

SCHOOL COMMUNICATION SYSTEMS

Ion NEGRILĂ¹

Abstract: *Communication has always been a main component of education, an indispensable support for the education system. Receptive to the human communication development, the timeless school practice has never stopped to wisely integrate and absorb the various verbal and non verbal forms and means in its procedural structures. This is today more obvious than ever, in a society of knowledge and globalised communication, when the act of communication is applied effectively in all domains of interpersonal activities and human social life. A major role is played today in this context by the powerful technological communication tools, with major implications in the development of the educational system.*

Key words: *communication, education, teacher, pedagogy.*

The fundamental changes in our society have created real prerequisites for updating the entire education system, which is reflected in the development and introduction of new content elements, new educational technologies, in the call to the pedagogic experience in the world.

Besides these, other social and cultural reality developments are worth mentioning, such as the renewed interest in the inter-personal dimension of human relationships and a radical change of concept regarding communication, which highlights the present tendency toward updating teaching and learning techniques.

Intentionally distancing itself from the limitations and flaws of the traditional system, centered on the transfer of knowledge, taking into consideration the fact that transfer cannot mean the same as communication, in its authentic and actual meaning, the educational system has arduously strived to build a new communicational system that strongly correlates with the informational one; a didactic system conceived and elaborated on a different scientific basis, deeply anchored in the mediation relations that characterise school life. This new system tends to systematically extend interactivity in the school practice and to greatly develop the following relationships: students-knowledge-teacher, students-knowledge-students, students- knowledge-multimedia, by embracing the modern concept of interpersonal communication. An increasingly great

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importance is given to the strengths of a multidirectional and multifunctional communication act, rather than one based on the simple one-directional and – functional transmission, that will give the educational process the fluidity of a sequence of communication situations of a different type. The latter will prove to be mainly favourable to the combinations of students' representations with those of others, of students' with teachers', and of students' with those delivered by other modern communication sources. Nowadays, a great importance is given to the informational and didactic potential which undoubtedly shapes such a system that is influenced by the development of another communicational culture.

When updating the content of education and mastering new forms of organization of educational training, the role of the teacher as a participant in another pedagogical reality also changes qualitatively: not the translator of knowledge, but the organizer, the leader and “accomplice” of the educational process, built as a dialogue of a student with cognitive reality.

Far fewer teachers acknowledge the highly developed ability to maintain students' interest in their subject, organise their work systematically and independently make use of their knowledge and possession of group and individual learning methods, they also master the knowledge of psychological development, new pedagogical concepts and the use of new pedagogical technologies. Moreover, most teachers offer high self-confidence to their professional pedagogical competence. The school establishes as the main task the creation of conditions for the development of the student's personality, able to further develop, self-education, interaction and cooperation, a creative and active person.

Therefore, the school's task is determined correctly. Studies show that 60-80% of the words spoken during the lesson come from the teacher [8]. The teacher is active: Explains, asks, guides, corrects. But the hyperactivity of teachers is often accompanied by the mass passiveness of students in the lesson.

Many methodological innovations are associated today with the use of interactive teaching methods. Interactivity means the ability to interact or be in dialog mode.

It is important to emphasise that interactive learning requires the teacher to possess the necessary methodological and psychological knowledge and skills. For example, the ability to use techniques that allow you to include all participants in the training session in the discussion process, the ability to perform the psychological training of participants and to properly organise the space for the lesson, the ability to adjust the working stages and view key concepts, etc. A teacher who decides to use interactive learning forms must learn all of these. Where and how?

With the current system of professional development, the teacher receives new psychological and pedagogical knowledge through various courses and seminars. But does that reach the class? In most cases, it is the same situation as in a traditional lesson, aimed at enriching pupils with methodological, didactic and psychological information.

The traditional students' knowledge assessment system, which has a rich experience

in monitoring learning outcomes, cannot, due to its organisational and technological features, ensure the satisfaction of society's needs. Its results cannot be used to obtain objective quantitative and qualitative indicators that enable the assessment of the quality of education.

Thus, when creating a system for assessing the quality of education, together with an assessment of the knowledge of students, the full range of indicators should be included. The child, often the only one, long awaited, is imposed on himself as an over assessment: It is an idol, the meaning of the life of parents. Moreover, the interests of others are often ignored, slaughtered the child. As a result, the child does not know how to understand and take into account the interest of others, cannot bear additional deprivation and perceives aggressively any obstacles.

