



THE TEACHER'S ROLE IN DEVELOPMENT OF COMMUNICATIONAL COMPETENCES OF STUDENTS

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Abstract

Changes in education field, that have been made in last few decades, especially in teachers educating and professional development (changed values, globalization, new information and communicational technologies etc), impact on professional tasks and teachers roles. According to the higher importance of the teacher roles, in modern expert literature more and more attention is devoted to the questions of adequate teacher's skills for achieving complex professional roles. From this complex reason, in this paper we have tried to present and underline problem of successful communication as everlasting theme which is necessary to study in a different aspects and observe it in educational system in context. The aim of this work is to present importance of teachers' roles in development of student's communication competences, as his adequate capacity through well planned system of teacher's professional development. The result of analysis, in contrary, shows that besides of the fact that quality of communication in study significantly affects on ultimate outcome of the study, in this area there are many rooms for advancing the existing states and forming even better relations between the student and the teacher.

Key words: communication, communication competences, teacher, student, teacher's roles.

INTRODUCTION

Communication in educational process is inevitable and ongoing theme, which, considering hers multiple importances is necessary continuously to be studied. The main task of the Communication in teaching is to provide establishing interactive relations as successful as it can, also treatment and understanding between the teachers and pupils, pupils and teachers, as well among the pupils themselves. Teaching represents the most adequate area for establishing and development of communication, good communication is precondition of successful learning. The fact that, only developed communicational competences contribute to intensive interaction between teachers and pupils, indicates the necessity of owning adequate communicational competences, on both sides, pupils' and teachers'. In that sense, we can ascertain that, communicational competences of pupils and teachers are complementary and interdependent, so that development of communicational competences of students, represent the primary goal and assignment of teachers, because their existence allows systematic, rational and efficient learning.

The accelerated social changes, which characterize demands of modern society, among the rest, require redefinition of professional assignments and role of the teacher. In that sense, as well, it points out existence of many reasons, so the mentioned competences, in professional development of teacher, replace with more dynamic ones, i.e. with competences which are based on new professionalism and especially on pedagogical professionalism of a teacher (TNTEE, 2000). Among the rest, mentioned practice implies paying more attention to problems of establishing quality communication in education, i.e. issues of communicational competences as the most important subjects in educational process (teachers and pupils). In this case, under the term quality communication, is meant the type of communication which is open, bidirectional, the one that contributes to



development of more equal relations between pupils and teachers, and which is characterized by mutual respect and acceptance.

In order to contribute establishing good communication between teachers and pupils, it is necessary to indicate the fact that context in which communication takes place, to great extent influences on behavior of communication participants, while, on the other side, the very participants also determine its context. The communication of teacher and pupil, as well as the communication of teacher and other participants of educational process (parents, colleges and others), substantially affects and defines the relations, as well as socio-emotional climate in school. On the other hand, school with its specificities and rules, also gives a flow to these relations, and where these communicational processes take place. School communication becomes "the area on which all ages barriers, positions and titles are falling, because, no matter who the communicational participants are- children, grownups, parents, teachers, directors and others, they should be equal interlocutors (Kamenarac, 2009).

Quality communication in school is developed through the ability and willingness of all communicational partners (teachers, parents, pupils), to be flexible and open to changes in mutual relations. In favor of this also goes the ascertainment of some authors (Mandić, 2003), who considers that basic of successful communicational formula constitute these "four golden rules of communication", as follows: *flexibility, skills, respect and team work*. So we could create socio-emotional climate in school, in which the relations will be based upon "successful communicational formula", it is needed that, educational process participant shows interest and willingness to change themselves, prefects, learn, improve themselves in order to contribute both, personal and professional development as well as to the development of those who are taking action with them within the communication.

The mentioned requests, above all, relate on teachers, considering the diverse and changeable roles as well as the new assignments, which are expected to be fulfilled by the teaching profession, presuppose constant professional and organizational improving of teachers in adequate domain. These requests are conditioned by the fact that, the way that teachers are doing their roles, essentially depends the success of teaching itself.

Meaning and Importance of Communication In Teaching

At the time in which human potential becomes one of the most important presumptions of the overall development and important factor of priority of the labor market, it comes to the discussion intensification about earning the competences in educational process. Discussions which refer to the acquisition of needed competences especially have intensified last few decades, and especially since the term Competencies received more attention.

