

## Methods for identifying communicative and organisational skills in professional training of future foreign language teachers by tools of modern informational technologies

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### Suggested Citation:

Bosa, V. P. (2021). Methods for identifying communicative and organisational skills in professional training of future foreign language teachers by tools of modern informational technologies. *Cypriot Journal of Educational Science*. 16(1), 277-. 327 <https://doi.org/10.18844/cjes.v16i1.5530>

Received from October15, 2020; revised from December 02, 2020; accepted from January 12, 2021.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

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### Abstract

The purpose of the article is devoted to the problem of researching the level of formation of communicative and organisational skills in the professional training of future foreign language teachers by tools of modern information technology (IT). Based on the analysis of the problem of professional training of foreign language teachers by means of modern IT, the state of development of methods for identifying communicative and organisational abilities of future foreign language teachers and features of the process of their training for foreign language communication activity by instruments of modern IT was clarified. According to the results of the analysis of the problem, it was noted that the majority of students who communicate in a foreign language have psychological difficulties and have communicative and organisational barriers due to their psychological characteristics. The selection of methodological tools for the study of professional training of future foreign language teachers by instruments of modern IT followed the described criteria and indicators of the formation of communicative and organisational skills.

**Keywords:** Communication and organisational skills, means of modern IT, standardised methods, individual psychological features.

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## 1. Introduction

In connection with the strengthening of Ukraine's position among the world's leading countries and its integration processes, which encourage Ukrainian's society to radically restructure the socio-cultural environment, join the international community, be open to foreign investments in tourism, education, industry and other sectors of the economy, the need for the training of fundamentally prepared, competent, competitive specialists who speak foreign languages has increased. The expansion of foreign contact of our state, intensifying the processes of European and world integration, significantly increases the importance of foreign languages in the educational system (Kvon, Prokopyev, Shestak, Larionova & Shikh, 2019; Shinkevich, Mashkin, Ishmuradova, Kolosova & Popova, 2020). That is why, in today's conditions, together with the importance of effective teaching of foreign languages and the ability of their organisational capabilities, the search for new, better approaches and technologies for learning, which would ensure the achievement of high results, is growing (Novikova et al., 2020). Therefore, the problem of forming the pedagogical professionalism of foreign language teachers has become especially relevant, which necessitates increasing attention to various aspects of their professional training by modern means of information technology (IT).

The modern labour market needs highly qualified workers in the chosen field of professional activity, who are capable of a flexible business response to changes in its conditions, capable of independent decision-making on the choice of further professional growth and capable of freeing the organisation of its activities in an information society. The basis of this is the informatisation of education, which is designed to anticipate this process in other areas of social activity, because it is here that the social, psychological, cultural and professional foundations for the informatisation of society are formed.

The field of education with its targets and content for the professional development of professionals should take into account both trends in society.

For this reason, the professional training of foreign language teachers by tools of modern IT should focus on the structure and nature of modern professional pedagogical activity in today's conditions, which determines the synthesis of general humanities and professional disciplines with theoretical, methodological and information technical training and specifically accumulates in the system of organised training.

## 2. Literature review

Research on the identification of communicative and organisational abilities in the training of future foreign language teachers by means of modern information technologies has focused on the main requirements of the European documents on education: Recommendation of the Council of Ministers of the European Union 'On a modern language' (1998), Declaration on Higher Education for the 21st Century (1998), Lisbon Convention on the Recognition of Qualifications for Education of the European Region (1997), The Sorbonne Declaration on the Harmonisation of the Structure of Higher Education in Europe (1998), the Bologna Declaration (1999) and the European Recommendations on Language Education (2001). The question of identifying communication and organisational abilities in the training of future teachers of foreign languages by means of modern information technologies has been the subject of interest of many scholars and has been highlighted primarily in their writings. Some authors classify the pedagogical skills of teachers according to the components of pedagogical activity (Abdullina, 1990; Bulvinska, 1998; Dubasenyk, 2017; Kiselhof, 1973; Kuzmina & Rean, 1993; Slastenin, 2013). Some of the studies are devoted to different aspects of organising the skills of future teachers and other domestic and foreign scientists (Ilyin, 2004; Novik, 2011; Zayzoon, 2009), such as in cultural pedagogical activities (Zyruyev, 2017), in the sociocultural paradigm of modern education (Dassen & Purting, 2007),

in personal–professional culture (Passov 2001), in cultural–professional training. The professional training of future philologists in Ukraine and abroad has been the subject of scientific studies (Koval, 2013; Schumarova, 2000; Semenog, 2012; Yeger, 2009; Zinovatna, 2011).

