

COMMUNICATION OPTIMIZATION IN THE EDUCATIONAL PROCESS

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Abstract

I would begin the content of this material, which can easily become a debating base for our work by formulating some ideas of reference in terms of reading in general. Communication has been defined as a particular form of exchange relationship between two or more people, two or more groups. The teacher is an actor. He plays a role. The way of transmitting information, the message itself, its presence, its enthusiasm, its involvement, its conviction, passion, safety, attitude, posture are elements that ensure the success of the didactic process. All these elements make up the didactic communication. Analyzed from a psycho pedagogical point of view, didactic communication through heuristic dialogue appears as an interactive model, the teacher the student being at the same time a transmitter and receiver, creating between them a relationship of ideas exchange, corrections and additions.

Key words: communication, educational process, skills, methods, teacher, student

INTRODUCTION

An effective communication relationship presumes a broad behavioral repertoire, the ability to choose the most appropriate behavior, the ability to express themselves as efficiently as possible behavioral, the cognitive complexity, the assumed responsibility towards the relationship, the capacity of emotional self-monitoring: the analysis of the educational behavior as objective as possible. In the context of the educational relationship it becomes very important for the teacher to know the educable's point of view and what he feels in relation to the received message. That is why is necessary an empathic and objective obedience. There are a series of factors that relate to the teacher's personality and influence communication:

Persuasive effort is a behavioral indicator that directly concerns the teacher because he realizes informative-formative influence;

Empathetic capacities - empathy is defined as the mental state of resonance, effective communication with the seed. It helps us identify or understand psychologically other people. For the teacher who is in an

empathic relationship with his educable, this means a descent to the level of thinking and feeling of the interlocutor in order to understand and help him / her. In the school context, the teacher's empathic abilities manifest themselves in two directions essential for the success of the training and education activity:

- through the manner of treating the school content, the adequacy of the didactic logic to the intellectual potential of the interlocutors;
- through the psycho-emotional approach of interlocutors of a certain school age.

The ability to motivate the interlocutor and to generate motivating school situations facilitates the communication relationship between one another. It's about knowing how to make an invitation to action, how to evoke in the interlocutor the desire to get involved. The manner in which school activity usually unfolds tends to keep the educable in passive state for too long, which leads to the easy installation of a state of attention dispersion. In these conditions, active listening depends not on the maturity and interest of the audience, but rather on the orator's art. Here are some elements that are recommended to be considered in organizing a teaching discourse:

- ❖ anticipated specification of the purpose of the activity;
- ❖ provocation of curiosity;
- ❖ creating some cognitive conflicts to stimulate student's interest;
- ❖ adopting a precise, rigorous language.

The concern for the quality of interaction is the permanent object of school education, even when this objective is not explicitly specified in the documents with which is operated in the education system. Unfortunately, the accent is placed on the verbal forms of expression, and less on those forms of manifestation that are essential for the acquisition of a communicative style and of one's own intellectual system. Causing a state of active listening to a public of school type, for a prolonged period of time is a rather difficult task. That is why, in shaping his speech, the teacher must:

- be specific and clear;
- support comments on factual evidence;
- to diminish the negative messages and possibly to mix them among the positive ones;

- use an appropriate pace and appropriate means of transmission;
- use phrases with a medium length (15-20 words), paragraphs centered on a single idea;
- choose words loaded with affectivity.

MATERIAL AND METHODS

The change of the communicative concept promoted in school acutely put the problem of educating with even more diligence the communicative capacity both at the teacher and at the students, concomitant with the improvement of the overall communication within the school institution. Communication has the significance of a human and social value, which is why education of communication constitutes a purpose in itself, a major objective of education. The communication requirements of the school are in a continuous accession, reason for which it multiplies its forms of communication and increases its requirements on the act of communication. Such an evolution obliges the teachers to become a good professional of didactic communication, both in the field of mastering the communication technique and in the resonance of the receiver, in influencing the formation of his personality in multiple aspects, the communicative competence thus acquiring, an integrative value of his / her pedagogical aptitude.

Communication is a relational process in which two or more interlocutors exchange information, understand and interact with each other. The codes used in the communication are: the word, the gesture, the image, the sound, the movement, the affective states. According to the Pedagogy Dictionary, didactic communication is a fundamental part of the educational process in which students, under the guidance of the teacher, acquire new knowledge, rules, formulas, laws. In traditional pedagogy, didactic communication was considered only teaching, the student having a simple receiver role. Reconsidering the role of the student in the educational process, modern pedagogy methods pays a special attention to active - participative methods, co-operation between students and teachers, all these realizing from the didactic communication a complex and alive process.

