SECTION: SOCIAL AND EDUCATIONAL POLICIES

COMMUNICATION WITHIN A SCHOOL ORGANIZATION

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Abstract:

Communication regarded as an essential element of human existence ensures the transfer of information, ideas, feelings with the help of certain communication processes and networks.

Human communication is not limited to uttering words and transmitting information: when words are uttered, one's voice and tone are involved, then body language adds to the words and the tone, then one's appearance, mimic, posture, gestures, clothing quality and colour, etc. are added to the words and tone. This complex set of stimuli is divided into two categories: analogue language and digital language, accordingly carrying analogue information and digital information.

At school level, it is communication that facilitates the educational act itself, being the basis of the teaching-learning process as well as of the various relationships that arise in such a context. The trainer-trainee relationship remains a major issue for any performance-based education system.

Key Words: *communication, education system, education, performance*

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1. Introduction

Communication as a relational process consists in exchanging information between two or among several interlocutors, based on certain codes: word, gesture, image, motion, sound; in such a context, interlocutors become, in turn, both senders and receivers of information.

Human communication performed in complex languages is a social deliberate or involuntary act, a conscious or non-conscious act, with the purpose of mutual influence. The need for communication is based on several needs: identity, social, relationship, affection, desire for authority, etc. In other words, communication is a process of conveying information in the form of symbolic messages between two or among several people, some of whom have the status of senders, others have the status of receivers, via specific channels.

Human communication does not only mean uttering words and conveying information. When words are uttered, voice and tone intervene; words and tones are accompanied by body language, physiognomy, mimics, posture, gestures, appearance, clothing quality and colour, etc. That complex set of stimuli is divided into two categories: analogue language and digital language, respectively carrying analogue information and digital information.

Analogue language is direct, plastic and suggestive, based on similarity, association and communication of messages without decoding them in one's consciousness. It is accessible to both humans and animals.

Digital language is symbolic and abstract. A classic example is verbal language, based on the words of a language. It can only be understood if it is decoded and processed at the level of one's thinking and consciousness. As far as it is known today, digital language is typical of man. Body language and voice tone are typical forms of analogue communication. The information thus conveyed is not always acknowledged.

Human communication is performed in order to:
- inform (when the sender has information to be conveyed to others);
- convince;

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- impress;
- cause a reaction;
- amuse, etc.

Communication itself consists in sending and receiving messages, namely a process involving:

- a sender (the one that triggers the process, prepares the message, chooses the means of communication and the receiver);
- a message (the way a sender encodes the information);
- language in several forms resulting in communication languages: verbal (written or oral) language, non-verbal (body, space, time) language and paraverbal (tonality, voice inflections, speech rhythm, accentuation of words, etc.) language);
- communication channels (formal channels with the purpose of performing specific tasks and informal channels that facilitate communication among individuals or groups);
- means of communication;
- a receiver;
- a context (which may influence the effects of communication).

Types of Communication

Table 1

By interaction level	➢ intra-individual; ➢ interpersonal; ➢ group; ➢ mass; ➢ public.
By code type	➢ verbal (oral and written); ➢ paraverbal; ➢ non-verbal.
By channel	➢ direct; ➢ mediated.

Source: prepared by the authors

Communication behaviours can be predominantly verbal, non-verbal, or mixed, with time and sense relationships among the three types above.

During the communication process, communication barriers may occur along with disturbances that can reduce the fidelity or efficiency of a conveyed message. What is important, however, is the impact that such barriers have on the message; there are situations where, due to the disturbances, the information received by the receiver is completely different from that transmitted by the sender.

Specialized studies present the following categories of communication barriers:

- language barriers generated by words or phrases that are confusing or have different meanings to those involved in the act of communication. The way of understanding a conveyed message and implicitly the way of decoding it are influenced by the education level of those who communicate; the emotional state of a receiver may influence communication negatively;
- environmental barriers are the most common and are related to the improper work environment characterized by high noise pollution;
- barriers caused by the position of the sender and the receiver generated by the image which the sender or receiver has about themselves or the interlocutor, which is a false one, accompanied by preconceptions or too strong feelings;

- conception barriers - assumptions, ungrounded conclusions, routine, wrongly expressed message, the receiver's lack of interest in the message can contribute to inefficiency in the communication process.

