

OPTIMIZATION OF THE DIDACTIC COMMUNICATION

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Abstract: *Educational process requires an inventory analysis and investigation of communication components; interconnections between them; consequences and capacity development; generating sources of bottlenecks, the manner of expressing them and ways to optimize educational communication; analysis involving of the one part, teachers, on the other students. Teaching communication efficiency is generated by several factors, whose understanding and straightening can reduce the differences that arise between the information the teacher wants to send and what the students understand and keep the information. The factors that determine the efficiency of communication are teacher's personality, the personality of students, psychosocial dimensions of the context and environmental. Increased the influence over members of the educational group can be done by removing barriers in communication. The activity of the didactic communication optimization requires the following steps: analysis and evaluation the quality of teaching communication, identify nature of the bottlenecks involved in the act of communication, outlining a strategy that is customized depending on the nature and composition of the educational group, implementation of the strategy that has been chosen, the analyze the effects of post-implementation.*

Key words:

1. Didactics communication

The knowledge and experience in communication contributes significantly to the progress and development of education; at the formation, development and education of the generations of students. In the educational process, the communication illustrates in the same time, a fundamental concern and an indispensable tool used by teachers. The didactics communication has a integrative and overall character, in the sense of the coverage and of the harmonization all forms of communication; of languages (natural and artificial); of the multimedia communication; psychological, psychosocial, social, cultural and contextual factors. Each compartment of

the life, cultural and social reality unfolds and develops around the communicative act; communication represents a source of reflection, of research and of achievements. The educational process is in constant metamorphosis, but his various situations are always based on communication. Between communication and the education process is an interdependence and reciprocity relationship, of complex and multifaceted nature. The activity educational requires that, permanently, the scientific understanding it to be naturally and necessarily associated with the psycho-pedagogical understanding of the educational process, with the practice of efficient communication and pedagogical experience. The significance of the communication act within the educational process is validated and strengthened by the fact that learning it is based on this one.

The analysis and investigation of the issues communicative process in educational institutions require the corresponding attention the elements composing, the elements which it is based, psychosocial aspects that optimizes him and render more effective or those that can cause dysfunction, cause blockages. The perception correct and the understanding of the quality of communication, of the structure of communication, the contribution of each element to the implementation of the entire, allow us to notice the complexity and value of the work process and educational activities. Investigation of the educational process calls for an analysis of communication components; of interconnections between them; of consequences and development capacity; of sources generating of bottlenecks, of the manner of expressing them and the ways to optimize the didactic communication; analysis involving on the one hand, teachers, on the other students. Educational practice it must be understood and perceived by students and teachers as a communication experience, an application of interpersonal relations, discussions and collaboration, and not as a process of transmitting information in one direction. The act of education should be an essential tool to eliminate obstacles hampering communication at all levels. The communication was treated over time under different forms, in vision of various sciences specialized, each giving it new meanings and meanings. The communicative act is defined and characterized distinct from each field of knowledge, focusing on contact, transfer, transport, energy, information, features of the interlocutors, of the specific of social context, the particularities of social situation.

The improvement of the communicative process it is based on a spectrum of sciences and on complex analysis, requires consideration of all scientific perspectives. The concept of communication has received various nuances, meanings and emphases over time, meanings offered by science as anthropology, sociology, psychology (general psychology, social psychology, psychology of groups), pedagogy, political science, management and

theoretical explanatory models and information theory, cybernetic model, systemic theory, semiotics perspective. Although the manner of definition, characterization and explanation of the communication is distinct for each science or theoretical orientation, combined they can provide a sophisticated vision, general perspective of the process is superior in terms of how to explain the facets they represent.

Perceived and investigated as a process in constant change, transformation, the communication has the following characteristics:

1. mutual relationship in a particular context;
2. the communication and transfer of messages between stakeholders are based on certain features and subordinate rules and perceptions;
3. the exchange of information, the knowledge, the ideas, the concepts, the opinions, the beliefs and the feelings in order to get certain reactions or behavioral responses specific. (D. Mc Quail, 1999)

At these features add:

- interaction between social actors depends on the social context and requirements of the social situation;
- the qualities dominant of the interlocutors and traits are reflected in the manner of issuance and receipt of the message;
- the circular character, each actor of the communication plays the role of the issuer and the receiver;
- the meaning of the message is based on psychological, social, cultural, environmental factors.

