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**USE OF THE METHOD OF QUESTIONING FOR DETERMINING THE  
LEVEL OF DEVELOPMENT OF DIALOGUE CULTURE IN STUDENTS IN  
HIGHER EDUCATION INSTITUTION**

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*The article considers the expediency of using the questionnaire method in pedagogical and psychological research with the aim of identifying the level of development of the culture of dialogue among students. An attempt has been made to analyze the application of the questionnaire methodology to identify the level of communicative abilities and personality traits as a component of the culture of dialogic communication in student groups. The main types of questionnaires, the content and form of questionnaires are considered, the analysis of polar profiles (method of psychometric) has been carried out for revealing certain communicative qualities and personality skills.*

*Key words: method of questioning, culture of dialogue, culture of dialogue communication, level of development, student group, communicative qualities, method of psychometric.*

**Introduction.** Nowadays, when specialists of various branches of science - psychology, sociology, social psychology, pedagogy – are facing many practical problems, the attention of many scholars is increasingly attracted to empirical methods of studying the individual characteristics of behavior and the human psyche. Of particular importance are the survey methods, the kind of which is the questionnaire. The urgency of the issue under study is that, despite the large number of theoretical developments in

the problem of communication in psychology, sociology and pedagogy, and the accumulated practical experience of interaction between people, in the pedagogy, it is still not enough to conduct proper empirical studies using standardized techniques for studying the phenomenon of dialogue communication and his influence on the livelihoods of student collectives.

**Analysis of recent researches and publications.** Many scholars have been actively involved in theoretical and practical aspects of the questionnaire: the expert / group evaluation methodology of the teamwork of professionalism (*Zhuravlov L. A.*); peculiarities of designing and application of personal questionnaires in psychological research (*Burlachuk L. F., Savchenko O. P.*); formulation, analysis and validation of questions of the sociological questionnaire (*Yuzva L. L.*); forms and methods of obtaining sociological information, basic rules for building a sociological questionnaire (*Aver'ianov L. Ya.*); survey method: logical-philosophical, psychological and statistical traditions of its use, analysis of the main varieties of this method (*Andreienkov V. H., Maslova O. M.*); socio-psychological specificity of the survey method, practical recommendations for creating favorable conditions in the polling process, analysis of the results of the survey (*Butenko I. A.*); the method of polar profiles (*Melnyk L. P., Maksymenko S. D.*).

**The purpose of the article** - to consider the possibility of applying questionnaires to identify the level of communicative abilities and personality traits as a component of the culture of dialogue communication in student groups.

**Presenting the main material.** The socio-psychological survey in pedagogical and psychological literature is known not so long ago and dates back to the end of the nineteenth and early twentieth century's. The first "questionnaires", which were no longer relevant to purely sociological issues and had the form of so-called questioners, were developed for the

study of the psyche and had the form of a list of questions for the opinion of the respondents about various phenomena, self-assessment of their own mental qualities, their relationship to various activities, etc. . The answers of the test subjects were recorded either in the form of free verbal statements or entries, or in the form of a choice of the given answer variants (closed questions). The second form (closed questions) has become most widespread. Such questionnaires resemble tests and often have such a name, although the subjects in this case do not solve problems, but express their thoughts, report on the results of self-observation or express the degree of agreement with different judgments that characterize different psychological qualities of the individual. [4, p. 37].

A survey conducted in socio-psychological studies, involves identifying the depth characteristics, internal mechanisms of the formation of actions. The researcher is not interested in the fact of the presence of the act, but above all the psychological reality that causes it.

Thus, we can say that the survey is a specific form of formalized communication, which is mediated by the questionnaire.

*Questionnaire* is a list of questions and statements embodied in the form of a questionnaire or a questionnaire organized in content and form [5, p. 101].

In any version of the survey is one of the most difficult varieties of social and psychological communication. Participation in the survey is a rather unusual activity for the respondent. If you immediately start questioning on important and serious issues, some may refuse to answer at all. That is why the researcher should gradually acquaint people with the subject of the questionnaire, with the rules of filling in the questionnaire. For this purpose, at the beginning of the questionnaire there should be simple questions. In the middle of the questionnaire should be placed the most important in terms of research and difficult for respondents. The final part of

the main text includes the most intimate and control questions, the purpose of which is to deepen and clarify the information [1, p. 128].

Because with the help of the questionnaire the researcher receives information from the answers to the questions, the latter should be formulated so that all respondents would understand them exactly as the compiler of the questionnaire itself. Questions should be simple and understandable for all respondents, formulated so that the answer is unambiguous. The respondent, answering the questionnaire, should not be able to show himself better than he actually is. However, this is not easy to do. The correct formulation of questions is a much more complicated and time-consuming task than it usually seems. Insufficient attention to the formulation of questionnaires is due to the fact that the questionnaire focuses on the linguistic abilities of people in their circle, that is, persons with higher education. Therefore, it is desirable to avoid terms in the questionnaire, which are not used by respondents in their everyday lives. Also, some difficulties may arise from respondents when answering questions that contain more than 11 words. Such questions are very difficult to perceive and respondents' answers may be inaccurate.

