

Forms of Didactical Communication

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Abstract

The communication channel is the path that allows the diffusion of defining all the possibilities of communication. The communication context is the physical and psycho-pedagogical frame in which communication occurs. We speak about an efficient didactic communication of the teacher with his/ her students when the two personalities are totally involved; they express ideas, emotions, experiences and are always willing to change their attitude to cooperate with each other to achieve a common goal.

Keywords: *didactical communication, interpersonal communication, pedagogical/ educational communication*

1. Introduction:

In the usual sense, communication is the fundamental mode of human beings psycho – social interaction by which the transmission of information is made and individual behavior changes are obtained. Communication, as a social phenomenon, would represent an amount of acts in which individuals or groups of people interact each other, assigning, in the end a certain balance between

the information that was submitted and the information received by each of them. Reckless of the approach (as act, system, component or middle), communication represents the foundation of organization and social evolution influencing relationships, horizontally and vertically between people, being regarded as the most important competence with social implications in the expression and

development of other. “Communication consists primarily in the organization of social connections, in structuring daily life and in maintaining community cohesion.” (Daniel, 2000) Unlike the animals, the interpersonal communication is focused, in the first place, on a relationship between the partners, in a social context. “The interpersonal communication is based on a combination of specific psycho- motor human processes- language - in which an important place returns to the conscious, component – thinking. (Neveanu, 1978, 44).

A form of interpersonal communication is the Pedagogical or didactical communication.

Pedagogical communication complex represents a transfer of information between two entities which assume simultaneously or successively the roles of master and slave cylinders, meaning desirable contents in the educational process context. Pedagogical communication involves an interaction of feedback type, regarding explicit, adjacent explanations as well as on the ones, intentional or formed ones in the course of communication. As Bougnoux pointed out: “The school is an anteroom of the public

space, and is an area of intense communication. It pulls out the child from domestic sphere primary, in order to insert him/her in a space on which we'll appoint transactional., space which does not know the tough labor world, but to prepare for this world, contrasting individuals with relations and conflicts.” (Bougnoux, Ibidem).

2. The concept of ”communication”

The concept of communication requires a certain reciprocity, being more general, more complete than information, this being only a chance of the communication. Communication involves a circular processing which falls within a certain time which is taken into account and which, in turn, it shapes it. Educational communication refers to transmission and exchange of information between educator and student and vice versa, to the movement of impressions, emotional highs, judgments on value, controls, with a view to enrich its sphere of knowledge, in order to determine behavioral changes. It mainly affects understanding, in order to ensure that his tutor has an active role, in the sense that he/she acts as a

screen to select, organize and personalize the information. Luminita Iacob thinks that: "A possible definition of communication may be structuring on the idea that this is an instrumental communication, directly involved in supporting a systematic learning process." (Iacob, 1998) In this meaning there are eliminated restrictions of content (for that learning is equally centered on building up knowledge, skills, motives, attitudes, etc.), the institutional framework (educational communication may exist informally, too), or those relating to partners. Indeed, as the authoress herself admits that "not the presence of the teacher-student /students characters gives to a communication its didactic nature, but the respecting of its own lawfulness, always representing an act of learning." As a process, we will see that it consists in the exchange of messages between their interlocutors, as this is a vital information interaction through which a person or group sends and receives in a certain context information while aiming at the both sides a good reception, the understanding as far as correct as possible, mutual acceptance of interlocutors and processing of

attitude exchanges or behavior in the audience that is made up of high school students. The type of communication in classroom is determined by the institutional framework in which shall also be carried out by the logic of life-long learning as a means of basic training and education. An aspect, also specific to didactical communication, is the danger of transferring the authority "statute" on the "contents" by authority argument. Educational or didactical communication - is structured according to the logic of science that is being taught. The role of didactical communication is to facilitate the comprehension of truth, not only its assertion (this is why the teacher explains, demonstrates, speaks, finds solutions to problems). In his book, *The art of communicating. Methods, forms and psychology of communication situations*, Muchielli defines communication as follows: "Its aim is to produce, cause or induce a change in the behavior receiver." (Muchielli, 2005) The specific of didactical communication is printed by the relationship characteristics of teacher-students, in class. In the course of his/her work to the class, competent teacher skillfully leads the dialogue with the students, in a

such a way that it tactfully influences, children's personality and, at the same time, allows himself/ herself to be influenced by their personality, encouraging, therefore, each other.

