The importance of communication in the educational process

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Abstract:

The process of communication is a necessary condition for interpersonal relationships. Cooperation in society is based on communication. The subjective approach to children and their parents determines factual communication, allows to avoid mistakes and overcome communication barriers, and as a result creates an atmosphere of openness and trust. The communication process can take place without any disturbances, which favors the formation of proper interpersonal bonds. There are also situations of various types of communication disruptions. This article defines the concept of communication and discusses the features of verbal and non-verbal communication. The aim of the article is to show the importance of communication in the educational process.

Key words: interpersonal communication; conversation; upbringing process; teacher; child

Introduction

Proper communication is very important in the educational and teaching work of a teacher. Thanks to the ability to communicate, it becomes possible to transfer knowledge and effective cooperation between people. Communication is closely related to education. Thanks to communication, the young generation can use the knowledge of previous generations and shape their attitudes and behaviors. The basis of an effectively conducted lesson and success in educational work is good teacher-student communication. The teacher's communication skills depend on the ability to establish contacts with pupils, their parents, management and other entities with which the teacher cooperates. M. Dziewiecki points out that empathy is one of the basic competences in communication, and "the basic mistake of educators is the conviction that that empathy is the point of entry, not merely the point of departure in an educational relationship. This leads to a situation in which the therapist or educator confines himself to passively entering the world of thoughts and experiences of another person. It is then impossible to provide competent educational help. The other person - especially in the developmental age or in the face of a crisis - does not need a mirror to see his subjectivity in it, but a friend that is stronger and more mature than himself in order to better understand and organize his own subjectivity " [3]. Thanks to this, the pupil will be able to better understand himself and properly manage his own behavior. An empathetic teacher can better understand the feelings and motivation of the other person. Empathy is a skill that facilitates mutual understanding. It indicates that the interlocutor wants to maintain contact in a way that does not violate dignity, humiliates or offends.

The concept and features of interpersonal communication

In social sciences, communication is defined as "communication, exchange of thoughts and feelings, transmitting and receiving information. Communication between people takes place mainly through language in a verbal way (speech), as well as through writing, and through non-verbal communication using such means as glances, touch, gestures, facial expressions, i.e. body language "[7]. It is worth emphasizing that interpersonal communication between the teacher and the student can largely change the behavior of the participants or trigger new behaviors. B. Dobek-Ostrowska believes that communication is "a process of communication between individuals, groups and institutions. Its purpose is to exchange thoughts, share knowledge, information and ideas. This process takes place at various levels, using various means, and produces specific effects" [2]. The term "communication" comes from the Latin language - "communicatio" and means "conversation,

communication, exchange". Communication is' the process by which an individual transmits and receives information. Information to be communicated can be facts, thoughts or feelings; they can be conveyed in various ways, for example by speech, gestures, pictorial or writing symbols" [17].

The basic elements that treat communication as an educational situation include:

a) the presence of two communicating entities: teacher and student;

b) linguistic communication; if this element does not appear, we cannot speak of a didactic situation;

c) the teacher as the organizer of the communication process that is to influence the student;

d) a didactic situation, including all activities, both verbal and non-verbal and other [8].

W. Okoń defines the concept of interpersonal communication as "the exchange of information between the sender and the recipient, where the content is transferred via some channel; it is assumed that the information provided (message) is to change the recipient's behavior" [10]. Therefore, for the communication process to occur, the basic condition for the occurrence of at least three basic elements of this process must be met - there must be a sender (or a source of information), a message and a recipient.

Interpersonal communication takes place on three levels:

a) fatal level: it concerns casual conversations usually conducted by people who know little of each other;

b) instrumental level: it is characterized by the interest of process participants in reaching an agreement on a specific issue, even if their views differ from each other;

c) affective level: occurs when a deeper knowledge of its participants is required in the process of communication; relates to a situation in which communicating people reveal their emotions and values   in order to get to know each other [1].

During the communication process, various types of noise can occur that interfere with the understanding of information and cause confusion. We can distinguish between internal noise (occurs when the recipient is not paying attention) and external noise (occurs when the message is distorted by other sounds in the environment, bad acoustics, insufficient lighting, inappropriate temperature, etc.) [9]. The noise can be open and hidden. Open noise occurs when a person is aware that a given factor interferes with the communication process. Hidden noise, on the other hand, interferes with communication by distorting or preventing the process of effective communication. People are unaware of these distortions and misinterpret the messages.

