

THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN EDUCATIONAL PROJECTS-INTERDISCIPLINARY APPROACH

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Abstract: Applying the effective communication in carrying out the interdisciplinary educational projects by educational partners, involved in the initial training of agronomy students for the teaching profession, is very important due to the way in which they communicate puts a mark on results.

It is known that: everyone involved in education (manager, teacher, student, pupil, parent) has its own style of communication formed by education, beliefs, personal skills, but it does not automatically ensure effective communication. It is therefore necessary the permanent acquisition of knowledge, skills, abilities achieved through permanent exercise in inter-personal communication.

To ensure the success of interdisciplinary educational projects at UASVM, we pay special attention to how that occurs between educational partners involved at each stage of design, the implementation of activities, and the feedback. Thus, we noticed it is important to pay attention to the demands related to this issue demands that are more important, as the strategy for the implementation of a project requires constant communication within project teams and between teams and communities school. Therefore we found that effective communication creatively stimulates the students involved in the project through the development of critical thinking, helping them to: decision making, self-organization and self-evaluation of individual resources, adopt a positive attitude towards formation of the cognitive interdisciplinary and trans-disciplinary abilities.

Keywords: communication, educational projects, interdisciplinary approach, cognitive capabilities, educational partners.

Communication was founded in the last decades due to the large volume of information and the need to teach people to communicate effectively. Etymologically, the word communication comes from the Latin word *comunnis* and means to reconcile, to be connected, to be in relationship with another person. However, the term also means to transmit something to someone. Communication has a high educational potential due to: the transmission of knowledge, training and facilitating the operations of intellectual thought, self-regulation of intellectual activity, transmitting the codes characteristic to each scientific discipline, thus being created a relationship of interdependence between communication and education. Communication aims at discovering the personality, a better understanding of human relationships and has already proven that it is an art to communicate effectively.

The components of communicative competence

According to Canale and Swain (2006, Wikipedia) the communicative competence has four components:

- grammatical competence: it refers to grammar rules and words of a language;
- social-linguistic competence: this refers to aspects of social adequacy of language content;
- discursive competence: it refers to the cohesion and coherence necessary communicative act in a given context;
- Strategic competence: this requires proper use of all communication strategies in relation to the context of communication.

The didactic communication due to language teaching and interdisciplinary specific teacher used for teaching specialized agronomic and educational projects, has specific characteristics such as:

- accuracy and expressiveness, but also clarity and conciseness to enable the transfer of knowledge, and understanding of the message sent
- information transmitted must be adapted to the goal, didactic objectives and the intellectual level of learners
- presentation and transmission of knowledge has forms differentiated by audience (pupils / students) which they are intended
- using an intelligible and adequate teaching language based on expressive and persuasive communication
- transmission of the content in an attractive, nuanced, reasoned and understandable manner, using the whole methodical, logistical and scientific arsenal to realize an attractive exposure and rooted in social reality which prepares the pupils / students, that will turn conformism into participation and activism.

The didactic interdisciplinary communication is done both between teacher and pupils/ students and between pupils/ students and teacher, pupils/ students and pupils/ students, making it a multilateral one. A genuine interdisciplinary teaching communication is where the difference in status cannot be noticed, the teacher of specialized didactics makes the pupil / student to feel valued because it is treated on equal footing, becoming educational partners, because through the act of communication not only transmits and receives information but also it can develop interdisciplinary skills, abilities. The didactic interdisciplinary communication must comply with

certain laws, certain rules imposed by any learning activity for classical teaching, but it can also be achieved through educational projects with students of agronomic specialization:

- it is necessary that both educational partners: both teacher and pupil / student to use the same language;
- teacher should play an active role, be the one who determines the student to engage in the interdisciplinary educational communication act;
- teaching communication must be structured in such a way as to lead to the understanding of the things transmitted;
- Communication must be centred on the objectives that are to be achieved within the educational project through interdisciplinary approach;
- teacher must take into account the wishes, aspirations and motivations of his pupils/ students;
- communication must be structured in such a way as to allow additions, changes, adaptations of the message sent.

Therefore, the activity of communication of the teacher of specialized agronomic didactics entails in terms of teaching effectively and expressively with educational partners:

- inform understandably and facilitate the easy understanding of the message sent;
- develop thinking, affection, motivation, will and personality of pupils/ students;
- apprehend and be aware of the reactions, attitudes and behaviour of learners;
- persuade those who communicate (pupils / students).