When it comes to teaching profession and professional development of teachers, it is obvious that competences which takes today's place are more and more important, in both, system of initial education and professional training. Also, competences become key concept on all the levels of education, becoming, and more frequently, an integral part of national and international framework of qualifications and the backbone of the entire idea of permanent education of teachers.

Attempting to define this idea, Andrejev (Андрејев, 2006), asserts that under the competence, usually implies an integral ability to resolve certain problems which occurs in various spheres of life. Of course, such capacity, assumes presence of knowledge, but, as it's justifiably indicated in this Russian authors' understandings, it is necessary not to dispose of knowledge's as it is; as much as it is necessary to overmaster certain individual characteristics and being able to find and chose needed solutions at the given moment. Among other things, such abilities are related on possibility of quality and successful communication between teachers and pupils in process of education.

Communicational competences include the successfulness by which someone will achieve its own individual and the relational objectives in any interaction. This actually means that, communicational competences described as relative magnitude, i.e. that competence is not something that is present or absent in an absolute sense but that it is a variable which anybody possess on certain level (Reardon, 1998).



Wiemann describes Competent Communicator as “a person which achieves what he/she wants, while maintaining mutually acceptable relationship”. Unlike the definitions which are directed only for achieving individual goal, or the definitions which only concerns common goal, it can be said that, Wiemanns definition equally includes individual and the relationship (according to: Reardon, 1998). However, if we accept the standpoint that the basic components of communication are: language knowledge, interaction skills and cultural knowledge, then, communicative competence can be determined by the inimitably linguistic, social, cultural and strategic competences or as juncture of linguistic and social interactions. Therefore, communicational competence is manifested through many communicational aspects, which mutually are complementary, and which appears in most different combinations (Fox, 2006).

The most often, term Communication implies exchange of information among two or more persons, interaction using the sounds, signals, and symbols which transmits ideas, meanings, messages and experiences. The term Communication comes form Latin verb *communicare*, which means make common i.e. to communicate to, while the noun *communicatio* was derived from aforementioned verb and it indicates addressing, communion. Observing the essence of communication from pedagogical aspect, it seems that communication implies different shapes of addressing between the educated and educator. Some authors (Akopov, 2008) consider that Addressing implicates at least three different processes: Communication as exchange of information, Interaction or exchange of doings and Social Perception which covers comprehension, receiving, accepting and understanding of partner in that process.

Accordingly, it is obvious that term Communication, both, by its content and its essence can NOT be only reduced to exchange of information between participants, but necessarily implicates models of peoples' behavior and development of characteristic structural relations that they mutually establish. If we look at the essence of the concept of communication in such a wide context, it is, in fact, equated with the notion of communication. The only difference is in that subject can communicate with nonliving objects, i.e. sources (Mijanović, 2006).

The realization of educational goals and assignments in teaching depends on established quality interaction between teachers and pupils. Educational process can be looked as interact ional relation between pupil and teacher, as well as only between pupils, who in that dynamic process do and exchange influences through positions and roles determined by nature of social situation in which they are (Ševkušić-Mandić, 1995). Since the teacher is considered as the organizer of schooling and since he is a communicational partner to his students, leading role in educational process belongs precisely to him/her. Communicational feature of teacher are demonstrated in his own ability to establish the communication with his pupils, to take the proper attitude towards them depending on situation and to respects their individuality. It is expected, from nowadays teacher, to encourages and contributes to development of pupils' personalities and their intellectual abilities; it is expected to be sensitive to inner experiences of students; it is expected to be capable for adequate application of numerous educational work shapes and methods, depending on educational situation and individual and/or age levels and capabilities of students.

From the different position that pupil has in modern school, comes the need for new rethinking the problem of communicational competence of teachers and pupils. Unlike modern, the traditional school imposes completely different communicational processes compared to the traditional school. While, on the beginning of the educational process, in traditional schools, communication between pupils and teachers took the place in the relation to fulfill the domination of teacher (teacher is the one that transmits the messages and pupil is the one that receives them), nowadays, when educational hi tech is highly developed, communication between teacher and pupil is multidirectional.