Didactic communication is a particular form of communication, specific to the didactic process. At the level of communication, several types of communication interfere:

- ❖ oral (dominant) communication and written communication;
- ❖ verbal, paraverbal and nonverbal communication;

- ❖ referential communication (through which theoretical knowledge is transmitted) and attitudinal communication (value systems are transmitted, criteria for appreciating the values). Education is, by excellence, a highly communicating field at all levels. This appreciation is even more evident if we look at things through the prism of the modern pedagogy of communication, for which:
 - instructive (educational) relationship is eminently a communication relationship that gives rise to a specific type of language - the didactic or pedagogical language on which it is based, which does not mean that education is reducible to communication, but emphasizes recognition of communication as a constitutive and vital part of the instructive-educational process;
 - communication is one of the fundamental conditions for the development of the educational process, from where the conclusion that organizing the learning conditions means to organize the communications that occur in the classroom, to organize and control the exchanges of significance that take place between the teacher and the students.

Extending things, communication contributes to the formation and crystallization of the community as a wider environment that intervenes in a favorable way to stimulate learning and quality teaching activity. It is important to emphasize that the educational institution is the place where communication is taught, where communication is learned and improved, where communication is elaborated, communication is educated (cultivated). Here, communication has the significance of a human and social value, reason for which education of communication is a purpose in itself, a major objective of education. Defined in terms of communication, the process of education appears as an infinite theoretical chain of communication with a didactic specificity. The teacher has to harmonize his action to the linguistic experience level of the students he is working with. Educational message must be structured, processed and presented in accordance with the students' reception possibilities. It is a problem related to the teacher's ability to adapt his communication to the student's intellectual maturity level. Not always the didactic communication is realized as we have proposed, because during communication there may also be blockages. Communication blockages can occur when the teacher

has an unclear speech, speaks too slowly or too fast, doesn't create motivation, students don't have the necessary knowledge to understand the communication, or are not well fixed, negatively influencing the new knowledge. Language means communication, but nothing is communicated if speech is meaningless.

From the perspective of the teacher teaching style matters, the strategies of instructions addressed, the competences of clear, precise, reasoned, accessible expression, professional involvement, forms of reasoning used, types of educational relations (leadership, emotional). Particularly important are the student's characteristics: acuity sensory (visual and auditory), the intellectual development level, cognitive and linguistic experience, learning motivation, the communication skills level, the degree of civility, work rhythm, cognitive and social attitudes, emotional experiences, individual and of group (previous and simultaneous to the communication act). Communication can maintain relationships of different types: unidirectional, bidirectional and multidirectional. The emphasis tends to be placed on the development of multidirectional communication, which fosters interaction, interactivity, confronting various knowledge. It is recognized the fact that relationships between teachers and students are multiple, and behavioral manifestation is felt by others in different ways, generating two types of feelings: rejection or acceptance. This is influenced by the individual but also by the obstacles occurred in communication. Such messages are depreciative for students and deny the importance of the feelings they live, precisely because of this, because we all know that education requires not only skill but also affectivity from the educator, we should answer the student in a manner of acceptance and stimulation of the child with availability for cooperation and communication.

It is asserted to encourage the child verbally and through gestures, actively listening or to listen in silence its message, inciting him to confide his feelings. It is necessary, that us, the staff, to reflect more on the modeling force of language. The word can be a precious tool or a dangerous means, because it can influence positively or negatively the interlocutor. It is already known that the language of the teacher, gestures or mimics are copied by students, so we must pay special attention to the communication. The attitude of the teacher towards students and parents can initiate or attenuate conflicts that arise between students, pupils and parents, or between parents and teachers. Regarding the optimization of communication, we must admit that, not a few times, the teacher lives with the impression that his words or messages reach the destination as he thinks,

that they are received by the students keeping the same meanings, the same meanings as his. Only that, the didactic communication act can be protected against possible variations and deviations, distances or undesirable damage through the intervention of the feed-back.

In regulating their own communication, the teacher should take into account the students' mimics, their gestures, expressions and movements, reactions which become symptomatic for what they feel, understand, accept, and wish. He can directly and astute feel, on the go, the students' "mood", and thus to maximum capitalize their behavior for the benefit of optimizing communication. Starting from here, the teacher can restructure or improve the didactic intercession of the moment and, last but not least, regulate the speed and the rhythm of his own speech.

