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AmurCon 2021: International Scientific Conference**TEAMWORK SKILLS AS MARKER OF COMMUNICATIVE
MODULE SUCCESSFUL INTEGRATION INTO EXTRA-
CURRICULAR ACTIVITIES**

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Abstract

The study aims to present a theoretical argument for the marker ‘teamwork skills’ as one of the criteria of communicative universal learning activities (CULA) developed by junior high school students and prove empirically the necessity to develop and integrate a communicative module into extracurricular activities that promote the development of the studied skill. The following methods are used: theoretical (analysis, generalization, comparison); empirical (pedagogical observation, testing); mathematical-statistical (quantitative and qualitative analysis, mode and median analysis). The correlation analysis revealed statistically significant differences between the group cohesiveness index before and after the experiment ($r=0,778$) (the correlation is significant at the 0.01 level (2-sides), which proves the positive impact of integrating the communicative module in the extracurricular activity program on the development of teamwork skills for younger students. The conducted research confirmed the necessity of developing a communicative module based on systemic-activity and axiological approaches and integrating it into all extracurricular programmes for primary classes by introducing students to different types of questions, rules of communication and cooperation, ways of working with information during joint projects with classmates and parents in interaction with a teacher. The communicative module is variable and short-term (from 2 to 8 hours). We recommend integrating it at the beginning of the extracurricular programme, while some of its content can be dispersed depending on the focus of the programme, the activities and interpersonal situations that may be among students.

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1. Introduction

Several international studies (P. Griffin-led team; Global Education Futures (GEF) and WorldSkills Russia (WS) expert group, etc.) have been held in the last decade to argue and identify human skills in contemporary socio-cultural settings (Frumin & Remorenko, 2020; Halbert & Kaser, 2017; Kuzminov et al., 2019; Loshkaryova et al., 2017). Among the emphasized 21st century human skills, the teamwork skill (cooperation or collaboration) is in a special focus (Filatova et al., 2018; Rubtsov et al., 2018; Wedgetti, 2018), because in an integrated and complex world, this universal skill is necessary to solve global and regional problems in a dialogue, as well as personal problems related to harmonization of human relations with people and nature in a high-tech and increasingly complex rapidly changing world (Sorokin & Frumin, 2020).

Acquiring the ability to communicate and cooperate is particularly relevant in childhood, which has been proven by researchers who share two complementary viewpoints. On the one hand, from the point of view of a child's mental development in different types of activity, including communicative activity, by A.N. Leontiev's activity theory of the psyche, in which social influence plays a role of a determinant of mental development in activity. On the other hand, the development of these skills is an important condition for successful learning at school and professional self-actualization in the future (as cited in Kravtsov & Kravtsova, 2020; Rubtsov & Ulanovskaya, 2021).

It is worth noting the tendency at all levels of educational space associated with the priority of creating teaching conditions for the development of successful interaction skills to solve problems in collaboration. Thus, this trend is reflected in the Programme for International Student Assessment (PISA), which since 2015 has introduced collaborative tasks to assess the skill of collaborative problem-solving. The state educational policy of the Russian Federation also emphasizes the development of students' communication and collaboration skills, which is registered in Educational Standards of Preschool and General Education. It should be noted that in the FSES of primary general education (2009) and the new FSES (2021), communicative universal learning activities (CULA) are pointed out as one of the meta-disciplinary results which should be achieved by a junior schoolchild at a certain level.

Thus, the analysis of trends in the development of digital society, international and national research, state educational policy allowed us to summarize that the development of a teamwork skill is relevant in general for a person of the XXI century, while the importance of the development of this skill is important in the mental development of children during childhood as a basis for success, both in present and in future life.

2. Problem Statement

The social demand for the development of communicative skills of a person able to raise and solve complex issues in a team is expressed in the state educational policy, normatively fixed in the FSES of general education, which has determined the necessity of theoretical understanding of the problem of developing CULA of younger students and modernization of teaching practice in this context (Hedegaard & Lyberth, 2020; Rubtsov & Ulanovskaya, 2020, 2021).

