

THE IMPROVEMENT OF EDUCATIONAL COMMUNICATION THROUGH ESPERE METHOD

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Abstract

A research of a few communicational understandings in primary school, having as a tag to assure an efficiently communication process, starts from the definition of educational communication in the Dictionary of pedagogy. Educational communication is defined as the fundamental part of the teaching process, where the pupils -being led by their teacher- get new a new knowledge, rules, formulas, laws. Modern pedagogy proposes a reconsidering of the pupil's role along the teaching process and it offers a great attention to the participatory methods, teacher and pupils being seen as a real team. As a conclusion, communication becomes a dynamic and alive complex process, it is a relational process, where one or more participants may do an information exchanging, they understand each other and can influence one another.

Now we can easily talk about the codes used in the communicational process: word, gesture, image, sound, movement, moods. An innovative approaching to the communication subject was identified in ESPERE method - E as Energy, S as Specifically, P as Providing an, E as Essential, R as Relational, E as Ecology.

Key words: *learning, communication, ESPERE method, SAPPE method*

1. Educational communication as a particular way of communication

Teaching is, exclusively, a strong communicatory domain/branch at all its levels. This consideration is more obvious if we are able to look at it through the modern pedagogy's point of view, for what the followings represents:

□ instructional relation is a communicational relation what creates a specific type of language – pedagogical or educational, what represents the base. We can't understand from it that teaching means exclusively just a communication, but it underlines a communication's recognition as a constitutive and vital part of the educational-instructional process;

□ as a constitutive and vital part of teaching, communication actively and creative implies in its structure

□ communication represents one of the fundamental conditions in for a proper performing of teaching process; we can understand from it that to organise teaching conditions means to organise all the communications what there are in the classroom, means to organise and to control the meanings exchanging between the teacher and the pupils

If we approach to the educational communication as a particular way of communication, specific to the educational process, we can identify more types of communications what interfere in the educational communicational level:

- oral (dominant)communication and written communication
- verbal, paraverbal and nonverbal communication
- referential communication (used for the theoretical information) and communication by attitude (used for valuable systems or for criteria of considering the values)

2. ESPERE method – a method what makes the communication easier at the educational level

The creator of this method, Jacques Salomé, explains the role of ESPERE method, specific energy for essential relational ecology, to offer people an easy, efficient and viable way of interacting. The main factors what make the process easier are: the relationship between the pupil and himself, the relationship between the pupil and his classmates, the relationship between the pupil and the teacher, the relationship between the pupil and his parents. But this is the distinctive piece what lacks we all know what are the elements what can constitute the communication: emitter, receiver, message, communicational channel. ESPERE method brings one more element's visualization- the relationship between the emitter and the receiver. Visualization is made using real elements, in this case a scarf what is kept on one end by the emitter and on the other one by the receiver. Now, those who are implied in the communication process are took in consideration as each of them keeping in their hands the RELATION and both of them are responsible to the half part of the scarf. Two elements appear: awareness and empowering.

On the other side of considering the ESPERE method in a good approach to the communication, there is the SAPPE method – Suffering, Alienation, Pathology, Problems, Embarrassment. Its main manifestations are recognized by speaking for the other, which come in a variety of most banal expression mode.

- **Injunctions:** "Be strong! Be sincere! A man does not cry! "
- **Disqualifications:** "It is not possible to be so clumsy! You are so awkward! "
- **Guilt:** "How dare you talk to me this way?"
- **Threats:** "Attention, to the count of three, you know what is going to happen to you ! "

- **Blackmail:** "If only you were working better in school, I could be proud of you!"

Learning of the ESPERE method involves a chapter dedicated to the study of these main expression modes which structure the non communication and maintain forms of devitalised relationships to which we collaborate most of the time without even knowing it, by absence of model of alternative reference.

The E.S.P.E.R.E method refers to a set of theoretical and practical data constituted by tools, guidelines, beacons and mediations, which, put in relation and articulated one with another, aim to activate, stimulate and arouse a process of relational gestation, of becoming autonomous, of liberation and of taking responsibility by who takes means to resort to it with sufficient constancy, coherence, regularity and continuity.