RESULTS AND DISCUSSIONS

The communication act becomes effective when it favors an active involvement of the student, an engagement with all his intellectual and emotional forces in the process of reception. Thus, reception exceeds the simple perception of some listened content. To produce active interlocutors, to motivate students to pursue with interest and to express an active attitude during listening is an indicator of the pedagogical competences of the teaching staff. Didactic communication has several characteristics that distinguish it from other forms of inter-human communication:

- is carried out between two or more agents: a teacher and students, with the common purpose of training them, using verbal, written, non-verbal, paraverbal and visual communication, but especially the combined form;
- the didactic message is conceived, selected, organized and logically structured by the teacher, based on precise teaching objectives, provided in the school curricula;
- the didactic style of communication is determined by the didactic conception of the teacher and his psychic structure;
- the didactic message (repertoire) has an explanatory and demonstrative dimension and is passed on to students using didactic strategies appropriate for their intellectual development and level of knowledge in order to be understood by students;

- communication is regulated and self-regulated by feed back and feed-forward, replacing the blockages that may occur along the way.

Within the teacher-student interaction, psycho-pedagogical communication performs several functions:

- the informative function, of transmission of the didactic and educational message;
- the formative function. of stimulating thinking and imagination in students;
- the educational function, of transmission the educational influences, cohesion and affirmation of school groups;
- the function of evaluation and regulation of the teaching-learning process;
- the function of solving educational problems and school conflicts.

In the didactic approach of improving communication skills, it is recommended to start from a careful analysis of all these elements. The effectiveness of communication can increase when the communication environment is favorable - we mean here both the physical environment and the socio-psycho-pedagogical environment (if a pupil / student is in a group where he doesn't feel well and wants to be in another group, the atmosphere in the group in which he is at that moment can't be favorable to the effectiveness of communication). In order to improve communication capacities it is necessary to analyze certain elements:

- the class of students / group of students (what role they give to the teacher, the knowledge that pupils / students possess, their interest as a collectivity, demography: age, education, etc);
- the opportunity (the duration of the message, the time of the day, the arrangement of the interlocutors in the room, the type of space in which the activity takes place);
- the sources of information gathering and building the message itself (introducing examples, stories, contrast elements, humor, statistics) and their adaptation to the audience;
- the strengths of the message, the central idea, the marginal elements and their ordering(temporal / spatial);

- of the actual communication action (presenting the importance of the subject, summarizing the main ideas, feedback, using the additional materials);
- the impact of message delivery (asking questions from the audience, asking for criticism);

CONCLUSIONS

A realistic goal wouldn't be that of becoming perfect in communication, but to increase the percentage of time we communicate as efficiently as possible. The ability to communicate means to be able to avoid relational traps and dangers, tracking them out when avoidance tactics fail. It is recommended a co-operation relationship with the school psychologist, as well as an activity of informing and counseling the parents. Teachers also have to provide the opportunity for effective interaction between students by encouraging and promoting out-of-school and extracurricular activities such as trips, hiking, meetings, visits to different institutions, museums, parks, setting up circles and school clubs to put in value students' capabilities and abilities. At the same time, teachers need to inform themselves about the strengths and weaknesses of the students, promoting the counseling courses. The teachers, who know best the peculiarities of the students in the classroom, need to detect as early as possible the networking difficulties of students and in collaboration with the school psychologist to take measures to improve situations that could lead to tensions in the group class of students. The act of communication becomes effective when it fosters an active involvement from the student, a commitment with all his intellectual and emotional forces in the process of reception. Thus, reception exceeds the simple perception of some listened content. To produce active interlocutors, to motivate students to pursue with interest and to express an active attitude during listening is an indicator of the pedagogical competences of the teaching staff. We, teachers, need to have the task of using, even designing, new methods in the teaching-learning-evaluation process, and optimizing communication to attract students to develop optimally their habits, abilities, their skills so that they become valued people appreciated by contemporary society, an alternative to finding a job that will allow them a decent living. By knowing the ways of communication, efficient, modern methods will better understand their importance in developing their own career.

In conclusion, there are many problems in the educational communication process; there are many factors that inhibit communication,

but also facilitating factors, the very knowledge of the latter being a starting point in improving communication.

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