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REGULARITIES OF THE USE OF ADJECTIVES TO DESCRIBE THE EMOTIONAL STATES OF PARTICIPANTS IN THE TRAINING OF COMMUNICATIVE SKILLS

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The article deals with the patterns of behavior of students who participate in the training of communication skills. Observation of different participants in standardized situations revealed that there are recurring personality characteristics of responding to the situation of interpersonal interaction. The individual peculiarities of use by participants of adjectives during the training process are discussed. Discusses the patterns that are associated with the peculiarities of the personality of the participants and are manifested in the performance of training exercises. The main theories and tests related to the identification of typological personality traits are analyzed. The introduction of parameters specific to the description of behavior allows distinguishing typological groups.

To solve the clustering problem, a non-numerical description of the elements of behavior elements was used. The matrix of output data was created from the set of descriptions of the adjectives of the sample of participants. An Elbow method was used to determine the optimal number of clusters. The matrix was subjected to an agglomeration cluster analysis procedure using the k-medium method for cluster integration. It was found that most of the emotional states and behavioral reactions, which were described by adjectives, as a result of analysis can be the basis for the distribution of participants in the types, depending on the frequency of manifestation of the interrelated behavioral features.

For representatives of each cluster, specific forms of motivation are offered. Proposals for improving the quality of the facilitator training team are put forward. The authors propose the use of the typology developed by them to motivate and predict the behavior of participants.

This repetition allows us to assume that there are four content centers that are important for certain types of people. The participants of the training, by a self-dependent description, have a steady tendency to preferentially use adjectives from one cluster. The frequency of certain adjectives use is associated with repetitive behavioral reactions. To enhance the motivation of participants in the training, statements containing adjectives related to a particular cluster can be used. The study of correlations between the content of each cluster is planned at the next stage.

Keywords: communication skills training, typology of behavior, interpersonal interaction, the frequency of use adjectives, cluster analysis.

У статті розглядаються питання закономірностей поведінки студентів, які беруть участь у тренінгу комунікативних навичок. Обговорюються індивідуальні особливості застосування учасниками прикметників в процесі тренінгу. Обговорюються закономірності, що пов'язані з особливостями особистості учасників і проявляються при виконанні тренінгових вправ. Висувуються пропозиції щодо підвищення якості роботи фасилітатора тренінгової групи. Автори пропонують застосування розробленої ними типології для мотивації та прогнозу поведінки учасників. Дослідження проводилось протягом чотирьох років, серед 230 осіб, віком від 18 до 22 років. Обговорюються індивідуальні особливості застосування учасниками прикметників в процесі тренінгу. Обговорюються закономірності, що пов'язані з особливостями особистості

учасників і проявляються при виконанні тренінгових вправ. Висуваються пропозиції щодо підвищення якості роботи фасилітатора тренінгової групи. Автори пропонують застосування розробленої ними типології для мотивації та прогнозу поведінки учасників.

Ключові слова: тренінг комунікативних навичок, типологія особливостей поведінки, міжособистісна взаємодія, частота застосування прикметників, кластерний аналіз.

В статье рассматриваются вопросы закономерностей поведения студентов, принимающих участие в тренинге коммуникативных навыков. Обсуждаются индивидуальные особенности применения участниками прилагательных в процессе тренинга. Обсуждаются закономерности, связанные с особенностями личности участников, которые проявляются при выполнении тренинговых упражнений. Выдвигаются предложения по повышению качества работы фасилитатора тренинговой группы. Авторы предлагают применение разработанной ими типологии для прогноза поведения участников. Исследование длилось четыре года, приняли участие 230 молодых людей, в возрасте от 18 до 22 лет. Обсуждаются индивидуальные особенности применения участниками прилагательных в процессе тренинга. Обсуждаются закономерности, связанные с особенностями личности участников, которые проявляются при выполнении тренинговых упражнений. Выдвигаются предложения по повышению качества работы фасилитатора тренинговой группы. Авторы предлагают применение разработанной ими типологии для прогноза поведения участников.