The analysis of psychological and teaching research and methodological literature has shown that there are several problems in teaching practice that need to be solved both at practical and theoretical levels. Following the researchers, let us name only those problems that our research is aimed at solving:

- Insufficient social competence of entering primary school students, which is interconnected with the development of CULA of preschool children (Feldstein, 2019);
- insufficient development of the ability to have a dialogue with peers, a teacher and unfamiliar adults, take the initiative in interaction and organize learning cooperation of younger students (Akulova et al., 2019; Rusakov, 2016);
- insufficient development of diagnostic tools to identify the development of universal learning activities for younger students, in general, and CULA, in particular.

According to the FSES of primary general education, the importance of extracurricular activities, in general, as well as for the development of the ability to cooperate increases, as compared to the lesson activity, it is characterized by intensification of communication among peers, as well as an interaction of a student, a teacher and parents. The analysis of several extracurricular programmes for primary school students ('Paper Fantasy', 'On the Way of Kindness', 'Befriending Finance', etc.) finds out that these programmes often do not pay enough attention to the development of CULA.

In addition to the theoretical analysis, we conducted a fact-finding experiment related to the introduction of the FSES of general primary education since 2009. In addition to the theoretical analysis, our factorial experiment connected with the introduction of the FSES of general elementary education in 2009 and aimed at identifying the ability to work in a team when performing a project in a group among elementary school students (2011). The results are given in the article below, has also confirmed the need for purposeful work on the development of CULA among elementary school students. We have conducted a multi-year experiment, the scientific and methodological results of which and the learning guidance for primary school students have been transmitted to the regional level (Zabaikalsky Krai).

Thus, the scientific problem of this study is the theoretical justification of the 'teamwork skills' marker as one of the CULA criteria among elementary school students and the determination of conditions in extracurricular activities which promote this skill development among students.

3. Research Questions

Based on social enquiries, analysis of foreign and national research, topical issues related to the development of CULA for elementary school students. The subject of our study was the development of teamwork skills among primary school students in extracurricular activities as a marker of CULA development.

The theoretical basis of the study was, firstly, the systemic-activity-based approach, in the logic of which researchers emphasize the actions contributing to the actualization of communication as cooperation (collaboration) (Asmolov et al., 2010; Muss & Jalilova, 2019). Secondly, the axiological approach, which allows the organization of communication and joint activities in extracurricular work to form CULA to rely on moral values, among which 'Communication', 'Cooperation', 'Mutual respect', 'Tolerance' and others, making personal senses of students during cooperation (Ezhkova, 2021).

Setting research questions: 1. What is meant by the development of CULA of younger students in the context of systemic activity and axiological approaches? 2. At what level is the teamwork skill developed among younger students? What content, in what form and by what methods should be integrated into any extracurricular activity to organize purposeful development of CULA of junior high school students?

4. Purpose of the Study

The urgency of the problem of developing the teamwork skill set by modern tendencies of development of information society with high speed of socio-cultural changes and complexity of problems which mankind as a whole and each person in particular faces, insufficient scientific development and methodological support of options of forming CULA of elementary school students in extracurricular activities and state of this problem in practice, the research questions set by us allowed defining the research objective

Guided by the results of the conducted theoretical analysis of the investigated problem and the results of the fact-finding experiment, we proposed the following hypothesis: we assume that the development and integration of the communicative module into all extracurricular activity programs regardless of their direction (intellectual, social, natural-science, sports and health, etc.) through project activities will have a significant impact on the development of teamwork skills as one of the markers.

In the study, we solved the following problems: 1. Identification of essential characteristics of CULA markers for younger pupils combined with the ideas of systemic-activity and axiological approaches. 2. Measuring the level of teamwork skills development among younger students. 3. Development of a communicative module for extracurricular activities programmes for younger students. 4. Testing the integration of a communicative module for extracurricular activities programmes for junior schoolchildren. 5. Verification of successful integration of the communicative module.

5. Research Methods

The subject of the study was studied using the following set of methods: theoretical (analysis, generalization, comparison); empirical (pedagogical observation, testing); mathematical-statistical: quantitative and qualitative analysis, mode and median analysis. In the present study, the statistical analysis of the results was carried out using the statistical data processing software IBM SPSS Statistics, version 19.0. Pearson's correlation coefficient data were obtained.

