

"Babes Bolyai" Cluj - Napoca
Faculty of Psychology and Educational Sciences
Doctoral School "Education, Development and Cognition"

THESIS

TEACHER-STUDENT COMMUNICATION
From the modern didactics perspective

ABSTRACT

Scientific Coordinator,
Prof. Dr. Vasile Chis

PhD,
Safta (married Ţeicu) Mariana

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ABSTRACT TITLE

Teacher-student communication in the light of modern didactics

" If you do not have an emotive inclination watching a child or young person to guide them and watch his destiny, if you can not dress up in emotional warmth, generous, your relationships and dialogue with a young man, you have no reason to become teacher . "

(Mircea Malita , 1986)

Keywords:

Effective communication . Interpersonal relationships . Teaching strategies . Classroom Management . Focus on student . Communication styles . Modern teaching . Teaching . Learning . Problem situation . Interactive methods . Communication skills .

Introduction

Any human communication is a psychological process and has a psychosocial nature of mutual influence, in the interaction, each subject stimulates and responds, receives and exercises influence.

In the long educational process, teacher-student interaction was seen unilaterally, meaning that only the teacher influences and needs to influence the subject of education. The realistic concept that has gained a deserved place among theorists and practitioners, is that it should not be generalized the two terms of education, teacher - subject, but should be seen as partners who interacts with the other, which are co - participants in the interaction .

Terminology also assimilated this reality, in the sense that , as stated L. Ezechil, where until recently the preferred formula to restore relations established between actors of teaching interaction was " teacher-student relationship " in the last decade of twentieth century it has opted for the phrase " educational communication " , just to emphasize the role of information exchange relationship that occurs in this interaction .

Therefore, information circulating in the school context and subject communicative exchange processes is richer than programmatically provided, generating both predictable effects and a number of observable and illusive consequences. This is due, on the one hand, to the nature of the educational relationship, which engages factors, processes and psychological states hardly given in the form of behavioral prescriptions , and on the other hand, the highly dynamic nature of educational needs in the society.

Communication processes influence behavior by changing both the student's behavior and that of the teacher. The impact that partners exercised on one another depends on the quality and depth of networking / interaction. If long thought that the manner of work of the teacher, the way he organizes his speech is very important for the efficiency of its work, the emphasis is now moving toward how partners are picking up each other and interaction means which are co - participants. Valuing such content of the educational process, requires reconsideration of the concept of „teaching technique „usually attributed to stereotyped formulas whose application could lead to a guaranteed success.

If the formula "teacher-student relationship" the emphasis seems to be placed on a statutory position of the two partners, while if the formula " school-type education communication " , the emphasis is on shared meanings (L. Ezechil) .

The teacher should act as a good technician, but as a psychologist operating in conjunction with educational content, which is based on obvious object, but whose interpersonal and subjective contents prevail. This division of meaning may explain why success of the "teaching" relationship is not always doubled by successful interpersonal

relationships as teaching relationship failure is not associated with failure of the stereotyped relationships.

Under certain conditions, despite the failure of the informational academic circuit, interpersonal exchange can continue to solve problems which delay the learning success.

For these reasons, Davitz and Bellack are right and when they say : "It is better for the student to give a wrong answer than to not give at all, because at that time, the goal of participants is to continue the interaction ."

And it is clear that in such circumstances, the continue tact interaction is useful for teachers, because if it remains strictly formal, the relationship of communication may not lead to a complete success of the educational process, because measuring success only by the set / volume of accumulated knowledge / power is only apparent .

Conceived as a thesis paper entitled " Teacher - Student Communication, from modern didactics perspective " try to present in an exhaustive way, but balanced, some relevant aspects related to teacher - student communication from the perspective of modern didactics . The theme of the work is part of classroom management, an investigation field recently in Romanian pedagogy, whose subchapter is the management of student behavior and optimal teacher - student communication.

Therefore, this work can be seen as having two major parts , of which the first is a theoretical framework relevant from our perspective, and the second part presents the research carried out, the conclusions drawn from the research and other data .

The paper contains a total of 252 pages, 53 tables and 39 figures.

The first part **Theories on the Teacher - Student Communication from the perspective of modern didactics**, includes two chapters that present some theoretical fundamental highlights about communication .

The second approach is experimental and includes six chapters that describe the steps undertaken in order to validate the experimental approach.

Chapter I, entitled **Theoretical Education Communication** describes representative aspects on communication, perspectives and theories of communication.

Therefore, different perspectives on communication reflect the relevance and impact on the structure of different communication situations that are the subject of a wide variety of epistemological domains.

Developed theories about the process of communication were key aspects. Each theory focuses on ideas on the role and functions of communication, but also on causes and its specific manifestation .

Taken together, all these theories are complementary, but there are aspects that contradict each other. However, understanding the process of communication they constitute a significant milestone in trying to respond to various issues related to communication.