### **3. Research methodology**

The fundamental basis of this paper is empirical research – ‘Methods for identifying communicative and organisational skills in professional training of future foreign language teachers by tools of modern informational technologies’ – and it consists of a set of methods of analysis, synthesis, comparative field observation and diagnosis of professional training of future foreign language teachers by instruments of modern IT. The experimental base of this research covers higher education institutions that provide professional training for future foreign language teachers by means of modern IT, taking into account the requirements for the representation of different regions. 427 bachelor’s and master’s students majoring in Language and Literature and 26 scientific and pedagogical staff of the university took part in the pedagogical experiment.

The most common technique in investigating the communicative and organisational skills in professional training of future foreign language teachers by means of modern IT in building a system of criteria for experimental research for the level of formation of communicative and organisational abilities is to take into account the structure of the studied phenomenon. We consider this approach to the procedure of measuring the level of abilities to be systematic, as it reflects the subject of research – the formation of communicative and organisational abilities in the professional training of future foreign language teachers as a system of knowledge, abilities, competencies and personal and professional qualities chosen by the researcher.

At the same time, there is another approach to the construction of methods for diagnosing the level of formation of communicative and organisational skills in the process of studying professional disciplines, which we can call didactic. Given the use of this approach, the competence of future philologists is assessed either from the standpoint of assessing the level of mastery of individual courses (disciplines and topics) or in accordance with key language competencies (reading, writing, listening and speaking).

In our opinion, the integration of the outlined approaches will allow considering the formation of communicative and organisational abilities in a complex way and as a systemic formation of motivational and individual activity, which are reflective spheres of the personality of future foreign language teachers in professional training (accordingly allocated are value–motivational, organisational–communicative, socio-cultural and reflexive–productive criteria) and as a practical result of the process of studying professional disciplines (professional criterion).

In particular, to study the organisational–communicative criterion of the level of formation of communicative and organisational skills, a standardised method for identifying communicative and organisational abilities was chosen. The method allows identifying personal characteristics of future teachers on scales: the ability to clearly and quickly establish business and sociable contacts with people; the desire to expand social contacts; the peculiarities of participation in group activities; the ability to influence people; and the desire to take the initiative in communicative interaction.

Since the organisational–communicative criterion represents the personal qualities of the subjects, for its diagnosis we also used the standardised method – ‘Forverg’s questionnaire on contact’, which allows us to evaluate the level of empathy, sincerity, initiative and tolerance of future teachers.

Thus, the developed methodological tools allow one to study the level of formation of communicative and organisational abilities of future teachers in the professional training systematically, taking into account psychological and pedagogical factors influencing the subject of research.

#### 4. Results and discussion

The calculation of the level of formation of communicative and organisational skills of future foreign language teachers was carried out based on the author's scale (Table 1).

Thus, according to Table 1, in the course of the experiment, the studied person can score, according to the scale, from 2 to 6 points, wherein 1–2 points corresponds to a low level of speech competence, 3–4 corresponds to an average level and 5–6 corresponds to a high level.

The experimental base of the research covers higher education institutions that provide professional training for future foreign language teachers by means of modern IT, taking into account the requirements for the representation of different regions.