Pedagogical communication in modern school is encouraged and guided by teacher in order to encourage pupils' development and strengthens of his personality, the adoption of new knowledge, experiences and values, and providing the conditions for self-actualization. The aim of the awaking of those educated so the pedagogical communication could achieve, leads for pursuit to: self-improvement, self-education, self-reflection, self-rehabilitation, self-organization, and self-realization (Jovanović, 2005).



Communication in teaching is mostly of verbal character, but non-verbal is present as well. Verbal communication is based on articulated speech, upon words, upon language which participants in communication use. Non-verbal communication uses gesture, movement, mime, picture and other ways in which participants of communication does not use words.

The Importance of Communicative Competence of Teacher in Process of Teaching and Learning

Organizing the successful and quality teaching in school depends, among the rest, on teachers' communicative competence, his behavior, attitude, creativity and work motivation. Teacher represents the role model to pupils for acquiring communicational models of behavior; he is responsible for quality of communication, for establishment of interaction between him/her and pupil, and as well between pupils themselves, which results in developing their communicational competences. Therefore, to accomplish successful communication in teaching, it is necessary for teacher to be well qualified.

How much attention, last few decades, was paid to questions of teachers' competence in general, and therefore to questions of communicational competence of teachers, shows modern analysis of certain standards of teaching profession. So, for example, by analyzing certain professional standards of teaching competences, whose value is recognized nowadays, and who serve as a good practice example to others, we can spot that, to the question of pedagogical competence in nowadays practice of professional development of teacher attention is more and more shown.

According to that, special attention has been given into the document "Professional Standards for Teachers in England, 2007", within the *professional characteristics of teachers*, and especially to questions about teachers' capacity for successful communication and work with others.

In that sense, it is expected from teacher to, during the initial education, develop necessary competences so he/she could have successful communication with children, youngs, parents, tutors, as well with their colleagues. Teachers should also recognize that Communication is bidirectional process and that they should encourage pupils and parents to participate in discussion upon progress, development and health of children and youngsters (Professional Standards for Teachers in England, 2007).

Beside the questions of communicative competence of teachers, special attention is also given in the document "*Quality Assurance in Initial Teacher Education – The Standard for Initial Teacher Education in Scotland, 2000*". This document, within the professional skills and abilities of teachers, emphasizes the necessity of well trained teachers for efficient communication, with the aim to motivate the pupils so they could accomplish proclaimed goals of teaching. In this sense, teachers should show that they are, after finished initial education and training, ready for successful communication and for developing the pupils' motivation (ITE Benchmarking Group, 2000).

Within the standards for teachers (Professional Teaching Standards) which NSW Institute of Teachers in Sydney has done, and which are validated in the study, done by this University, stands out that, the Aspects of teaching communicational competence refers to: *effective communication and discussion in the classroom; grouping of students; and teaching strategies*. Professional competences oblige the teacher to explain the goals clearly and precisely, to explain the content, concepts and ideas to the pupils. Competent teacher shows the capability to answer the pupils' questions and to include them in discussion so he'd promote the learning and encourage other pupils to by taking the part in this discussion contribute to this discussion (Professional Teaching Standards, NSW Institute of teachers, 2005).

In many standards of teachers professional competence huge attention is paid to teacher communicational competences, this also testifies about the importance of effective teaching communication. Teacher establishes the communication with pupils since the first time they meet, and that is exactly why it has been said about the presence of two types of teaching communication: global and individual. Global communication is important for general atmosphere in the class, it is important for frontal method as teaching method and it represents necessary base for establishing and regulating of individual communication with every single pupil. Establishing the individual communication is much more demanding because in this case, teacher should meet



every pupil (his abilities, needs, desires, ambitions, interests, motifs, and character traits), and just then, knowing all these characteristics he should establish the successful communication.

Hence, the teacher must be empathic in his communication with pupils. This is the precondition of every good communication, but this is also very important when it comes to communication between unequal participants. Empathy represents cognitive-emotional ability of empathize the other person and to try to perceive the world with his/her eyes. Empathic teacher accepts the personality of the pupil in bodily, as he/she actually is. It's not uncommon for teachers to have the idealistic picture of what pupil should be, and if the pupil does not match that picture, teacher does not accept him/her. Developed empathic abilities will help teacher to discover hidden motifs of pupils' behavior and consequently, to adapt his/her communication to pupils' capabilities and possibilities of comprehension (Ševkušić, 1995). Basic conditions that should be fulfilled in teaching, so the substantiation of empathic communication and dialogues are: communication with small number of pupils, good conversance of pupils that is talked to, sensitivity of human behavior, developed empathy and motivation for interrelatedness.

