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ASPECTS OF TEACHING COMMUNICATION AND ITS ROLE IN EDUCATION

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ABSTRACT:

THIS PAPER AIMS TO HIGHLIGHT THE ROLE OF TEACHING COMMUNICATION IN MAKING THE TEACHING PROCESS MORE EFFECTIVE. SINCE ANTIQUITY AND UP TO THE PRESENT DAY, NOT ONLY COMMUNICATION, BUT ALSO DISCOURSE, THE INTENTIONALITY OF THE SENDER, ETC., HAVE BEEN IMPORTANT CONCEPTS FOUND IN NUMEROUS PHILOSOPHICAL, LINGUISTIC AND OTHER STUDIES, THE POWER OF THE WORD PROVING TO BE A KEY THAT OPENS OR CLOSES MANY HORIZONS, BOTH PERSONALLY AND ESPECIALLY PROFESSIONALLY. IN THIS VEIN, WE WOULD LIKE TO HIGHLIGHT SOME INTERESTING NOTIONS RELATED TO THE CONCEPTS LISTED ABOVE, FOUND IN DIDACTIC PRACTICE AND POSSIBLY FIND SOME PRACTICAL SOLUTIONS TO IMPROVE DIDACTIC COMMUNICATION.

KEY WORDS: COMMUNICATION, EDUCATION, DIDACTIC DISCOURSE, CONTEXT, FEEDBACK.

1. INTRODUCTION

Communication plays an essential role in the development of a teaching plan. As mentioned, the main purpose of any didactic subject is the educational training of students, and this cannot be achieved without communication and the means by which it is carried out.

In the teaching process, different perspectives and theories have been integrated that emphasize the role of communication as a social dimension. Without communication, the teaching process would not be able to fulfill its function of learning and guiding. It has also been shown that, during the learning process, the teacher's communication, through technical and relational means, is crucial for the development of cognitive activities, the perception of tasks, the management of students' expectations, attention and interest. Thus, any didactic process becomes, in essence, a process of communication oriented towards education.

From a broad perspective, communication is the mechanism that sustains and develops human relationships. Education is a form of communication that creates a bond between two people with a purpose of training and development. In the educational context, communication is based on the didactic interaction that takes place during teaching and learning in the classroom. Therefore, didactic communication can be defined as an

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institutionalized form of human communication, intended to contribute to the educational formation of learners. It takes place throughout the teaching and learning process, being so important that without it, this process could not exist. In conclusion, the essence of the didactic act is communication.

2. FEATURES OF DIDACTIC COMMUNICATION

Didactic communication is an essential element in the education process, having distinct characteristics that differentiate it from other forms of communication. It is defined by a series of specific features that contribute to the efficiency of the educational act and to the fulfillment of pedagogical objectives. As in any other communication process, in the didactic communication the participants consider not only contents, but also procedures, rules and norms of the exchange of information [1].

First of all, didactic communication has an institutional approach, as it takes place within schools and educational centers. This type of communication occurs both during school activities and during extracurricular activities, which emphasizes the importance of the institutional framework in the formation and development of students. Whether we refer to classes or extracurricular activities, communication plays a central role in the educational process, contributing to the development of students' cognitive and social skills.

Also, didactic communication involves an interpersonal and group approach. The relationship between teacher and student is fundamental within this type of communication, but it is important to mention that the interaction between students, as well as group communication, plays an equally important role. Without the presence of people, the act of communication would not be possible. In education, both teacher-to-student and student-to-student communication contribute to creating an environment conducive to learning and development.

Another essential aspect of didactic communication is intentionality. The teaching and learning process always pursues a clear goal: to develop students' knowledge and skills. This intentionality must be at least bidirectional, so that both the teacher and the student actively participate in the educational process. Ideally, intentionality should be multidirectional, going beyond the strict framework of the school and integrating into a broader context, which includes influences and factors outside the educational institution.

Another defining element is active participation. Communication in education is not just about sharing information, but involves active engagement on the part of participants. This commitment involves not only stating and receiving information, but also assimilating it, using it in practice and transferring it to other contexts. Thus, didactic communication becomes a dynamic process, in which both teachers and students are actively involved.

Also, another significant aspect of didactic communication is technological and rational management. Communication in education is not left to chance, but is planned, executed and evaluated in a rational way. Technological and pedagogical resources are used to support and improve the communicative act. Thus, teachers organize their teaching activities in a systematic way, having at their disposal different tools and resources to facilitate communication and learning.

At the same time, didactic communication has a prescriptive approach, as it is guided by clear objectives, pre-established contents and certain spatio-temporal frameworks. This reflects the fact that education has a well-defined structure, and communication between teacher and student is carried out in accordance with certain educational rules and principles.

Last but not least, a key aspect of didactic communication is bidirectionality. In this process, the roles of speaker and receiver are interchangeable. The teacher is not just a

transmitter of information, and the student is not a simple passive receiver. Both actively participate in the communicative process, constantly changing roles so that communication is effective and leads to positive outcomes in the learning process [2].