Table 1. Scale for calculating the level of formation communicative and organisational skills of future foreign language teachers

Nº	Criterion/Diagnostic method	The results of the method	Scale
11	Organisational–communicative/ methods of identifying communicative and organisational skills	High or very high level of communicative and organisational skills	3
		The average level of communicative and organisational skills	2
		Low or below-average level of communicative and organisational skills	1
22	Organisational–communicative/questionnaire of Forberg's contact	High level of empathy, respect, sincerity, specificity and initiative	3
		The average level of empathy, respect, sincerity, specificity and initiative	2
		Low level of empathy, respect, sincerity, specificity and initiative	1

427 bachelor's and master's students majoring in Language and Literature and 26 scientific and pedagogical staff of the university took part in the pedagogical experiment. The division into experimental and control groups took into account the requirement of equality of the initial learning conditions of participants and the equivalence of the level of speech competence of students at the ascertaining stage of the experiment. Accordingly, the experimental group had 198 future foreign language teachers and the control group had 229 students. Academics in the experimental group provided an expert assessment of the pedagogical conditions for the formation of communicative and organisational abilities of future foreign language teachers during the study of professional disciplines at the ascertaining stage of the experiment.

##### 4.1. Analysis of the component of the formation of communicative and organisational abilities according to the organisational–communicative criterion

To study the activity component of the formation of communicative and organisational skills by the organisational and communicative criterion, in accordance with the research programme, we used two

standardised psychodiagnostic methods – the author’s method: the methods of identifying communicative and organisational abilities (Questionnaire 1) and Forverg’s contact questionnaire (Questionnaire 2).

Communicative and organisational skills of future foreign language teachers reflect the level of their activity in the process of communication with different categories of subjects of educational space and willingness to change the nature and conditions of communication depending on their own goals. The results of the diagnosis of the communicative–organisational skills of the participants of the experiment are presented in Table 2.

The low level of manifestation of abilities to communicative and organisational activity reflects the tendency of an individual to limit contact with others due to a high level of anxiety. This indicator is not acceptable for future teachers, as it can affect the failure to speak to the audience, inability to navigate in unfamiliar situations, avoid responsibility and independence in decision-making. At the ascertaining stage of the experiment, it was found that 29% of the subjects of the experimental group and 32% of the participants of the control group had a characterised level of communicative and organisational skills. That is, a specially organised activity is required to develop the communicative and organisational abilities of future teachers in the process of their professional training.

36% of the students in the control group and 39% of the participants in the experimental group had an average level of communicative and organisational skills, which characterised them as individuals who seek to establish and build communicative contacts, while not being able to conserve/maintain them.

31% of the subjects in both groups had a high level of communicative and organisational abilities; i.e., they demonstrated initiation, sociability, responsibility and organised communicative activities, which in our opinion is a professionally important quality.

Table 2. Diagnosis of indicators of the organisational–communicative criterion of speech competence at the ascertaining stage of the experiment

№	Levels	Experimental group		Control group	
		Q-ty	in %	Q-ty	in %
1	High/very high	62	31.31	71	31.00
2	Average	78	39.39	84	36.68
3	Low/below average	58	29.29	74	32.31
<i>Total</i>		<i>198</i>	<i>100</i>	<i>229</i>	<i>100</i>

Forverg’s questionnaire on contact (Questionnaire 2), as a standardised psychodiagnostic technique, considers contact as a personality quality that is derived from the following components: empathy, respect, sincerity, specificity, initiative and immediacy. The generalised results of the diagnostics of youth at a statement stage of the experiment are presented in Table 3.

Table 3. Diagnosis of contact indicators for the organisational–communicative criterion of speech competence at the ascertaining stage of the experiment

№	Levels	Experimental group		Control group	
		Q-ty	in %	Q-ty	in %

1	High	43	21.72	54	23.58
2	Average	94	47.47	105	45.85
3	Low	61	30.81	70	30.57
<i>Total</i>		<i>198</i>	<i>100</i>	<i>229</i>	<i>100</i>

The obtained diagnostic results of the level of contact of students are correlated with the previously obtained and analysed results of the study of communicative–organisational abilities. For example, 30% of future foreign language teachers, in both control and experimental groups, do not have contact, which is reflected in their lack of initiative, sincerity, empathy and other professionally important qualities. Only every fifth participant in the experiment (21.72% in the experimental group and 23.58% in the control group) had a high level of professionally important characteristics of communication.

Therefore, the study’s organisational and communicative criteria showed the need for development activities to form professionally important features of future foreign language teachers in training by instruments of modern IT.

