

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Annotation. The role of the collective sports in the development of communicative abilities of teenagers deviants. The features of the use of collective sports in extracurricular educational work. Characterized by collective sports games, which have been used in the pedagogical experiment. In the experiment involved 360 adolescents. For the control experiment 1 is formed, and 5 experimental groups of 6 subgroups each, depending on the type of deviant behavior. In the experimental groups used a combination of three pedagogical conditions. It is established that the use of three pedagogical conditions allowed to raise the level of development of communication skills by 50%. If you have two pedagogical conditions improved level of communication skills is increased by 26.67% and 33.33%.

Keywords: games, education, teen, deviant, abilities.

Introduction

Reforming and development of modern education in Ukraine involves increasing demands for educational work to prepare the communicative person, socially adapted to difficult situations. By agreeing with the importance of extracurricular educational work planning as a main components of comprehensive approach to education, due to the fact that in the planning comprehens has methodological and organizational meaning [4], we note that the effectiveness of extracurricular educational work, as an important part of the complex representation, especially, is related with efficiency achievement the final result, correspondence between the goal and the result. We emphasize that working with adolescent deviants, which are characterized by their inability to adapt to the situation and requirements of society, adequately tailored pedagogical conditions can be a catalyst for the development of their communication skills, to create opportunities for targeted and controlled improvement of the skill's level through the provision of information for providing the further transition to the intrapersonal level at which a teenager can be independently modelled communicative situation.

Research scientific domestic and foreign scientists' papers, regulatory documents governing the educational work in Ukraine allow concluding that the main areas of extracurricular educational work on adolescent deviants is preventive and moral education, healthy lifestyle, which applies only to the following types deviations as alcoholism and drug abuse, but not effective for other deviations. The analysis shows that the problem of socially active person of adolescent deviants are out of sight. For the resolution of this issue we need to create the following pedagogical conditions: modelling communication activities in consistent changing forms of social interaction, implementation of educational objectives through the collective activities focus on the characteristics and needs of adolescent deviants, creating a communicative environment for disclosing potential and developing communication skills including methods and forms of extracurricular education that was proved in the author's previous work. Taking into account peculiarities of extracurricular educational work with adolescent deviants, we note the importance of using gaming techniques among the wide array of extracurricular educational activities to increase the level of communication skills of adolescent deviants. Among these activities an important place occupied by collective sports as a catalyst for self-determination, self-development and self-realization of adolescent deviants. This issue need an subsequent experimental confirmation.

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Purpose, tasks of the work, material and methods

The main goal of our research is theoretical justification and experimental verification features and advantages of collective sports to develop communication skills of adolescent deviants.

Results of the researches

A.I. Skachek notes that playing activity is due to the very human nature. The main feature of the game is the ability of the human development and improvement, and creating the conditions for dialogue and interaction between peers [5]. The interaction during the game activity is evident not only in increasing the level of initiative and ingenuity, but also, what is important, in raising the ability to coordinate their actions with the actions of a partner in the game, and as a result of collective communication leads to the development of communication skills. According to Ukrainian pedagogue, M.G. Stelmahovych, «reasonably organized game is an effective method of forming such personality traits as discipline, intelligence, courage, endurance, resourcefulness, determination, perseverance, organization, and restraint. It also teaches our young people to strain efforts to govern themselves, to be accurate, comply with the rules of conduct to act in a collective» [7].

One types of game method is the collective sports, which not only cause adolescent interest to sport, inspire and motivate them to actively interact in the game, but also improve mood, are adversarial in nature, containing a

collective idea and encourage the greatest impact forces. In this regard, J. Kozina and Y. Poyarkov note that during collective sports versatile thinking, coordination, ability to navigate the constantly changing conditions, greatly enhanced mobility are developing. Mastery of knowledge and skills sports offers for each teen the opportunity to use them in their area that helps to make entertainment not only interesting, but also useful. As a result they promote productivity growth [6].

A confirmation of this is the idea of A.A. Isayev [2], which emphasizes the importance of using collective sports in educational work as the leading element of a holistic educational system by which dealt with important educational task.