Thus, students will receive more effectively the message running from a teacher, and the latter, in his turn, by questions and interventions students will obtain a feedback true in connection with efficiency and faults act of teaching and learning. The feedback can be seen as a communication about communication and learning (meta-communication), the message moving away from receiver to transmitter and useful providing useful information about the acquisition and learning of knowledge issued by a teacher, and assimilated by the student, as well as things related to adjusting dominant activity (the transmission of knowledge). Today, the act of communication is dealt with as a unit of information with the relational size, this being full of meanings, depending on the situation and the relationship between communication actors (e.g. a verbal signal imperative: "read!; speaks!; say!" can be ordered,

challenge, urge, tip, order or advice). In the class, the teacher must practice with his/her students numerous grammar exercises. They must be guided through how to solve the exercises in a manner as more beneficial for them to understand and to provide a desired response by the teacher. The teacher must offer to his/ her students as many explanations as possible, use a language as appropriately in such a way that students need to be trapped in activity, and a different level of training. We can appreciate, from this point of view, that "the language" in didactical communication has a well-defined recipient.

3. Kinds of pedagogical/ educational communication

Through language, the teacher not only represents or depicts the real, but he/she puts it into value. Including the novelty and the complexity of information and the factual background of communication subjects, the desire, interest and motivational level, competence tended to interact, all these influence the process communications workspace structuring. The reception, the selection, , evaluation and exploiting of

content, of arguments and/or counter argument, of language, of means are imposed by objective/subjective contextual factors, acceptance of exchanging messages has conscious cognitive and emotional valences, of development, the expression of the alter-ego.

Pedagogical (educational) communication can be of several types:

The communication between people (this communication private, personal and possibly affordable only for the most reliable people since it includes a complex of psychological problems, interior highs and anxiety, intimate experience generating or not a minimum of respect for itself). The inter-personal communication requires inclination, perceptions, motivations, attitudes, beliefs, knowledge from individuals and so on. - which together, form a frame of reference by which an individual replies to a message).

The inter-personal communication (is the one which determines the individual identity development because our self becomes a reflection of our inner being, as defined by your thoughts and your beliefs and responses to psychological context, social and

time stamp in which we live). The relationship that has been established between the master (educator or teacher) and receiver (student) shades more the way how to alternate forms of communication: written -oral, visual -listening, individual - as a group, the verbal with the nonverbal. "If we want to communicate with someone, it's best we are to be accessible to him and talk in their own language." (Abric, 2002)

The didactic speech has a marked explanatory character since it affects priority learning through understanding, and here comes the teacher's question: "So, did you get it?!" drive-oriented to the cognitive potentiality of the schoolboy. In educational communication, calibration of knowledge is shaped in differentiated forms according to the recipient (a student of a specific age). In this way, a teacher will teach in a different manner facts, ideas about the brilliant reign of Stephan the Great and will show his talent of good narrator, with a view to capture attention of students – he / she will sit in front of the class or, at the most of time will walk only in front of the row of banks. He / she will address to students some

questions related to the presented material. They will need to take part in the discussion, and to provide feedback. For this activity there is a need for students to be trapped in question."The success of communication, as an acquisition process of attention, is measured by the index of attention." (McQuail, 2001) Another manner he / she will choose when he / she will have to teach science - properties of metals - will walk among the rows of benches, will explain and help students to achieve experiences regarding the metals` qualities. The teacher`s position in class changes depending on the , on the lesson topic and audience (at geography course, professor exemplifies certain new concepts on the map ; At math course will be used drills or tests, at the time of the English language are used various methods- of conversation, watching a movie etc). The professor does not only need to inform, he/she shall be required to communicate with his/her students. The information varies from amplitude and depths, depending on the information received from students. They can provide proof of what they expect from their teacher, of what are

eager to find out. Thus, the teacher is a catcher, as well as pupil is.

