

## TECHNIQUES AND METHODS USED IN TEACHING COMMUNICATION

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**ABSTRACT:** *THE MODERNIZATION OF THE EDUCATIONAL ACT REQUIRES THAT THE FORMATIVE ASPECT OF EDUCATION PREVAILS OVER ITS INFORMATIVE CHARACTER, THE INTELLECTUAL DEVELOPMENT OF THE STUDENTS ON THE ACCUMULATION OF KNOWLEDGE AND THE ACTIVITY OF THE PRODUCTIVE-CREATIVE THINKING ON THE EXCESSIVE DEMAND OF MEMORY. THIS PROBLEM AFFECTS ALL ASPECTS OF THE EDUCATIONAL PROCESS AND REQUIRES CONCERN FOR FINDING TEACHING TOOLS, FOR RECONSIDERING THE TEACHING TECHNIQUE BY ESTABLISHING NEW METHODS AND PROCEDURES IN WORKING WITH STUDENTS. THE SAME COMMONLY USED METHODS OF EDUCATION AND STEREOTYPE LEAD TO FORMALISM AND STAGNATION, HINDERS EDUCATIONAL PROGRESS AND THE EVOLUTION OF PEDAGOGICAL METHODS. THIS DOES NOT MEAN REPLACING THE OLD METHODS, TRADITION AND THE NEW ONE ARE NOT EXCLUDED, BUT THEY ARE TWO STAGES OF THE SAME PROCESS.*

**KEY WORDS:** *EDUCATION, COMMUNICATION, DIDACTIC WORK, TECHNIQUES, METHODS.*

### **Introduction**

In the conditions of the contemporary society, it is necessary to concentrate the didactic approaches for the formation of a modern man with competences in the sphere: written, read and honored; the application of science in the reality of the day, intra- and inter-personal communication, communication at least in a world language, IT use, teamwork, intercultural education. Educators will have intellectual and moral capacities, in which priority is to become innovative, creative and inventive thinking, agile and critical intelligence, observation, flexibility and ingenious mind. These requirements are achieved, notably through school - the formal learning framework - which is not only a "factor in preserving the spiritual heritage of a nation, but also one of the main factors of social dynamics."<sup>2</sup> However, the growing influence of non-formal and informal learning in the becoming of the individual is known. Therefore, the emphasis in didactic work should not be on the acquisition of knowledge, information, but on the formative side of the educational process, on the formation of a methodology (cumulus of methods, procedures, techniques) of learning applicable to the learner, applicable throughout life. This does not mean ignoring the informational aspect, but assimilation of knowledge with great operational value in order to engage all the potentials of thinking: analysis, synthesis, comparison, analogy, different types of reasoning.

The lesson should provide pupils with the best conditions for achieving maximum efficiency in training, by giving up the "teaching" of knowledge and "taking over", memorizing,

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<sup>2</sup> I.O. Elder, *Effective Communication. Methods of Educational Interaction* , Polirom Publishing House, Iași, 2003

in favor of investigative work, research, so that students can "conquer the knowledge and, together with them, the methods of research and conquering the truth"<sup>3</sup>.

The need to adapt to new situations, processes and problems requires the school to develop the flexibility of thinking, the ability to maximally use knowledge and acquire new ones in accordance with the rapid progress of social life, formative education involves the acquisition and development of skills intellectual work such as: the ability to select and systemize, the ability to establish new connections, the possibility of generalization. Through the formative education, complex psychic features are stimulated and dynamized, qualities such as independence, originality, investigative spirit, curiosity are cultivated. The modernization of the educational act therefore requires that the formative aspect of education prevails over its informational character, the intellectual development of the students on the accumulation of knowledge and the activity of the productive-creative thinking on the excessive demand of memory<sup>4</sup>.

### Use of teaching tools

This complex problem affects all aspects of the educational process and requires concern for finding teaching tools, for reconsidering the teaching technique by establishing new methods and procedures in working with students. The same commonly used methods of education and stereotype lead to formalism and stagnation, hinders educational progress and the evolution of pedagogical methods. This does not mean replacing the old methods, tradition and the new one are not excluded, but they are two stages of the same process.