The following features of the interpersonal communication process can be distinguished in the literature:

- is a social process, it must take place with the participation of at least two individuals who interact with each other, being in personal contact,

- it is a creative process in which participants acquire knowledge about the surrounding world,

- is dynamic in nature, as it consists in receiving, processing and interpreting information appropriately,

- it is a continuous process, because it lasts for the whole life

- has an interactive character, in this process such relations are formed between the participants that enable them to communicate in a partnership-based manner or enter into a domination relationship,

- the type and manner of communication is determined by the number and nature of participants in this process, which is why it occurs in a specific social context, e.g. interpersonal, public, group, mass,

- it is a symbolic process, because it forces participants to use the same signs and symbols, which is a necessary condition for reaching an agreement,

- it is a deliberate and conscious process, because the actions of each participant are conscious; they are driven by specific motives and achieving a goal

- it is also irreversible, because this process cannot be undone in any way, repeated or changed its course is inevitable, which means that people will always communicate with each other regardless of their conscious or unconscious intentions,

- is a very complex process as it can be both verbal and non-verbal, bilateral or unilateral, direct or indirect [1].

Communication can be divided into different categories. However, the most common division into verbal and non-verbal communication. In the literature, two forms of verbal communication are most often indicated - oral and written. The oral form is the most common way of transmitting meanings between a teacher and his students. Oral communication makes it easier for people to express their feelings and opinions as the process of communication is enhanced by the means of non-verbal communication. It is important for the teacher to use simple language that is understandable and adapted to the possibilities of the interlocutor in educational communication.

Non-verbal communication is a very popular discipline of the humanities and social sciences, which is dealt with by educators, psychologists, ethnologists, sociologists, anthropologists, as well as linguists and philologists. Non-verbal communication is one of the most important types of communication. The following elements are characteristic of non-verbal communication:

a) Gesticulation: movements of the hands, hands, fingers, head and body. They are closely related to speech and are part of the communication process. Gestures express human emotional states;

b) The facial expressions and facial expressions reveal the emotional states experienced by a person, e.g. anger, amazement, embarrassment, joy, and support verbal messages;

c) Touch and physical contact: holding hands, shaking hands, etc. These messages appear depending on the interlocutor's gender, social status and degree of knowledge. They make it possible to show intimacy with a given person, they help to create an impression of closeness or distance. The most common source of information is a handshake when saying hello or goodbye;

d) Spatial distance: the invisible space that surrounds a person, where most of his contacts with other people take place. It reflects the nature of the relationship between them. In a conversation situation, this is the area between the sender and the recipient to inform about something - the interlocutors are at a specific distance that is not accidental;

e) Eye contact and exchange of glances;

f) The position of the body, the way a person sits or stands, indicates anxiety or relaxation;

g) The non-verbal aspects of speech: the rhythm of speech, the timbre of the voice, the intonation of the voice, the accent, the speed of speech, thanks to which our intentions are revealed, are also an effective tool of influence;

h) Paralinguistic sounds, sighs of all kinds, crying, laughing, panting, whistling, which sometimes make it difficult to understand the other person and disrupt the conversation [14].

Non-verbal communication gives insight into emotional states, and verbal communication uses words that sometimes try to hide emotional states [4]. The above-mentioned non-verbal signs play many functions in the course of communication. Non-verbal communication is also known as body language and is a very important element in the process

of communicating with other people. It complements verbal communication, which makes it much more readable.

The essence of the teacher's conversation with the child

In the course of the conversation, each participant has their own reasons, expectations and views. Conversation can be inhibitory or opening. The teacher can participate in the conversation in various ways: expressing his opinions, problems, ideas, feelings, asking questions. It is important that he hears what the children say first and then gives his opinion. The teacher should give the children the opportunity to express their own opinions, keeping their comments, which are usually inhibiting [6]. A. Olczak emphasizes that "an adult knows how to conduct a conversation, how to present his own arguments, in what form, with what, in what ways. The child, on the other hand, only wants to learn it and "exercises" then the patterns taken from the teacher / parent on peers" [11]. The child assimilates linguistic functions and acquires linguistic and communicative competences thanks to functioning in a social environment: in the home, preschool and school environment. The linguistic and communicative environment should be stimulating for the child, rich in various social interactions, open and creative [16]. Daily didactic and educational situations as well as tasks set for children in kindergarten and school develop their language competences and communication skills. The school-age child is open-minded, communicative and easily interacts with the teacher. However, some of the teacher's verbal behavior may interfere with the communication process: disbelief, interruptions, overinterpretation, using incomprehensible vocabulary, suggesting statements, intellectualizing.