Ключевые слова: тренинг коммуникативных навыков, типология особенностей поведения, межличностное взаимодействие, частота употребления прилагательных, кластерный анализ.

Introduction. In analyzing the behavioral characteristics of the participants in the communication skills training groups conducted in accordance with the curriculum of a higher educational institution, students were informed of the ways of responding, which were repeated during the performance of training tasks. The material for the analysis of the patterns was collected for four years by means of expert fixation of the behavioral characteristics of students of different groups, as well as from formalized independent descriptions. Observation of different participants in standardized situations (training in training groups are conducted on the basis of single working schedule), allow us to state that there are recurring personality characteristics of responding to the situation of interpersonal interaction. These personality peculiarities can be classified. The introduction of parameters specific to the description of behavior allows us to distinguish typological groups, which clarifies the course of ongoing processes and improves the quality of the work of the facilitator of the training group as a result of rapid prediction of the behavior of the participants.

Analysis of research and publications on the problem. Training conducted outside of the classroom usually involves the voluntary participation of people with relatively stable motivation. The manifestation of this in the process of training is interest, sincerity, positive thinking and realization of the acquired skills in everyday life. Unlike the principle of voluntary participation, which is typical for most training sessions, training sessions, which conducting according to the schedule of the high schools, have a format for forced participation in a learning process and are often accompanied by various social games from the category «I have everything cool», «why it is for me» or «prove me».

Therefore, an important task is the formation of a conscious motivation of the participants of the training. Ordinary educational motives, for example, obtaining knowledge and assessments, is not enough for qualitative work at the training. Based on the patterns of psychology of motivation, described, for example, Miserandino and Porter (2016) and Ross (2015), an indicator of effective motivation, we consider the readiness of participants to be actively involved in the training process, seek to understand the causes of their positive and negative states, the desire to gain experience from communication in the group, to learn new ways of responding and to deliberately choose the direction of further personal development.

The main task of the training courses, conducted in the framework of this study, was to increase communicative competence. To achieve the result previously covered the most significant information aspects of this field of knowledge, and then conducted preparatory, basic and final exercises, that form communicative skills.

Since there is no single, universal way to motivate all participants in the training, we hypothesized that possible manifestations of regularities in the analysis of participants' behavior, when performing training exercises. Summarizing the data permitted us to determine the interconnected behavioral reactions. This allowed taking into account individual needs and personality features to enhance the process of the internal motivation of each participant.

To date, in psychology has been accumulated a large amount of data about the patterns, that are described of different types of personality. Psychologists offer different grounds for identifying psychological types [2, 5, 12]. The most well-known are the typology created by Kretschmer (1921), the typology DISC (Marston, 1928), the typology created by Berne (1961), the typology created by Sheldon (1940, 1954), the typology created by Lowen (1965, 1986); the typology created by Jung (1921, 1923) and a typology derived from it (Briggs & Myers, 1944), typology of character accentuation created by Leonhard (1976), as well as typology of temperament created by Eysenck (1947, 1967).

The psycho-lexical approach is widespread now [1, 4, 6, 7, 11]. This group includes the 5-factor (BFI) model of personality (Goldberg, 1992) [6], later supplemented by two additional factors, the 7-factor model of personality (Almagor, Tellegen, & Waller, 1995) [1], and also a 6-factor model of the personality of HEXACO (Ashton & Lee, 2006). At the same time, it is necessary to take into consideration the data about three factors, which have cross-cultural stability (De Raad et al., 2010) [3]. Currently, it is proposed to use BFI-2 due to the fact that, in accordance with Soto (2017), it represents a robust hierarchical structure and provides greater fidelity and predictability power than the BFI [11].

Each of the above typologies has undeniable advantages, but due to the peculiarities of our work, there was a need for our own tool to predict the behavior of the training participants. We needed a classification option that allows you to quickly and accurately diagnose the personality of the participant from the point of view of the preferred

emotional states. This would allow the use of individual motivators, predict the compatibility of participants in teamwork, and also predict their response to different types of tasks in the training. In general, the described patterns demonstrate the need for cluster analysis to systematize our empirical data.

