

IMPROVING THE COMMUNICATION OF TEACHING

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ABSTRACT

FOR A LONG TIME IN EDUCATION CONCERNS FOCUSED ON CONTENT DEVELOPMENT AND TRANSMISSION OF KNOWLEDGE, IGNORING ASPECTS OF RECEPTION, OF INTERACTING. IT WAS THUS IGNORED THE FACT THAT EDUCATION INVOLVES NOT ONLY THE POWER OF INFORMATION BUT ALSO A RECEIVING PROPER UNDERSTANDING AND USE OF THAT INFORMATION, COMMUNICATION ITSELF INTERVENES ONLY WHEN THERE IS TRANSFER OF INFORMATION, NAMELY THE INFORMATION (MESSAGE) CAUSES A CORRESPONDING ACTION FROM THE RECEIVER (STUDENT, STUDENT). PRACTICAL EXPERIENCE AND MORE RECENT RESEARCH SHOWS THAT MOST PROBLEMS OCCUR IN THE HANDSET AND ATTRACT ITS CONCERN IN A RELATIONSHIP OF GENUINE DIALOGUE, BASED ON OVERCOMING CERTAIN BARRIERS OF PHYSICAL, PHYSIOLOGICAL, PSYCHOLOGICAL, PSYCHOSOCIAL, LINGUISTIC, SEMIOTIC AND CULTURAL.

KEYWORDS: COMMUNICATION, TRANSMITTER, RECEIVER, FEEDBACK, MESSAGE

INTRODUCTION

Any communication situation didactic includes in its structure, a transmitter (issuer), in the person of which the nature of things, performs the function of transmission in the broadest sense of the word, ie teacher and a receptor, active as a student (a student). Subjects or participants to share certain characteristics psychological, social, cultural and professional differentiate and influence the effects of communication (social status, personality, cultural formation, representations, experience). The award-order function of the subjects or participants in didactic communication is a relative one, because each of these partners fulfill two roles, has a dual quality, meaning that each side transmits and receives messages, depending on the role it fulfills a time in teaching communication.

Teacher characteristics refer to:

- Professional and scientific competence gained through their own training;
- Professional-pedagogical competence acquired in the course of teaching and education;
- Communicative competence (ability to use effective communication strategies, to be clear, accessible, coherent, understandable and empathetic);

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- Other characteristics (age, sex, intelligence, attitudes, value system, temperament, qualities human).
As receptor (a student), its characteristics relate to:
Mental structures;
- Verbal and nonverbal means, language immersion, etc .;
- Physical and psychological characteristics (age, sex, reception capacity, selectivity, degree of intelligence, information processing capacity, etc.).

THE CONDITIONS FOR EFFECTIVE TEACHING COMMUNICATION

Keeping always an optimum communication, teaching that effective communication involves overcoming some problems:

1. Connection or adaptation to a partner

It concerns the harmonization of relative characteristics of the two partners didactic communication. Between the transmitter (teacher) and the receiver key (a student) there are, inevitably, differences of knowledge, vocabulary skills related to the topics to be treated. Messages proposed may exceed more or less absorption capacity or available for students, their own frame of reference. They may not integrate the message understood only within the limits of their past experiences, perceptions and expectations of their abilities and their knowledge communicative dispositions and motivations own The students will have a richer experience, so they have a better chance to establish effective communication with the caller. Therefore, claiming the party who initiates the communication to be flexible adaptive to real possibilities of the partner and sufficient ability to target messages in such a way as to develop a fairly high learning motivation. The teacher must harmonize action at the level of knowledge and experience with working language learners and teaching the message must be structured, processed and presented in accordance with their repertoire possibilities. Therefore, it is the teacher's capacity to adapt communication to the intellectual maturity of the students¹. It is obvious, however, that the group (class) must make an effort to adapt to communication teacher.

2. Assure the correspondence (equivalence) of codes

To communicate is actually convey a number of messages (content) determined, in order to induce specific effects on the receptor. Sending messages involves initially a coding process, a translation of these messages in a code, ie a system of special signs and symbols that are carrying signals meanings and significances. In fact, we refer to the use of words scientific terminology, a specialized language (mathematical symbols, chemical formulas, graphs, etc.) through which the teacher makes his knowledge, thoughts, ideas, judgments, its claims, etc. At the receiver the reverse process occurs, "re-creating" the message stated, decoding it, that a translation of the words known in meanings, meanings, ideas as accurate as printed emitter.