Communicational success depends on how the communicational relation between teacher and pupil is established, does the teacher communicate with pupils democratically or authoritarian. While the first (democratic) type of communication is based upon respect of basic interactional and interactive communicational norms, the other one the authoritarian implies absolute domination of teacher.

The teacher who's fond of democratic communication with pupils, encourages them to express their thinking and their attitudes, and he especially makes an effort to build the critical attitude in them towards things and occurrences, and he develops important preconditions for their creativity and independence in their work, he also encourages pupil to additional activity and nurtures their individuality. Teacher knows well its structure, rightly informs the pupil, encourages and develops multidirectional communication in process of learning.

The starting point of authoritarian i.e. unidirectional communication is non democratic. This type of authoritarian teacher, asks pupils' absolute obedience, and that are the situations when pupil is asked to inform the teacher on every step, and that he/she (pupil) must not do anything without teachers consent; it is the situation when exclusively suggestions that teacher provides are conducted, when absolute obedience is required; when pupils are ruled over and are being interrupted while speaking, when teacher himself decides what is right or wrong in behavior of pupils.

Nowadays it is insisted for educational process to create the conditions in which the pupils will be subjects and not teaching objects, in accordance with that, communication with pupils will have marks of democratic communication because that is the only way to habilitate the pupils for co operational relationship and full respect of all the teaching participants.

Developed communicational competence of the teacher represent efficient road towards creating favorable psycho-social climate, thanks to which, teachers and pupils have sense of belonging to school community in which they feel accepted and happy. In forming psycho-social climate many factors participate, among which, special role has been given to teacher. As we already mentioned democratic way of leading the class, which implies stirring pupils for activities, encourages them to express their meanings and to ask questions, also giving the support and blurb to them, positively affects the class climate.

Modern type of teacher must find the pedagogical style and way of communication which will accept the most pupils' of the class. Style isn't static and unchangeable, in teaching process; styles of teachers are changing because their own personalities are constantly changing. In verbal communication with pupils, behavioral style of teacher can be non-giving orders (democratic), which means that teacher cares for pupils' needs, that he accepts ideas and propositions, that he supports, commends and encourages them, while on the other hand, the teacher who is characterized by (authoritarian) giving-orders style, directs behavior and activity of pupils, he gives explanations and instructions, admonish and criticize (Flanders, 1965).



Within the communicational competence of teacher were determined four types of capabilities: capability of effective listening and capability of proper interpretation of the non-verbal behavior; capability of valuation spoken messages which implies identification of key ideas, messages; capability of spoken communication which represents ability to express clear ideas and capability to reintegrate good social relations in teaching and non-teaching process.

However, at the end of this part of the study, it is necessary to point out the fact that even thou we are familiar with the fact that, the teaching communication is conditioned with the talent, expertise and quality of teachers, in no way we should not neglect the fact that teaching communication, to a great extent, is conditioned by intellectual, emotional, motivational and other properties of characters of pupils.

Necessity and Importance of Development of Communicational Competence of Students

Development of communicational competence represents very important educational goal and complex pedagogical-didactical and socio-psychological process, which is inseparable from total educational process. In that sense, teachers should know how to stimulate activities of pupils, guided by the attitude that communication is learnable. Developed communicational competence leads to more intense communication in interaction between teacher and pupil. Bringing-up alone is considered as sort of interpersonal communication, i.e. communicational process in which the subjects mutually operate. Bringing-up is a dialogue which recognizes the right of all to self-determination, and aims developing and acquiring communicational competence (according to: Maschelein, 2004).

In that sense, it is necessary to understand that communicational competence, actually are “susceptible to bring-up”, i.e. that they can develop and improve more. Their developing system is specific, because they are, by their nature, different compared to other capabilities. The best results within the development of communicational competences are achieved in systematically, planned, pedagogically-didactic designed and implemented in educational process. Pedagogically designed and implemented educational process and pedagogically articulated communication between teacher and pupil, presents most natural and most fecund frame, i.e. the system of deployment of pupils’ communicational competence.