Interpersonal communication has grown into an essential goal of this new century. The failure or success of didactic communication largely depends on the personality of the teacher of agronomic specialized didactics must master not only the basic theoretical and practical notions from an interdisciplinary point of view, but also must demonstrate pedagogical tact.

In carrying out educational projects, the specific factors favouring a genuine interdisciplinary teaching communication are:

- ✓ **climate education** - when the atmosphere is relaxed, agronomy pupils / students can express themselves freely, can be natural, can achieve exchanges of views, ideas between them, leading thus to the discovery of new knowledge, new points view, thus the tackled interdisciplinary topic having high chances to be fully analyzed.

- ✓ **relationships teacher-pupils/ students.** The democratic relations established between educational partners fosters communication, the pupil / student being considered to be the subject of interdisciplinary educational activities, participating in their own training; the information is transmitted to the teacher and the entire group conducting the educational project. In this respect the teacher treats pupils / students as mature people, as equals giving them the opportunity to communicate the information in a interdisciplinary manner that they have gathered from various sources, thus contributing to the educational projects .
- ✓ **methods of transmitting information.** Teachers who, in their teaching activity and in the implementation of educational projects use participatory and active methods based on accessing the interdisciplinary information transmitted and received, continually try to obtain feedback on educational projects.
- ✓ **way of reporting the information content.** The teacher is interested in the easy understanding of what is transmitted, allowing information exchanges between pupils/ students, tackling the interdisciplinary information from different perspectives. The interventions of pupils/ students with the aim of enriching the interdisciplinary knowledge, or its treating from a different perspective from that of the teacher, but equally effective lead to the success of the educational project.
- ✓ **conception of the role it holds in the educational process.** For the success of educational projects it is good that the teacher be a mediator between pupils / students and the interdisciplinary information to be sent, not a depository of knowledge, thus training the students in the act of educational communication and properties of information, determining them to discover new insights and meanings. In the teaching interdisciplinary communication, the teacher must be an animator, to succeed to activate pupils / students and train them constantly, trying to encourage students / students to be actively involved in interdisciplinary communication and to establish social relations among them.

The **feed-back** represents an important point of the didactic communication, serving to adjust when a situation requires. It is very important that the teacher of agronomic specialized didactics should apprehend the reactions of its pupils/ students to the information transmitted and

adjust the communication for these reactions not to exist, in order not to compromise the teaching – learning process.

The feedback is very important in fulfilling the educational projects and has a regulatory feature, both of the activities of the teacher and the activity of agronomy pupils / students, but also on what they have managed to learn during the educational project respectively. It is based on a syllabus of didactic activity from the interdisciplinary point of view, considering the following aspects: objectives for the activity and how it will work and the results that will be obtained, the resources that the teacher has at hand (time, materials etc.), but also interdisciplinary educational environment in which he/she operates.

The study of the technical subjects in an interdisciplinary context involves transferring methods from one discipline to another, looking for common themes among several disciplines that can lead to the achievement of learning high-level skills and of transversal competences to students. It aims at: increasing the capacity of communication, teamwork, problem solving ability, ability of taking the right decisions on problems for the carrying out of educational projects. The ultimate goal is to develop the ability to transfer purchases from educational plan to everyday life on the real problems imposed by the current education based on a knowledge society.

Conclusion

It is recommended the expansion of inter-knowledge activities between teacher and student, as well as the increase of interpersonal contacts in extracurricular activities and social environment;

- It is required:
- Creativity and intellectual curiosity at pupils and students, of receptivity to new, various perspectives offered by real life;
- expansion of inter-knowledge activities between teacher and student and increasing the interpersonal contacts in extracurricular activities and social environment;
- modern methods of making students active in conducting interdisciplinary teaching act in order to foster good didactic communication
- development of critical thinking, self-criticism, self-evaluation at students;

- Increased quality of pedagogical practices, by fostering interdisciplinary and teamwork (students, teachers).
- adjustment of agronomy teachers to the characteristics of new generations of pupils/ students is an essential requirement for optimizing networking;
- social responsibility, educational partners involved in educational projects.

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