

COMMUNICATION SKILLS OF PRIMARY SCHOOL PUPILS IN THE SCOPE OF GENERAL TECHNICAL AND INFORMATION TECHNOLOGY CONCEPTS

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Abstract

Problem of communication skills is extremely important in the context of current social and cultural transformations. The very definition of communicative competence is difficult and ambiguous. Most often, however, it is identified with the skills to adapt verbal and non-verbal language to the ability of the recipient. The article focuses on communication competence of elementary school students skills related to the use of verbal discourse using general, technical and information technology concepts.

Key words

communication skills, cultural transformations, elementary school students

1. Notion of communication competence

It is believed that communication skills are the skills of language used according to that new (specific) social situation and to users of the language. This is effective and understandable way to express their intentions in relation to the recipient. Language sociologists use respectively the term "sociolinguistic competence". This knowledge is based on the internalization of rules and conventions of social and cultural difference and it is the result of socialization and as its effect it varies depending on the type of family, class, or nationality /1/, /2/. Communication skills originate from human socialization, which affects human language culture due to erudition and reading. In addition, these powers are the ability to conduct language adequate to the conditions and requirements of the contextual situation of the participants in the discourse /3/. The unit is a statement of communicative competence, which in addition to the court transferred the recipient shall also be transmitted intention speaker. Whereas expression form larger whole, called discourse. Discourse has a be-

ginning and an end, the whole complex is the expression. It is coherent, which means that successive posts are connected. The smallest unit of discourse is called an adjacent pair that can be formed, for example the question and answer. Discourse can take the form of a narrative or conversation. Communicative competence is expressed in:

- in determining students' ability to name objects or phenomena based on their descriptions or encyclopedia definitions, or assign to the concepts to described designates /4/, as well as they are familiar with these concepts and have them in their lexical resource,
- knowledge of synonyms of certain terms, which allows efficient customization of messages broadcast by the speaker to the needs and capabilities of the listener, and the listener to efficiently interpret information coming to them, and their full understanding, proves a rich lexical resource of the message sender and the recipient,
- appropriate completion of the basic concepts of with logically matching them adjectival notions constitute communication skills related to the more general pinpointing basic concepts relating to certain class designates (objects or phenomena) in the stem (word) clarifying this concept,

narrowing of the meaning of the class concept designates to one specific gives the speaker the opportunity to build more specific, accurate and precise messages. Knowledge of the very specific concept allows the listener to flawlessly understand the received information.

Basic communication skill necessary for the existence of verbal communication is pupils' effi-

cient and sensible use of the notions appropriately to the sentence context and the circumstances in which there are both the sender and recipient of the information. It enables to provide information about the phenomena, describing objects, verbosity of one's own opinions and feelings /5/.

2. Communication competence of primary school pupils in the field of general concepts

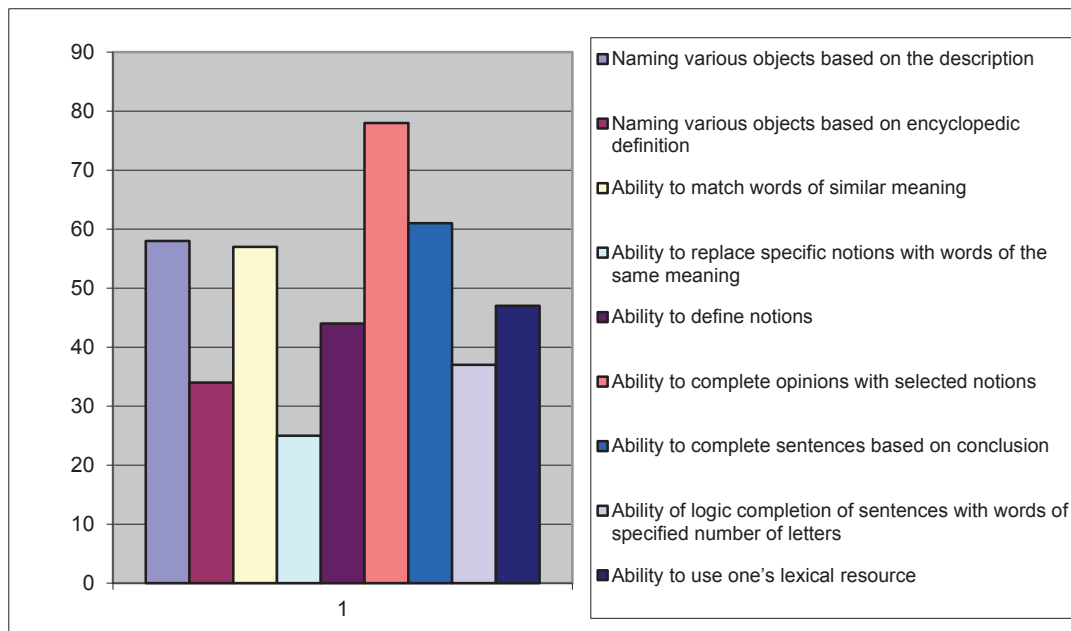


Chart. 1 Communication skills of pupils in the use of general concepts - the results of own research.