Ignorance from the part of the teacher of the individual age-related characteristics of each child may be the cause of various types of Didactogenia which means the negative mental states of the pupil caused by the wrong attitude of the teacher; school phobias, when a child is afraid to go to school, responds to the board, etc.

Speech can be carried out by a person both based on the reproduction of external and internal speech images. In this respect, it is customary to distinguish between external and internal speaking. The external speech is addressed to other people, internal-to himself.

The external speech can be oral and written. Through these types of speech, people communicate with each other, exchange information, and interact with each other.

Oral speech is done by reproducing sound images of words. The oral speech may be: monologue, dialogue and egocentric. The monologue and the dialogue are addressed to other people, self-centered.

The monologue is the most difficult type of speech. It is addressed to a group of listeners and has a particular subject. In order for the subject to be revealed, the monologue must be detailed, clear, logical, consistent and accessible to the perception of the listeners. The monologue is planned and prepared in advance. It is accompanied by non-linguistic auxiliary means (facial expressions, gestures, intonation and breaks), which make it possible to introduce additional information and clearer disclosure of its contents.

The monologue is one of the most common ways of teaching for teachers. A teacher without rhetoric cannot successfully perform the training and education of students.

Dialogue is a simpler form of oral expression, as it implies an active communication of speech between two or more people in a particular situation. Since its theme is linked to the situation, each statement of the interlocutors is determined by the previous observations and has, in this regard, a contextual character.

The dialogue is reduced, full of pauses, exclamations, facial expressions and gestures. In addition, it is very expressive, emotional and dynamic. To keep the dialogue, we should not only understand clearly, but also be able to listen to the partner.

Dialogue can take the form of the conversation. A dialog made specifically to discuss a specific topic is called a conversation. The conversation shows the personality of a

person, opinions, beliefs, intentions, attitude towards life, dreams and ideals.

Depending on the subject and purpose of the conversation we can distinguish between daily, didactic, ethical, aesthetic, diagnostic and therapeutic conversations.

The didactic conversation is widely used in the educational process to inform students about educational materials, objects and phenomena of study, text and visual aids, as well as to strengthen the acquired knowledge, to determine their degree of understanding.

Ethical conversation is used to form moral opinions and beliefs, moral qualities and personality traits, to prevent immoral acts and behaviors, to encourage extremely human actions and aspirations.

Aesthetic conversation makes it possible to create concepts about beautiful and ugly, sublime and awful, tragic and comical, aesthetic feelings in the perception of art works and paintings of nature, arouses admiration for Heroes' actions and indignation towards the forces of evil that destroyed them.

The diagnostic conversation allows determining the degree of violation of mental functions, identifying ways to restore them, understanding the causes of their occurrence.

Both written and oral speech are types of external speech. It is accomplished by reproducing and perception of the graphical images of words, which are the product of transforming the sound and motor images of words. The written speech can be addressed to both a specific person and a number of people in general.

Writing has a huge impact on both the life of the whole society and the individual. It gives everyone the opportunity to join the world culture, to assimilate the universal human values necessary for the formation of its spiritual world.

Thus, after many centuries and even millennia we are to discover, the ideas of Socrates and Plato, Jesus Christ, and his apostles, Shakespeare and Pushkin, Lermontov and L. Tolstoi.

The link between all types of speech, their transitions and transformations is explained by the fact that speech is a necessary component of all types of human activities: mental, cognitive, practical, theoretical and communicative. At the same time, each type of speech primarily performs its function and inherent relationships with a particular type of activity.

Communication is of great importance to the formation of the psyche, its development and the formation of man as a person. If from birth a person would be deprived of the opportunity to communicate with people, that person could never become a culturally and morally developed citizen. A child who prepares to enroll at a school and follows psychologically the secondary school enters into a new system of relationships with the people around. At this age, the child learns a special form of communication and networking with the adult-the student's position. In the system of interpersonal relationships of the child with others, a complex range of feelings appears and develops, which characterizes the child as a sociable person.

Communication is polyvalent. Without this, the activity, cognition, training and

development of the personality are impossible. Communication accompanies all these processes and contributes to their implementation.

We have identified 3 main aspects of communication among pupils: communicating with the family, communicating with peers and communicating with parents. Each of us communicates differently with different people. It depends on the person you communicate with or the situation of communication.