## 5. Conclusion

The purpose of the article is devoted to the problem of researching the level of formation of communicative and organisational skills in the professional training of future foreign language teachers by tools of modern IT. Based on the analysis of the problem of professional training of foreign language teacher by means of modern IT, the state of development of methods for identifying communicative and organisational abilities of future foreign language teachers and features of the process of their training for foreign language communication activity by instruments of modern IT was clarified.

According to the results of the analysis of the problem, it was noted that the majority of students who communicate in a foreign language have psychological difficulties and have communicative and organisational barriers due to their psychological characteristics.

The selection of methodological tools for the study of professional training of future foreign language teachers by instruments of modern IT followed the described criteria and indicators of the formation of communicative and organisational skills.

The scientific novelty is to identify communicative and organisational skills in professional training of future foreign language teachers by means of modern IT. The model of the structure of work of a foreign language teacher in the conditions of professional training should be developed by tools of modern IT to identify readiness for communicative and organisational abilities in the system of student education, which consists of value–motivational, organisational–communicative, socio-cultural, reflexive–effective and professional components, and the peculiarities of their functioning are clarified.

## 6. Summary

Thus, the devoted programme and methods of pedagogical experiment meet the requirements in the scientific literature for the organisation of the research and experimental work; it reflects a systematic approach to the study of the level of formation of communicative and organisational skills of future teachers in professional training by means of modern IT and it is built based on the results of the theoretical analysis of the research problem.

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## APPENDIX

### Questionnaire 1

#### Methods for identifying communicative and organisational skills

*Dear Students! Here are 40 questions, each of which must be answered 'yes' or 'no'.*

1. Do you have a desire to communicate and meet different people?
2. Do you like to do community service?
3. How long have you been bothered by the feelings of resentment towards your peers?
4. Is it always difficult for you to navigate in a critical situation?
5. Do you have many friends with whom you constantly communicate?
6. How often do you manage to persuade most of your peers to accept your opinion?
7. Is it true that it is more pleasant and easier for you to spend time with books or any other activity than with people?
8. If there are certain obstacles in the realisation of your intentions, is it easy for you to give up your intentions?
9. Do you easily establish contacts with people who are much older than you?
10. Do you like to come up with and organise a variety of games and entertainments with your friends?
11. Is it difficult for you to join new companies (teams)?
12. How often do you postpone things that should be done today?
13. Is it easy for you to establish contacts and communicate with strangers?
14. Do you want your comrades to act in accordance with your opinion?
15. Is it difficult for you to get used to the new team?

16. Is it true that you do not have conflicts with comrades due to their failure to fulfil their promises, obligations and responsibilities?

17. Do you want if circumstances facilitate this, to meet and communicate with a stranger?

18. Do you often take the initiative in solving important cases?

19. Are you annoyed by the others; do you have a desire to be alone?

20. Is it true that you are usually poorly oriented in an unfamiliar environment?

21. Do you like to be among people all the time?

22. Do you feel uncomfortable if you cannot finish the started task?

23. Is it difficult for you to take the initiative to meet another person?

24. Is it true that you get tired of constantly communicating with friends?

25. Do you like to participate in team games?

26. Do you often take the initiative in solving problems that affect the interests of your friends?

27. Is it true that you feel insecure among strangers?

28. Is it true that you do not seek to prove the correctness of your actions or words?

29. Do you think that it is not difficult for you to revive an unfamiliar society?

30. Did you take part in the public life of the university (enterprise)?

31. Do you want to limit the circle of your acquaintances?

32. Is it true that you do not seek to defend your opinion or decision if it is not immediately accepted by friends?

33. Do you feel comfortable in an unfamiliar company?

34. Are you willing to organise a party for your friends?

35. Is it true that you get lost when you need to speak in front of a large number of people?

36. Do you often late for business meetings, dates?

37. Do you have many friends?

38. Are you often the centre of attention of your friends?

39. Do you feel discomfort when communicating with strangers?

40. Is it true that you do not feel very confident in the company of a large group of friends?

#### *Processing of results*

##### Communication skills:

Yes – 1, 5, 9, 13, 17, 21, 29, 33, 37

No – 3, 7, 11, 15, 19, 23, 27, 31, 35, 39

##### Organisational skills:

Yes – 2, 6, 10, 14, 18, 22, 26, 30, 34, 38

No – 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

The coefficient of communicative or organisational skills K is the ratio of the number of answers that match the key to the number 20:  $K=x/20$ .