The attributes, the qualities and the elements components of the communication assigns him a genuine complexity that cannot be expressed by a single general scheme; described by a one-way perspective. The act of communication must be guided naturally by inter-communication, by adjustment and adaptation of the educational context. Improving communication is a fundamental objective of education, because this process illustrates equally a tool of relations with educational character, but also of concern on the personal development of all actors involved in the process.

Understanding and mastering the qualities of each form of communication is a basic condition of education, a condition which can ensure the effectiveness of teaching and improve interpersonal relationships within groups conducted at all levels (between equals, between teacher and educational group members). Training of skills and communication skills, relationship skills and influence, both for teachers and students, lead to the improvement the process of teaching.

2. Dysfunctional aspects of the didactic communication

Between the educational activities and the act of communication there is a inter-connection relationship, the obstacles that arise in communication causes considerable repercussions on the efficiency of the educational

process. The educational objectives can be affected by dysfunctional communication. Understanding and correct perception of various disorders that appear in the act of communication is the first step towards mastering the communication. The identification of the causes and the blockages of the process of communication allow identify the ways to optimize of the communication.

In our opinion, a diagnosis of the disorders noticeable of communicative in education can be developed from different perspectives:

- linguistics- the particularities of language and forms of the communication in school: the insecurity of sending the message; the transmission of the message as the inadequate, the incongruence between forms of language, inability to adjust to the interlocutor language (much too technical, sophisticated), intention and availability information, the ability to interpret and decode the message;

- psychological- psychological characteristics of their communication partners: low level of social intelligence, prejudices and stereotypes, absence of the psychosocial skills;

- psychosocial- psychosocial characteristics of the specific school social environment (class, school groups): low levels of cohesion and the tendency to split the group, promoting of the antisocial behaviors and the counterproductive behavior;

- contextual- the physical and temporal factors that influence the development of the communication process: dysfunctional arrangement of space, inadequate physical environment;

- functionality of the teaching communication- causative factors what one derives from the specific conduct of the process of the didactic communication: authoritarian style of the teachers, lack of theoretical skills or lack of experience on the educational act, inappropriate techniques and methods training.

The success of the educational process not depend on the choice certain forms of communication, but calls for the creation of learning contexts and situations in which different forms of communication to support and combine each other, indicating the harmonization and compatibility practice.

Characteristics of the educational group

- the cohesion of the group;
- homogeneity of group;
- communication structure, socio-affective;
- the share of the behaviors of collaboration, competition, conflict;
- tendency to split the group;
- group culture.

Psychosocial aspects of teacher-student relationship

- type of power on which is based influence;
- the degree of authority of the teacher;
- the specific way to interact with the educational group;
- ability to stimulate, engage and stimulate educational group.

Psychological characteristics of social actors

- personality dimensions;
- general I-world relationship;
- the dominant type of intelligence;
- representation of self (self-image);
- prejudices and stereotypes;
- statuses and social roles;
- relational style.

Physical and psychosocial ambiance

- the quality of the psychosocial climate and general atmosphere;
- level of trust in teachers;
- the way of placing the furniture.

Identification of dysfunctional aspects of educational communication

- the dysfunctional relationships in the educational group and between the teachers and educational group;
- frustummed communication of messages;
- uncertainty on messages;
- inability to adjust the language of the audience (specific educational group);
- incompatibility system-axiological-normative attitudes;
- carelessness among students about the learning activity;
- incongruity messages transmitted orally-nonverbal;
- interferences- disturbing factors involved in the educational process.

Fig. no. 1 Identification of dysfunctional aspects in teaching communication

3. Optimizing the didactic communication

In traditional education pedagogical efforts were focused on providing information and interest has centered on the issue of content and manner of their sense unidirectional transmission, omitting the reception characteristics, of interacting and intercommunication. The education system requires not only exposure of the knowledge, but also a convening to receive in a way consistent, dynamic, finding the understanding and practice of that information. The transmission of the information turns itself in to communication when the information that makes up the content (message) generates a consistent action and require a communicative interaction of the partner. In this context, the understanding appears to be essential in order to improve the didactic communications, understanding is on the one hand, means, on the other hand, the purpose of human communication. (Morin, E., 2010)

Modern approach to the didactics communication plays a crucial role, privileged, interest that is given the student, as a dynamic partner. In these circumstances, it is clear that the relationship of the communication between teacher and student and interaction are two key dimensions to improve the communication process.