Development of pupils’ communicational competence in school implies the development of their abilities to establish relations with other people, and to express their own thoughts and senses. If we demand pupils to verbally elaborate their contemplations, we will help them to develop their abilities of communication; we will help them to find more different solutions, to follow manner of concluding, to take the critical attitude towards any conclusion as well as to built their stances and to guard them by validated facts. In teaching process, therefore, it is necessary for teacher to help pupil use the inborn thinking abilities, whether they’re analytical, creative or practical and thus to become more certain and more competent in communication with teacher.

For developing these pupils’ competences it is necessary knowing the class in whole and individually and good planning of teacher. The aim is to understand the pupils in all their diversities, to know all the variations of their capabilities and skills, to know their strong ness and weaknesses, to know their thinking, attitudes and interests. The importance of knowing the pupils for further work, pointed out long time ago one of the most prominent theoretician off Roman bringing-up, AKA, Marcus Fabius Quintilianus (c. 35 – c. 100): “Before the teaching process begin, teacher should get to know pupils natural propensity and mental capability, because only that way he can elevate the building of their education.”

How the dialogue will be planned and conducted depends on, the abilities of the teacher, how much freedom will be given to pupils when asking the question and/or elaborating the ideas and how much will they develop sense of unity and responsibility with pupils. Teacher becomes one of the most important factors of communicational development of pupils, depending on questions that he asks, on comments that he makes, on organization of the classroom space and on the way of leading the teaching, as well as the decisions that are related to teaching.

One of preconditions of development of communicational competence is creating a favorable pedagogical climate. There are many ways in which physical space, organization of time and program, as well as class



atmosphere, can directly affect the process of communicational development of pupils' competence. Physical environment includes: arrangement of classroom, furniture, equipment, materials and work tool. Socio environment includes: different sort of interaction on relation teacher-pupil, pupil-teacher, pupil-pupil, social environment and atmosphere that encourages, helping and supporting from teacher, friendly and co operational relation among the children both in teaching and outside of it. The programming environment includes teaching experiences, teaching and non-teaching activities and the entire happening organized in the class.

Accordingly, in system of complete and authentic personality developing, communicational competence of pupil is achievable. It can be said that there is NO teaching subject, content, shape and pedagogical situation in which is not possible to develop communicational competence of pupil. Therefore it is important to understand the nature of communicational competences, their structure, multidimensionality (cognitive, socio-emotional and action-working life aspects), as well as pedagogically-didactic and socio-psychological presumptions of their development.

These presumptions are an essential contained in basic principles of educational work, principles of effective communication and paradigms of education (Jovanović, 2005). In developing communicational competences following principles of educational work should be respected: principle of non-violent communication, principle of trust, principle of respecting the personality, principle of altruism and empathy, principle of emotional equilibrium, principle of objectiveness and principle of engagement. To be more precise, basic perspective of successful development of communicational competences of pupils is foundation of educational work upon modern pedagogical and communicational paradigms.

CONCLUSION

Finally, rightly so we could conclude that method and quality of communication that teacher should establish with pupils has great influence on final outcome of learning, i.e. that good developed communication represents basic of successful learning. However, even despite general agreement upon the importance of successful communication in teaching, results of modern analysis, nevertheless, shows that the most of pupils usually lacks social and communicational skills, as well as that incompetence in this area is usually characteristic for the teachers themselves. Consequently in process of organizing successful teaching and improvement of communication, teachers' role must change and expand. In order to successfully reply to bigger and bigger demands that modern society expects from nowadays teacher, teacher must "master" a variety of other and/or new competences, of whom communicational is certainly one of the most important.

Bearing in mind the specificity of modern teaching, it is necessary to insist on communication which provides more intense inter action between participants of teaching process. Respecting the specificities of teaching process, it is also necessary to habilitate teacher and pupil for successful communication. Therefore, in order to successfully organize teaching communication, communicational competent teacher must be: adaptable and flexible, included in the conversation, to properly guide the conversation, to overlook the social relationships and to plan its own activities. Beside that, teacher must poses developed empathy, team work ability, continuous development of communicational skills, and exchange of messages as well as to master the using of different methods, shapes and instruments of communicational process in teaching.

From above mentioned reasons it is necessary to work permanently on acquiring new and developing existing competences of teachers', while the professional development of teacher is necessary to be looked up in context of continuously lifelong education.

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