We can say that "the success of communication involves to some extent isomorphism of x (encoded information) and x' (information decoded) receptor giving message significance (x') is the same as for transmitter ($x = x'$)".² Sometimes, the encoding itself may be deficient, in that it

¹David P. Ausubel, Grant FG. Robinson, , *Learning in school. An introduction to pedagogical psychology*, (Bucharest: Didactic and Pedagogic Publishing, 1981), 536

²J. Cuilenburg Jean van, Otto Scholten, Gerrit W. Noomen, *Science of communication*, (Bucharest: Humanitas, 1998), 162

can be too abstract to contain inaccuracies or ambiguities. But most problems occur in the receiver having decoding, meaning it can differ more or less information transmitted, it can not achieve isomorphism mentioned, either because of the emergence of new meanings nonexistent intention transmitter or errors in the decoding of a surplus of irrelevant information, etc. It is said that a code can not be deciphered only when both partners attribute the same meanings and meanings of signs and symbols used only if it preserves scientific meaning of words. Meaning or meanings of words does not let off so easily.

A correct decoding is possible when the receiver knows the code used by the sender (transmitter). Communication comes in a situation of identity (correspondence) code from the transmitter and receiver, ie the equivalent of correspondence. Understanding the message is related to the speed of decoding words in which it is presented. Knowing the code generally means knowing the variety of signs necessary communication: signs alphabetic, numeric, graphic, computer, etc., that knowledge we speak the language code and the specialized language specific to each discipline (scientific terminology, technological, literary - artistic, philosophical, etc.). Not knowing the code can produce at reception level, distortion, cognitive dissonance, in that employed terms have the same meanings and significances not the two partners training process. Acquiring empty words, elliptical understand the true meanings constitutes a risk and one of the sources formalism in education. Therefore, a major objective of studying any discipline and a prerequisite for overcoming the "semantic barriers" for students, is knowledge of the specialized terminology, concepts specific to each discipline in part. It should be noted that some difficulties establishing a real correspondence between concepts (ideas) expressed and perceived teacher trainees teaching in the communication from:

- Condensation of information. The message is more concentrated (with a lower redundancy)
- the more difficulties growing and decoding;
- Insufficient explanation of terms and expressions we lack exact terms transmitted. To overcome such "barriers Terminology" is necessary: to define and explanation of terms that are working, checking assigns meaning that learners these words, reducing ambiguities of expression, proofreading this when they are asked, recalling the definition appeal to the broad definition, call at

Examples synonyms, analogies, metaphors, the use of words or signals in order to explain the definition of a word, a rule etc., to suggest how to understand a statement etc.:

- Polysemy common words, widely circulated the message is played sometimes;
- Poverty of vocabulary, grammatical structures;
- Reduced imagination;
- Short-term memory, which tends to erase what binds these digressions, approximations, paraphrases and redundancies employed.

3. Contextualizing epistemological and social

Deciphering a message or understanding behavior "requires knowledge framework (context) in which they are placed, ie to know the kind of relationship the fall."³ Context exerts many influences on communication effectiveness and knowledge that context, contextualization and re-contextualization (restore context) is a basic condition for increasing the accessibility of knowledge with which it operates. It is well known that a statement may make sense in a given context and quite another sense in a changed context, as to which out of context can cause serious deformities plan reception.

³Daniel Bougnoux, *Introduction in Communication Sciences*, (Iași: Polirom, 2000), 28.

Epistemological contextualization considers that the communication recourse generally to the abstract language spoken and written out of context concrete, the real, the action has been developed, which creates prerequisites for the emergence of differences of perception, difficulty understanding to the students. The words used have a higher level of abstraction, the imprecision in revealing its meaning is greater, references are vague and communication becomes as such ambiguous. In order to ensure correspondence between the data and the ability to perceive issued learners recourse to: use demonstration material (images, graphics, etc.), using a variety of means of communication, including language-independent ones, emotional.

Psychosocial contextualization refers to the outside world communication dependence speaker and listeners, ie the social context in the book happens. Alongside the psychological context of each learner in part, determined by the status or disposition of its time, its characteristics is expected that social factor to influence individual response, the effects of communication on collective influence and effects that occur at the individual level⁴. We must agree that there are as many contexts as many students are in a classroom, but also with the idea that there are as many contexts as many classes students are working with. These contexts are also highly mobile, have their particular history and characteristics that distinguish them from all other contexts (situations). Therefore, effective communication involves teaching and adapting to the situation, the social context (psychosocial) own class or another. In addition, the teacher is required to create a favorable context, participatory and stimulating communication medium to engage students in clarifying the meaning that they make on how understanding between them, the more efficient transactions cognitive who are partakers.