6. Findings

The analysis of psychological and pedagogical research has revealed that most researchers characterize CULA from the position of activity structure and consider it a unit of communicative activity with a complex structure. Based on the ideas of the system-activity approach in the structure of CULA, the researchers define the actions contributing to the implementation of communication as cooperation (collaboration) (Asmolov et al., 2010; Muss & Jalilova, 2019; Tumasheva et al., 2019).

We specified the notion of ‘CULA development of elementary school students’ taking into account. First, these are the functions of communicative activity (informative; interactive (motivational); perceptive; expressive) (Stolyarenko, 2019). Second, these are the groups of communicative actions pointed at by Asmolov et al. (2010) (communication as interaction, cooperation and a condition of interiorization) (Tumasheva et al., 2019); as well as taking into account the axiological approach, which implies creating conditions for mastering-assimilating the values of communication and cooperation in a dialogue form, reflection, and ensuring the emotional and imaginative nature of values comprehension (Akulova et al., 2019; Ezhkova, 2021).

So, we define the development of CULA among primary schools students as a process of interaction between the subjects of education aimed at the perception of information, processing, evaluation, interpretation to express their thoughts and feelings, cooperation and self-assessment of activities, carried out through speech skills and abilities (ability to ask questions, conduct a dialogue, make up monologue replies and others).

Following the above-mentioned notion, we can offer such markers of CULA development of younger students as: the ability to search necessary information using questions; ability to hold a dialogue and make up a monologue statement; showing interest in the process of interpersonal interaction and positive emotions towards the interlocutor, respect to him/her in a conversation; teamwork skills; ability to reflect.

Within the article, we will focus on such a marker as teamwork skills. For its diagnostics the following methods can be used: pedagogical observation method; a questionnaire aimed at revealing students’ attitude towards communication; K.E. Sishor’s group cohesion index method (Fetiskin et al., 2002).

To diagnose the degree of group integration properly, determine the degree of group cohesion into a unified whole in time, we used the method ‘Determination of the Group Cohesion Index’, which allows for a reliable and valid study of this. By differentiating respondents by high, above average, average, below average and low level of cohesion we were able to determine the degree of psychological unity of the group (Fetiskin et al., 2002).

The base of the study is Multidisciplinary Gymnasium #12, Chita city. The research involved 32 respondents. These are the stages of empirical research: (2011-2014) is conducting of the ascertaining and forming experiment; 2015-2021 is a transfer and replication of the teaching and methodological aids for the development of CULA of younger students to the regional level (Trans-Baikal Territory).

We used the following methods to determine group work skills. They are pedagogical observation during project implementation and testing the level of group cohesion during the arrangement of extracurricular activities.

We included the following parameters in the observation protocol: the ability to build relationships between the participants of the group work, the ability to express their opinion, participation in the distribution of roles during the project (designer, leader, speaker, journalist), the ability to present their project publicly. We have included these parameters based on the point of view of the authors Khan et al. (2010).

Considering the organization of constructive interactions of elementary school students in learning activities, researchers name effective-communicative skills, which include listening skills, ability to understand a partner, asserting one's point of view, to consider another's opinion. And they also specify the following roles of children in group work: an initiator, a journalist, a speaker, a developer, a timekeeper, an inspirer, an active listener, etc. (Khan et al., 2010).

Let us review the results of the research before the beginning of the experimental activity during the group work on the project 'Cherish the forest', in the performance of which the junior students were offered to choose such roles as a decorator, a leader, a speaker, and a journalist (2011).

While observing the project we found that 12 students (37.5%) had a positive emotional attitude towards the group members, 20 students (62.5%) had a neutral attitude. The ability to express their opinion was observed among 17 students (53, 1%), choosing the role in group work 19 students (59, 4%) wanted to be leaders, 3 students (9, 35%) wanted to be designers, 10 students (31, 25%) wanted to present work as presenters (speakers). 18 students (56.25%) participated in the public presentation of the result of their teamwork. The data of the included observation confirmed the assumption of the necessity to develop a positive emotional attitude towards each other in the course of the joint work.