Indicators obtained by this method can range from 0 to 1. Indicators close to 1 reveal a high level of communicative and organisational skills, close to 0 reveal a low level. The evaluation factor (K) is the primary quantitative characteristic of the test materials. For qualitative standardisation of results of research scales of estimations in which to this or that range of quantitative indicators, K corresponds to a certain estimate are used.

*Scale of assessments of communicative skills*

Coefficient	0.10–0.45	0.46–0.55	0.56–0.65	0.66–0.75	0.76–1
Evaluation	1	2	3	4	5
Level	Low	Below average	Average	High	Very high

*Scale of assessments of organisational skills*

Coefficient	0.20–0.55	0.56–0.65	0.66–0.70	0.71–0.80	0.81–1
Evaluation	1	2	3	4	5
Level	Low	Below average	Average	High	Very high

*Interpretation of results*

If you received a grade of ‘1’, you have a low level of the propensity for communicative and organisational activities.

For those who got a grade of ‘2’, the development of communicative and organisational skills are below average. You do not want to communicate, you feel trapped in a new company, in your free time you like to be alone, limit your acquaintances, have difficulty establishing contact with people and speaking to an audience, poorly navigate in an unfamiliar situation, do not defend your opinion and have difficulty experiencing insults. You do not show initiative in public activities, and in many cases, you avoid making independent decisions.

If you received a scale ‘3’, you are characterised by an average level of communicative and organisational skills. You strive to have contact with people, without limiting the range of your acquaintances, defend your opinion and plan work. However, the ‘potential’ of these tendencies is not very stable. You need to seriously deal with the formation and development of communicative and organisational tendencies.

If you got a scale ‘4’ you can be attributed to the group of people with a high level of communicative and organisational skills. You do not get lost in a new situation, quickly find friends, constantly try to expand the circle of acquaintances, engage in social activities, help relatives, friends, take the initiative in communication, gladly participate in public events and are able to make independent decisions in extreme situations.

If you received a scale ‘5’ you can be attributed to the group of people with the highest level of communicative and organisational skills. You are characterised by a quick orientation in difficult situations and relaxed behaviour in the new team. You are proactive, make independent decisions and defend your opinion. You easily feel in an unfamiliar company, love and know how to organise a variety of games, teamworker.

When interpreting the obtained data, it should be remembered that they only state the current level of communicative and organisational skills in this period of personality development. If the test results are low, it does not mean that you do not have these abilities. There were simply no conditions for their detection and development or you did not have an urgent need to acquire the relevant skills.

**Questionnaire 2**

### **Forverg's questionnaire on contact**

*Dear students! Please, evaluate the manifestation of the described quality on a scale from 1 (lowest score) to 9 (higher score)*

1. *Empathy*. I see the world with the eyes of the other person. I understand the other person and can put myself in his/her shoes. I understand all moods, which are coming from my interlocutor and answering them.

**1 2 3 4 5 6 7 8 9**

2. *Warmth, respect*. I identify with all the various means (though not always feels) that I accept another person; I understand what others doing, although not I do not always agree with them n everything. I am a person, who actively supports others.

**1 2 3 4 5 6 7 8 9**

3. *Openness, sincerity*. I am more frank than fake in my interaction with others. I do not hide behind roles and 'faces', others know 'What I am standing for'. I stay myself in my communication with others.

**1 2 3 4 5 6 7 8 9**

4. *Specificity*. I cannot say that I am indeterminate when I talk to others. I do not speak general phrases. I do not go around, guided by concrete experiences and behaviour when I speak. I try to speak clearly, distinctly and accurately.

**1 2 3 4 5 6 7 8 9**

5. *Initiative*. In relationships with others, I act more quickly than react. I get in touch without waiting for others to come in contact with me. I'm spontaneous. I always have an initiative with people.

**1 2 3 4 5 6 7 8 9**

6. *Spontaneity*. I act openly and directly in relationships with people around me without thinking about how I look.

**1 2 3 4 5 6 7 8 9**

*Thank you for participation!*