During conversations, the child only acquires linguistic competence. In this process, parents and teachers play a huge role, teaching the child to talk, listen and speak, how to address the interlocutor. M. Grochowalska points out that "even if the teacher and the child speak the same language, they still represent two different worlds. Each of them has a different individual experience and linguistic cognitive abilities [...] emotional maturity, way of perceiving the problem" [5]. Children learn a language by imitating adults' speech, participating in conversations and observing behavior. A child's language can also be educated through occasional contacts and useful works, which are very individual and allow for the diagnosis of language development. Daily activities stimulate thinking and developing mutual relations between oneself and adults. The variety of communication situations that the teacher should provide to children is important: different intonation, sound recordings, voice colors, conversations, accent, pace of speech, through which models in language learning can be shown [16]. At the same time, the teacher should be able to listen actively. The child then

feels that his views and feelings are respected, understood and accepted, and this promotes further interpersonal communication.

It should be the teacher's concern to raise the speaking culture both by himself and by the children. Shaping the culture of the living word is a long process and requires various types of action, including:

a) corrective (correct) - removing basic defects of articulation, mistakes in using words and building statements;

b) agile - shaping the desired habits of using speech;

c) shaping the expression of speech, consisting in giving the utterances aesthetic and emotional values [13].

In research conducted by U. Ordon and E. Skoczylas-Krotl [12] the respondents mentioned factors facilitating communication between the teacher and the student, which include: clarity of speech (46.7% of respondents), encouraging and encouraging the student (43.3%), compliance between the sender's content and the recipient's interpretation (36.6%), i.e. correspondence between the content of the message transmitted and reproduced; mutual trust and understanding (36.6%); mutual respect (32.7%); dialogue (30.7%). The conducted research shows that teachers know and use all forms of verbal and non-verbal contact, which proves that social contact, which creates specific verbal and non-verbal communication of the teacher, has an impact on the development of the child's creative activity, and therefore on achieving better and better educational results [12].

The teacher's approach to the conversation with the child should be characterized by:

1) supporting children in the development of language skills by creating opportunities to use the language in various situations, enriching children's linguistic experiences, satisfying the natural need for verbal expression active listening and responding to children's language and the way it is used, resulting from the process of communication, not only evaluating the quality of speech ;

2) adjusting educational activities to the diagnosed skills of children; it is recommended that the level of tasks should go beyond the current skills and be a cognitive challenge;

3) using language in exploring the environment, in problem-solving, in creative activities,

4) using peer cooperation in the process of verbal communication; the speech of students in such interactions is sometimes careless, but natural, which is conducive to gaining language experience and learning,

5) having the ability to use the language in various situations, while respecting the child's personal language, asking open questions that mobilize children to search for different

answers, encouraging them to justify their position, to explain and convince others, but also to discuss and argue [18].

Conclusion

The purpose of communication is, among others, striving for mutual understanding, exchanging views and willingness to undertake joint activities. Effective communication involves both speaking and wanting to listen to the other person. The priority of every teacher should be to develop their own linguistic skills and master the art of proper communication with others. The teacher's statements should be functionally differentiated and correct in all language subsystems - phonetic, morphological, syntactic, lexical. The teacher's language is to be characterized by: rich vocabulary, freedom of expression, communicativeness, sonic and grammatical correctness, authenticity [13]. It is important for the teacher who organizes and directs the child's activity to be deeply aware of the fact that he or she is the teacher of the mother tongue, that is, the capital for the entire future adolescent life. A child's early language and communication experiences are a measure of educational and social success. The teacher should first of all change the language of non-acceptance into the language of acceptance. If the educator accepts his interlocutor, he will create favorable conditions for further communication, thanks to which it will be possible to make constructive changes and learn to solve problems [15]. It is worth emphasizing that effective communication should precede crisis situations. On the other hand, skilful control of the consistency of messages sent verbally and non-verbally as well as providing and receiving feedback significantly facilitates the process of communication, and the implementation of educational, didactic and organizational tasks. Important in overcoming the challenges of communicating competently is also adopting another person's perspective, as well as having empathy that relates directly to emotions. It is the ability to experience feelings similar to that of another person, such as joy and sadness, moods and anger. Thanks to empathy, the teacher can predict what feelings his behavior evokes in children, and what reactions he may expect by introducing changes in communication.

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