

## THE ROLE OF TEACHING COMMUNICATION IN EFFICIENCY OF THE EDUCATIONAL ACT

Elena Hurjui

Lecturer, PhD, "Spiru Haret" University of Bucharest

*Abstract: Through the work done by the teachers, they strive to contribute to the complex development of the children's personality. Education is achieved through effective didactic communication. The true masters of effective communication are those who manage to fully express their message using all means of expressive organization by adapting to the context. A teacher modern in thought and efficient in action must use in the process of education the most varied methods, processes and means to contribute to the optimization of didactic communication, to the development of students' thinking, of their ability to express themselves freely, to investigate, the ability to learn systematically and to apply in practice what they have learned, as well as to the belief that they themselves must be active researchers, who through their work contribute to the discovery of the wealth of information and the multitude of ways to solve different problems. In the present paper, it is emphasized that the organization of various and attractive activities depends on the teacher's mastery to use the interactive methods that lead to the development of pupils' communication skills, which activate their attention, interest and curiosity, becoming more voluble, more active, more brave, gaining more confidence in their own forces, more security and tenacity.*

*Keywords: didactic communication, education, learning process, communication skills, learning*

### INTRODUCTION

Human communication means the essence of inter-human relationships, expressed through the ability to permanently decipher the meaning of social contacts realized with the help of symbols and social-general meanings in order to obtain stability or changes of behavior either individually or at a group level.

Being the essence of the inter-human relationship means that it is the only way for being to exist, while communication is a fundamental way of psychosocial interaction without which people would not become humans and could not cultivate their own values.

True communication produces change. Thus, some values are highlighted, others are marginalized or even destroyed. Communication is a process always learning, in this process an interaction is achieved; is irreversible, each communicated message being unique (context, state, reaction), and contributing to the formation of human personality. Man cannot exist alone, he needs communication. It involves self-consciousness and others, and the purpose of transmitting a message is to influence thought, behavior, to generate attitudes, actions, etc.

Communicating is to make known, to say, to be aware or to be in contact. The Romanian language also takes on the sense of sharing, imprinted in the word "communication", and in the history of the evolution of this word, there is also the form of "communion", which means the

known religious practice. Essentially, to communicate means to share and to be shared, to achieve a communion of thought, feeling, action with those we interact with.

Constantin Cuceș states that it is desirable in the educational activity to achieve a functional convergence of these channels and to avoid informational disagreements, except in the cases well determined and conscious of the participants in the dialogue

The essence of current pedagogy shows that education can be approached as a communication between subject and object. The interactive circular model analyzes the act of didactic communication as a permanent exchange relationship between partners, each of them simultaneously having the double status of transmitter and receiver.

Classroom communication has its own specificity, determined by the institutional framework in which it takes place, as well as by the logic specific to the dominant activity – learning.

Educational or pedagogical communication is the form of communication that occurs in specific forms, both in the context of formal education and in non-formal and informal education.

Didactic communication is a particular form of educational communication, circumscribed to formal education on its didactic sequence in which the act of teaching - learning – evaluation is made. It may also appear in non-formal education in certain situations, when the learning act is systematic and assisted. The presence of the teacher-student does not imply a teaching character but the compliance of the entities presupposed by a systematic learning act.

System barriers occur at the level of communication transmitter-receiver agents or at the level of the communication channel.

In this category, the common aspect of both the receiver and the transmitter is identified, such as: information transmission and reception deficiencies, the conceptualization of the message according to information and purpose, the choice of means of communication, the status of the communicators, the language and the rules of the group.

These barriers may be due to permanent physical or situational factors such as the inherited deficiencies of those communicating, the faulty acoustics of the work room and temporary deficiencies (the emitter may be, for example, hoarse). But these barriers may also be due to socio-cultural factors, such as the proper non-structuring of the transmitter's speech to adapt it to a particular receiver. The transmitter is obliged to know how to use all expressive - formal language resources promoted in his speech. He has to convince receptors that bring together distinct individualities (by their characters and potentials), by using appropriate language and by glimpsing the accessible or acceptable values of the receptors.

There are such shortcomings in the communication channel: physical noises, certain interferences that can seriously disturb communication, poor lighting, too high / low temperatures, etc.

Process barriers - are the result of the interaction inside the communication. First of all, it is the message brought by verbal and non-verbal communication at the same time; it is very clear that, when the two communications are not fully consistent, the effectiveness of communication decreases considerably.