To study the level of dialogue culture, we offer three main types of questionnaires. Firstly, these are questionnaires composed of open and closed questions. Secondly, these are questionnaires of a selective type, where the respondents on each question are offered several ready answers. The task of the subject is the choice of the most appropriate answer. Thirdly, questionnaire-scale, in which the subject should not only choose the most appropriate answer, but also evaluate the correctness of each of the proposed answers in the scores. There are no fundamental differences between these forms of questionnaires. Questionnaires with open questions provide material that requires a prior qualitative analysis of answers, which impedes the use of quantitative methods for processing the

results. But in the open question, the answer can be given in any form, it is not regulated by any frames and the respondent can answer as it desires. Closed questionnaires, on the contrary, require a certain set of alternative answers. Questionnaire scales are the most formalized type of questionnaire, because they allow for a more accurate quantitative analysis of questionnaires. The questions formulated in the questionnaire are answered in writing. In addition, the questions are that replies to them can be descriptive or alternative: "yes", "no", "I do not know", "difficult to answer".

Taking into account the purpose of our work, the content and form of questionnaire should be aimed at identifying such conscious communicative qualities of the subjects as sociability, lack of isolation, isolation or vice versa, isolation, inability to formulate and express thoughts, inability to listen, etc. The ability to communicate also has several empirical indicators, by which the questionnaire can assess the degree of its manifestation. First and foremost, this is the number and frequency of contacts with other people that a person performs for a certain period of time. But it should be noted that the definition of the frequency of contacts is not enough to make a reliable estimate of the degree of sociability of the individual. The second mandatory indicator is the emotional "tone" of these contacts, which can be positive, neutral or negative, so it is necessary to share such personality qualities as contact and sociability. A person who easily communicates with other people, but also causes other participants in the discussion (dialogue) emotionally negative "tone" of communication, can be called contact, but still cannot be sociable. Society as a personality quality must necessarily be accompanied by an emotional and positive tone of dialogical communication. The opposite of the quality of comradeship is the seclusion, unpopularity [2, p. 180]. It is established that the positive attitude of interlocutors to one another charity influences the activity and

diversity of dialogical communication, and, conversely, manifestation of authoritarian-dominant tendencies of one of the interlocutors complicates dialogue and leads to misunderstandings. Thus, questionnaires should identify respondents with the following features of an individual style of behavior during dialogical communication, such as: initiative / non-initiative; breadth and ease of contact establishment / conflict; incontinence / external manifestation of irritability / emotional embarrassment / manifestation of authoritarian-dominant tendencies in dialogical communication. All these manifestations of an individual style of behavior can affect the "tone" of dialogue communication, communication distance, the speed of emotional response to certain issues (answers).

In order for the questionnaire to be used as a tool for measuring the level of the culture of dialogical communication, the researcher should ask himself a question:

1. Are the language requirements met, did it not turn out that for some of the questions the language of questions is too complicated, and for the part, on the contrary, is primitive?
2. Are all questions and all answers answered?
3. Are not too abstract or not very specific questions formulated?
4. Are the units of measurement that are in the questionnaire understandable to the respondent?
5. Is there a reliable memory of the respondents for answering questions about past events, is not it necessary to secure somehow in such a case?
6. Is there no danger that the questions of the questionnaire lead to a certain conformity or formulated so that respondents give them a stereotypical answer?

7. Not too many options for answering questions and whether respondents will be able to handle a large number of options; how to reduce their number or how to split by block?
8. Do not question the issue of distrust or negative emotions?
9. Does not the self-esteem or intimate aspects of the life of the interviewee be affected?
10. Is everything in the order of graphic design of the questionnaire, there are no distortions in the semantic sections of the text, is there not monotony, uniformity in the design?

Communicative qualities and personality skills can be assessed using the method of polar profiles (the method of psychometric), the essence of which is its orientation to the study of representations, thoughts, the study of the human valuations of rice, qualities, and abilities of other people. Based on the recommendations of *Melnyk L.P.* [3, p.31], we give a part of the polarity of the questionnaire, which is designed to study the level of sociability of the respondents in the team.

<b>Quality</b>	<b>Degree of development of qualities 54321012345</b>	<b>Quality</b>
Friendship		Closeness
Tactfulness		Clumsiness
Tolerance		Uncompromising
Contact		Noncontact
Attentiveness		Inattentiveness
Ability to express clearly an opinion		Failure to express an opinion clearly

In the polar questionnaire two columns of qualities-antonyms are given, and in both columns the "poles" of the expressiveness of these qualities are mixed in order to increase the level of attention when filling the

leaf. If all the socially desirable qualities are placed in one column, then respondents can put crosses in this column almost automatically.

Using the polar estimation method, we can answer the following questions: How does the respondent imagine the ideal interlocutor? Does his presentation correspond to the communicative skills he chose? What is the relationship between the respondent and the interlocutors? Is the respondent a contact and a companion person or just a contact? Each assessment means:

5 - the assessed property is inherent in the respondent to a higher degree and often manifests itself in dialogical communication;

4 - pronounced, but manifested inconsistently, although the opposite property is rarely shown;

3 - the estimated and opposite properties are expressed fuzzy and mutually equilibrium;

2 - more pronounced and more often manifested property, the opposite of the estimated;

1 - the opposite to the assessed property is clearly expressed, often manifested in various activities and is a feature of nature;

0 - if the property cannot be detected and there is no information for its evaluation.

By this very principle, the respondent can evaluate their own communicative qualities and skills, as well as the quality and skills of the interlocutors.

**Conclusions.** The conducted analysis of the questionnaire method allows us to conclude that the questionnaire allows the researcher to identify not only the level of development of communicative skills and abilities of respondents, but also through open questions and intuitive situations, evaluate the individual behavior of respondents in a particular dialogical situation, explore how certain features of the character affect the

emotional tone of dialogical communication and interaction between the interlocutors.

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