The communication relationship confers to educational process the value of a complex educational intervention, based on a language teaching staff which causes in a schoolboy personalit cognitive ,emotional, active changes. Hiring of communication at the level of activity of teaching - learning - assessment allows execution of the various types of goals (operational, reference, general), relevant in general and particular plan. It is also shown that in regard to the transmitted signal is taken another attitude, that the arrangement may be facilitated and otherwise, that his tutor (professor) can easily put together expositive traditional methods, with the modern, active collective awareness, encouraging learning through dialog. As Bougnoux stated: " It was a need for a lot of time to image, audiovisual and computer to get in educational institutions and in school syllabuses, and their introduction causes enthusiastic or apocalyptic announcements. Of course, the book, the blackboard will not be destroyed, but their coexistence with the old tools of learning and culture seems irreversible, and this announce you the novel forms of knowledge,

dissemination and memory.” (Bougnox, Ibidem) The efficiency of teaching communication shall not be reduced in the formulation swap statements or verbal content - by their positive, neutral or negative guidelines; teacher and student can leverage or brake communication, enhance or cancel teaching contents.

For example: a theorem – at Math according to the teacher`s conduct may be levied of parallel classes, or the same class, at different times, rather riotous fashion; as a challenge addressed to imagination, as a clear expression of distrust from teacher in class powers; as a matter of routine; that a proposal for competitive type, "which on which"; as a administrative punishment. The para- and nonverbal communications prepare the ground for the orally message. The student finds the content important as it is proposed by the teacher in conjunction with the message log for the demonstration, but being made non-coded more quickly.(Eşi, 2011, 73-83)

A complex communication (para-verbal, non-verbal, verbal), convergent, makes fulfillment of different tasks in class. For example: verbally we can provide an explanation of class, para-

verbal elements are used to warn those who are not attentive, by raising voice and nonverbal conditions shall be required to a student to verify some information provided above. Therefore, the "mimetic speech is complemented by a behavioral pure mimicry. When the communication between two individuals is going very well, we notice that the persons have similar stands, posts and gestures in harmony. Their verbal and para-verbal trades are in harmony.” (Abric, Ibidem) It is very important to remember that the message we convey - consciously or unconsciously – is represented by affective experiences, emotional states, attitudes which may reinforce or distort communication. (Eşi, 2010, 140-146; Eşi, 2014, 131-138). Because of this reason, the teacher – as the one who initiates the communication process and as a communicational leader – equally, needs the cognitive competence but also a pertinent style of behavior, mimic, gesture, physical expression, specific moves that he / she will try to induce to students so that they can take advantage of social, affective, positive climate.

Pedagogical (educational) communication can be:

By partners statute: Vertical communication (takes place between people who have unequal status: student-teacher) and horizontally (takes place between people who have equal status: student-student).

By the used code: verbal, para-verbal and non-verbal

By the finality of the act of communication: accidental, subjective and instrumental.

In the case of verbal communication, the information is encoded and transmitted by word and by everything related to it in terms of phonetic, lexical, morph syntactic levels. It is specifically for human beings. It has two forms: oral and written, representing the most studied form of human communication. The para-communication is characterized by encoding information and its transmission through prosodic and vocal elements which accompany word and speech in general and which have special communicative meanings. In this category we include: voice characteristics, pronunciation peculiarities, utterance intensity, pace and flow of speech, intonation, pause. It can not exist as a form, only in the same time with the verbal

expression. From the content perspective, however, they can be radically separated. Non-verbal communication is characterized by encoding information and passing it through a variety of signs directly related to posture, movement, gestures, mimics, partners appearance. This type of communication enables, facilitates verbal expression. It is based on both innate and learned elements. The non-verbal size of behavior is heavily involved in building interaction terms, in the interaction structure, the influence of content, the partners knowledge.

The accidental communication aims at transmitting information by chance, that is not expressly covered by the transmitter (teacher, educator) and which is less destined to the learning process developed by the receiver. For example: finding lack of chalk and sponge gives the teacher the opportunity to paranthesize by blaming the student on duty. After the intervention of the teacher, the student does not reach a better understanding of the discipline X. The subjective communication expresses directly (verbal, nonverbal and para) emotional state of the speaker, the need to download and rebalancing after accumulation of psychic tension

(positive or negative). For example: the exclamation of surprise to a great response „ Well done, kid!” - the child who chunks the chalk during oral answer.

Instrumental communication is characterized by deliberate and obvious focus on a specific purpose, communicated more or less to partners (Eşi, 2012, 1-12). Aiming to achieve it by getting a certain effect in the behavior of the receiver is another feature of the communication tool.

4. Conclusions:

Communication has an important purpose both in regulating broadcasting information and teaching attitudes. If the teacher always appeals to reverse connection, then he/she notes, analyzes and adapts teaching style and harmonizes informational and educational aspect.

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