

Expression of Communicative and Organizational Abilities in Representatives of Dance Sport and Other Dance Styles (Adolescents)

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ABSTRACT

The aim of the research. To reveal the expression of communicative and organizational abilities in representatives of dance sport and other dance styles (ballet, street, modern, national, lindy hop) (adolescents).

Methods. The research involved 50 adolescents (28 girls and 22 boys) that attended dance sport, and 50 participants (30 girls and 20 boys) that attended dance of other styles (ballet, street, modern, national, lindy hop). The age of the research participants was 12–14 years. The questionnaire was compiled according to the methodology of Fedorishin and Sinyavskiy (2017), aiming to assess communicative and organizational abilities. The abilities of the dancers assessed according to this methodology were classified as “very low”, “low”, “average”, “upper average” and “high” levels.

Results. After assessing the communicative abilities in the research participants of dance sport in the aspect of gender, we determined that the communicative abilities in most girls (36.42 per cent) and boys (37.50 per cent) were high. After assessing their organizational abilities, it was determined the organizational abilities in most researched (37.48 per cent of the boys and 45.49 per cent of the girls) matched to the low level. Among the research participants of other dance styles, the level of communicative abilities was high in 30.00 per cent of the boys and 24.98 per cent of the girls. After assessing the organizational abilities of this group of dancers, it was determined the low level of organizational abilities was most expressed, matching 30.24 per cent of the boys and 64.86 per cent of the girls.

Conclusions. After assessing the adolescents that attended dance sport or dance of other styles, it was determined the level of communicative and organizational abilities among the research participants of those groups did not differ statistically significantly.

Keywords: dance sport, other dance styles, communicative abilities, organizational abilities.

INTRODUCTION

Sport has a big impact on a person because it trains psychical and physical skills, forms the worldview of children and adolescents – patriotism, consciousness and creativity that can be successfully integrated into the modern environment (Ušpurienė and Šniras, 2019). Training during adolescence or youth supports the formation of psychical characteristics and further development

of psychosocial features in an individual (Веселов и Шаров, 2020). The training of communication is the most important goal in a coach’s work. In cases where communication is developed, the problem of a personality and a group can be solved practically and interrelations in a team can be optimized (Banio, 2015). In participating in sport, athletes communicate constantly, irrespective of the kind of

sport. Communicative and organizational skills are common terms of groups of life skills, and young people can perfect them by doing sport (Vasyura & Iogolevich, 2018; Eganov, Cherepov, Romanova & Bykov, 2020). Sporting activity creates favourable conditions for positive psychosocial development that also enables training in real-life communication skills (Bedard, Hanna & Cairney, 2020). According to Urmston & Aujla (2021), dance sport and other dance styles are a part of artistic development that develops such abilities as communication or ability to organize. Dance is mostly appreciated due to inherent non-verbal communication (Reinders, Bryden & Fletcher, 2019) that helps a person to express himself/herself (Arsith & Popa Tanase, 2018). It can be stated the development of communicative and organizational skills by means of sporting activity, especially by means of dance, is very useful as it can affect adolescents positively (Urmston & Aujla, 2021). Adolescents learn to communicate, become self-confident, obtain leadership characteristics and management knowledge that are necessary in the organization of different activities. In particular, dance sport performed in couples both teaches aesthetics (Ljubojević, Bijelić, Jovanović & Šebić, 2020) and develops a person as a personality, trains in such competences as successful learning, communication, cognition, initiative, creativity and other competences that are very necessary in all fields of life (Bojner Horwitz, Lennartsson, Theorell, & Ullén, 2015). In the literature, there is still a lack of data about the expression of communicative and organizational abilities in research participants of dance sport and other dance styles (ballet, street, modern, national, lindy hop) (adolescents). The aim of this research is to reveal the expression of communicative and organizational abilities in representatives of dance sport and other dance styles (ballet, street, modern, national, lindy hop) (adolescents).