Thus, didactic communication is a complex and dynamic form of interaction that takes place in a well-defined educational framework, with the aim of facilitating the learning process and personal development of students. It combines rational planning with spontaneity and includes the active participation of all involved, ensuring an effective and interactive learning environment.

Didactic communication is a central element of the teaching and learning process, having multiple perspectives and manifesting itself on different levels. It can be viewed similarly to human communication in general, having three essential dimensions: organizational, interpersonal and intrapersonal. Each of these perspectives plays a crucial role in achieving educational goals and facilitating an optimal learning environment.

The first dimension of teaching communication is the organizational one, which refers to the interaction between the institutional and administrative functions of the educational staff. Organizational communication takes place in an institutional context, where space, time, relationships and organizational structure are determining factors in shaping it. In this regard, it is necessary to analyse all institutional dimensions to ensure that each component contributes to an effective communication process. For example, when a school principal meets with the head of studies and teachers to discuss curriculum plans or educational strategies, they engage in some form of organizational communication. This type of communication is essential to ensure coordination and alignment of institutional objectives with the educational needs of students.

The second perspective is the interpersonal one, which manifests itself in the direct interactions between teachers, students, parents and colleagues. Interpersonal communication takes place when teachers fulfill their different teaching roles, whether it is planning, conducting or evaluating the educational process. Also, this type of communication takes place between students, but also between teachers who collaborate to create an effective educational environment. In this context, communication between equal individuals, also known as horizontal communication, is particularly important. This forms the basis of the cooperative methodology, in which collaboration between teachers, but also between students, becomes a central element of the learning process. Teachers' cooperation in planning and evaluating educational content and activities contributes to better knowledge integration and the creation of more effective educational strategies. For students, cooperative learning has a positive impact on intellectual and socio-emotional development, contributing to the cultivation of values such as solidarity, responsibility and friendship. This method also encourages peer learning, which is essential for a well-rounded and interactive education.

Finally, the third dimension of didactic communication is the intrapersonal one, which represents the psychological dimension of this type of communication. This is considered the core of didactic communication, because without it, the learning process cannot fully achieve its goals. Intrapersonal communication involves an internal dialogue, a process of reflection and deliberation with oneself, through which the learner develops his cognitive and metacognitive skills. This type of communication is essential for personal development, as it allows students to form an identity and assume the knowledge, attitudes and values necessary to become responsible and self-aware individuals. Through this process, the student learns to set personal goals and develop intellectually and emotionally. Also, although self-dialogue is essential, external influences, especially those coming from people with a significant role in

the student's life, such as teachers or parents, play an important role in the decision-making process.

In conclusion, didactic communication is a complex and multidimensional process, essential for the effective development of the teaching and learning process. Whether it is organizational, interpersonal or intrapersonal communication, each of these perspectives contributes to improving education and creating an environment conducive to the intellectual and emotional development of students. Effective communication in education involves not only the transmission of information, but also the creation of authentic connections between teachers and students, as well as the encouragement of personal reflection for the development of autonomy and responsibility.

We cannot conclude the list of features of didactic communication without bringing into discussion the concept of educational intervention [3] which, according to C. Sălăvăstru, represents any type of human action through which a certain influence takes place on an individual, which can determine an attitudinal, intellectual, affective or behavioral change.

3. STRUCTURE OF DIDACTIC COMMUNICATION

Didactic communication is an essential process in education, being a mechanism through which knowledge is transmitted and received in an organized and efficient way. This is not just a simple exchange of information between teacher and student, but a complex system, made up of several components that interact with each other to achieve educational goals. In the context of the teaching-learning process, didactic communication is fundamental for the effective transmission of knowledge and the development of learners' skills.

One of the most important actors of didactic communication is the teacher, who plays a double role: that of integrator and evaluator of information. The teacher is the one who selects, organizes and structures the educational contents, thus having the responsibility to guide the learning process. According to Pérez Gómez [4], the teacher not only transmits information, but also encodes this information in a way that is accessible to the students. The more methods and presentation codes it uses, such as visual images, verbal explanations or practical examples, the more efficient and accessible the learning process becomes for learners. Therefore, the teacher is essential in facilitating the understanding and consolidation of knowledge.

Didactic messages are the central component of the communication process, as they represent the content to be taught. These messages must be structured according to the educational objectives set at the curricular level and be adapted to the needs and level of the students. It is important for the teacher to develop these messages based on a prior diagnosis of the group of learners, thus ensuring that the material is relevant and accessible. The clear design and organization of teaching messages contributes to the creation of a coherent and efficient structure of the learning process, facilitating the understanding and retention of information by students.

Another essential element in didactic communication is the learner. The student represents the final destination of the entire communication process, being both a receiver of information and a sender, to a secondary extent. As a receiver, the student receives, analyzes and processes the information transmitted by the teacher. However, its role is not limited only to a passive absorption of knowledge. As they form their own understandings and skills, the student becomes able to share and disseminate information in turn, thus contributing to a dynamic and interactive educational process. This active involvement is essential for the student to be able to integrate and apply what they have learned in new and varied contexts.