Secondly, it is the manifested intentions and hidden intentions of the communication partners: as the difference between what communicators assert within their communication relation and what they really follow is greater, the more the communication loses its authenticity, send to conflicts and inefficiency

Last but not least, it is the action-emotional side of the communication activities as well as the functions of supporting the group tasks (the functional-operational side of the teamwork is used, but the feelings and affections outside the activity are used and developed simultaneously, which compete with the integration of members)

- Barriers in sending the message appear only at the transmitter level, they are conveyed to the transmission of unconscious messages as such, in the presence of inadequate information in the message content and in the prejudices regarding the message or regarding the receiver
- Barriers to reception level also belong to the person receiving the message and the environment: in the first case, we have to deal with needs, anxieties, beliefs, values, attitudes, opinions, expectations, prejudices, the level of attention given to the stimulus, and in the second case, with the combined effect of other impulses in the environment
- Barriers of understanding lie at the level of the emitter (semantics and jargon, communication skills, duration of communication and its channel) as well as at the receiver level (semantic issues, concentration, listening skills, message knowledge, prejudices, responsiveness to new ideas). Regarding the didactic relevance of the approach, it should be a systemic view, because the barriers encountered by both communicators are in a balance of complementarity and therefore there must be developed conjugate solutions
- Acceptance barriers act on all involved indicators (transmitter, receiver and environment); thus, if at the level of the transmitter they are defined by personal characteristics, dissonant behaviors, attitudes and opinions, beliefs and values, at the receiver level are attitudes, opinions and prejudices, beliefs and values, receptivity to new ideas, reference structure, personal characteristics. At the level of the environment is interpersonal conflict, emotional collisions, status differences, group referential, previous experiences in similar interactions.

The aim of the research is to create a favorable climate to effective teaching, thus stimulating the attention and curiosity of the students (including the shy ones) who become more volubles, active and courageous while gaining more trust in their forces, more safety and tenacity, the use of teaching and learning methods (traditional and modern) as well as a rich teaching material

### **Research objectives**

- Knowledge of students' level of education at the beginning of the school year
- Identifying methods and teaching procedures with a high formative potential
- Promoting interactive methods for the formation and development of pupils' social skills
- Projects to develop the communication skills of pupils of low school age with a view to better communication both horizontally and vertically

### **Research hypotheses**

- If the teacher uses interactive methods (role play, team work, brainstorming, etc.) in the didactic activity, then the pupils develop their communication skills
- If the conditions for effective didactic communication are created then the pupils' communication abilities (vocabulary, fluency, expressiveness) are developed and stimulated as they increase directly proportionally
- If the teacher uses interactive methods in teaching, then the attention and interest of pupils are activated, including those with a low sociability

### **Methods used in the research**

#### **Observation**

The observation method was used in order to know the students' psycho-behavioral development. The observation focused on the didactic communication (pupil-teacher) and the students' response behaviors to the teacher's requests, their initiative in solving the concrete problems of the daily activity. The direct observation was combined with the indirect one.

### **Conversation**

Thus, through the conversations with the pupils, were observed their level and possibilities of observation, the correct, rapid and free expression skills, the scientific level of the accumulated vocabulary, the originality that they manifest in solving the concrete situations.

### **Experiment**

This method is capable of helping us to identify phenomena which, after the natural course of things, would not have the opportunity to manifest. The data provided by the experiment is very important for solving the proposed problem. The experiment may even, through a favorable structure of the present conditions, give a prompt and decisive response to the problem.

### **Evaluation samples**

Evaluation samples provide quantitative information on the investigated phenomenon. Such information was also gained from the experiment when playing games and using of independent work records.

### **Research sample**

The pupil group was chosen randomly, being unrepresentative, consisting of pupils, boys and girls aged 10-11 years

The team with whom the experiment was conducted is not composed of selected children, is a heterogeneous class, comprising children from different backgrounds and who have been formed in various educational settings.

This experiment has helped to increase the efficiency of didactic communication and to increase the students' interest in studying the subjects.

By using interactive methods and rich didactic material, it has been attempted to ensure the understanding of taught notions through the personal effort of students seeking to teach them to learn by thinking. The entire classroom activity had as its sole purpose the "child", who was treated as a small pupil as well as a value that must be developed and completed in the coming years

In the center of the preoccupations of each teacher should be the task of developing in students the possibilities of free speech (cursive, safe, clear, expressive and correct) because out of school, the conditions of life are often not favorable to the optimization of communication.

At the beginning of the research were applied two evaluation tests that followed the ability of free expression and the vocabulary learned by the students. Following the application and interpretation of these tests, it was found that most subjects, 85% (B - 65% and S - 20%), have cumbersome expression, some of them unable to follow in the speech the logical thread of the story. They intervened with a series of interactive methods aimed at optimizing both horizontal and vertical communication. These methods have been applied consistently for several calendar months. As a result of their application, we noticed that the majority of the subjects, in a 90% percentage, obtained the FB (60%) and B (30%) qualifiers, which means that: the expression of the students is safe, clear, they use a rich vocabulary with many style figures; most students can play free stories, stories, discussions, and explain some

aspects in detail; pupils easily build dialogues on given themes, correlate their thoughts with verbal expression, ideas being spoken at relatively small intervals, avoiding as much as possible breaks in speech and embarrassing repetitions.

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