Communication teaching remains fundamental process consists of a series of volitional acts which produce changes, positive changes in terms of knowledge , affection and behavior in personality structure of subjects , aiming to :

- **convincing**- taking by subjects of an idea, behavior or style own existential based on arguments, the evidence of the truth; to determine dedication, trust in something, strongly participate in achievement an aim;
- **persuasive** powers to influence , to persuade by logic , facts and truths , by affection ;
- **eliminate obstacles**, inherent to communication, obstacles related to the personality of the two poles of communication , psychosocial relations promoted by the transmission channel;
- **efficiency** - process of the quality of the message sent : the content perceived should be the same or close to the one intentionally transmitted by teacher ; high degree of responsiveness , use of corroboration and balances between the press and media information content ; accuracy

of language, using metaphor , linguistic picture to be as persuasive as possible; related to the mode of transmission , communication , providing expressive speech , the tone and focus properly used; transmitter receptors quality adaptation respecting dialogue partners, the main rules: to know how to listen , to know how to analyze , to know how to express yourself and to know how to control , to follow the quality and performance of the message and its effects . (J. Cl . Abric , 2002)

So communicator to achieve the goal projected by this process must find and use those means of communication able to induce changes in cognitive structures , motivation and behavior of people, to convince through permanent reporting purposes, provide real therapy area, to discover and eliminate the time obstacles in the whole process of communication: conclusions, prejudices, stereotypes, lack of knowledge , lack of interest , difficulty in expressing emotions or lack of feedback to the message , inattention due given message / information .

Chapter II - Psychosocial dimensions of teacher's activity is devoted to theorizing aspects of educational management as a new dimension to science education and skills and psychological skills of the teacher.

From the educational perspective, the term "management" appears in at least two assumptions: as term *educational management* and *school management* as a concept.

Both are areas of application of general management in the education subsystem , macro- and microsystems , with specificities related to the aims of the school, the specifics of education .

Educational management plays the lead design, implementation and evaluation of educational activities throughout the social macro. It is a complex coordination process through decisions, efforts of different groups in order to achieve an effective and efficient educational process.

School management customizes the education management school principles in achieving the objectives of education through the education process, linking all extracurricular factors . Management can be defined as formal educational institution and / or classrooms by coordinating activities aimed at different objectives of the organization or small groups in the organization.

Derived here , *classroom management* means all managerial functions and narrowly refers only to the accomplishment of operational management, the concrete realization and coordination (in the formal and informal) of human and non human - to implement the proposed projects and achieving expected results.

Activation classroom is a long-time focus in pedagogical literature, being understood, in general, in order to reduce the monopoly it holds on the process in which the teacher always talks.

Of course, this is an important aspect of educational communication but even if it reduces time in which the teacher speaks, that does not mean automatically , students interact with each other once they were given the chance.

Teaching ability is expressed by the ability to customize the best way the teacher transmits knowledge to form the right partner interest and its characteristics. It is the teacher's skill how to get the most from the partners in any situation.

Skills of teachers , according to N. Metrophanes (1988) , are structured into three types:

- scientific competence / professional requires a solid specialized training as a rich ability to cooperate with other specialists ; capacity to engage emotional and ethical component of the process along with the drill , justify and support issues in the field;
- pedagogical skills - the ability to shape, to build major components of personality to each subject : difficulties determining; ability to make content accessible discipline taught to understand the relationship teaching subjects ; teaching creativity by developing and implementing new models of influencing , persuading partners ;

• psychosocial skills - ability to optimize human relations and interpersonal skills necessary teaching : the set of roles required adoption process; ease the process of establishing relationships with partners ; increased capacity of persuading both the individual and the group; ability to communicate easily , efficiently, properly used with the understanding the power and authority ; the variety of styles used to realize learning subjects need to establish effective relationships with stakeholders, parents , communities and other institutional structures ;

In his " New Skills curriculum curriculum " (2006) , Professor . Dr. Vasile Chis gives an overview of three definitions of competence :

Definition 1: Competence is the ability to carry out activities related to an occupation or function to the standards set by employers.

Definition 2: Competence means possession and development of knowledge and skills , appropriate attitudes and experiences necessary for good performance in the roles undertaken .

Definition 3: Competencies are complex structures with operational value , placed between knowledge , attitudes and skills and have the following characteristics:

- Ensures the roles and responsibilities assumed
- Roles and responsibilities correlate with business performance ,
- Can be measured based on performance standards
- Can be developed through learning (p.18) .

As remarked Prof univ.dr.V.Chis definitions refers to the notion of competence as practical action set in the world of work and represent the result of learning.

This last statement is vital to the instructional process, because it changes the pedagogical paradigm based on the accumulation of knowledge into one that aims to develop skills.

Part Two - Teacher - Student Communication from the modern didactics perspective - experimental approach shows the conceptual and methodological foundations of research , theoretical premises , goals, objectives and hypothesis of the research, details of subjects and content samples surveyed.

Chapter III. – Investigation Stage shows that the present research is an exploratory study aimed at issues of communication teacher - student of modern didactics perspective , knowing that school dialogue is actually the main axis around which revolves around the instructive contemporary -educational school activity.

The reason why we focused on the study of this issue lies in the need to recognize and assess factors that may influence the situation of communication, both by the teachers and students of different age .

The main purpose of research is to identify ways to improve staff communication and the factors that contribute significantly to increasing the intensity and quality of networking by promoting education and character modeling .

I have watched the communicative behavior of the teacher , the role of communication relations professor - students in improving deficient statutes in communication skills training , and I personally wanted to observe what impact it has on students and how to improve communication between teachers and students , helping me optional subjects .

Research objectives:

The observational phase of the teaching experiment has taken an approach aimed at ascertaining investigative nature whose data were initiated work strategies utilized in tackling a complex survey.

