

Educational Communication Skills

COJOCARIU Cornelia

Stefan cel Mare University of Suceava, Romania

E-mail: cornelia.cojocariu@yahoo.com

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Abstract

In this paper I presented some issues related to communication problems between teacher and student. Nowadays, all areas of life, the whole cultural universe, revolve around communication, making it a vast and exciting field of reflection, studies and achievements. The education permanently expands its area of coverage but its center will be always communication. Educational communication can cause a complex dialogue, a psychological and social process which can influence behaviors, beliefs and motivations. Communication and harmonious relationship with others are focused on the development and training objectives education, relationships with others are on the one hand a problem of communication, on the other hand a matter of the action. The quality of the educational process depends mainly on the quality of communicative processes established between educator and educated, educational outcomes are superior when the two interlocutors of the relationship have the opportunity to change roles.

Keywords: *communication, understanding, communication style, teaching, learning.*

1. Introduction

The concept of communication (Eşi, 2013, 1-12) can be defined as a process of transmission and reception of information, ideas and opinions from one individual to another and

from one social group to another. Broadly, through communication we understand messaging between two or more people within an

organization in order to achieve objectives, or simplistic messages exchanged between an issuer and a receiver. As it can be seen, even if defining communication might seem a simple act, in fact, just the vast expanse of the concept and daily practice raises problems in communication, terminological boundaries revealing actually quite complex process. Traditional manner of transmitting knowledge, based mostly on speech, which put the disciple in a passive role has diminished over time. So one of the most valuable acquisitions of education today is the evolution from the role of object of education to the role of subject of education.

In educational institutions, communication is an essential process that occurs through the exchange of messages and information to achieve planned goals and objectives. Communication is the fundamental element which forms the coordination function. Messages and information provided are subject to a process of interpretation and processing of each member of the educational institution seeking evaluation and selection of relevant data, to obtain a reduction in the uncertainty of

understanding and knowledge of the mission and objectives promoted by it. For this purpose it is important that messages and information submitted in educational institutions to be of high quality. (Gherguț, A., 2006). Effective teaching is conditioned in 50% of information and knowledge and 50% of interpersonal communication skills. Teacher's communication skills are at least as important as in-depth knowledge of the discipline content which is authorized to teach. Didactic communication is one of the major resources of the educational process, and falls within the latent content of the formative process being, through its way and its level of realization a source of enhancement or reduction of formal content. Therefore didactic communication has its influence over the success or failure and is considered to be the essential premise of efficiency education to school success.

L.Ezechil's study distinguishes between two types of skills / abilities dominant in the didactic educative exercise: the teacher's ability / aptitude to work with the contents of an academic nature and to operate with inter-personal

contents. We believe that every teacher should have both of them; it can happen that the efficiency of these powers to be different, with the possibility that they might be complementary or act differently. Thus, some teachers are very good at transmitting the contents of school: are easily understood, they can stimulate the interests of knowledge, make an adequate assessment of how to acquire knowledge by students, but lower networking skills, they do not fail to provide emotional support, keeping at a distance from the subject educated.

2. General considerations on communication

Any human communication is an interpsychological process and has a psychosocial nature of mutual interinfluence, which means that during interaction each of the subjects stimulates other and answers, receive and exercise influence. For a long time, in education, teacher-student interaction was considered unilateral, meaning that only the teacher has to influence the subject of education. Realistic concept that has gained deserved place among theorists and practitioners, is that it should not be generalized two terms of education, teacher-

student, but they must be seen as partners who receives each other, who are co-participants in interaction.

As L. Ezechil states, if until recently the perfect formula to show the relations established between the actors of didactic interaction was "teacher-student relationship" in the last decade of the twentieth century, the phrase "educational communication" was chosen, in order to emphasize the role of information exchange relationship that occurs in the interaction. Modern pedagogy sees the relation educator-educated as a highly complex relationship involving an ongoing dialogue between the two factors involved in the educational process, a mutual communication employing all sides of their personality.

The elaborated theories about the communication process are essential aspects of its center, each focusing on ideas on the role and functions of communication, but also the causes of and its specific manifestation. Taken together, all these theories complement each other, but there are aspects that contradict each other. However, in understanding the communication process they constitute a significant reference point in

trying to respond to various issues related to communication.

