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ON TEACHING COMMUNICATION**

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The Influence of Psychological Factors on Teaching Communication

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Abstract

Being an extremely complex process, didactic communication is more determined and accordingly encouraged or rather restricted by a variety of factors whose incidence is different which means that some very significant impact while others have an almost negligible share, not induce adverse effects and does not require special measures for improvement.

The investigation followed the impact of psychological factors on teaching communication, among which were mentioned: the nature of transmitted knowledge representation and organization of knowledge, fostering communication and motivation for learning the proper use of various nonverbal channels (remote communication, gestural communication, communication through touch) and some pedagogical factors such as feedback typology, styles, methods of training, presentation training.

Keywords: *procedural knowledge, motivation, nonverbal communication, feedback, educational style, training methods, educational relations, organization of knowledge.*

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1. Introduction

In general, didactic communication facilitating factors are grouped into several categories, namely:

Psychological factors, among which the most significant impact on communication to the following: language, thought, motivation, attention, affection.

Factors such pedagogical category in which there are many variables that can foster communication teaching as educational objectives, the structuring and functioning of the situation pedagogical content of education, how to overcome obstacles epistemological manner in which the rearrangement teaching, teaching methods, educational resources, feedback typology, pedagogical relationship, learning style of student (Paun, 1999).

Social factors with more significant impact on communication were teaching group size, spatial position of its members, networks and communication structures, group structure, group cohesion, how to resolve conflicts that arise in the group (Minder, 1999).

2. Problem statement

Because the process of teaching communication parameters operate at high efficiency, this will require both knowledge of these factors and their handling so as to maximize the positive effects and to reduce the maximum negative consequences.

There are several categories of factors, is understood that there may be favoured or neglected a category without this aspect are not passed on the manner unfavourable development of teaching communication. What you need to know is the fact that proper handling of the factors mentioned in the categories requires that teachers possess extensive powers, covering areas such as general psychology, child psychology, social psychology, pedagogy, sociology, information theory. Unless these skills is hard to believe that a teacher or another will not be tempted to give priority to certain factors yet to ignore others whose impact on communication is very important (Palmade, 1997).

Where will take into account all factors that favour teaching communication, chances are that this process will proceed at normal parameters and thus the entire business to become more efficient training.

3. The research process

In an attempt to capture the incidence of psychological factors and pedagogical over the conduct of communication teaching, we realized an investigation into a number of 15 educational institutions which covered 75 teachers: 25 teachers in primary school, 25 teachers working in secondary schools and 25 teachers working in secondary education, those units operating in urban and rural areas, their selection being done absolutely by chance and no criteria concerning the origin of students, the prestige that they have acquired over time, the professionalization of teaching staff.

The investigation followed the impact of psychological factors on communication staff, among which were mentioned: the nature of knowledge transmitted, representation and organization of knowledge, stimulate motivation for communication and learning proper use of various channels of nonverbal (communication distance, communication gestural communication through touch) and some pedagogical factors such as feedback typology, styles, methods of training, presentation training content.

In connection with all these factors we have issued a number of assumptions, namely:

Hypothesis no. 1: Didactic communication is favoured when there is a balance between factual knowledge, the nature of the notional and procedural knowledge.

Hypothesis no. 2: Organization of semantic knowledge is a contributing factor, facilitator of teaching communication.

Hypothesis no. 3: Motivating students effective communication results in an improvement of teaching.

Hypothesis no. 4: Use total communication (verbal, nonverbal) can streamline communication teaching.

Based on these assumptions we have considered a number of objectives:

1. Identify the extent to which teachers use semantic organization of content in the current business training;

2. Identification of possible differences between primary and lower secondary school, the use of techniques to motivate students in the teaching communication;

3. Identify the extent to which teachers use nonverbal communication in the current business training;

Because the investigation is carried out in normal circumstances, we developed scales of observation for each category of factors which may be evidenced by the incidence of each factor on teaching communication.

These instruments have been simplified to the maximum, to allow the operator quick registration information but included items for maximum relevance, to enable capturing fundamental aspects of teaching communication.

4. Research results

4.1. The nature of knowledge conveyed in the work training - learning.

Analysis of knowledge, conveyed by all 75 teachers showed that there is a similarity great between them since in most cases, is a balance between factual knowledge, notional and procedural differences appearing only level procedural knowledge when, at the secondary level, only 11 teachers have used this knowledge and at the secondary level, only 8 teachers

4.2. The representation and organization of knowledge.

Investigation of this factor led to the idea that, indeed, the teachers show a smaller appetite for innovation cognitive benefits of the semantic organization of content through cognitive schemas and semantic networks.