The objectives of ascertaining stage are combined with well-defined aspects , which means that we are able to clarify their mission and goals and formulate operational research by delineating realistic goals that can actually be achieved.

- The first objective was to analyze the status quo on student-teacher communication in the light of modern didactics, quantify and measure the degree of involvement of the two binomial components of education - student and teacher - in developing teaching .
- The second objective aimed to ascertain the stage of the research was to highlight possible solutions proposed by students and teachers to form attitudes that facilitate intra and interpersonal relationship -specific to educational communication.

The first part of this chapter contains methodological aspects observant investigation initiated by presenting samples of subjects involved in research and sample content that has been subject to study.

The second part describes and analyzes quantitative data obtained , relating on the one hand the view of teachers and students regarding the involvement of the two components of binomial education - student and teacher - teaching communication .

At the end of the study comparing the views presented by the teachers and students involved in research , establishing similarities and differences observant , offering a number of findings of the analysis resulting from the comparison operation .

This highlights the extent to which concern for identifying and implementing practical ways of preventing or overcoming barriers to communication teacher - student is emerging as a desirable and tangible purpose in educational practice to optimize communication training.

The last part is about taking proper experimental approach - called materialized by administering pre - test and analysis results, so as to establish an equivalence relation between the experimental and control groups established to implement formative experiment from the later stage .

Organization of observant

Research Stage analyzing the existing situation in the educational reality on the communication teacher - student teaching communication and provided solutions to prevent the occurrence or overcoming barriers, involves methodological issues designed to provide consistent and relevant actions .

The conducted research included investigations of communicative behavior of teachers and students , school group communication relations from the perspective of modern didactics , applying specific methods of pedagogical research .

Pre - test was applied to both classes , experimental and control (witness) .

The experimental intervention stage I acted only on the experimental class , the class will cover the optional class "Education for behavioral values and attitudes" and watched if it improves communicative relationship teacher - student class to control (witness), where we introduced only when " five minutes of character " in Social Studies classes .

The sample of subjects of ascertaining stage

Observational research has focused on two main subjects: middle school students and teachers who teach those classes , some of them being masters and class teachers .

Sampling group of students enrolled in the observational phase of the experiment was undertaken randomly, selection was made by the criterion of belonging to a class of a certain level of education.

The questionnaire was conducted on a total of 204 students , but due to the fact that the number of students changes from one school year to another we eliminated 24 questionnaires , and data processing were considered data from 180 students .

Regarding sampling teachers have selected teaching staff who teach in secondary schools. They were selected as students , based on simple random sampling method .

Were surveyed a total of 54 teachers.

Of the overall, 30 teachers teach humanist disciplines and 24 teachers specialized in teaching the exact disciplines (mathematics and science) .

We considered important to take into account criteria such as seniority differentiation, specialization and quality of project, waiting for a correlation between them and the answers given by the teachers in the context of the investigation.

The sample content observant investigation

Regarding the content of the information sought in the investigation conducted by the students , it was as revealing the following aspects defining goal :

- choice of communication methods suitable to concrete situations, to contents of communication and age peculiarities of the students ;
- the effects of emotional congruence student-student and student-teacher communication plan to overcome the obstacles of teaching ;
- the impact of negative emotional climate , and lack of confidence expressed by stimulating motivational teaching students in the context of communication ;
- stimulate personal reflection by the teacher teaching and assessing communication undertaken by students of its significance in relation to personal development ;
- personal and social development of children to acquire the character traits that will ensure academic and social integration , adherence to universal ethical and moral values and deeply humanistic essential employability and academic and personal success ;

Through the aforesaid aspects it becomes possible to shape how students relate to teaching communication , appreciating and highlighting the perspective own deficiencies that may occur , and ways that might prevent or overcome some obstacles.

Regarding the content of information covered by ascertaining study conducted at the teachers, they can be grouped into the following obstacles:

- opinion on the issues that hinder understanding educational message on effective teaching communication;
- stimulate personal reflection on the students, teaching and assessment in the context of communication and its importance for students' personal development ;
- attitudes towards actions that lead to a better understanding of students as a factor of teacher -student relationship in the context of teaching communication ;
- identify communication problems associated to requirements in terms of communication civilized manifestation of respect, consideration , tolerance listening other opinions even if they are different from their own ;

Information polarized around issues mentioned above is able to facilitate situation in which the educational reality of the presence and expression of the teaching of communication and timely intervention in the context of worsening disruption and significant deterioration networking stakeholders in the education of the student.

Children should be taught to communicate civilized in all situations , not only when their behavior is monitored or claimed .

Chapter IV – The organic formative experiment was integrated in the learning process , also in teaching – learning process.

Experimental research conducted to study the concrete possibilities of preventing and overcoming the obstacles that stand in the way of positive teacher-student communication in teaching communication was subject to methodological principles and norms that guide the achievement of social and human investigations. The experimental approach involved the proposed theme implies three steps :

- synthesis theoretical documentation phase and data from observational nature of the investigation , which led to the formulation of hypotheses experimental
- space delimitation phase, operational stage sampling embodied in the population studied ;

- Completion stage experimental design, the design of pre - test, the experiment itself, post-test and content .