The student is placed at the center of teaching on the one hand as a consequence of the development of social and human sciences and in connection with them, and educational sciences, increasingly reveals the psychological and psycho-educational didactic interaction, developing a concept of its own about the relationship, treating it as a communicative relationship type. Every teacher in the school has the mission to contribute to a perfect harmonization of cognitive side with the emotional, behavioral, attitudinal and social. The interest in this topic is related to the fact that the challenges of the contemporary world, which requires ability to adapt to change and lifelong learning, and increasing emotional and social difficulties alarming for students, these currently gaining legitimacy at all levels education system.

2.1. Models of communication

Faced with a mass of individual personality profile students with different learning styles with unique combination of strengths and weaknesses, with varied behavioral repertoires covering

complex needs with a customized management of emotions, vocation teacher will be able to generate creative learning solutions, efficient and personalized if he has a set of interpersonal skills that will allow him happy meeting with each of the hundreds of students in his classes. Long experience shows that students learn and form themselves as they are led by the educator. Student's personality is educated by teacher's personality, one's spirituality feeds from the other's spirituality making necessary an interpersonal and dialogical approach of pedagogical interaction, being able not only to provide operational information-transmitting knowledge but also the human dimension, psychosocial growth and joint development of interaction partners.

Any act of communication requires the obligatory presence of several components: a transmitter that sends a message to a receiver via a code and using a communication channel. All these elements appear in any communication schematic, but over time have won various models of communication, which analyzes and explains the process from different angles.

The ancient model of communication existed since ancient times, in which the philosopher Aristotle focused on the size of rhetoric, the persuasion holding paramount importance, distinguishing between a transmitter and a receiver running a message. The social model proposed by Harold Laswel involves an analysis of the communication process in terms of their functions in society: monitoring, correlating the different components of society, social heritage transmission between generations. The mass communication is conducted by Westley and Mac Lean and focus on feedback, differentiating communication situations. The latest model, the language proposed by Jakobson, adopts a functional point of view, setting six cardinal functions of language, one for each element of communication.

Considering the main models of communication presented we can say that the most common model of communication in pedagogy treaties is that of Meyer-Eppler. The message starts from the transmitter, which encodes it, passes through a channel to the receiver which decodes it. In

teaching, the intersection of repertoire transmitter (teacher) and receptor repertoire (student) contributes to a better understanding of information. This shared repertoire is small in the early years of school, but increases with advancing knowledge acquisition and is one of the factors that demonstrates the dynamic nature of the learning process. (Silvas, A., 2008).

2.2. Classification of communication

Essential for the act of communication are the relationship between individuals or groups, the exchange, the transmission and reception of meaning and the modification of behavior, willful or not, of those engaged in the act of communication. Language is one of the most typical human resources, most used in interpersonal communication, the expression and realization of verbal behaviors. Didactic language is intentional, using ordinary language, vocabulary, grammatical structures, exposure mode.

The competence of communication can be released after the criterion of language

forms , with these operating in an academic context. The student should be learnt how to exploit the potential offered by means of linguistic and extra-linguistic, logical-argumentative means, to use the advantage of direct interaction type face to face, using visually impacting incentives: facial expressions, gestures, body language. On the other hand, we believe that verbal ability is not the only component of the communication area able to influence the effectiveness of a teacher acting in his dealings with students. Therefore, it should be accompanied by others: paraverbal and nonverbal skills, so its ability to operate tone, timbre, facial expressions, gestures. The expressiveness of didactic communication is influenced by physical posture, expressive face, gestures, eye contact. Nonverbal language elements extend meaning of the words, with equally profound meanings as verbal.

Depending on the number of partners involved in the act of communication it may be intrapersonal, interpersonal, small group or public. Party status classifies the vertical communication (student-teacher) or horizontally (student-student,

teacher-teacher). In the verbal communication information is encrypted and transmitted by word and everything related to it in terms of phonetic, lexical, morpho-syntactic, oral or written form, using visual or auditory canal. Para-communication, where information is encrypted and transmitted through prosodic elements and vocal accompanying word and speaking in general in this category are the voice characteristics, peculiarities of pronunciation, utterance intensity, rhythm, flow, intonation. Non-verbal communication, where information is encrypted and transmitted through a variety of signs directly related to posture, movement, gestures, facial expressions, appearance partners, being subject to research meant to deepen the mechanisms and functions and can exist as a form of self right.