Communication can be of several types:

Open or closed –communication proves to be closed when we do not want or do not understand that the interlocutor expresses our point of view, our attitude towards something we cannot or do not want to share the information we have. Open communication, is when a person wants and can fully express their views; it is open to the interlocutor.

A half-closed communication option is unidirectional query, when a person asks you a lot of questions, trying to find out your opinions and does not say anything about oneself.

In the form of a monologue or dialogue

- dialogue, when interlocutors exchange views, share information, express plans and ideas;

- monologue: A lecture or speech, when the audience listens carefully to the speaker and then asks questions.

Communication according to the situation or from heart to heart-in some cases, we are obliged to behave not as we wish, but as the situation requires, restricting our emotions, not expressing our opinions, behaving and speaking in a certain way.

In addition to communication strategies (open-close, monologue- dialogue, role-based and personal), we can distinguish several common types of communication reflecting the diversity of our contacts with people:

contact masks-formal communication, when there is no desire to understand the interlocutor and traits of personality, interests the internal state; With such superficial communication, familiar masks are used, a set of facial expressions, gestures and standard phrases that allow you to hide true emotions.

Primitive communication-evaluates the other person as needed: you need something from that person or disturb you-you have physical contact-you push with indifference or rude.

The formal role-in communication, the content and form of communication are clearly defined and known on both sides and are determined by the social roles of those in contact. In this case, no one is interested in the personality of the interlocutor.

For business communication takes into account those characteristics of the person like, character, age and mood of the interlocutor who affect personal business.

Spiritual and interpersonal communication is possible between friends or people, who know each other well, close people. With such contact, you can tap any topic and you don't need to use words-a friend will also understand you through facial expression, movements, and intonations. Manipulative communication aims to benefit from the

interlocutor using various methods: flattery, intimidation, deception, a demonstration of kindness, care, etc. All these tricks are dishonest because they aim is to force you to do something.

Manipulative communication is much deeper and more sophisticated than the primitive one; the manipulator often knows very well the personality characteristics of the interlocutor, understands him or her, while showing out of the ordinary intuition and intelligence.

The teacher and pupil are the two most important figures in the school. Success in the training and education process depends on what type of relationship develops between them. Surely, every young teacher who graduated from college and has not yet forgotten his or her school years and relations with teachers, dreams that when coming to school, they will try to become the best friend for their students, understand, support and guide them. Entering the school, the young teacher understands that it is not so easy to fulfill dreams, and sometimes he or she faces a series of problems that bring him or her back to Earth. And these are not just problems associated with teaching discipline, completing all kinds of documentation, discipline in lessons, but very often there are problems communicating with students.

An important role is the communication style:

- 1. Authoritarian.** The teacher determines the activities of the group alone, suppresses any initiative. The main forms of interaction: order, reprimand and punishment. The dominant tone prevails. In an authoritarian style, the characteristic tendency of complete control is expressed by the fact that the teacher appeals to a command tone and makes harsh remarks. In the teacher's eyes, pupils have a low level of responsibility and deserve the most severe treatment. The behaviour of such a leader is explained by fear of losing credibility by discovering the lack of competence. In this style, the teacher allows students to participate in discussions about educational or collective life problems, but the decision is finally taken by the teacher in accordance with his own beliefs;
- 2. Ignorant.** The teacher tries not to interfere in the life of the team, does not interact, is not responsible for what is happening, is not authoritarian. The teacher tries to intervene as little as possible in the pupils' lives, is virtually eliminated from their management, limiting themselves to the formal fulfilment of duties and compliance with regulations.
- 3. Democratic.** It supports the teacher on the team's opinion. The main modes of communication: Requests, advice and information. The main feature of the democratic style is that the group participates actively in discussing the whole lesson. As a result, students develop their self-confidence, stimulate self-government in parallel with the growth of initiative Sociability, and confidence in personal relationships begins to grow. The interactive dialogue scheme of this communication puts the teacher and pupil in a parity position, when common objectives are established and solutions are found through joint efforts. It is based on a sincere interest in the personality of the communication partner, respectful attitude towards

everyone, etc.