Experimental research objectives and hypotheses

Investigations of research are established in accordance with the following objectives :

- Optimization didactic communication by imposing elements of modern didactics targeted educational interaction ;
- Content Accessibility of didactic communication , so as to favor the growth of students' school performance ;
- The use of differentiated communicative strategies of forming a receptive interlocutor that knowing oneself and engage in formative activities ;
- Identify specific ways of motivation, stimulation and activation of the pupils in the lessons.
- Encourage networking and establishing a positive emotional climate enjoyed in the context of the educational activities ;
- Supporting students in their efforts to self-knowledge and the formation of character traits to support good communication in general, including the nature of teaching.

Organizing and conducting the experiment was based on the synthesis of theoretical premises and objectives allowing an efficient and relevant experiment .

The basic assumption under which the experiment was structured based upon the idea that selecting and applying the various activities the educational context of explicit and implicit models . This hypothesis requires experiment experimental teaching approach focusing on two essential concrete coordinates :

- a) identify concrete ways of developing communication students skills through implicit and explicit actionable patterns provided in the context of educational activities ;
- b) monitoring the effects of complementarities patterns can induce the student-teacher communication sphere from the perspective of modern didactics.

The general hypothesis and assumptions specific to the organization and conduct of the experiment undertaken could result in :

The general hypothesis – using during classes of formative educational interaction elements specific to modern didactics focused on self-awareness and education approaches for behavioral values and attitudes is able to influence the optimal communicative relationship between teacher and student.

Specific assumptions

1. The application of explicit models , the role of knowledge / Self development is able to favor the emergence honor disruption in the communication teacher - student ;
2. Implementation of educational models for behavioral values and attitudes is able to foster communicative teacher-student relationship ;

Independent and dependent variables of the experiment

In the context of the experiment, the two types of variables , independent and dependent were established in accordance with the assumptions and objectives of pedagogical research .

The independent variable that was included in the experimental model :

Promotion of systematic formative lessons by including interaction components aimed at education educational values and behavioral attitudes, age and adapted to the particularities of individual students .

The dependent variables of the research , established in conjunction with the independent variable are:

Dependent variable 1: The degree to which it highlights the possibility of preventing poor communication issues due to the impact of the formation of character traits modeled values through education component behavior and attitudes ;

Dependent variable 2: Level improving relationship teacher - student communication, manifested through the interrelation of school type ;

Dependent variable 3: Quality benefits students in the context of learning activities, highlighting the level of communication skills training , with priority impact school success .

In the second part of the chapter details are shown on samples of subjects and content .

At the end of the formative post- test was administered with the aim of progress and changes by monitoring the communication behavior of pupils and experimental groups and control to confirm the experimental hypothesis. Therefore students in both groups (experimental and control) received the same data collection instrument that you have completed and pre -test.

Post- test research aimed to identify if changes in the experimental classes, following the implementation of actionable patterns implicit and explicit development of communication skills of students.

Chapter V Results of the formative experiment

Analysis and interpretation of experimental data

Following the educational intervention to obtain a comprehensive picture of how the organization can optimize teaching communication teacher - student from the perspective of modern didactics and prevent obstacles in communication.

To understand the behavioral manifestations picture - communication of the students included in the experiment, we used statistical tools to interpret the results , resulting in a series of quantitative and qualitative analysis that detailed in this chapter.

These relate both to the differences identified between the students in the experimental and the control groups and the evolutionary changes recorded at one and the same class of students as a result of inclusion in educational programs.

Chapter VI - the post- test results

Post- test research aimed to identify if changes in the experimental classes, following the implementation of actionable patterns implicit and explicit development of communication skills of students.

The recorded data were synthesized quantifying the response option " less" (1) "right" (2) and " more" (3) . In the following I will present the results obtained in this stage of the research , as well as issues arising from the comparative analysis of the data obtained in the pre -test and post- test. The way the post-test analysis of the results was the same as in the case of pre - test.

Regarding learning behavior we observe progress both in experimental classes and control classes C3 , C4 . Put this result to the fact that these groups of students are students of class VIII grade which will hold at the end of secondary school leaving examination and their attitude towards learning behavior has changed considerably compared to the observant . Analyzing the progressive experimental classes, found that they were influenced by experiments applied media responses increased .

For an overall view of the results we achieved pre-test/post/test average obtained on each content item 1 for each pair of classes experimental / control, obtaining the following results we will present in the chart below. These environments we obtained by calculating the arithmetic mean for each lot subject to pre - testing. (eg E1 pre -test: (2.12 +2.16 +2.36 +2.00) / 4 = 2.16 and post- test (2.40 + 2.16 +2.16 +2,25) / 4 = 2.24) (Figure 25 .)

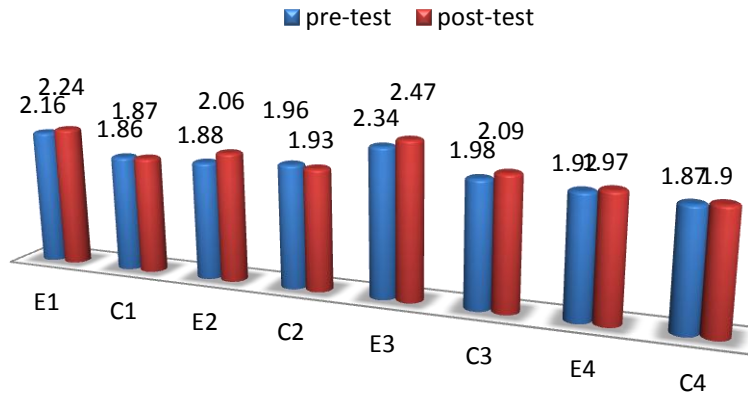


Figure 25. The comparative media experimental group / control to item 1

Following experimental formative period an increase of the experimental classes attitudes regarding barriers to understanding the lesson. The way the teacher taught the class caused a greater number of students to believe that this factor greatly influences the understanding of the lesson.