3. The skill of communication

Language learning is a specific form of natural language, a system of signs which in the manifestation of a communication relationship causes personality changes within the receiver. Any communication process is characterized by the existence of certain power relationships between

interlocutors, relationships that can take either form of symmetrical relations, the behavior is reflected in each other partners, either as complementary relationships, differences in passive-active, superior-inferior of the partners are maximized so that the behavior of one serves as a stimulus for complementary behavior of the other. Communication relationships can easily establish the conditions under which, in the classroom, creating a pleasant atmosphere of respect and sympathy of incentive effect, the officials need to fulfill the desire for knowledge, without sacrificing their own identities. (Sălăvăstru, C., 1995).

Communication focuses on discovering personality and a better understanding of human relationships. Didactic communication can be defined as a communication instrument directly involved in supporting a systemic process of learning. It is well known that the process of education and communication is achieved by being, ultimately, an act of communication.

Communication contains educational potential through it yourself, conveying knowledge,

training and facilitation thinking intellectual operations, business self-regulation, codes specific to each science transmission between communication and education being a relationship of interdependence. The personality of each can be considered a decisive factor in communication, human factor being aware of its cognitive communicative role.

Teacher's competences, according to N. Metrophanes (1988), are structured into three categories, the first scientific competence/vocational training that implies a strong and rich capacity for cooperation with other professionals, the ability to engage emotional and ethical component of the process with the drill, justify and support issues in the field. The second is the pedagogical competence which implies the capacity to form, to build the main components of personality to each subject: finding the difficulties of the subject, determining the ability to make content accessible discipline taught to understand the subjects in relation teaching, teaching creativity by developing and application of new models of influence, persuasion partners. The third ability, the ability to optimize psychosocial involves human

relations and interpersonal skills necessary the learning process, adopting a set of roles to support that process, easing the process to establish relationships with partners, increased capacity of persuasion of both the individual and group capacity to communicate easily, effectively, use appropriate power and authority in understanding the variety of styles used to realize learning subjects need to establish effective relationships with beneficiaries, parents, community and other structures.

3.1. Communication features

Teaching skills is expressed by the ability of the teacher to customize the best ways of transmitting knowledge to form the right partner interest and its characteristics, the overall characteristics of the teacher to get the most from partners in every situation. Didactic communication remains the fundamental process consisting of a series of volitional acts which produce changes, positive changes in terms of knowledge, affection and behavior in personality structure of the subjects.

Communication must be convincing, assuming an idea,

behavior or own existential style based on arguments, the evidence of the facts, to determine dedication, trust in something strongly participation in the achievement intended purpose. Also another feature is persuasion, the power to influence, persuade through logic, facts and truths through emotion. The elimination of jams, obstacles inherent in communication, bottlenecks which are related to the personality of the two poles of communication, psychosocial relations promoted the transmission channel, and the particular domain that statement. The last feature is the efficiency of the communication process that keeps the quality of the transmitted message: content perceived to be identical or similar to that conveyed by the teacher intentionally, high level of responsiveness, use of corroboration and balances between the press and media information content, accuracy of language, using the metaphor image language to be as persuasive, it is the mode of transmission, communication, ensuring expressive speech, the tone and focus properly used, the quality adaptation transmitter receptors, respecting your dialogue partners and the main

rules: to know how to listen , to know how to analyze, to know how to express yourself and to know how to control, to follow the quality and performance of the message and its effects.

Therefore communicator to achieve the goal through this process should be designed to find and use those means of communication able to induce changes in the structures of cognitive, motivational and behavior of people reporting to convince the permanent end to ensure real therapy area, to discover and eliminate the dams for the entire process of communication: hasty conclusions, prejudices, stereotypes, lack of knowledge, lack of interest, difficulties in expressing emotions or lack of feedback to the message, improper attention given to information. (Abric, J., C., 2002).

3.2. Principles and Functions of Communication

Under the conditions of the development of communication term, and communication functions may lie on a plateau extremely broad; thus may appeal the determination of these functions, the theories of communication, where

communication can combine the entirety of all social processes.

The first function refers to the understanding and knowledge, the communication supports both a better knowledge of themselves and others knowledge, these two types of knowledge are interrelated because when we know others in the communication process, we know practically our own being, we learn how we influence others and the extent to which they influence our turn. A second function of discipleship aims to develop consistent communication with others is not enough to develop our own ego in relation to others and to know fulfilling obviously a function of socialization. The third function of the size of influence and persuasion communication, developing the idea of cooperation and joint effort to influence others to be part of our work to achieve certain purposes.