During the group cohesion testing, the respondents were asked 5 questions. Each of them was answered in several ways. Coding the answers into points (the maximum sum was +19 points, the minimum -5), the level of group cohesion was determined (15.1 points and above is high; 11.6-15 is above average; 7-11.5 is average; 4-6.9 is below average; 4 and below is low).

The features of the relationship between students during the group work, using the method of determining the index of group cohesion, was established an average level of group cohesion among 21 respondents (65, 6%), below average is among 6 students (18, 8%) and above average is among 5 students (15, 6%).

Quantitative and qualitative analysis of the results of the observation of expressing CULA markers and calculation of the group cohesion index confirmed the necessity to organize group work among primary school students to develop their teamwork skills.

We proposed the idea of organizing joint project activities in the course of extracurricular activities uniting children, teachers and parents by developing and integrating a communicative module in any extracurricular activity programme.

Let us describe the forming stage of the experiment. The designed communicative module was tested within the developed programme of extracurricular activities of the intellectual character 'Integrated programme 'Soyuz' (Constellation of Young Trans-Baikal Journalists)', which was tested in the 2012-2013 academic year. The main activity of the programme was the project-based activity of students on the publication of a periodical- the newspaper (magazine) 'Constellation'. The students worked both in groups and individually, compiling their texts for the newspaper and carrying out various projects by the 'red letter' dates highlighted in the calendar.

We recommend integrating the communicative module 'Successful Communication Navigator' into the extracurricular programme, which aims to develop students' communicative universal learning activities by introducing them to different types of questions, rules of communication and cooperation,

and ways of operating information. A version of the developed topics of the communicative module for integration into extracurricular activities for primary school students is presented in Table 1.

Table 1. Sample topics of a communicative module for integration into extracurricular activities (primary education)

№	Types of questions	Sample topics
1.	What should the person you are talking to be like? Information about characteristics of an object or phenomenon (Descriptive questions)	"We are interlocutors"
2.	What is similar and what is different about people's behaviour? (Comparison questions)	"Behaviour of others" "The rules of effective cooperation"
3.	What is the reason for conflicts? Why did it happen? (Reasoning questions)	"The art of communication" "Conflict-free communication"
4.	How will things move in the future? (Prediction questions)	"How to communicate properly" "Difficulties of interaction"
5.	How do you feel? What do you disagree with? (Evaluation questions)	"Rules for working in a group" "Roles, personality activity"
6.	How do you make people interact? (Action questions)	"Role interaction" "Rules of cooperation"
7.	Why do you need to be able to deal with information? (Explanation questions)	"Sources of information"
8.	Into what groups can you divide the information you find? How can the texts be combined? (Classification questions)	"Working with information"
9.	How can you prove it? Do you agree? (Proof questions)	"Information around us"
10.	What conclusion can you draw? (Summary questions)	"Working with information"
11.	What do you imagine when you hear the word 'information', 'cooperation'? (Association questions)	"Information genres"
12.	What did you learn? What surprised you? What did you like? What was difficult? etc. (Reflexive questions)	Reflection questions in different forms are recommended for each session

We emphasize that by involving students in active learning activities in extracurricular activities, we should pay attention to teaching a culture of communication and respect towards each other and introduce different kinds of questions as communication aids in the dialogue process. In organizing the work using the module, we introduced students to the functions of communication (Werderber & Werderber, 2003), adapting them through questions for younger students. For example, through the question, 'Why do we communicate?' we made students generalize, we communicate to meet the need to communicate with each other; to support our self-image (What are we good at? What is people's attitude to our behaviour?); to fulfil social obligations (How are things? What is new?); to build relationships; to share information; to influence others, to influence behaviour.

In the extra-curricular activities, when integrating the communicative module, the children were particularly focused on the ethical aspect of communication: such qualities as honesty, fairness, respect, responsibility, and the ability to keep promises are important for successful communication. The students

compared each other's behaviour in different situations using life experiences and comparison questions. Examples of behaviour from pieces of writing can also be used to analyze the situations.