A significant increase in the average stands for lots E3 - C3, important because the experimental group is a class of students with inferior results in terms of school performance in comparison with the control class.

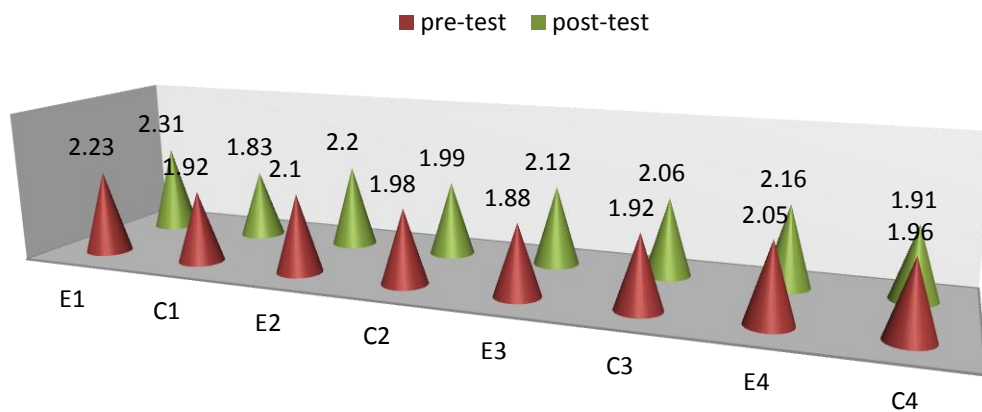


Figure 26. The comparative media experimental group / control to item 2

Regarding communication lesson, implementing teaching methods that can influence teacher-student relationship, we found also a positive influence on options for students. Teamwork, exposure mode results, formative assessments conducted have resulted in a change in the perception of the interviewees on teaching communication. The most significant progress is seen to overcome the barrier of exposure to the class or others.

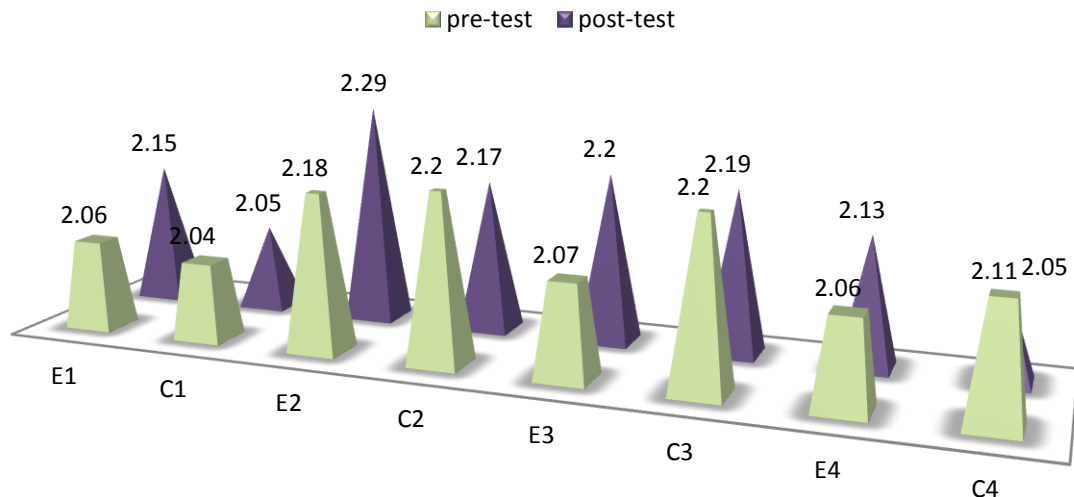


Figure 27. The comparative experimental groups media / control Item 3

Educational Communication is a very important component in overcoming obstacles that may arise in teacher-student relationship. Reappears need self-knowledge, knowledge of classroom and every student in particular.

A large number of students consider that a relationship of communication generally requires the teacher to understand, to have a positive emotional climate in developing educational act of personal self-discovery.

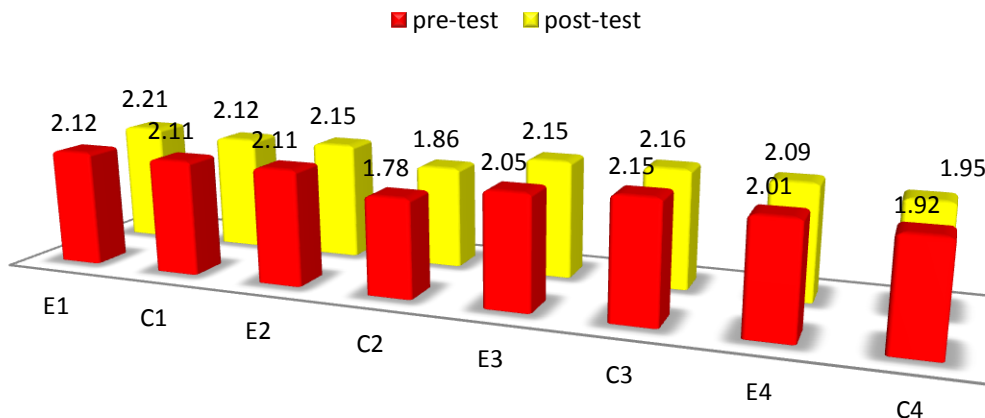


Figure 28. The comparative media experimental group / control to item 4

Opinion on the issues that hinder understanding educational message on effective teaching communication proved positive favored by experimenting with interesting ways in terms of the student. How the teacher managed sending your information has caused Threads to grow in appreciation of the communication session.