Regarding the use of schemes of the three categories of teachers, teachers occupy a larger share (16 users 25) while teachers at the middle school and the high school is in equilibrium evident namely 9 users schemes in middle school and 10 high school scheme users.

In connection with use of semantic networks, this level of representation is even lower, as demonstrated by the fact that out of 75 teachers, only 12 uses semantic networks namely five primary teachers school, five teachers from secondary schools and two teachers from secondary education.

Of course, this low percentage of teachers using semantic networks can be explained partly by the nature of the contents of training that are less suitable to such an organization, (eg contents belonging to literature or philosophy) and, especially, the lack enabling many teachers in developing semantic networks and organizing content through such means.

Given this finding must be made as early as during the initial training, students preparing for a future teaching profession to be instrumented with the most modern ways of organizing and presenting

content not only through disciplines pedagogical, but also through special didactics means they go through in each academic majors.

The few teachers who use semantic networks, have developed powerful presentation formalized contents belonging to disciplines such as grammar, physics, chemistry, mathematics.

4.3. Stimulating communication and motivation for learning.

Motivation is undoubtedly a decisive factor in stimulating teaching communication and thus support the learning activity, which is why all teachers should make efforts to amplify and improve it.

As shown in this work, teachers can use some or some levers in enhancing students' motivation, some mentioned in the works of pedagogy but others, taking the creativity of teaching each teacher or professor, giving their work specificity and originality, qualities extremely important steps each educator, regardless of the categories of students who instructs.

In relation to the impact of motivation on the communication staff, we assumed that, on the one hand, because psycho-pedagogical training stronger possessed and, on the other hand, the characteristics of students with whom they work, teachers have techniques for motivating students in may varied and effective compared to teachers working at higher cycles of education, anticipation fully confirmed, which can be easily demonstrated by the comparative analysis of data from three cycles of education.

Comparative analysis of the data shows, above all, an obvious dissimilarity between primary teachers school and teachers from high school, and less significant, between primary teachers school and teachers working in secondary schools.

For example, if about 25 primary teachers school, 19 of them presented in an appealing content at the high school teachers, only 10 of them manage a similar performance, which means a rate of below 50%. Similarly, if the 25 primary teachers school, 23 of them presents content in a form problematical among high school teachers, this performance is achieved only 13 teachers.

The advantage of teachers, the superiority of techniques for motivating students may be surprised by comparing other issues embodied in the attractiveness of the teaching materials used in the use of praise, permanently informing students about their performance in learning.

4.4. Appropriate use various nonverbal channels.

As mentioned on other occasions, nonverbal communication has a greater importance than is given in general to the business training and learning, which is why I have put forward a hypothesis that states that use total communication (verbal, nonverbal) can streamline communication teaching.

Of all the nonverbal channels, only investigation conducted targeted remote communication, communication and communication through touch gesture.

The first conclusion resulting from the consideration of the use of communication by distance is that all teachers in the sample have used all four areas (intimate, personal, social and public), making the difference occurring especially in the use of private parts and the public.

As expected, there is a difference large between primary teachers school and high school teachers in the use of the intimate area (level primary school teachers in 25 people, 20 have used this area and at the high school teachers, 25 people, only 9 were used) but this is justified in terms of psychological and pedagogical because, as you know, students in lower grades need more affection because affiliates are compared to those of higher grades.

In the communication gestures, of the teachers, less than half use the various types of gestures in the work training - learning, except gestures accompanying speech speaker, used by 22 primary school teachers, 21 teachers working at the secondary school and 21 teachers working at the level of secondary education.

Greater representativeness of these gestures is not good but because their communication is teaching them an important auxiliary speaker (the teacher) and not the recipients of messages issued by it.

In connection with the use of communication through touch it was found that it acquires a more significant share only the primary school teachers, but here, this channel users, representing more than half of the teachers observed in the classroom.

What is surprising when considering the use of this channel by three categories of teachers is that, at least theoretically, achieve hand must acquire a much more important especially at primary level, in terms of characteristics and particularities students who are working, and in terms of specific activities organized at primary level.

For example, in terms of characteristics children school age, it is recognized that they need to have more touch than those who are on higher levels of education and in terms of specific activities at this level, it is recognized that many of them are conditioned by how it performs achieve the same applies, in particular, to the activities of lexical graphs of the plastic expression, of the manual work, however, claiming a certain type namely to achieve social and professional achievement.

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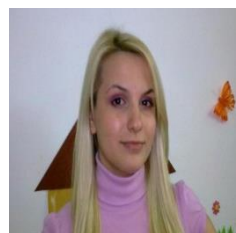
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