Analyzing the results on the communicative competence in the scope of general concepts it can be seen that most surveyed students developed the ability to complete opinions with selected concepts. Respondents reached here the result of 78% of correct answers. Second best skill is to complement the sentences on the basis of concluding, here the students correctly solved 61% of the tasks. On a very similar level there are skills: naming different things based on their description and selection of words with similar meanings. In these cases, the students gave 58% and 57% of correct responses. The lowest level of skills the pupils presented in case of ability to provide words of similar meaning, correctly solved only 25% tasks.

Other skills related to communication competence allow for the proper solution of test tasks in the range between 34% and 47% correct answers.

3. Communication competence of primary school pupils in the scope of technical concepts

In the chart below presenting test results of the individual components of communication skills in the field of technical terms it can be seen that the best students cope with logical completion of sentences giving 73% of correct answers. In second place there is the ability to choose words of similar meaning and complement sentences on the basis of inference. In both cases, there was 64% of correct responses. The worst results were achieved by surveyed pupils in case of the tasks, in which they were to demonstrate the ability to name different things based on the encyclopedic definition and the proper use of technical terms their lexical resource.

Other skills related to communication competence allow for the proper solution of test tasks

in the range between 31% and 46% correct answers.

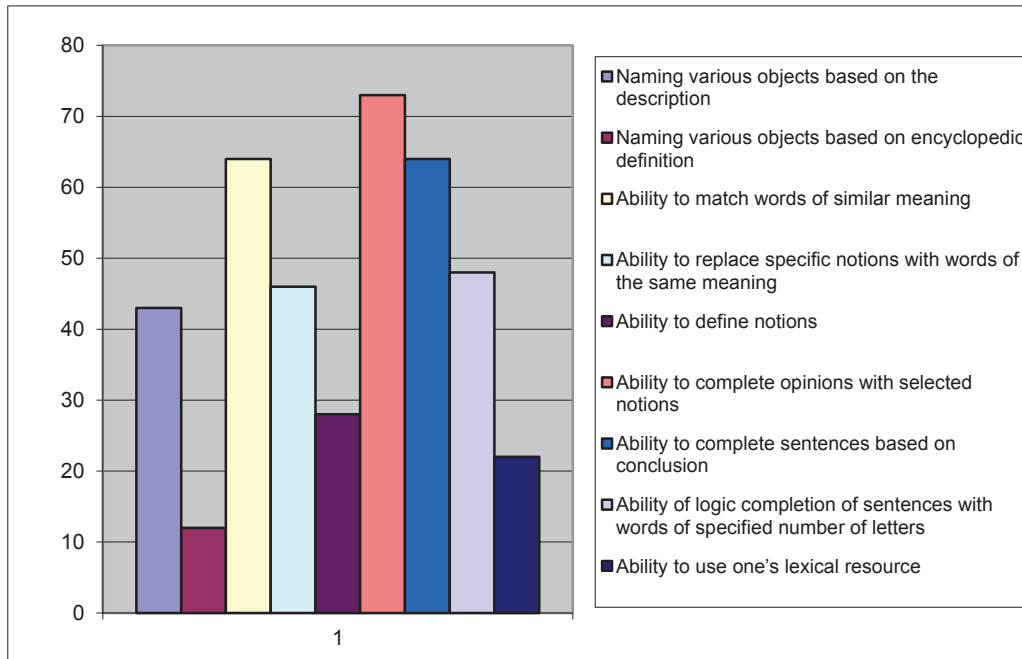


Chart 2. Communication skills of pupils in the use of technical terms - the results of own research.