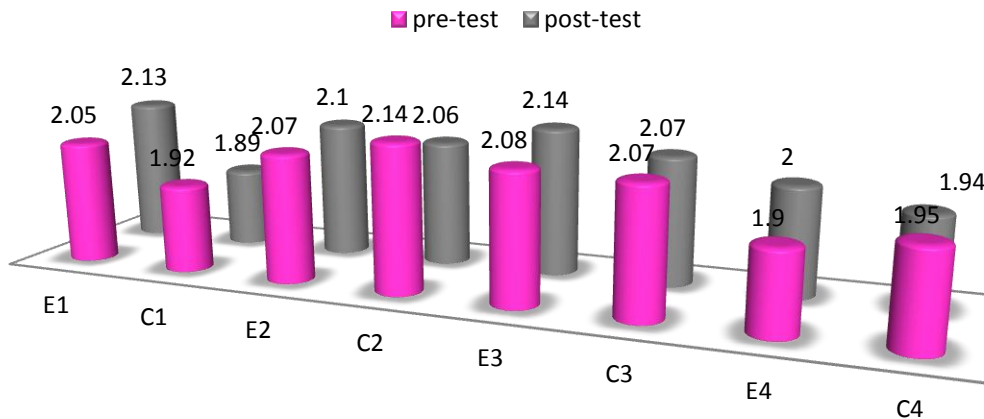


Figure 29. The comparative media experimental group / control to item 5

Chapter VII -Re - test. Quantitative and qualitative analysis of the results

To assess the degree to which scores obtained from the questionnaire are stable from one administration to another, we used the test - retest . So I applied the same questionnaire as in the pre -test and post -test on the sample of 180 subjects of the same lot of the research , after a two-week post- test application .

Noted that synthetic illustrating the results I have not made a detailed presentation of the average of the responses for each item associated with the questions in the questionnaire but present general average .

Recall that the records were synthesized quantifying the response option " less" (1) "right" (2) and " more" (3) . This average we calculated a two decimal places , without rounding , by using a weighted average (eg sample E1 (N = 25) average post- test we calculated thus: (number of responses " less" x1 + number of responses "right" x2 + number of responses " more" x3): 25 ie (3x1 +7 x2 +15 x3): 25 = 2.16 and that of re -test (4x1 +7 x2 +14 x3): 25 = 2.12) . Also for viewing overview post-testului/re-testului results we achieved average obtained on each content item for each pair of classes experimental / control. These environments we obtained by calculating the arithmetic mean for each lot subject to pre - testing. (eg E1 post -test: (2.16 +2.16 +2.40 +2.25) 4 = 2.24 and E1 re -test (2.38 + 2.18 2.12 2.24) 4 = 2.23) .

In item 1 , on student learning behavior : "Please mark the appropriate box with X appreciate the degree to which the statements below you characterized your behavior as regards learning " environments from the two stages of post- test and re - test are shown in Figure 30 :

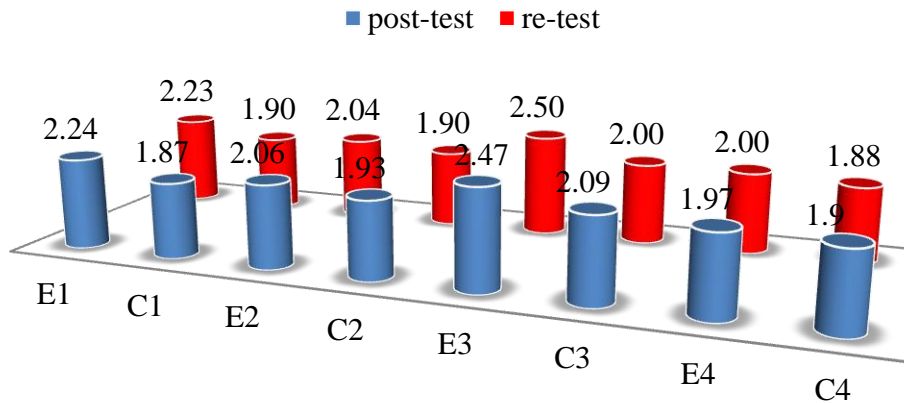


Figure 30. The comparative media experimental group / control to item 1

On item 2, on the obstacles in understanding the lesson: "Please mark the appropriate box with X degree to which the options below prevents you understand the lesson well:" the media reported data are shown in Figure 31.:

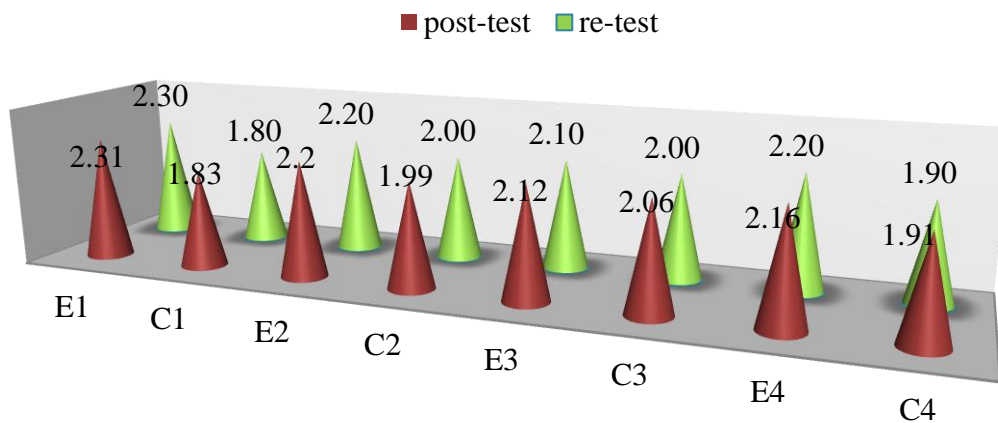


Figure 31. The comparative media experimental group / control to item 2

In item 3 on the communication lesson pupils: "Please mark the appropriate box with X degree the following factors may prevent you communicate well in lessons', median obtained are shown in Figure 31., relative to the two types of groups:

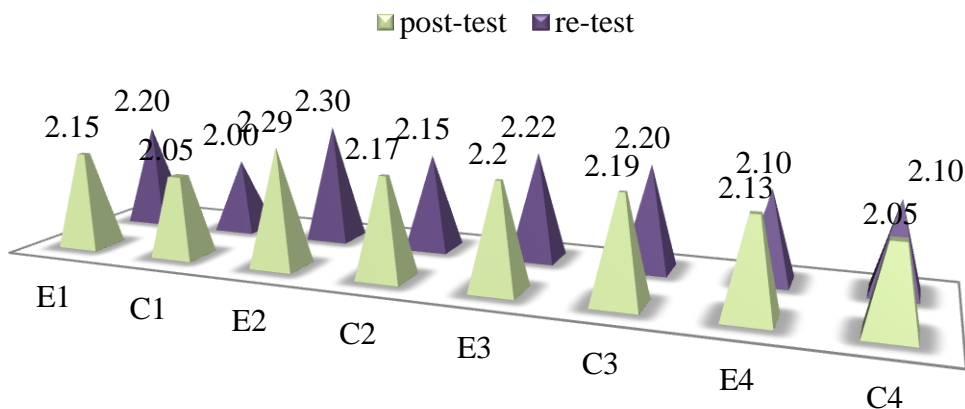


Figure 32. The comparative media

experimental group / control Item 3

In item 4 on the general relationship communication with peers and teachers: "Please mark the appropriate box with X degree to which issues below encourages you to communicate easier and better with peers and the teacher in general, not just lessons ", quantifying the number of responses in the form of media are pre sented in Figure

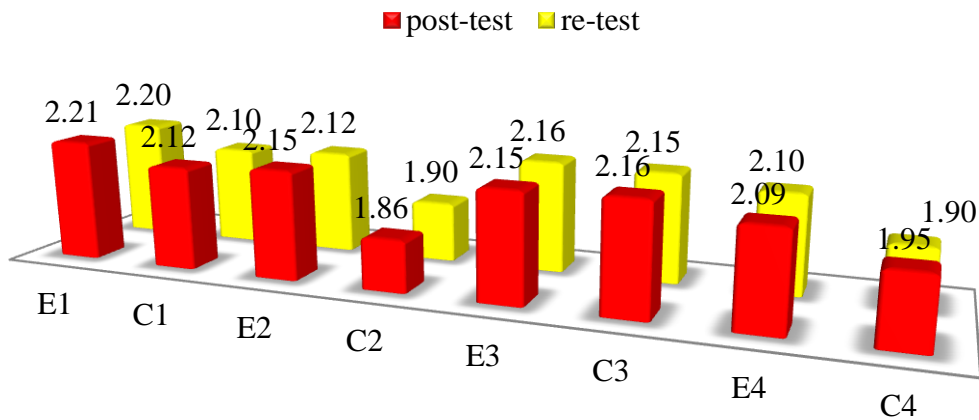


Figure 33. The comparative media experimental group / control to item 4

Item 5, which refer back to lesson the students communication from the perspective of modern didactics and highlights possible factors that may be barriers to communication from the perspective of traditional didactics "Please mark the appropriate box with X degree to which factors below may hinder you to communicate well in lessons', lots environments, relative to pairs of groups E / C, are presented in Table 51., and in Figure 33.

