

COMMUNICATION IN THE TEACHING PROCESS.

INTERACTIVE NATURE OF COMMUNICATION

Valentina VASILEVA¹

Abstract

Too often training is seen primarily as a process in which under the guidance of a teacher the students learn a system of knowledge, skills and habits.

Training is a specific type of communication, a process of actively targeted interaction between teacher and students, resulting in knowledge management, mastering of a specific activity, formation of specific knowledge, skills, habits and skills, and personal qualities.

In recent decades, the didactic doctrine increasingly reveals the essence of learning from the perspective of the theory of pedagogical communication. Training is seen as a specific type, as organized in a particular way communication.

Pedagogical communication is secondary to everyday communication, official status, distinguished with its objectives, intentions, system and regulation. In this communication mutual influence and active cooperation between teachers and students, educators and students, adults and adolescents take place in order to achieve the objectives of training and education. More generally pedagogical communication is defined as communication between teachers and students, with a pedagogical purpose to define the tasks of the educational process.

Keywords: training, knowledge, interaction, teachers, students.

Many scientists consider the thesis of the so-called communicative didactics as problematic trend in pedagogy. They interpret the didactics as a communicative theory. Here didactic relationship between teaching and learning is seen primarily as a communicative. The ideas embodied in this theory is justified by the position of the educational goals of a democratic society - the humanization of relations in school, development of the thinking of students, their skills for public discussion, to defend their views. Developing skills for keeping controversy and dispute, to interpret different situations, disclosure of their educational and educational importance are an important prerequisite for the improvement of the learning process and the humanization of social structures of society.

For example, according to the Russian scientist Dyachenko training is nothing but interaction / communication / between trainers and trainees, in the course of which and through which the reproduction is made and absorb the content of training. This does not mean that training comes down to communication. [1]

Training is a specific type of communication process active targeted interaction between teacher and students, resulting in knowledge management is carried out, mastering a specific activity, the formation of specific knowledge, skills, habits and skills, personal qualities.

Pedagogical communication is deliberate consciously designed and implemented activities, interaction and the process by which implement training and education, transfer and mastery of pedagogical adapted social experience of certain norms of behaviour and relationships, personality formation under specified socio-cultural communication models. This and an integral part of everyday communication and is also associated with a number of other types and forms of communication (in the family, in various other communities). In the same time, however, it is different from them.

Pedagogical communication is secondary to everyday communication, official status, distinguished with its objectives, intentional, systematic and regulation. In this communication takes place mutual influence

¹ University of Ruse, Bulgaria, vvasileva@uni-ruse.bg

and active cooperation between teachers and students, educators and students, adults and adolescents to achieve the objectives of training and education. More general pedagogical communication defined as communication between teachers and students, held a pedagogical purpose defined the tasks of the educational process.

Confinement not only direct contact between teachers and students, and between the teachers and the students individually, between teachers and parents, between the different participants in extracurricular activities, and more widely in correspondence and remote education . First have the matter variety of forms of communication between the main, primary subjects of the educational process and students. The teacher communication is multidimensional, multifunctional proses. Includes primarily exchange information; between the communicating, interactions exchange activities between the so-called interactive component, based on the mutual perception between partners so-called perceptual component. In educative educational process information and communication as a communicative activity is realized through the transmission and reception of messages. As interactive form it represents a mechanism by which all participants through individual efforts reach a rational decision on a common task.

Adequate mutual knowledge of communicating with each other is a prerequisite for the achievement of mutual understanding, of exteriorization-exteriorisation relationship in the joint action.

Targeted organization of pedagogical communication is one of the most important prerequisites for the optimization of the educational process, to strengthen developing character and trend educational. She namely creates the most favourable conditions for active and creative teaching and educational activities for the humanization of the relationship between teachers and students, educators. These interactions must be built on the principles of cooperation, mutual respect and responsibility, of warmth and creative fantasy .A this means educational process to become a real and creative work, which is characterized by spontaneity and freedom, with the formation of active life position in the student, with its transformation into a subject of study performed by it activity. With ways of entering and respect competence and fastidiousness, with its overall activity the teacher should encourage the personal development of students, to raise their beliefs, qualities and behaviours that too often remain with them for life. Unlike the spontaneous social processes of communication, main characteristics of pedagogical communication are his focus, adjustability, navigable. He perform as didactic and pedagogical educational functions . Transmission adapted social experience is essentially cognitive activity of students in terms of communicating with Winners of this experience, teachers and all other participants in the educational process.