4. **Enthusiastic.** The enthusiasm for creative search with students is the result not only of the teacher's communicative activity, but more of the teacher's attitude towards pedagogical activity as a whole. The teacher, on the one hand, should be a comrade and a major advisor, and on the other hand, an accomplice in joint activities. It is necessary to form friendship in the relationship of the teacher with the team. Young teachers often transform friendship into familiar relationships with pupils, and this negatively affects the entire course of the educational process. Friendship should be appropriate from a pedagogical point of view, not contradicting the general system of relations of the teacher with the children.
5. **Distant.** It is a communication style used by both experienced and beginner teachers. Its essence lies in the fact that the distance acts as a limiter in the system of relationships between the teacher and the pupils. But here it is necessary to have measure. The hypertrophy of the distance leads to the formalization of the entire system of socio-psychological interaction between the teacher and pupils and does not contribute to the creation of a truly creative atmosphere. Distance must exist in the system of relationships between the teacher and the children. It is necessary, but it should come from the general logic of the relationship between the pupil and the teacher and not be dictated by the teacher as the basis of the relationship.
6. **Intimidating.** This style of communication is primarily associated with the inability to organise a productive communication based on enthusiasm for joint activities. After all, such communication is difficult to format, and a young teacher often follows the line of the weakest resistance, choosing communication-intimidation or distance in its extreme manifestation.
7. **Flirting.** This type of communication fulfills the desire to acquire a false authority, cheap in children, which contradicts the requirements of pedagogical ethics. The emergence of this communication style is caused, on the one hand, by the desire of a young teacher to quickly establish contact with children, the desire to enjoy the class, and, on the other hand, the lack of pedagogical culture and the necessary general communication, pedagogical communication skills and the experience of professional communicative activity.

Communication is a process of developing and forming relations between subjects actively participating in a dialogue. The teacher's speech is the main tool that allows him or her to communicate with students in their ways of thinking.

If we consider communication as an end-to-end process in training, then it is necessary to distinguish two main models of communication: educational and disciplinary and personality-oriented.

Thus, the teacher's personality plays a special role today in pedagogical communication, by the fact that it is doomed to failure or, conversely, success. Important professional qualities of pedagogical communication are:

- Children's interest and work with them, the ability of emotional empathy and understanding of people;
- The ability of pedagogical improvisation, the ability to use all the means at hand.
- Kindness, quality, responsibility and rhythm.
- The ability to feel and maintain feedback in communication;
- The ability to control, manage their mental states, body, voice and facial expressions
- Flexibility, operational and creative thinking, providing the ability to navigate quickly and correctly in changing communication conditions, quickly changing the impact of speech according to the communication situation;
- The ability to predict possible situations, the consequences of their impartibility to control mood, thoughts and feelings; spontaneity
- Good verbal skills: culture, speech development, rich vocabulary, adequate selection of language tools; -Justice, consistency, honesty and respect for others.

The subject taught by the teacher has a special role in the teacher's communication. We must not forget that the lesson is, first of all, the teacher's communication with the class. In order to form the sustained interest of a pupil for the subject taught, the teacher should first pay attention to the quality of training for the lesson and the teaching methodology.

Any lesson can be attractive to students if the ideas, topics and meaning of learning are presented interestingly.

Stages of pedagogical communication

1. The prognosis stage of communication includes work on the content of the lesson or educational activity, planning. In this phase there is a communicative foresight of future activities.

2. Initial period of communication (organizing direct communication with the class at the time of initial interaction with it) or capturing attention. It is called conditional communicative attack, during which time the teacher takes the initiative in communication. In this stage we need: techniques for quick inclusion in the lesson.

3. Communication Management. At this stage, the teacher solves communication problems, supports the student initiative, organizes dialogue, adjusts their ideas, adapts to real conditions.

4. Analysis of the communication system implemented and shaping the communication system for future activities. At this stage, the teacher must identify the strengths and weaknesses of the communication; understanding the extent to which it is satisfied with the process of interaction with children; Plan your future communication system, taking into account the necessary corrections.

Why is communication a means of education? Since using communication, changing its contents, tone, style can change the mood of the pupil, their attitude towards objects and phenomena.

Finding the teacher's style of communication with students is a complex process associated with the formation of a creative individual as a whole. The communication style found correctly, corresponding to the teacher's unique personality, contributes to

solving many problems.

In this case, the pedagogical impact becomes appropriate to the teacher's personality, the communication process with the pupils is simplified, the communication becomes enjoyable, organic for teachers themselves the process of establishing relations is greatly facilitated, and the efficiency of a communication function becomes as important as the transfer of information increases.

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