Tasks

1. To assess the communicative and organizational abilities in representatives of dance sport in the aspect of gender (adolescents).
2. To assess the communicative and organizational abilities in representatives of other dance styles (ballet, street, modern, national, lindy hop) (adolescents) in the aspect of gender.
3. To compare the expression of communicative and organizational abilities in representatives of dance sport and other dance styles (ballet, street, modern, national, lindy hop) (adolescents).

METHODS

Organization of the research. The research involved participants that attended dance sport and other styles of dance (ballet, street, modern, national, lindy hop). 12–14-year-old adolescents danced in advanced groups for at least four-to-five years and trained three times per week.

The research involved 50 adolescents (28 girls and 22 boys) that attended dance sport, and 50 participants (30 girls and 20 boys) that attend dance of other styles.

Instruments. The questionnaire was conducted in January-February 2021, and 12–14-year-old adolescents that attended dance sport and dance of other styles were interviewed. The questionnaire was compiled according to the methodology by Fedorishin and Sinyavsky (Синявский и Федорошин, 2017), aiming to assess communicative and organizational abilities. The abilities of the dancers assessed according to this methodology were classified as “very low”, “low”, “average”, “upper average” and “high” levels. The questionnaire consisted of 40 questions, of which 20 were about communicative abilities and 20 about organizational abilities. Each answer “yes” (+) or “no” (-) was analysed according to the result keys (Table 1). The maximum quantity of answers assessing both communicative and organizational abilities was 20.

With the help of the keys, the levels of communicative abilities in dancers were determined and the results obtained. By using the assessment scales, the quantitative indexes (K) that most match the assessment (Q) were determined (Table 2). The assessment coefficient of both inclinations (K) was determined when calculated according to the ratio between each kind of inclination and the quantity of most possible matches – 20. In order to determine any matches, the following formula was used: $K=P/20$ or $K=0.05*P$ (K – value of the assessment coefficient; P – quantity of answers that match to the “key”).

Statistical analysis. Version 24.0 of the SPSS (*Statistical Package for Social Science*) program was used for the statistical analysis of the research data. The analysis of the results was performed and the data were provided in the percentage expression. Taking into account that the research data matched the normal distribution (checked according to the Kolmogorov-Smirnov test), Student t criterion was chosen that enabled comparing the average

Table 1. Keys to the results of the assessment of communicative and organizational abilities

Key “Communicative abilities”				Key “Organizational abilities”			
1+	11 -	21+	31 -	2+	12 -	22+	32+
3 -	13+	23 -	33+	4 -	14+	24 -	34 -
5+	15 -	25+	35 -	6+	16 -	26+	36+
7 -	17+	27 -	37+	8 -	18+	28 -	38 -
9+	19 -	29+	39 -	10+	20 -	30+	40+

Table 2. Scales for the assessment of communicative and organizational abilities

Scale for the assessment of communicative abilities			Scale for the assessment of organizational abilities		
K	Q	Level of communicative abilities	K	Q	Level of organizational abilities
0.10 – 0.45	1	Very low	0.10 – 0.55	1	Very low
0.46 – 0.55	2	Low	0.56 – 0.65	2	Low
0.56 – 0.65	3	Average	0.66 – 0.70	3	Average
0.66 – 0.75	4	Upper average	0.71- 0.80	4	Upper average
0.76 – 1.00	5	High	0.81 – 1.00	5	High

differences between the groups with independent samples and between the genders. The differences between the variables of the research were considered statistically significant unless the error exceeded 5 % ($p < 0.05$).

RESULTS

After assessing the communicative abilities in the research participants of dance sport according to gender, we determined (Table 3) most girls (36.42 %) and boys (37.50 %) had high communicative abilities. 22.68 % of the girls had upper average communicative abilities and the boys participating in the research did not match this level. 18.20 % of the girls and 24.97 % of the boys matched the average level. 13.60 % of the girls and 12.51 % of the boys matched low communicative abilities; 9.10 per cent of the girls and 25.02 % of the boys matched very low communicative abilities. After comparing

the levels of communicative abilities in the girls and boys, it was determined their differences were not statistically significant ($t(50) = -0.86$; $p > 0.05$).