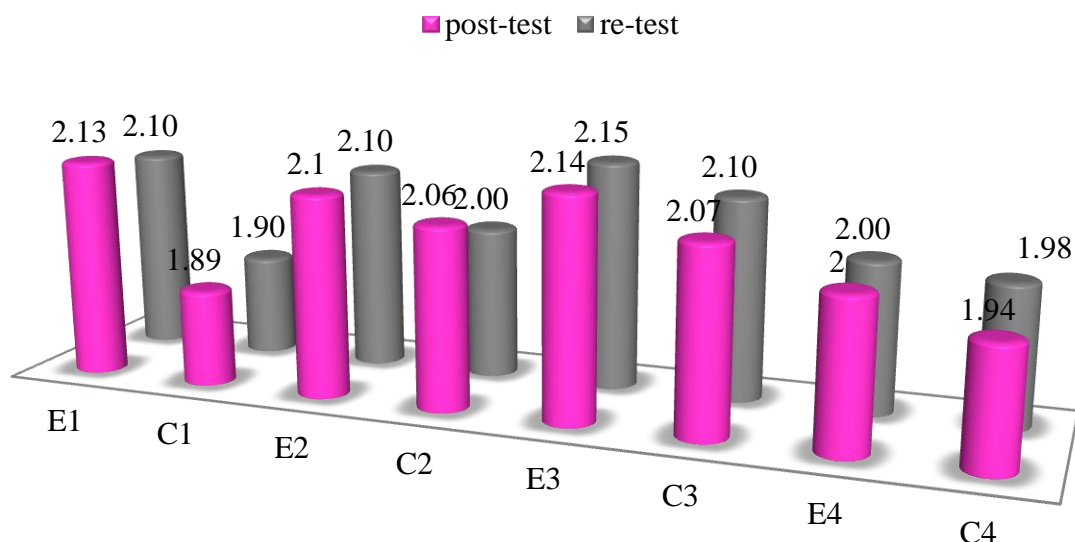


Figure 34 .The comparative media experimental group / control to item 5

That manifests both increases and decreases marginally from one stage to another as well as from sample to sample in terms of communicating the lesson (item 3/itemul 5) I believe that is due to the preparedness of students , their skills and personality characteristics that may influence how they appreciated the communication aspects of teaching .

In conclusion, insignificant differences in the two stages of pedagogical research (post- test and re- test) and data recorded during the formative experiment validate the hypothesis that the state certifies the experiment conducted . Thus, it is possible to improve communication across all teaching and non- formal activities undertaken in school.

Shaping student attitudes , awareness , responsibility, involvement he has great need to meet the rising expectations of society can not only closely related to a cooperative activity between those responsible for training the younger generation : teachers , family, community . It requires the use of all resources is often educational, educational Alternatives to complement and diversify ways of transforming the student into the main actor of his own training . Curricular educational projects add value in teaching by promoting dialogue , communication , developing cooperation and collaboration both between students and between teachers.

Chapter VIII - Conclusion

The research conducted found that teacher-student interaction today is one of the basic factors that determine good communication teacher - student, but must take into account the personality of the teacher , the student 's personality , and educational situations are created the result of work jointly teacher - student.

If students had been a favorite orientation towards a climate positive affective democratic teacher-student relationship based on closeness and understanding . At the same time , some of the students stated desire to study things more attractive and especially useful in everyday life . It noted the need for adaptation in all aspects of the teacher and even the formal curriculum features and requirements of the new generation of students. Of course pedagogical tact is one of the essential qualities of teacher quality and other characteristics that affect personal and substantially determines the type of relationship that is formed between teacher and student.

For the student to " accept " the professor , the latter requires a number of qualities and characteristics by which we " conquer" the student . I mention this , conquer " the student is simply demonstration by teacher qualities coveted by students , perhaps even unconsciously . The student does not want to see in a teacher , standard " determined by strict rules, student teacher wants to find often that landmark that he can not find family, friends, relatives, etc. . Therefore , the teacher is obliged to be always available to answer the call of the soul of the student.

As for what the teachers , they propose to identify ways to better relations with students , students' communicative skills D center since the early stages of school education.

Given the data presented , the main conclusions from that mentioned the action that involves teaching communication optimization are :

- limiting teacher-student networking only formal framework of activities the educational or compulsory common school favors the difficulties of communication , so it requires knowing each extension activities and increasing teacher-student contacts in extracurricular activities and family;
- formative training of teachers and students towards the development communication skills can help improve staff communication ;
- modern methods of activation in the development of teaching students teaching promotes good communication ;
- Teachers adapt to the characteristics of the new generation of students is a requirement essential for optimizing networking ;
- identify ways of motivation, stimulation and activation of pupils the educational activity can create the appropriate support staff communication protected by degrading effects ;

Following the set up now I can say that communication skills are a sign of mutual respect. Ideally, each person should be able to hear the other person and to demonstrate that he understands what he wants to convey other; also should respect himself , meaning that he can express or convey their interests / opinions .

It is essential that classroom activity to be integrated into the school unit 's strategy involved in a global process of character , the contribution of all " actors " involved in the educational process : parents, school, community .

"Education for behavioral values and attitudes" is implemented in school goal that students develop their skills on a positive attitude and develop communication skills and relationships with teachers , parents , friends, etc. .

This is considered as the generator of motivational springs that help build character and defining it as part catalyst for personal, social and professional future adults .

Every child has an inherent educational potential that just discovered and increased. This is the holy mission of the school , the teachers, because, as Comenius said :

"It is doubtful that there is a mirror so dirty , that it does not yet reflect the image in any way ; is doubtful that there is a board so rough that we can not write anything on it yet . If it happens , however, that the mirror is full of dust or stains, before we used it must erase and too rough a board have to give the planer . "

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