

COMMUNICATION IN THE EDUCATIONAL CONTEXT

Communication represents the movement of a quantity of information from one element to another within the same system or from one system to another, without considering the nature and the concrete way in which this movement is carried out.

Communication is a fundamental way of psychosocial interaction. From this point of view, it is the relationship through which interlocutors can understand and influence each other through the continuous exchange of various, coded information.

Regarding the formative-educational aspect of communication, in general and especially the educational communication, the communication process may be looked upon as having the role to shape the conception of the world, the beliefs, the attitudes and being the main means for regulating behaviors.

By the nature of the signs used in the coding of the information and the main channel through which the message is conveyed, three types of communication are highlighted:

The verbal communication is specific to the human being. The information is encoded and transmitted by word and everything related to it, concerning the phonetic, lexical and the morpho-syntactic aspects. It can be oral (using the auditory channel) or written (using the visual channel). Through this form, extremely complex contents can be transmitted, but compared to other forms of co-operation this type of communication is encoded and transmitted through statements based on the minimal, meaningful unit - the word.

The written communication may include other forms or manifestations of interpersonal communication, such as public, referential, attitudinal communication, just as oral communication can subscribe to intrapersonal, public, subjective communication, etc. Linguistic and non-linguistic sciences were predominantly interested in researching written communication and less interested in verbal oral communication.

In the contemporary scientific world, given the requirements of today's society, the emphasis is, more and more, on the research of communication, developing for this purpose more observation and interpretation techniques of the oral communication the decoding process being done more slowly.

The para-verbal communication is a form of communication, in which the channel used is the auditory one. The information is encoded and transmitted through the prosody and vocal elements (the characteristics of the voice, the peculiarities of pronunciation, the intensity of speaking, the rhythm and the flow of the speech, the pauses, the intonation, etc.) that accompany the word and speech in general.

In the educational activity, paraverbal communication is decisive. The para-verbal communication is an intimate communication because it associates and overlaps with verbal communication through manifestations of particular significance, such as the characteristics of the voice (which give information about the natural genre of the transmitter, about his age, about mood, cheerfulness, sadness, etc.), the pronunciation characteristics (which give information about the degree of education, the ability to communicate and control thinking through language, the area of origin, the intensity, the rhythm, the tempo, the voice qualities, the pauses). The para-verbal communication, although inherent in the verbal communication, can be exploited to change the meaning of messages, can have inflections that give it various modal meanings - command, prayers, exhortation, pleading, etc. and that can trigger a different response: execution, ignoring, etc.

In the non-verbal communication the transmission channel is the visual one. The information is encoded and transmitted through a variety of signs directly related to posture, movement, gestures, mimics, the appearance of the partners. The non-verbal and paraverbal communications support verbal communication

and to provide the speaker with feedback, signal attitudes, transmit emotional content to signal emotional states and even replace the whole speech.

The verbal encoded information may also be accompanied by kinesic, proxemic, mimic, pantomime, gestures from both the transmitter and the receiver. Specialists increasingly approve of the idea that some of our fundamental behavioral acquisitions, intuitively learned, are forms of communication of effects and emotions. Without the complementary forms of communication, the individual, apparently, could not exercise the primordial form of communication - the verbal one. These complementary forms have been studied and classified according to their manifestation. There are several such classifications, taking into account the teacher-student relationship and the pedagogical functions of teaching-learning process.

The verbal communication and para-verbal forms of communication are mandatory simultaneously, the nonverbal communication can be simultaneous, but can also anticipate and

succeed. In a verbal dominance communication, such as between student and teacher, the para-verbal communication and the non-verbal communication are not added to the verbal, but form a structured, complex and convergent whole.

The para-verbal and non-verbal forms of communication prepare the ground for the verbal message. The student has the sense of the importance of the content being proposed, conveyed by the teacher concomitantly with the verbal message of the demonstration, but decoded more quickly. A complex, convergent communication facilitates the fulfillment of different tasks. For example verbal communication gives an explanation to the class, the para-verbal communication draws the attention by raising the voice and the non-verbal one asks a student's notebook to check the information previously provided. Using multiple channels in transmitting the message facilitates the processing and retaining of a large amount of information and at the same time enhances the variety and attractiveness of the communication act.

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