After assessing the organizational abilities of the research participants of dance sport according to gender, we determined (Table 4) there was no one representative of dance sport with a developed high level of organizational abilities. Just the boys matched the upper average level (12.50 %). 25.00 % of the boys and 13.60 % of the girls matched the average level. Most participants (37.48 % of the boys and 45.49 % of the girls) matched the low level of organizational inclinations. The level of organizational abilities in even 25.02 % of the boys and 40.91 % of the girls was very low. After assessing and comparing the levels of organizational abilities in the girls and boys, it was determined their differences were not statistically significant ($t(50) = 1.59$; $p > 0.05$).

Table 3. Percentage distribution of communicative abilities in the research participants of dance sport (adolescents) (n=50)

Gender	Levels					t	p
	Very low	Low	Average	Upper average	High		
Girls (n=28)	9.10	13.60	18.20	22.68	36.42	-0.86	$p > 0.05$
Boys (n=22)	25.02	12.51	24.97	0.00	37.50		

Table 4. Percentage distribution of organizational abilities in the research participants of dance sport (adolescents) (n=50)

Gender	Levels					t	p
	Very low	Low	Average	Upper average	High		
Girls (n=28)	40.91	45.49	13.6	0.00	0.00	1.59	$p > 0.05$
Boys (n=22)	25.02	37.48	25.00	12.50	0.00		

After assessing the communicative abilities of the research participants of other dance styles (adolescents), it was determined (Table 5) that 30.00 % of the boys and 24.98 % of the girls matched the high level of communicative abilities. 20.00 % of the boys and 19.90 % of the girls matched the upper average level. Even 29.95 % of the boys and 25.00 % of the girls matched the average level. 20.05 % of the boys and 20.10 % of the girls matched the low level of communicative abilities. Just 10.02 % of the girls matched the very low level. It was determined the average and high levels of communicative abilities were dominant among the girls and boys. After assessing and comparing the levels of communicative abilities in the boys and girls, it was determined the differences were statistically insignificant ($t(50) = 0.60$; $p > 0.05$).

After assessing the organizational abilities in the research participants of other dance styles (adolescents), it was determined (Table 6) neither the girls nor the boys matched the high level. 10.11 % of the boys matched the upper average level, but the girls did not match the organizational abilities of that level. 10.01 % of the girls and 9.89 % of the boys matched the average level of organizational abilities. 30.24 % of the boys and 64.86 % of the girls matched the low level of organizational abilities. 49.76 % of the boys and 25.13 % of the girls matched the very low level. It was determined the low level of organizational abilities was expressed strongly in the girls that danced other dance styles and the

highest expression among the boys was determined at the very low level. After assessing and comparing the organizational abilities in the boys and girls, it was determined the differences were statistically insignificant ($t(50) = -0.17$; $p > 0.05$).

After comparing the communicative abilities in the research participants of dance sport and other dance styles, it was determined (Table 7) 36.71 % of the researched that attended dance sport and 26.77 % of the adolescents that danced other dance styles had high communicative abilities. 16.74 % of the research participants of dance sport and 20.05 % of the participants that danced other dance styles matched the upper average level. 20.01 % of the research participants of dance sport and 26.41 % of the dancers of other dance styles had average abilities. 13.32 % of the adolescents that attended dance sport and 20.04 % of the dancers of other dance styles matched the low level. 13.22 % of the research participants of dance sport and 6.73 % of the dancers of other dance styles had the very low abilities. After assessing and comparing the communicative abilities in the research participants of dance sport and other dance styles, it was determined the differences were statistically insignificant ($t(50) = 1.52$; $p > 0.05$).