The E.S.P.E.R.E method recognize a few main fundamental needs in every human being:

- **to be able to tell oneself** (to go from the impression to the expression);
- **to be able to be heard** (to go from the expression to the communication);
- **to be able to be recognized** (to go from the communication to the relationship);
- **to be able to recognized our value** (capacity to take our place in a social system, to exercise an influence on our environment, to have the feeling to be able to have something to do in what happens to us);
- **to be able to not say everything** (to go from the need to tell the truth to the capacity to speak truly, constitution of a space of personal or shared and sharable intimacy).

The ESPERE method is first of all a working tool.

Beyond its pragmatic function which proposes concrete guidelines, without dictating any procedure, the ESPERE method opens up on another way to take a stand and to live personnel or professional relationships (pupil-pupil, pupil-teacher, pupil-parents, teacher-parents). It aims to promote a relational dynamic different from the one which characterizes our usual relationships. In particular it arouses confrontation, sharing and non violence rather than fighting, power trip or dependency.

The ESPERE method allows finding stimulating alternatives to not maintain submission or opposition. It gives avenues and orientations which are as many solicitations to give up reactional (well-known irritation and annoyance) that sabotages exchanges and maintains in a state infantile partners in presence.

The ESPERE method is a guide that brings us to take responsibility for the part of the relationship that concerns us and it allows respecting ourselves in the main acts, choices and commitments of our life.

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Some main points studied

- To become aware of the spirit of the relational communication (What is to communicate? How to define lively relationships? What does the term relational ecology means?)
- To learn to go beyond the myth of spontaneous statement, good will and good intentions in matters of relationships. Communication can be learned at any age.
- To familiarize oneself with basic principles of the relational communication, in promoting mutual communications of reciprocity.
- To recognize a few main fundamental needs in every human being:
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 - **to be able to not say everything** (to go from the need to tell the truth to the capacity to speak truly, constitution of a space of personal or shared and sharable intimacy)
- To exercise ourselves to self responsabilization by giving us means to go out of positions of victimization, accusation or non responsabilization
- To learn self respect and respect of other
- To promote confrontation over fighting, to develop the capacity to go from reactional which maintains reducing to infantile level, to relational, guarantee of maturation. Any change arouses inevitably resistances within us and in our close circle.

Relational hygiene rules :

Relational hygiene rules are means, supports, guidelines, beacons, to go towards a greater coherence possible between intention, desire and objective. It allows also confronting the effects on each protagonist of an exchange in terms of well-being, congruence or satisfaction. It constitutes propositions susceptible to be offered to interlocutors.

Contrary to what we often believe it is not necessary to be two to start practising it.

It is not necessary that both protagonists know and practice the relational hygiene rules. It is enough that only one introduces them, gives evidence of it, to initiate a change in the relationship. This change will be followed or not by effects according to resistances met.

Some basic rules :

- 1. Any relationship symbolised by a scarf has two ends.*
- 2. In any exchange, as in any communication attempt, we are always three protagonists: the other, me and the link which links us, named: RELATIONSHIP. By reminding that if it links us, also separate us (if not it is no longer a link but a ligature).*
- 3. I learn to give evidence, to speak about me to the other and not for the other.*
- 4. In a relationship I learn to differentiate what belongs to the register of feelings and what is more in the order of the relationship (to give, to ask, to receive, to refuse).*

As a conclusion, the educational communication as a particular way of communication, interferes with more types of communication: oral (dominant) communication, written communication; verbal, paraverbal and nonverbal communication, referential communication (used to transmit theoretical information) and the communication by attitude (used to transmit valuable systems or the criteria of considering the values). It gets the positive effects of the ESPERE method, what makes the pupil to be conscious of something new in the relational process: that there is something more, except the emitter, receiver, communication channel and the message, that there is the relation between the two interlocutors. Becoming conscious of this phenomenon and being helped to make the proper steps in this process, the pupil reconsiders his position in the relation and he fundamentally implies in his interactions with all the people around him, himself getting part of training process.

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