The context in which didactic communication takes place plays a crucial role in shaping and influencing the educational process. The school institution represents a micro-context in which multiple interactions take place, both between students and teachers, as well as between students and their colleagues. This context is influenced by external factors, such as the social and cultural system in which the educational institution is framed. Also, the physical conditions of the learning environment – such as classroom space, available resources or emotional climate – can have a significant impact on the communication and learning process. A supportive environment, in which students feel encouraged to actively participate and express their ideas, contributes to the effectiveness of didactic communication.

For didactic communication to be effective, careful organization and proper coordination of all its components is necessary. Every member of the educational community – whether teachers, students or administrative staff – must take responsibility for their role in this process. Setting common and clear objectives is essential to ensure coherent and continuous communication. In this way, a unity of purpose and action is created, which ensures the success of the educational process. At the same time, the collaboration between the actors involved facilitates the adaptation to the needs and particularities of each group of students, which leads to a constant improvement of the quality of the teaching act.

In conclusion, the systemic structure of didactic communication is the result of the interaction between the teacher, the didactic messages, the learner and the educational context. Each component plays a crucial role in the learning process, and effective coordination between them contributes to the achievement of well-defined educational goals. Didactic communication is not an isolated process, but a dynamic and complex system, which requires special attention to ensure the educational success of learners.

4. CONCLUSIONS AND POSSIBLE SUGGESTIONS

Didactic communication is a complex process that, although essential for education, is not always carried out optimally. In this context, there are several barriers and limitations that can affect its effectiveness. In the following, we will explore the main obstacles that hinder the achievement of effective didactic communication and analyze their impact on the educational process. In everyday life, P. Waltzawick and others conclude very well that we can not communicate or have a certain behavior, the same happens in the educational process, where communication is the tool through which education is carried out [5].

One of the most important obstacles in didactic communication is subjectivity. Each individual perceives reality through the prism of their own experiences and beliefs, which can distort the way information is received and interpreted. This subjectivity limits objectivity and prevents a correct and balanced understanding of the message. In education, this phenomenon can lead to misunderstandings between teacher and students, thus affecting the quality of the educational process.

Another significant factor is the presence of stereotypes. Stereotypes are preconceived ideas and clichés about certain groups of people. These biases can negatively influence the way information is transmitted and received. If we do not overcome our stereotypes, we cannot achieve the necessary level of openness and mental flexibility for effective didactic communication. In education, stereotypes can lead to discrimination and hinder the creation of an inclusive and equitable learning environment.

Inferences are another critical aspect in didactic communication. The inference process involves deducing information based on clues or assumptions. In the educational context, inferences can lead to erroneous conclusions if they are not based on solid evidence

or are not clarified. Thus, the message conveyed can become confusing and inaccurate, affecting the students' understanding. Didactic communication is a special type of discourse in which demonstration and argumentation, as forms of explanation and persuasion, progressively evolve and complement each other, depending on the specifics of the educational context. Proof is a logical process, based on deductive or inductive inferences, in which truth, necessity, and evidence are essential. The assertions start from clear premises and follow strict rules of inference, thus validating the explanatory process and leading to correct conclusions. This logical reasoning is often used in didactic discourse, especially when presenting certain facts and the content of the lesson allows for explicit detailing. However, the demonstration is constantly adapted to the specifics of the audience, the discipline and the lesson taught. For example, in mathematics deductive inferences predominate, while in biology or psychology both inductive and abductive inferences are used. Even deductive reasoning can vary in complexity or clarity, depending on the level of understanding of students or study groups.

The role of the teacher is that of an orator, as he has to convince an audience (the students) with distinct traits, so there are points of view [6] that draw attention to the fact that the educational discourse aims to promote values accepted by all partners in the act of communication, which should also represent reasons for dispute, our question being whether these are understood or just accepted...?

The lack of empathy is another major impediment in establishing an authentic connection between the teacher and the students. When the teacher fails to understand the problems and interests of the students, communication suffers. Students may feel that their needs and difficulties are not being recognized or appreciated, which can affect their motivation and commitment to learning.

Finally, the lack of feedback is a crucial limitation in didactic communication. Feedback allows the teacher to determine if their message is well understood and if students are involved in the learning process. Without an adequate feedback mechanism, the teacher cannot adjust teaching strategies to meet students' needs and level of understanding, which can reduce the effectiveness of teaching and learning.

In conclusion, didactic communication is subject to a variety of limitations that can negatively influence its effectiveness. Subjective perception, stereotypes, inferences, assumptions, lack of empathy and lack of feedback are factors that must be aware and addressed in order to improve the educational process. Recognizing and overcoming these obstacles is essential for developing more effective teaching communication and creating a more equitable and productive educational environment. We can note that school failure is the main cause of school dropout. School failure can be the effect of poor teaching communication, blockages in this process or it can occur due to the lack of motivation of students, which can be increased, we believe, by improving the teaching discourse. White and Gardner provide us with a list of questions that every teacher should reflect on, such as: How often do we smile in the classroom?, What kind of intonation do we use?, How much do we look at students while teaching them? [7].

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