The goal of the work. The purpose of this research is to check the presence of regularities in the behavioral responses of participants in the training of communication skills. We hypothesized that there are regularities, associated with the peculiarities of the personality of the participants and are manifested in the performance of training exercises.

Methods. The research, which lasted for four years, was attended by students aged 18 to 22 with a total of 230 people. The training was conducted for the development of communicative competence. At the time of entering the training, individual and group interviews and questionnaires were conducted. Following the representatives of the psycho-lexical approach, such as Goldberg (1992), Almagor, Tellegen & Waller (1995), Ashton & Lee (2006) and taking into account the opinion De Raad et al. (2017), as the empirical indicators, we used lists of adjectives. Adjectives' lists were used for expert descriptions and for self-description of emotional states and behavior.

The free software Past3.23 for scientific data analysis was used for cluster analysis. To solve the clustering problem, a non-numerical description of the elements of behavior elements was used. In accordance with the rules for conducting cluster analysis, we assumed that the set of pairs «sign, class» is a probabilistic space with an unknown probabilistic degree. The final sample of observations was used. The matrix of output data was created from the set of descriptions of the adjectives of the sample of participants. Columns of this matrix correspond to signs, and lines to the participants. The task was to identify sets of adjectives that are often encountered by participants. An Elbow method, which determines the intragroup distribution, depending on the number of clusters, was used to determine the optimal number of clusters. As a result, it was determined that the optimal option is to split into 4 clusters. The matrix was subjected to an agglomeration cluster analysis procedure using the k-medium method for cluster integration. It was found that most of the emotional states and behavioral reactions, which were described by adjectives, as a result of analysis can be the basis for the distribution of participants in the types, depending on the frequency of manifestation of the interrelated behavioral features.

Results of research and discussion. In the first cluster, most of the participants preferred a state of excitement. The center of formation of the cluster was the adjective «strong». Participants, belonging to this group, preferred to use self-determination «I am strong». The adjective «strong» is mostly used in a positive context, and the adjective «weak» is in a negative context. In this group, there was a persistent need for novelty. They have as often as possible the adjective «new» in the positive context, and the adjective «old» in a negative context. Often, among adjectives in this cluster there are such as «fast», «emotional», «bright», «cheerful», «hot», «blistering», «fierce», «angry», «generous», «active», «witty», «courageous», «adventurous», «gambling», «changing», «temperamental». In the perception of motivational phrases and sentences, they reacted more actively to instructions containing similar adjectives.

Participants of this cluster were often manifestations of anger and the need for destruction. At a self-dependent description, the most desirable behavior was the opportunity to engage in something new. For them, the main motive for participating in the training is the possibility of experiencing new bright emotions. Important for self-motivation is the ability to openly manifest peculiar to them spontaneity, openness, merriment, humor, sincerity. During the training, especially in its initial stages, they activate other participants and involve them in joint exercises. The speed and interest with which these students are involved in the new process allow them to create a spontaneous atmosphere in the group. This substantially accelerates the group dynamics and allows such participants to feel their significance in the training process.

In the second cluster, the predominance of the participants in the state of independence was most often noted. The center of formation of the cluster was an adjective «independent». Participants, belonging to this group, preferred to use self-determination «I am independent». The adjective «independent» was mainly used in a positive context and the adjective «dependent» in a negative context. In this group, there was a significant need for creativity. They often use an adjective «creative» in a positive context, and adjectives «routine», «ordinary» in a negative context. Very often adjectives in this cluster are found such as «inventive», «unique», «honest», «free», «easy», «inspired», «open», «interesting», «fair», «decisive», «artistic», «inspired», «persistent», «initiative», «creative», «talented». In the perception of motivational phrases and sentences, they reacted more actively to instructions containing similar adjectives.