Modern education system requires some rules for teachers: to know to listen to students, to understand their needs and wishes, to guide and direct so that their potential with which they were endowed. We Identify a effective communication where the subject expresses feelings openly and directly and simultaneously stimulates the partner to behave the same.

Teachers, to intervene effectively for optimizing communication and intercommunication staff must identify the elements that can influence communication, relations between them, their consequences and evolutionary trends, and individual dimensions of students interacting particularities school group, general context of communication. It requires the teachers to guide students step by step towards obtaining the teaching conditions to improve communication, operate so as to obtain an enhancement of all aspects of communication. (T. Slama-Cazacu, 1973, apud. Tran, V., Stănciugelu, I. 2001)

Improved of the intercommunication cannot be effected by means of a formal interactions, but requires the involvement of voluntary and conscious of the partners, the more since it is based on a higher type of training, which is based on the activation of training subjects; on assisting and dynamic and full participation; the establishment of interaction, intellectual metamorphosis, opinions, confrontation of views. (Bocoş, M., 2002)

The efficiency of the teaching communication is generated by several factors, whose understanding and straightening can reduce the differences

that arise between the information the teacher wants to convey and what the students understand and retain that information.

Factors that determine the efficiency of communication refers to the personality of the teacher, the student's personality, psychosocial and environmental dimensions of context.

The factors relating to the teacher's personality:

- ❖ the mirroring the quality of teaching;
- ❖ the accuracy with which follows objectives set out;
- ❖ packaging of the information in such a way as to provide meaning, functionality, reliability, accuracy, brevity them;
- ❖ the adjustment of the message and manner of speech at psychosocial characteristics of the students(not to overlook that the teacher not talks to a ideally student, but with one authentic, which has a certain degree of mental development, emotional and social, which has a certain amount of information, a certain proficiency);
- ❖ capacity to adapt their rhythm, the speech fluency, the timbre and tone to psychosocial and environmental characteristics and to the context in which the communication is made;
- ❖ ability to stimulate dialogue, to maintain harmonious relations with the educational group, ability to behave integrator (opposite behavior domineering, dictatorial) which is defined by flexibility, adaptability to the personality of others, spirit of cooperation, empathic capacity, removing inhibitions. (Pâinișoară, I., O., 2009)

The factors relating to the student's personality:

- degree of mental development, emotional, social, a certain level of cognitive structures, which should allow them capturing, understanding and assimilation of the message;
- linguistic capacity to correctly decode the message;
- an knowledge base, the skills, the attitudes stored in time at which to relate new knowledge;
- availability to capture the message, to learning to listen, dynamic involvement in the act of communication, quality of the interactive listening;

The context in which communication occurs:

- the information transmission channel must allow the message to be receiver without distortion, exclude room reverberation, noise, states of rumor;
- use as many channels of spreading the information;
- the psychosocial climate in which occurs the act of communication to be positive, harmonious.

Given that there is a relationship of interdependence between the quality of communication and value the educational process, increasing educational influence on group members can be achieved by removing barriers in communication.

The didactic communication activity requires completing the following steps:

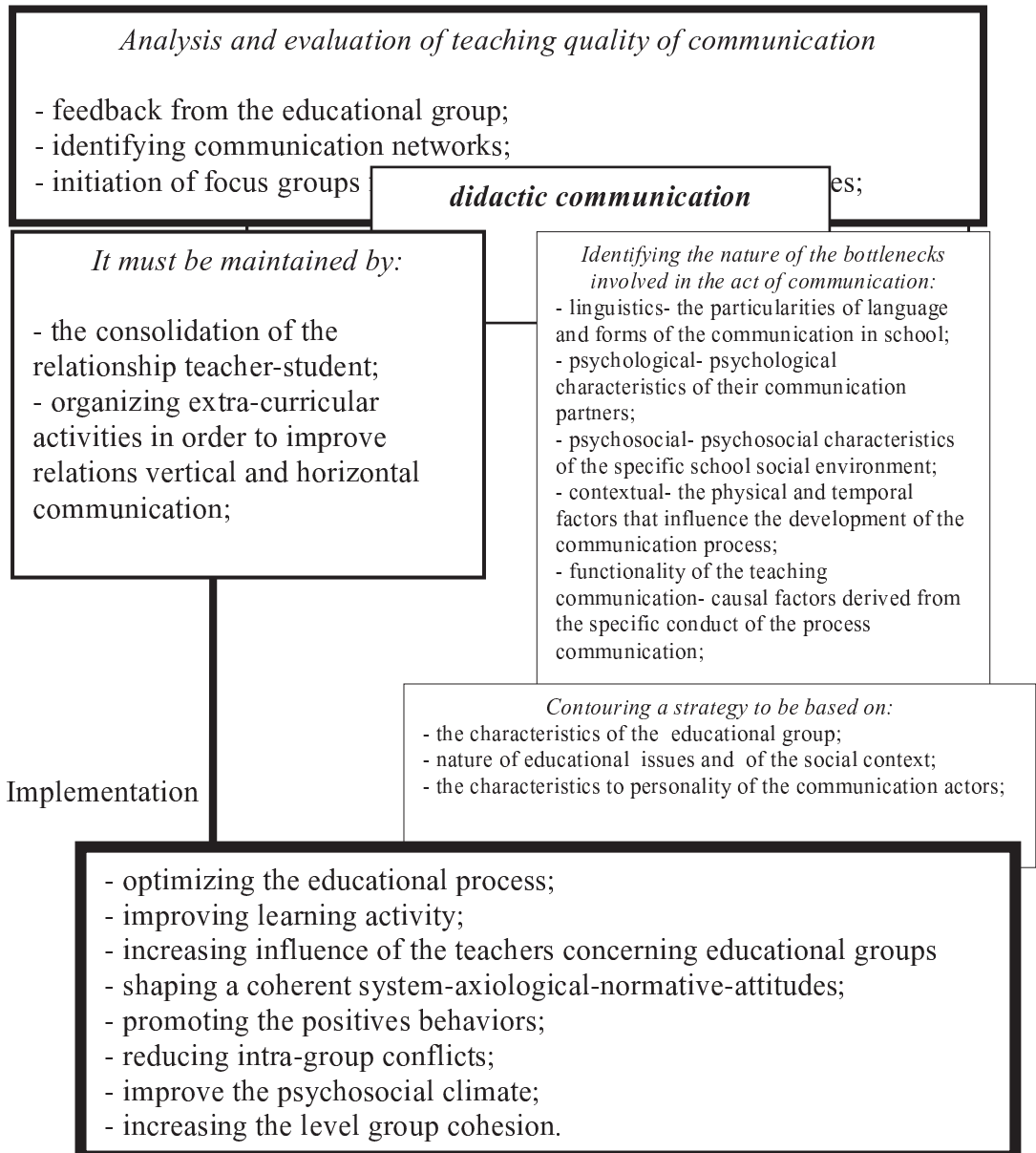
- *Analysis and evaluation of teaching quality of communication* - the main purpose of recognizing the dysfunctional issues, which can disrupt the communication act; can be achieved by feedback from pupils / students (the degree of understanding and retention of information from teachers; ability to operate with concepts, to perceive connections between them; ability to apply knowledge); identifying communication networks to understand the manner in which information flows; organizing focus groups, enabling pupils / students to indicate negative aspects that influence teaching communication;

- *Identify nature of the bottlenecks involved in the act of communication*- requires a holistic, integrative, taking into account all dimensions of teaching communication: the characteristics of participants in the act of communication, the message and the social context in that unfolds the educational process;

- *Contouring a strategy* that is customized depending on the nature and composition of education, the specific activities and tasks of teaching, teacher's personality profile and the students; taking techniques that facilitate communication teaching or have been employed in an educational organization, without being adapted to the context, constitutes a failure;

- *Implementation of the strategy who was chosen*- effects, the repercussions of a strategy depends on the manner in which it was applied and the people involved in this process;

- *Analysis of the effects of post-implementation*- are visible over time; application of an appropriate strategy leads to optimizing the educational process, improving learning, increasing influence of the teachers concerning educational groups, shaping a coherent system-axiological-normative-attitudes, promoting the positives behaviors, reducing intra-group conflicts, improve the psychosocial climate, increasing the level group cohesion.



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