4. Communication competencies of primary school pupils in the concepts of information technology

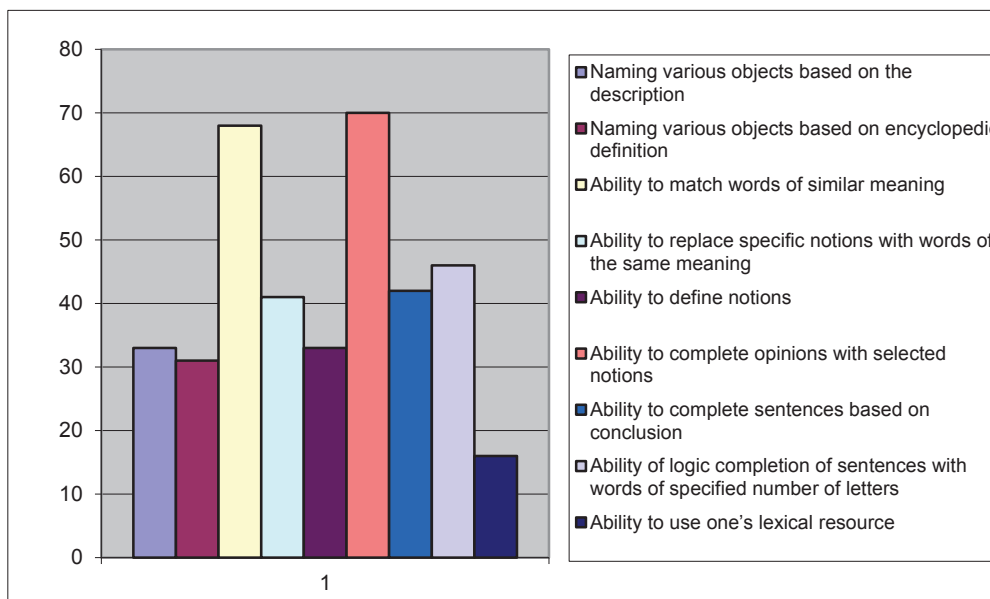


Chart 3. Communication skills of pupils in the use of information technology concepts - the results of own research.

As results from the graph 3 it can be seen that the surveyed pupils could best complement logically provided sentences giving 70% of correct answers. Second best skill is ability to select words of similar meaning and turning them into speech. Here respondents correctly solved 68% of the tasks. The lowest skills were observed in the correct use of information technology concepts in their lexical resource. It

can be assumed that the resource is not sufficiently comprehensive or that the concepts of information contained in it are known only at the level of the concept of a referent assignment, without a thorough understanding related to proper use of it in all possible contexts. Other skills related to communication competence allow for the proper solution of test tasks in the range between 31% and 46% of correct answers.

Summary

Human communication skills are now one of the basic human capacity, defining human place and function in society. It is also a key skill in obtaining and processing information. It seems to be especially important in the process of teaching learning at school level when using different types of sources of information including school textbooks in both printed and electronic form /6/, /7/. It results from the presented results of research communication skills of primary school pupils as components of communication skills in the various fields related to the general, technical and information technology concepts that they do not overlap. Similar skills were demonstrated by surveyed pupils only to complement opinions with selected concepts. In all examined conceptual fields they obtained results between 70% and 80% of correct answers. Somewhat similar results were also obtained for the ability to select words of similar meanings and in the case of technical and information technology concepts have resulted in over 60% of correct answers in the case of the general concepts 57% of correctly solved tasks. Other skills in

particular areas of conceptual considerably differed.

Notes

- /1/ Kurcz I. (2002), Język i komunikacja. [w:] Psychologia ogólna. Tom 2, pod red. Strelau J. GWP, Gdańsk.
- /2/ Lib W. (2007) Rozumienie pojęć techniczno-informatycznych przez uczniów VI klasy szkoły podstawowej – w świetle badań własnych. [w:] Technika – Informatyka – Edukacja, Teoretyczne i praktyczne problemy edukacji technicznej, pod red. Furmanek W. Fosze, Rzeszów
- /3/ Sałata E. (2014), Kompetencje komunikacyjne przyszłych nauczycieli edukacji techniczno-informatycznej (w:) Edukacja – Technika – Informatyka nr 4/2014-2
- /4/ Ibid.
- /5/ Ibid.
- /6/ Walat W.: Podstawy teorii i praktyki podręcznika szkolnego [w:] Edukacja – Technika – Informatyka, Wybrane problemy edukacji technicznej i zawodowej, Nr 4/2013-1
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KOMUNIKACIJSKE VJEŠTINE UČENIKA OSNOVNIH ŠKOLA U OKVIRU OPĆIH TEHNIČKIH I INFORMACIJSKIH POJMOVA

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Sažetak

Problem komunikacijskih vještina iznimno je važno u kontekstu aktualnih društvenih i kulturnih promjena. Definicija komunikacijske kompetencije je teška i dvosmislena. Najčešće, međutim, poistovjećuje se s vještinama prilagodbe verbalnog i neverbalnog jezika sposobnostima primatelja. Članak se usredotočuje na komunikacijske kompetencije učenika osnovnih škola i vještinama vezanim za uporabu verbalnog diskursa pomoću općih, tehničkih i informacijskih pojmova.

Ključne riječi

komunikacijske vještine, kulturne transformacije, učenici osnovnih škola