We note that use of collective sports in the organization of extracurricular educational work with adolescent deviants characterized by the following features [1]: 1) «plot» organization, 2) the diversity of the goal, 3) wide initiative of action, high requirements to initiative, ingenuity, resourcefulness 4) modelling of interpersonal and group relations, heightened emotionality 5) actions programming and limited accurate dosing.

So try to define the features of collective sports in the development of communication skills of adolescent deviants in extracurricular educational work.

Educational aspect. Sports collective games develop imagination, decisiveness, require a necessitate to think, can, according to A.A. Isayev, improve team cohesion and «team spirit» [5]. There are collective interests, achieved conscious and disciplined subordination of the interests of the collective. Collective activities in sports games develop such qualities as initiative, team cooperation, responsibility, respect, honesty, speed of decision making and transmission of information. Clear, simple and understandable rules of sports games do not allow to go out the process of gaming interaction beyond the educational task or to damage to participants. The positive role of collective sports games that take place according to certain rules, is that they require : to know the rules, to consider the consequences of certain actions, and also they teach to be able to win or lose.

Sports through its specific character created for adolescent deviants specific conditions for social adaptation and integration, forming a type of behaviour [8]. An important argument in favor of collective sports in extracurricular educational work with adolescents deviants is getting the experience of the tactical and strategic planning situation, developing the ability to make decisions [9, c. 230]. Moreover, in the course of the experiment, P. Hest was discovered the relationship between participation in team sports games adolescent deviants and increased efficiency in learning, especially for girls [10].

As the most team sports games is relatively easy to study, and their rules are quite simple, adolescent deviants quickly come to the feeling of success which has a positive effect on self-confidence and at the same time on the formation of personality.

General therapeutic aspect. We have proved that the collective sports games have a positive effect on the health of adolescents deviants contribute to the formation of the body, stabilize the activity of internal organs and makes health better. Outdoor games have a positive effect on the respiratory and cardiovascular system due to permanent change of tensing and relaxing the collective sports activities take on the character of active recreation. They contribute to improve dexterity and ingenuity, speeding up reaction and elaborate coordination s well as combinational motility (ability to coordinated movements). Flexion, extension, rotation, turning, jumping, throwing, pushing gain a positive effect on the development of muscles and posture of the body.

Moral aspect. game method generally using in formation of skills and improving of moving of complex motor action, allows to develop such qualities and abilities as creativity, independence, resourcefulness, responsibility, ability to interact in a team.. When this method is used by an experienced pedagogue, it becomes an effective means of educating teenage deviants his will, discipline, organization.

Social aspect. The modern researcher Y. Kosenko refers to the benefits of sports and games their role in the assimilation of social norms, social status,: «The game is a great way inculcating almost all the character qualities that we value in people, but people are often trying to instil them by verbal methods or simple habituation, training or practice. During the game, the child learns to live. During the game child quite easily masters, understands and remembers the essence of its main rules. Moreover, during the game depending on its progress the child has to assess the situation and makes decisions on their own, learns the need for cooperation, to respect the rights of the other party games, to restrain himself and his negative emotions, and instead produces goodwill and sincerity» [3, c. 70–71].

So we have included to the pedagogical conditions that contribute to the development of communication skills of adolescents deviants, the condition such as the realization of educational objectives through collective activities with a focus on the features and needs of adolescent deviants that experimentally implemented in extracurricular educational work with adolescents deviants through regular involvement in team sports games. This kind of collective action is based on a particularly acute at this age needs: the need for competition and game; the need for recognition of self-worth and respect, the need for efficiency efforts, the need to communicate. So for the experiment, we identified the following types of collective sports that contribute to the satisfaction of these needs and activate development of communication skills adolescent deviants (table 1). It was determined that the optimal number of participants is within 10 ± 2 players, except tennis, where 10 players can play 2 on 2 in a circle in a regular manner.