4. Optimization of communication by the intervention of feedback

Professor words or messages do not always reach the destination as he thinks, messages received by learners tend to remove more or less issued or original meanings, be different sometimes. These possible deformation or distancing is due to conditions that depend on:

- Professor: properties of language, clarity of expression, proper vocabulary to students' ability, logical expression, digressions, temperament, etc.;
- Students: capacity and speed of reception, the attention, motivation obedience deficiencies or audiovisual aids, available momentary adequacy own vocabulary, etc.;

Environment: disturbances from inside (acoustics of the room) or outside (noise), means staff at their disposal, etc. School act of communication may be protected from possible variations and deviations, spacing and unwanted damage through the intervention of a barely perceptible feedback, voluntarily or involuntarily, what is felt on the route transceivers, emission-reception. Message delivered "immediately interlocutor has no meaning and significance conferred transmitter, transmission demanding a repeated and progressive adjustment according to the reactions of the interlocutor".⁵ Reverse signals that the transmitter is received, allow it to restructure or to improve speech and also to urge immediate corrections interlocutors at the wrong meanings, of any ambiguity or confusion arising. Ignoring feedback would put the transmitter unable to and could realize the difficulties and mistakes of understanding coming from others, the tense situation, the frustrations, formalism, superficiality and, ultimately, inefficiency communication. The teacher has sufficient possibilities to facilitate interventions regulators of feedback: promoting dialogue educational genuine concern for the training to trainees of skills of active listening, encouraging relationships affective empathy with them, providing an environment

⁴J. Cuilenburg, Scholten, Noomen, *Science of communication*. 239.

⁵Gilbert Leroy *Dialogue in education*, (Bucharest: Didactic and Pedagogic Publishing, 1974), 136.

for discussion and networking casually tolerant, during the lesson, the manifestation of an attitude flexible, supple and supportive to the students.

5. Active engagement in the process of reception

Teaching communication becomes effective when fosters active involvement of learner engagement with all his intellectual and emotional forces in the reception. Reception simply levying content exceeds heard. Communication of information must determine students: listen carefully, to grasp, to try to understand, to ask questions, to remember, to make associations with their previous experiences, to clarify ambiguities, anticipate, to foresee solutions, to formulate judgments, to make critical interpretations etc. The production of active speakers, learners determination to follow with interest and show an active attitude during obedience is an indicator of pedagogical competence of the teacher.

6. Empathic affection and interaction

Teaching the communication level is normal to avoid emotional distancing to the students. Act of communication must be based not only on rational arguments, but also on positive emotional elements from the speaker. By his conduct emotional welcome, closeness, friendship and understanding, enthusiasm for ideas and information that make them known speaker can enhance mood, motivation, expectation, emotional state of the receptor, enhancing thus the attitude of the latter messages to be transmitted. On the other hand, it happens to some students, the shame, the fear, the confusion, etc. not reveal their difficulties, doubt, confusion, manifest deductions, to refrain from entering into dialogue. In such a situation requires a climate of trust, honesty, collaborative approach between partners, which will cause difficulties to openly express doubts, ambiguities. Teaching becomes more efficient and the collaboration with the students becomes more fruitful, as is done with the highest level of empathy, warmth and convergence.⁶

Empathy is an essential human condition of good discipleship partner. This expresses that state which makes the teacher to identify with the feelings and thoughts of those he learns to feel and think as they feel and think learners its live emotional life of them as if they were his own, remaining calm, friendly, sensitive, kind, understanding, patient with his interlocutors, ready to put themselves in their place. Understanding the world of interacting as if they were his own, it has a direct effect on them. In terms of reciprocity, and its partners put a similar mental state, identifying with their teacher, what it says and says, seeing the qualities and virtues of the thoughts and feelings of a projection of their desires. This empathic relationship of reciprocity is usually asymmetrical, but it is a positive impact on learning and knowledge has a direct effect on the mental development of the teacher interacts with. We must keep in mind however, that excessive predominance of the emotional over the rational in building a situations of communication can lead to unwanted disturbances.

7. Adjust the speed, rhythm and speech dominance

Adjusting the speed, pace and keeps optimizing domination speech communication, but cover issues related to education and personal. Feedback can be reached within certain limits, the appropriate adjustments. In this respect, it considered that a message is not transmitted and perceived at once, but the portions, through a succession of phases ranked by intentions or meanings envisaged the construction of that message. Although the two processes - the transmitter

⁶Robert J.Davitz, Samuel Ball, *Psychology of the educational process*, (Bucharest: Didactic and Pedagogic Publishing, 1978), 346.

and receiver - operates in the same time, the two pieces are offset relative to each other. The initial perception of a portion exhibit some tendency to lag compared to the same emission portions. This means that the interpretation (decoding) that part comes emission occurs while a part of the next portion. So there is an overlapping emission part of the next portion with a perception late part of the first portion, and so on, until exhausted succession. From the above data, we can infer that as long as the exposure (explanation) Professor scroll faster than the reception inherently student experiencing some difficulties in the reconstruction of the transmitted message. Can speak in Romanian, on average about 125 words per minute; practiced only one person can be up to 500 words per minute. Some teachers may approach this performance if it finds that time is running out, thus exceeding the pace learners collecting the information transmitted. According to research undertaken in the field of language collection rate is higher in verbal stimuli and less on the nonverbal (imaging) where there are two decoding.