The development of relationships depends on a positive attitude towards each other, trust, openness, mutual help and support, which is the basis for real friendships. Acquaintance with the rules of cooperation made it possible to organize joint work in a group. Questions-proposals and questions-evaluations helped in overcoming difficulties of interaction.

To build the ability of students to cooperate when integrating the communicative module the project method was used. We tested several projects: 'Planet of friends', 'Mom, dad and I are a sports family', 'My toys', 'Such different animals', 'Christmas tree', etc. The projects helped students not only to acquire knowledge, skills and abilities for effective communication but also to gain experience in socialization and the development of CULA.

Generalization of the results of pedagogical observation and verbal questioning of students and their parents revealed positive attitudes towards joint group creative activities of children.

By subjecting the results of group cohesion diagnostics before and after the experiment to Pearson correlation analysis (r -Pearson), we were able to examine the relationships of these variables measured on a metric scale on the same sample. This allowed us to determine the degree of proportional variability between the two variables. We found statistically significant differences between the group cohesion index before and after the experiment ($r = 0,778$) (correlation significant at the 0.01 (2-sides) level), indicating evidence for the hypothesis of the success of the communicative module in promoting CULA, including teamwork skills.

Thus, the communicative module can be different in time (for example, as an option from 2 to 8 hours), we recommend it to be introduced at the beginning of the extracurricular activity programme, along with this version, some topics can be dispersed depending on the main focus of the programme, activities and interpersonal situations happened among students.

Based on the results of the study, the elements of the communicative module, aimed at acquainting students with different types of questions, were adapted to the programme 'TransBaikal Studies' implemented at primary schools of Zabaikalsky Region and included in the workbooks for students in the learning package (workbook 'Native TransBaikal: learning to ask questions' (Igumnova et al., 2013), the workbook 'Trans Baikal Studies: learning to ask questions' (Igumnova & Barakhoeva, 2019).

7. Conclusion

As a result of the research aimed at developing the teamwork skills of younger pupils in extracurricular activities, we have drawn the following conclusions.

1. Based on systemic-activity and axiological approaches (taking into account functions and types of communication, values 'communication' and 'cooperation') it was determined that the development of junior schoolchildren's CULA can be considered as a process of interaction between subjects of education, aimed at the perception of information, processing, evaluation, interpretation to express their thoughts and feelings, cooperation and self-evaluation of activities, carried out through speech skills and abilities (an ability to ask questions, have a dialogue, build a monologue).

2. Quantitative and qualitative analysis of initial results of pedagogical observation during project implementation, and testing the level of group cohesion during extracurricular activities has shown an insufficient level of developing teamwork skills among young students and confirmed the necessity of organizing group work among respondents to promote this marker of CULA.

3. To integrate into the programme of extracurricular activities of any direction, the communicative module 'Successful Communication Navigator' was developed which was aimed at developing students' ability to work in a team as one of the CULA markers, the content of which includes various types of questions, rules of communication and cooperation, ways of working with information, completing the joint projects.

4. They found out statistically significant differences between the group cohesion index before and after the experiment ($r = 0,778$) (the correlation is significant at the 0.01 (2-way) level), is a marker of successful integration of the communicative module into the extracurricular activity program.

5. The hypothesis that the integration of the communicative module for extracurricular activities programmes for junior high school students would contribute to the development of CULA was fully confirmed. We can reliably state that testing the success of the integration of the investigated module showed a significant degree of proportional variability of teamwork skills.

6. To organize a system of the purposeful building of CULA of elementary school students, we recommend integrating the communicative module in all extracurricular activity programs at the beginning of the extracurricular activity program, and part of its content can be dispersed depending on the main focus of the program, activities and interpersonal situations happening among students. The dialogue method through the introduction of different types of questions and the collaborative method is of priority when implementing the communicative module.

The conducted research emphasizes the significance of the problem of building CULA of younger students and the possibilities of extracurricular activities in this process through integration into the communicative module programme. The authors point out the insufficient development of diagnostic tools to identify the development of universal learning activities among junior schoolchildren in general and CULA in particular. The study substantiates the use of 'teamwork skills' as one of the criteria for CULA of elementary school students and offers a way of measuring the level of teamwork skills development of elementary school students using the K.E. Sishor's group cohesion index method.

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