After comparing the organizational abilities of the research participants of dance sport and other dance styles, it was determined (Table 8) no one adolescent that attended dance sport and other dance styles matched the high level of organizational abilities. 3.34 % of the research

Table 5. Percentage distribution of communicative abilities in research participants of other dance styles (adolescents) (n=50)

Gender	Levels					t	p
	Very low	Low	Average	Upper average	High		
Girls (n=30)	10.02	20.10	25.00	19.90	24.98	0.60	p > 0.05
Boys (n=20)	0.00	20.05	29.95	20.00	30.00		

Table 6. Percentage distribution of organizational abilities in the research participants of other dance styles (adolescents) (n=50)

Gender	Levels					t	p
	Very low	Low	Average	Upper average	High		
Girls (n=30)	25.13	64.86	10.01	0.00	0.00	-0.17	p > 0.05
Boys (n=20)	49.76	30.24	9.89	10.11	0.00		

Table 7. Percentage distribution of communicative abilities in the research participants of dance sport (n=50) and other dance styles (n=50) and their comparison

Researched	Levels					t	p
	Very low	Low	Average	Upper average	High		
Research participants of dance sport	13.22	13.32	20.01	16.74	36.71	1.52	p > 0.05
Research participants of other dance styles	6.73	20.04	26.41	20.05	26.77		

Table 8. Percentage distribution of organizational abilities in the research participants of dance sport (n=50) and other dance styles (n=50) (representatives) and their comparison

Researched	Levels					t	p
	Very low	Low	Average	Upper average	High		
Research participants of dance sport	36.61	43.32	16.73	3.34	-	1.15	p > 0.05
Research participants of other dance styles	33.23	53.36	10.08	3.33	-		

participants of dance sport and 3.33 % of the researched that danced other dance styles had the upper average level. 16.73 % of the representatives of dance sport and 10.08 % of the dancers that danced other dance styles matched the average level. Even 43.32 % of the adolescents that attended dance sport and 53.36 % of the dancers that attended other dance styles had the low level. 36.61 % of the research participants of dance sport and 33.23 % of the dancers of other dance styles matched the very low level. After assessing and comparing the organizational abilities in the research participants of sport and other dance styles, it was determined the differences were statistically insignificant ($t(50) = 1.15$; $p > 0.05$).

DISCUSSION

The first aim of this research was to reveal the expression of communicative and organizational abilities in research participants of dance sport and other dance styles (adolescents).

It can be seen recently scientists analyze an adolescent's psychology and abilities in a very comprehensive way because adolescence is also one of the most important moments in the development of an individual's personality (Paukštys, 2012). It was proved the communicative skills very especially important for an adolescent because the communication enables the assimilation of social norms, values, satisfies the need for recognition and objective of self-confirmation (Бурмистрова, 2015). It is also confirmed dance is one of branches for the development of abilities that helps to improve the creative process and develop real-life skills, such as better understanding of oneself and other people, correct creation of interrelations, teamwork, absence of fear in making critical decisions and adaptation to any situation in life (Гамирова, 2018). Moreover, adolescents have the opportunity to obtain excellent communicative skills, find and improve their weaknesses consciously, and to raise their communicative skills to a higher level at their dance classes (Ušpurienė, 2019). The results of our

research showed 12–14-year-old dancers mastered their communicative abilities very well, were able to communicate freely and without restrictions and perform different kinds of teamwork. Bubnova (Бубнова) (2009) determined dance training contributed to the development of emotional culture in a dancer by means of non-verbal communication at dance training and it opened a possibility of universal social communication, self-realisation and self-control.

An adolescent has to have a lot of positive features: knowledge and skills at the same time as the modern information society that changes constantly (Кукушкина, 2018). Thus, it is obligatory to develop a personality that is able to learn and become more perfect, so it is also necessary to train in organizational skills. Organizational abilities are expressed in adolescence by implementing three aspects of communication: communicative, interactive and perceptive. It involves the development of such skills as setting of goals, planning, self-control, self-correction and self-monitoring, communication skills, practical intellect, ability to activate other people, faithfulness to one's own personality and to other people, self-possession, perseverance and rationality (Потапенко, 2017). Кukuškina (Кукушкина) (2018) state an organizer has to have such main characteristics as high intellect, cleverness, initiative, vitality, energy, strong character, strictness, ability to evaluate work etc. These skills help an adolescent to adapt to any group successfully and implement any common goals when solving problems that arise during the activity (Потапенко, 2017). The results of our research showed the researched dancers did not have any of the above-mentioned organizational characteristics. Thus, adolescents have very low trained abilities and are not able to perform or create any organizational activities.