In this group, frequent were manifestations of reflection. At a self-dependent description, the most desirable behavior was the ability to independently make all decisions. For them, the main motive for participating in the training is the possibility of spontaneous creativity, as well as research tasks that they perceive as a challenge. Important for self-motivation is the ability to fight authorities and traditional systems. They often disagree with others' opinions and estimates, and, sometimes categorical, to insist on the correctness of their own decisions. In the process of training during the transition from initial exercises to culmination, they actively help to form a research position in relation to what is happening and offer a variety of forms of a creative solution of emerging tasks.

In the third cluster, most of the participants preferred the state of tranquility. The center of formation of the cluster was the adjective «calm». Participants, belonging to this group, preferred to use the self-determination «I am calm». The adjective «calm», mostly used in a positive context, and the adjective «excited» in a negative context. In this group, there was a significant need for harmony. They often use an adjective «harmonious» in a positive context, and adjectives «unbalanced» and «chaotic» in a negative context. Very often adjectives in this cluster are found such as «balanced», «deep», «natural», «benevolent», «quiet», «kind», «convenient», «gentle», «delicate», «sensitive», «grateful», «probable», «diplomatic», «good-natured», «caring», «compassionate», «peace-loving». In the perception of motivational phrases and sentences, they reacted more actively to instructions containing similar adjectives.

In this group, manifestations of conciliation and tranquility were frequent. At a self-dependent description, the

most desirable behavior was the opportunity to be in a balanced state and in a balanced relationship with all. For them, the main motive for participating in the training is the ability to achieve internal and external harmony. An important factor for self-motivation is the ability to show serenity and altruism. In the course of the training, they usually show positive thinking and help create a calm, psychologically comfortable atmosphere. They are among the first to eliminate the contradictions and conflicts if it arises. They are characterized by the need to immediately reconcile the participants in the conflict. During group exercises, they prefer the others to choose for themselves how to react and act.

In the fourth cluster, the predominance of participants in the state of attachment to a particular person or group was most often noted. The center of formation of the cluster was the adjective «respected». Participants, belonging to this group, preferred to use the self-determination of «I am respected». The adjective «governing», «chief», was mostly used in a positive context, and the adjective «subordinate» was in a negative context. In this group, there was a significant need for authority. They often find adjectives «systematic», «orderly» in a positive context, and the adjective «aimless» in a negative context. Often among the adjectives in this cluster there are such as «hardworking», «structured», «weighty», «stable», «thorough», «balanced», «rational», «solid», «decent», «economical», «loyal», «famous», «precise», «weighty», «important», «qualitative», «prudent», «disciplined», «moral», «decent». In the perception of motivational phrases and sentences, they reacted more actively to instructions containing similar adjectives.

Manifestations of readiness for action and acceptance of responsibility were frequent. At a self-dependent description, the most desirable behavior was the ability to manage processes and people. For them, the main motive for participating in the training is the possibility of developing new ways to manage processes and people. An important element for self-motivation is the ability to use new knowledge to achieve their own goals, as well as to create and maintain social relationships that are useful in the future. During the training, they demonstrate qualities such as reliability, consistency, stress resistance, conservatism. As they seek benefits in everything that happens, they help the group in the reflection phase by making summing up and conclusions.

Conclusions and prospects for further research. Thus, the study allows us to assert that there are regularities in the behavioral reactions of participants in the training of communication skills. These patterns are manifested in repetitive emotional and behavioral reactions. An expert and independent description in the form of a list of adjectives allowed to divide the entire continuum into four clusters. Across the cluster, adjectives are usually found together and used regularly. This repetition allows us to assume that there are four content centers that are important for certain types of people. The participants of the training, by a self-dependent description, have a steady tendency to preferentially use adjectives from one cluster. The frequency of use of certain adjectives is associated with repetitive behavioral reactions. To enhance the motivation of participants in the training, statements containing adjectives related to a particular cluster can be used. The study of correlations between the content of each cluster is planned at the next stage.

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