8. Managing of communication

This refers to the organization of communications in the classroom, ie interactions that develop here. Organizing the quantitative and qualitative aspects. The quantitative refers to communications network organization, ie: distribution of communications class, frequency and direction of trade intercom communication. Communication can to maintain relations of different types: unidirectional, bidirectional and multidirectional. The emphasis tends to be placed on the development of multidirectional communication that fosters interaction, interactivity, confronting various knowledge. Research shows that the communications network is significantly controlled classroom teacher, learner participation controlling it, the degree of freedom that is allowed and even mental operations that can use them in their work.

As for the qualitative aspects of communication organization, structuring exchanges they consider quality criteria: nature, functions and meanings. For example, cognitive circulating information aimed at different levels (factual abstract relationship, etc.), and the request cognitive activities varied: memory, understanding, interpretation, transfer, extrapolation analysis / synthesis, evaluation, converging or diverging, etc. By function exchanges can be:

- Organization of work (ordering of labor, material conditions of structuring the discussions, the focus of attention, control of discipline, etc.);
- Taxation (information, tasks, issues, methods, procedures, etc.);
- Development (guidance of thinking, suggestion of operations, stimulating processes desired inciting search and discovery, updating, inciting the imagination, classification, etc.);
- Personalization (the encouragement of students to communicate their experiences, to capitalize on the knowledge, life experience, bridging personal experience with new data, etc.);
- Stimulating motivation (inciting curiosity and interest, encouragement);
- Reward or disapproval by criticism, reprimand, threat;
- Feedback (thumbs - confirmation - or negative - denial -, correction, improvement, etc.);
- Control or evaluation.

Research shows that class communications network and structure are distinct variables of all educational processes in different circumstances and that there is a relationship between them and the students' school performance. Therefore, the network and structure of these communications must integrate logical structure, the teaching and practical training chronological activity. Starting from the analysis of communications between teacher and students, we can come to analyze

behaviors (actions manifested), to appreciate what is the profile of these behaviors, dominance behavior or another, determine how pronounced is verbalism in education, to establish the share types activities required and practiced, etc.

9. *Communicative competence*

Communicative competence, competence to communicate orally and in writing and communicators qualities greatly influences the effectiveness of communication (messages). Because nearly 80% of all communication events are subordinated oral communication, oral communication competence is of paramount importance in ensuring the effectiveness communicative. This is actually the reason for the development of didactics of oral communication.

The differences between learners in terms of communication possibilities are explained by different cultural, family and school students who have marked the evolution over time. You may experience some cultural contradictions between modes of communication and participation in specific school, family and community. Developing oral and written communication skills to students is a central purpose of education today and involves:

- Promote proficiency in spelling;
- Building habits and technique to express oral and listening;
- Promote an active attitude during reception of messages;
- Printing desire to continually learn to communicate with others with the group.

Build the capacity of students to communicate orally and in writing they have a duty to help all teachers, regardless of specialty. Teacher, learning should be the "accumulation of knowledge through cultural transmission,"⁷ and therefore he must prove highly communicative competence, meaning by this:

- The ability to build correct grammatical structures (sentences, phrases) and to use them effectively in teaching communication, that give them functional value, to assign meanings and significances;
- Ability to integrate communication in the context of cognitive factors, emotional and volitional;
- The ability to have knowledge about the development, construction and operation of oral and written communication logical argumentative type;
- The ability to have knowledge about the role of gestures, mimicry, silent (non-verbal behavior);
- Ability to understand the questions and opportunities.

Professor communicative meets three basic functions: facilitates, participates actively and notes (studying) the communication process. The issue of cultivation (education) communicative capacity arises not only from the teacher but also the students. This development forces the teacher to become a professional communication staff, both in terms of mastering the art of communication and in the resonating of the receiver influencing the formation of his personality in many respects.

CONCLUSIONS

It can be said that a communication situation is presented as a joint unit consisting of: lessors action, which defines the psychological side (information, communicative, emotional),

⁷Adrian Gorun, *Contributions to national education reconstruction identity. Summaries*, Publishing Academica Brancusi, Tg-Jiu, 2015, p. 70.

interactions and interrelations established between the participants, giving the social dimension of communication and material and physical conditions of transmission and content production vehicle. It is this functional integration unit, is the global force that assigns communication, allowing him to capitalize, in a pedagogical perspective, the multiple functions of language: informative, formative, educational, motivational, interactional, evaluative, regulatory, etc.

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