Dialogic communication training is too complicated structure. Among the main structural components prominently communicative, which performs the exchange of information / knowledge / ideas between communication. Furthermore distinguish interactive perceptual, affective, behavioural, practical and more. components.

Ongoing changes in education, striving constantly updated educational content to use more effective methods and forms of education put forward the problems of dialogic communication. A necessity to overcome the prevailing character monologue of training and more widely applied dialogue as a form of equitable communication between teacher and students.

The first form of direct verbal communication in human society and in the individual history of man is the dialogue. Usually dialogue in the broadest sense of the word is defined as one after the other exchange lines / speech utterances, gestures and facial expressions / between two or more persons. In science and practical activities to talk about dialogue between man and computer dialogue between different groups or social institutions, dialogue between cultures.

In classical didactics paying special attention to the dialogical learning methods. Dialogical discourse as a way of facing the material to be a major method of learning. The emphasis here is placed on the work of the teacher, on his ability to organize and conduct interviews with students. Formulate requirements to be met on the teacher, the students' answers and any questions from the students. But the problems of the dialogue of the teacher with the students as a group of individual students, the dialogue between students and intergroup dialogue never put or are highly underestimated.

Usually dialogue is defined as the exchange of information / oral or written / between two persons with speech or facial expression, gestures, actions, actions. In most dialogue - often involves two countries / partners /. Unlike monologue dialogue implies differences in the positions of the partners. Verbal oral alternating dialogue is a conversation in which one partner is active / speak / and the other passive / listen /.

Periods of listening and speaking constantly alternate. Sometimes it is possible to listen and talk simultaneously, but this requires high qualification.

Dialogue in training is not only active interaction, but also a manifestation of human relationships based on mutual trust and responsiveness. The dialogue between the students in group learning activity is a form of equal communication and mutual influence. It was based on the exchange of information on different strategies for action, resulting in a build a common vision for solving cognitive and practical tasks. Skill full guidance of the teacher stimulate both cooperation and competition between students / competition, race etc. /, The maximum expression of each one of them.

With the establishment of communicative didactics, self-direction, with the educational communication has gained prominence and didactic communication. Educational communication is characterized by its value-- cognitive orientation viewed from the position of the motives of behaviours, norms of actions, personal characteristics of the partners. In didactic communication focusing on content and slides - semantic relations between teacher and students and between the students themselves. Information - communicative element of didactic communication is associated with perceptual and interactive component of the interaction between the participants in the learning process. Dialogic communication, its logical structure and dynamics largely depend on the conditions of the didactic environment. In terms of personality - oriented training organization there are favourable conditions for developing the activity of students.

Structurally - plan meaningful learning activities, their attractiveness and technological support to form strategies didactic behaviours of students, enrich his experience in communication. Emotional closeness between partners and frequency of contacts between them contributes perceptual component of communication, the level of perception and mutual understanding.

Physical parameters of the classroom, condition of facilities / desks and tables / possibility of bundling, the availability of technical and The Information resources, adequate lighting and heating are important components.

Didactic communication, and in particular the interactive component of communication are reflected in customizing educational roles of students. From this point of view are distinguished:

- Complete communication, ie each member of the group freely communicate with each other;
- Centralized communication - partners can communicate only through one of the members of the group, which acts as a "hub" of group communication;
- Chain communication, each participant can communicate only with two of the other members, and through them with others.

The formation of communicative competence promotes activation of the subjective experience of students in terms of dialogue, providing a wide selection of options and personal creativity in terms of learning tasks, the formation of self-management skills of school behaviour as an important prerequisite for success. In the process of the subject - subjective interaction didactic communication is through equal roles between the partners. Unidirectional impact of the teacher gives way to the activity and initiative of the students.

The effectiveness of dialogue in education depends largely on the teacher's ability to manage it. Essential is the observance of a number of psychological and didactic requirements: mechanism of focus, competence and busily, organization and sequence mechanism of general and specific interest mechanism of the first words of comparison, the suggestion belief of compromise and demonstrated respect for partners in communication. The teacher not only establishes, maintains and ends the dialogue, but also constantly introduces new ideas and unfamiliar to students information gives a direction of dialogue, promote the active participation of students, encouraging them, carefully adjust admitted their mistakes.

When the teacher dialogue with class, he should seek to interest the students, using varied and interesting teaching materials and make them equal partners in the search for truth. For active involvement of students contribute rhetorical questions of the teacher and especially questions that stimulate their creative thinking and imagination. Best results are achieved when the topic is announced in advance and allow students to further research and to consider issues that will put. To solve the issues contributing specially organized discussions and debates.