Regarding the principles of communication, they are additional functions that we have exposed, the first of which states that we cannot communicate, is an inevitable act, even if we want to not do this, we will do it. Communication is a circular

process irreversible, continuous, cannot be identified by start and end points of communication, involving two dimensions, one of content and one of the relationships. Communication is a combination of factors verbal, nonverbal, context, are in harmony and contribute to a better understanding of the message. A final principle is complementarity and symmetry of communication. According to this principle, symmetry develops when two individuals are alike, act alike, climbing in the sense of competitiveness and complementarity occurs when communication partner is acting opposite to the first person, these features point to a higher development of interaction. (Pânișoară, 2006).

One of the most important functions of communication is what the literature calls communicative competence, is the degree to which individuals meet the goals that they have proposed within the social boundaries without risking their skills or opportunities to pursue other purposes important in terms of the individual. (Jablin, Putnam, 2001). Generally, when we examine the conceptualization of

communicative competence, can distinguish between two perspectives: the behavior and cognition. Behaviouristic studies seeks to identify specific behaviors and communication skills necessary for this purpose, associated with power, focusing on appropriate behavior. Cognitive research examines various types of social knowledge and skills associated to cognitive communicative competence, focusing on resources. A third perspective is the one brought by the ecological model: according to it communicative competence is a result of the dynamic interaction between environment and the person's development, communicative competence development is influenced and in turn influence the environment in every process that occurs.

4. Conclusions and suggestions

Educational Communication aims to perform functions such as: the satisfaction feedback (cause of the effect adjustment) and, especially, the goal-oriented site (centering on purpose), the ultimate aim being to overcome the initial state, empower act and interact to students and groups.

The need to make the profession of teacher in the teaching profession, was imposed by the fact that in each state and in particular the Romanian state, education is a national priority, which is the main objective of educational policy-making, based on which is made preparation for life at any age of human beings. Educational activity is complex, adapted, directed, dynamic and flexible, ideal to stimulate every human being to be expressed, and become "concise: manmade preparation as active element of social life. Teacher-student interaction is a fundamental factor that determines good communication between the two parties, taking into account their personality, but also pedagogical situations that are created as a result of joint activities Eși, 2013, 309-314).

Academic modern teacher exceeds highlighting his personal qualities, appreciated by the terms: vocation, talent, artistry, in that it involves the acquisition of a complex system of knowledge, training of skills, abilities, skills, qualities and taking on roles in a rigorous and controlled manner, which is his professionalism. In this context highlights the relationship between

languages verbally and nonverbally used by teachers in conjunction with the educational objectives and student partners. Style verbal-nonverbal teacher defines dominance by personal attitudes that demonstrate what he thinks, and what they expect from students, which rejects and which supports educational dialogue.

The area of nonverbal adds options every day. Some authors extend this area of all the things that we are. How many can you say about a man just looking at it in terms of how they choose their clothing as they deem appropriate to his status. Or arrange furniture in such a way as to encourage group interaction. Some research in the area include nonverbal and giving gifts, suggests that parents give children books may request that they be studied. Nonverbal communication defines a particularly fertile interrelation staff development cannot be separated from teaching communication. Classroom and school community in general is a communication medium occasioned by the common task and inter-relationships of the members.

Pedagogical tact is one of the essential qualities of teacher quality and other characteristics that affect personal and substantially determines the type of relationship that is formed between teacher and student, for it to accept the teacher, the latter needs a series of qualities and attributes through which it conquers the student. I mention that attract student is nothing but demonstration by the teacher qualities coveted by students, perhaps even unconsciously, he does not wish to see in the teacher a strict standard determined by certain rules, the student teacher would often find that landmark you cannot find it in the family, the friends, so the teacher as our duty to always be available to answer the call of the soul of the student.

Teachers aim to identify ways to better relationships with students, develop students' communicative skills early stage of school education by reporting with a spontaneous education (Eşi, 2009). Communication skills are a sign of mutual respect, ideally, everyone should be able to hear the other person and to demonstrate that he understands what he wants to convey other also should respect

themselves, meaning that can express or convey their interests or opinions. It is essential that the work done in the classroom to be integrated into the strategy of the unit involved in a global process of character, the contribution of all stakeholders in the educational process: parents, school and community. It requires the use of all educational resources, educational alternatives to complement and diversify the ways of transforming the student in the main actor of his own training. Educational projects and extracurricular give value to teaching approach by promoting dialogue, communication, developing cooperation and collaboration both among students and between teachers.

Communication must be guided by intercommunication naturally, by upgrading to adapt to a changing educational context. Optimizing communication is a fundamental objective of education, since this is both an instrument of educational interactions with nature, but also of concern on the personal development of all actors involved in the process.

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