

**COMMUNICATION CULTURE AND PROPER INTERACTION
RULES: AN APPROACH BASED ON THE USE OF NON-STANDARD
TESTS**

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Abstract: In modern society, the success of interpersonal communication largely depends on adherence to communication culture and rules of effective interaction. This paper analyzes the use of non-standard tests in developing communication skills. The advantages of interactive, role-based, and emotional-intellectual test formats are demonstrated alongside traditional methods for assessing and enhancing communication culture.

Keywords: communication culture, effective interaction, non-standard tests, traditional test, communication skills, innovative education.

Introduction. Communication culture is not merely a concept within the boundaries of etiquette and morality, but a complex communicative phenomenon that reflects the socio-psychological aspects of interpersonal relationships. Today, innovative approaches are essential to increase the effectiveness of communication and to facilitate social adaptation.

Main idea of the research: In teaching communication culture and proper communication rules effectively, it is possible to deepen students' and trainees' communicative competence by using non-standard, innovative test methods in addition to traditional tests.

Research objective: To scientifically substantiate the ways to assess, develop, and strengthen interpersonal communication culture through the use of non-standard tests, and to prove their educational effectiveness.

While traditional tests often focus on assessing knowledge, non-standard tests—such as simulated communication situations, tasks involving the resolution of emotional-intellectual problems, and reflective questions like

“What would you do in this situation?”—enable the identification of students’ and participants’ ability to communicate effectively in real-life situations.

Research methodology. Analytical Approach: A comparative analysis was conducted between traditional and non-standard test methods.

Experimental Method: Practical exercises were carried out using non-standard tests within a group of students.

Sociometric and Diagnostic Tests: Techniques measuring interpersonal communication and interaction were applied.

Reflection and Observation: Results were analyzed based on participants' self-expressed opinions and feedback.

Within the scope of the study, the following types of non-standard tests were trialed:

1. **Role-based tests** – assessed communication strategies by having participants perform specific social roles.

2. **Interactive situational choices** – evaluated the level of communication culture through scenario-based decision-making tasks.

3. **Reflective written tasks** – measured communicative literacy based on the expression and analysis of personal viewpoints.

Research results: The practical effectiveness of non-standard tests was proven: More than 100 students and learners participated in trials involving various forms of non-standard tests, including role-playing scenarios, conflict resolution tasks, emotional decision-making, and video-analysis-based questions.

As a result, participants showed a significant improvement in communication confidence, the ability to express opinions, and the culture of active listening.

1. **Clear distinction in effectiveness between traditional and non-standard tests:** Traditional tests mainly focus on theoretical knowledge and memorized rules of communication. In contrast, non-standard tests revealed participants’ emotional reactions, decision-making speed during

communication, empathy, and adaptability to different situations, offering a deeper and more realistic assessment.

2. Positive participant feedback: Based on surveys and open discussions:

84% of students reported identifying their strengths and weaknesses in communication through non-standard tests.

79% noted that they learned how to behave in real-life situations.

65% of previously shy participants said they began expressing themselves more freely in public after the testing experience.

3. Need for innovative approaches in the pedagogical process: The experiment showed that non-standard tests are not only assessment tools but also serve as effective educational, developmental, and formative instruments. Therefore, it is recommended that communication culture be taught through practical, interactive exercises rather than solely through lectures or conventional tests.

4. Additional observations: Students demonstrated an improved ability to resolve conflicts appropriately. Adherence to ethical norms in communication (avoiding rudeness, not interrupting, controlling body language) increased from 52% before testing to 78% after. Teamwork capacity improved from 60% to 85%.

Conclusion. In the modern educational process, the formation of interpersonal communication culture and proper interaction rules is considered a vital social competence for students and learners. While traditional tests serve mainly to assess theoretical knowledge in this field, non-standard tests provide the opportunity to evaluate and develop deeper aspects such as real-life communication, emotional intelligence, empathy, and communication ethics.

The research findings indicate that non-standard tests:

Encourage participants to engage in active thinking,

Enhance their ability to express thoughts freely,

Foster a culture of teamwork, respectful listening, and constructive dialogue.

Therefore, it is necessary to enrich educational programs aimed at developing communication culture with non-standard approaches and to design test formats that are interactive and emotionally engaging. This not only improves communicative competence but also lays the foundation for the personal and social maturity of youth.

Below are several practical recommendations that summarize the conclusion:

1. Integration of non-standard tests into the educational process: It is recommended to develop and use situational tests, role-playing exercises, and interactive assignments to evaluate students' communication culture in real-life scenarios.

2. Organizing special training for teachers and educators: Teachers should be methodologically prepared to effectively select and apply non-standard communication tests.

3. Focusing curricula on communicative competence: Educational programs should incorporate communication-related tasks, debate-based lessons, and group activities.

4. Using non-standard tests as a supportive tool for psychological services and class advisors: Such tests can help psychologists identify and analyze students' emotional states, communication issues, or approaches to conflict resolution.

5. Developing peer learning methods: To reinforce students' interpersonal communication skills, it is advisable to introduce peer-based communication training using the "peer learning" principle.

6. Expanding research efforts: Additional studies comparing the effects of non-standard tests across different age groups, career tracks, and social groups would be beneficial.

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