Impossible to avoid, communication barriers can be removed by using certain methods based on a number of essential issues:

- communication must be planned;
- precise determination of purpose is impetuous;
- communication time must be carefully chosen;
- ideas to be communicated must first be clarified;
- language must be appropriate to the situation but also to the communication partner.

Minimizing the influences of the disturbing factors existing in any communication process can ensure the latter's effectiveness.

2. *Communication in a School Organisation*

Pedagogical communication is what mediates the educational phenomenon as a whole. Pedagogical competence, creativity, mastery are the foundations of education; school development is based on teachers' abilities to get closer to students, giving them curiosity for knowledge. The instructional-educational process can only be achieved through communication in its various forms.

Pedagogical communication implies an educational message that starts from the teacher to the student in order to generate a formative reaction, which demands the former to resort to continuous improvement, responsible intelligent behaviour, to create a favourable psycho-pedagogical environment which is absolutely necessary .

Specialists in the field appreciate pedagogical communication as a "prerequisite, source and effect of education" which starts from regulating one's own feelings, emotions, mental states, even psychological barriers, in order to create positive emotions.

Pedagogical communication, unlike simple communication, consists in professional communication in the instructional-educational process, it is based on certain didactic functions, aimed at creating a favourable environment for the development of teacher-student relationships.

The pedagogy dictionary defines didactic communication as part of the educational process in which students, under the guidance of their teacher, acquire new knowledge, rules, formulas, laws. As a process, didactic communication consists in: the teacher's conveying a didactic message, the student's receiving the message, the student's formulating the answers, and the teacher's possible corrections and additions.

Features of Didactic Communication

Table 2

Teacher	➢ message clearness;
	➢ adequate and accessible language;
	➢ logical structure of messages;
	➢ attractive presentation of lessons;
	➢ adequate communication environment.
Student	➢ ability and focus;
	➢ motivated to learn;
	➢ knowing the adequate language.

Source: prepared by the authors

A teacher is the one who educates, breeds and conveys values by planning, organizing, coordinating the entire teaching activity. Didactic communication takes place between at least two partners (teacher-student, student-student), a message aims at influencing individual and group behaviours and it generates education and development by involving the student in the act of learning.

The main purpose of didactic communication is to form beliefs by effectively organizing didactic performance and resorting to the specific processes that concern all areas of human cognition and practice.

The main functions of didactic communication are:

- to inform, namely conveying a didactic educational message;
- to train, pursuing the stimulation of thought and imagination;
- to educate;
- to assess and adjust;
- to solve educational matters.

Generating efficiency in the communication process involves overcoming some obstacles such as emotivity, globalist approaches, lack of basic knowledge, permanent adjustment to any circumstance or context that may occur in the instructional-educational process. In order to ensure communication efficiency, any teacher must:

- be prepared to listen;
- be interested in listening;
- be open-minded to any idea.

Communication requirements at school level have been increasing lately, which generates multiple communication forms.

3. *Conclusions*

The complex development of individual personality begins in a school: it is here that people become educated, trained, shaping the future. At school level, it is communication that facilitates the educational act itself, being the basis of the teaching-learning of knowledge in an institutionalized framework and among partners having determinant roles: teacher, students, and also the various relationships that arise in such contexts. It is a type of interpersonal and group communication where explicit and implicit actions take place. What specializes didactic communication is the transfer of cultural values and standards.

The teacher-student relationship is particularly complex, involving a permanent dialogue between the two parties concerned, mutual communication where the personality of those involved is predominant. The teacher-student relationship remains a major issue for any performance-based education system. Through the changes made at individual and society level, the educational process generates progress.

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