The concept *method of education* still preserves its original meaning, borrowed from the Greek *methodos* "which means the way to, the way forward in order to reach predetermined goals".<sup>5</sup>

Teaching methods will need to be interactive and to induce learners learning methods to be associated with the process of acquiring and systemizing information, exploiting the truth. The teacher becomes the organizer and coordinator of the activity, guiding and supervising the way students work to acquire and apply knowledge through their own effort, through independent or group work, but creative.

Didactic methodology is that part of the learning strategy that provides the learning process with the character of an act of communication. The choice of a method and the adoption of a method for its effectiveness is done according to the "parameters of the educational field" which includes "the individual peculiarities of the pupils, the specificity and volume of the transmitted information and the aims pursued through their communication", and "the mastery of the didactic teacher use these methods. "

In the *Methods of Education* (2003), I. Cerghit<sup>6</sup> organizes his speech on the following issues:

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<sup>3</sup> A. Ilica, *Educational Communication*, "Aurel Vlaicu" University, Arad, 2003

<sup>4</sup> A. Peretti, *Techniques of Communication*, Polirom Publishing House, Iași, 2004

<sup>5</sup> M. Ionescu, *Instruction and Education*, Cluj-Napoca University Geography, Cluj-Napoca, 2003

<sup>6</sup> I. Cerghit, *Methods of Education*, Didactic and Pedagogical Publishing House, Bucharest, 2003.

- methods of oral communication;
- communication methods based on internal language;
- written communication methods,
- methods of exploring reality;
- action-based methods;
- methods of rationalization of learning and teaching;

Proposing the following taxonomy:

**A. Methods of communication:**

- Explosive methods: narrative, description, explanation, statement, lecture, conference, discussion, conference-debate, information, microsposium, training, radio training;
- interrogative methods: heuristic conversation, discussion, debate, discussion-dialogue, group consultation, seminar, mass debate, assault on ideas, guided discussion, free discussion, colloquium;
- methods based on problem-solving: problem solving, problem solving;
- printed communication methods: reading, manual work, text analysis, information, documentation,
- Methods of oral-visual communication: film training, television instruction;
- Inner communication methods: personal reflection, imaginary experiment, synectic.

**B. Exploration methods:**

- Methods of direct exploration: systematic observation, experiment, investigation, method study, comparative study, monographing, direct exploration;
- Demonstration methods: laboratory demonstration, argumentation with facts etc .;
- Modeling methods: modeling, project design.

**C. Methods of action:**

- Affective action methods: exercise, group-training, practical work, learning by action;
- Stimulated action methods: didactic games, role play, case study, simulation learning, invention, etc.

**D. Computer-assisted training.**

Didactic theorists recommend that the selection of the appropriate teaching methods can be done according to objectives and content, as follows:

- informative-participatory methods: lecture-debate, observation, excursion, visit, conversation, demonstration, dialogue; informative-non-participatory methods: lecture, explanation, storytelling; formative-participatory methods: learning by action, learning through research, learning by discovery, project learning, experiment, case study, simulation, problem-solving, brainstorming, invention;
- formative-non-participatory methods: exercise, programmed training, algorithmization.

On the other hand, in addition to methods, intellectual work techniques are often used with a broad scope: reading techniques, identification and cataloging of information, analysis strategies, ordering, classification, combining, interpreting and developing functions, comparative and multicriterial analyzes points of view, perspectives, approaches, types of information

organizations: research methods, analysis of alternative languages, use of interactive systems and computers, etc. in the category of methods and techniques of intellectual work we distinguish:

□ Methods and techniques for information, documentation, processing and storage of information or knowledge (exploration and rapid identification of information sources, selection and multi-criteria structure of information, simple, selective or fast reading techniques, consultation of dictionaries, encyclopaedias and working with them, selection and coding of information, analysis, synthesis, structuring and condensation of information in concepts, models, hypothetical structures, schemes, logical plans, etc.)