Table 1

Characteristics of team sports games that have been used in extracurricular educational work for the development of adolescent deviants' communication skills

Title	Number of participants	Period the game	Field Size (Length and width)
Minifootball	2 teams of 5 players	2 halves of 20 minutes	40x20m
Basketball	2 teams of 5 players	4 halves of 10 minutes	28x15m
Volleyball	2 teams of 6 players	No time limits, play to 25 points in the party, win - min. 3 of 5 games	18x9m
Handball	2 teams of 7 players	2 halves of 20 minutes	40x20m
Table tennis (steam game)	2 teams of 2 players	No time limits, game up to 11 points in the party, win - min. 3 of 5 games	Table 2,74x1,53m

According to Table, the organization of educational objectives through collective activities with a focus on the characteristics and needs adolescent deviants in extracurricular educational activities through systematic collective sports games does not require considerable expenses and can be organized in any high school based on the school sports hall.

For experimental verification of the impact of pedagogical conditions for the development adolescent deviants communication skills from the total number of respondents were formed 1 control and 5 experimental groups comprised of 6 sub-groups depending on the type of deviant behavior (10 in each) :

- subgroup number 1 - overcoming disturbed norms and rules (manifestation of nonconformism, denial accepted group norms and values, patterns of behavior, contrasting them own tendency to "disturb the peace", looking for challenges that can be overcome);
- subgroup number 2 – addictive behavior (escaping from reality by changing own mental state, illusion-compensatory way of solving personal problems);
- subgroup number 3 – autoaggressive behavior (low value of their own lives, propensity to risk, the need for thrills, the tendency to implement complexes of guilt in behavioral reactions);
- subgroup number 4 – aggressive behavior (aggressive orientation of the individual in relationships with others, a tendency to solve problems with violence, tendency to use humiliation of partner's during the communication as a means of self-stabilization);
- subgroup number 5 – inability to control the manifestation of emotional reactions (weakness of volitional control of the emotional sphere, unwillingness or inability to control the behavioral manifestation of emotional reactions, the tendency to implement the negative emotions directly in behavior, without delay, lack of volitional control their needs and sensual impulses);
- subgroup number 6 – delinquent behavior (high readiness for wrongful conduct, low social control, systematic delinquencies (profanity, violation of discipline in school, fights) and criminal activities (petty theft, hooliganism, extortion).

In the experimental groups were used different combinations of pedagogical conditions: 1) modelling of communicative activities in a consistent changing forms of communicative interaction, 2) implementation of educational tasks through collective activities with a focus on individual characteristics and needs of adolescent deviants 3) creating communicative environment for unleashing the potential and the development of communication skills of adolescent deviants with the involvement active methods and forms of extracurricular educational work.

During the experiment were obtained the following results: a control group where was not used any pedagogical condition, there was a slight worsening of the level of communication skills (to 1.67%), in experimental group number 1 with only the third pedagogical condition had been improving the quality of communication skills (at 8.33%); in experimental group number 2 (combined first and second pedagogical conditions) – significant improve the level of communication skills at 33.33 %; in experimental group number 3 (the first and third pedagogical conditions) – a noticeable improve the level of communication skills in 18.33%; in experimental group number 4 (the second and third pedagogical conditions) significantly increased the level of communication skills to 26.67%; in experimental group number 5 (whole set of pedagogical conditions) – a significant improve the level of communication skills at 50%.

Conclusions.

As seen from the above data in the experimental groups where ensured by the second pedagogical condition (experimental group number 2, 4 and 5), which was implemented through systematic collective sports games, there was a significant increasing level of communication skills, comparison with other experimental groups, where the aforesaid educational condition does not used.

In particular, due to the results of the experiment we can make such conclusions: 1) a combination of the second and third pedagogical conditions in experimental group number 4 makes pedagogical impact effective by 19% compared to the experimental group number 1 (only the third pedagogical condition); 2) the combining the first and second pedagogical conditions in experimental group number 2 effective by 15% compared with experimental group number 3 (the first and third pedagogical conditions); 3) the combination of the second and third pedagogical conditions in experimental group number 4 effective by 9% compared to the group experimental group number 3 (the first and third pedagogical conditions); 4) adding a second pedagogical conditions for the combination of the first and third pedagogical conditions in the experimental group number 5 making teaching more effective impact by 32% compared with the experimental group number 3, where implemented only the first and third pedagogical conditions.

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