We found the data the communicative abilities in the adolescents that attended dance sport were better than those of adolescents that did not dance (Ušpurienė, 2019). There is a big

need for communication in this period and the communicative level of adolescents that do not attend any afterschool classes is usually low (Горянина, Леонтьев, Бодалев и Ильин, 2014; Власенко, Малышева и Чемоданова, 2019). The adolescents that attend dance trainings obtain some communicative skills for the sphere of communication and raise them to a higher level (Тучкова и Кирсанова, 2011). It was noticed the adolescents that attended contact or group choreography classes improved the quality of training at school, and became more harmonious, successful and independent (Гамирова, 2019). Our research determined that most dancing adolescents had well-trained social skills. This enables stating that dancers have very good communicative skills, adapt them in other activities excellently, are able to become familiarized, contact unknown people, increase their circle of friends, speak their minds and involve other people in the conversation.

To sum up the results of our research in common, it can be stated both genders have high communicative abilities. Meanwhile, their organizational abilities are low. Moreover, we determined the communicative level to which the research participants of dance sport belonged; the “communicative” level dominated among the female research participants of dance sport and the “talkative” level dominated among the male dancers. We also determined that the average and high level of communicative inclinations dominated in both genders among the research participants of other dance styles. The results showed that the low level of organizational inclinations dominated among the girls of other dance styles, and the very low level dominated among the boys. We determined the “reserved” and “fountain” communicative level dominated among the boys of other dance styles and the “talkative” and “reserved” level dominated among the girls. We also found the “reserved” communicative level dominated among both genders.

After analysing and comparing the common results of communicative inclinations in the adolescents of both genders that attended dance sport or other dance styles, we determined the research participants of both genders that danced sport dances had better communicative inclinations. The adolescents who attended other dance styles had worse communication inclinations; this means the dance style has a big influence. The effectiveness of the activity in dance sport is determined by the relation between the partners, so it has a better effect on their communicative abilities (Лысакова и Новицкая, 2014). If dancers dance alone, their

communicative skills are worse. We determined the “low” level of organizational inclinations dominated among the research participants of dance sport and other dance styles. This means the dancers are hardly involved in the social life, participate in events or create them on their own. No one of the researched had the “high” level of organizational abilities. After comparing the results with the research performed by Ušpurienė (2019), it can be stated the dominant level of organizational inclinations in dancing adolescents is “upper average”. It can be stated the results of the present researched are especially bad, so it is necessary for the dancers to obtain better organizational abilities. The results show the “communicative” and “talkative” level are dominant among the research participants of dance sport, and the “reserved” and “talkative” communicative level is mostly expressed in the dancers of other dance styles. Thus, it can be stated most dancers are communicative: they like communicating and speaking about various issues, being in the centre of attention, though suffer from a lack of courage and patience. Compared with the other research, the “communicative” level is the most dominant among the adolescents (Ušpurienė, 2019).

Drawbacks of the research. It was not possible to interview more 12–14-year-old adolescents that both attended dance sport and other dance styles because it was impossible to research any dancers of more varied styles, given the widespread pandemic and restrictions of quarantine. Although the research was also performed remotely, most dancers did not want to participate. Again, as some of the research was performed remotely, a possibility cannot be excluded that some dancers answered the questions of this questionnaire carelessly.

CONCLUSIONS

It was determined that 36.71 per cent of adolescents that attended dance sport matched the high level of communicative abilities. The organizational abilities in the female and male representatives of dance sport matched the low level.

It was determined the average and high level of communicative abilities were dominant among the girls and boys that danced other dance styles. After assessing their organizational abilities, it was determined the girls had the low level, and the boys the very low level.

It was determined the level of communicative and organizational abilities did not differ statistically significantly among the representatives of dance sport and other dance styles.

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