□ Methods and techniques of learning, intellectual development and behavior modification (understanding, structuring and assimilation of knowledge, working with new knowledge and making transfers and associations, elaborating conspiracies, abstracts, papers, reviews, graduation projects, etc.);

□ Methods and techniques of research (exploration, investigation), experimentation and development of knowledge (personal investigation and rediscovery of truths, observation and experimentation techniques, hypothesis development, problem solving and problem solving, design of experimental systems and experimentation, estimation variants and alternatives, forecasting and odds casting, hypothetical reasoning and probabilistic thinking strategies, scholastic, under uncertainty or indeterminacy, analytical, processing, validation and statistical interpretation techniques, etc.)

□ Creativity methods, techniques and procedures (brainstorming, synectics, Philips 66 technique, Delphi technique, matrix methods, self-caching technique, etc.)

Regardless of the methods used in literary communication, the teacher has to start from language acts, examples, texts, in order to reach definitions and rules. Students will be asked to first observe language, compare them, discover common elements, and then generalize, draw conclusions. The inductive path is more accessible to pupils in the first classes in view of their age-specificities and leads to the formation of logical thinking. Students are instructed to insight the material existence of the word, analyzing syllables, sounds, and graphic representation. They must be led to operate "not only the notional content of the word, but also the word from the point of view of the morphological structure and the relations in which it is found with the other words of the sentence"<sup>7</sup>.

The most effective methods that contribute to the objectives of language communication (by language) and implicitly of these requirements are conversation, demonstration, exercise, grammar analysis, problem-solving, discovery learning, scheduled training.

The conversation is used in any type of lesson and at all stages, allowing at any time immediate feedback. It is a fundamental method in educational communication. The use of the heuristic conversation, one of the forms of the basic method, involves an active dialogue between the teacher and the pupils, so mastering the art of asking questions in order to seek, develop thinking, mobilize students in search, research, and discovery efforts. "Conversation is not a method of transmission, but one of finding out the truth, of formulating a question that asks for an

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<sup>7</sup> C. Cucuș, *Pedagogy*, Polirom Publishing House, Iași, 1996

answer, and it is built, formulated by the pupil from the information he possesses, making a thought effort."<sup>8</sup>

In order for the conversation to be as effective as possible, the didactic formulates some questions related to questions and answers, when conducting the dialogue under the guidance of the educator.

Questions must have the following qualities:

- be concise, clear, precise, grammatical and stylistic;
- Be formulated so that it does not contain the answer, part of the answer or suggest it;
- be ordered, logically and pedagogically, in a heuristic strategy;
- to incite discovery, search, research, analysis, logico-theoretical construction;
- Not to be composed, only the main ones may be accompanied by complementary, helpful,
  - be in agreement with the age and individual peculiarities of pupils with their cognitive experience,
  - Be formulated in such a way as to best correspond to the appropriate type of learning situation: questions of thought, investigation, search-exploration, aiding, additional, stimulating the observation, imagination, closed, open, etc.,
    - To have the subject matter covered and the experience of the appropriate students
    - age;
    - Be formulated in as varied forms,
    - be formulated so as not to lead the students to make monosyllabic responses; yes-no, no-no; so etc .;
    - To be judiciously alternate between frontal questions and individual questions related to didactic activity, level of classroom training, educators will avoid the "cunning" questions, ironic that can induce students misleading, may cause marginalization of pupils in relation to the educational discipline or their priority;
    - Interrogative style in teaching should lead students to themselves to have the ability to formulate questions and answers, to problem, to seek, to participate, to research. in this way the art of conversation will acquire important formative functions.

Depth and challenge of questions. Most of the time we are in the face of inventing the questions of childhood and human existence, reformulating them. questions can be. for you, for another, respectively for you and for another. Their answer can come immediately, today, but sometimes, or never, because it will never be a definitive one, or because its search is more important. It's important to know what you say when you can not say anything. Can you truly present yourself as though you do not know, do not feel, do not you think of anything? If so, or you are not believed or will be unfairly judged. If not, they need to find new ways<sup>9</sup>.

Questions maintain and amplify the dialogue with oneself and with others, reflecting the fact that it is not only yours or just the other. well-formulated questions and in a well-built context

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<sup>8</sup> Ibidem

<sup>9</sup> V. Chelcea, *Nonverbal communication in the public space*, Tritonic Publishing House, Bucharest, 2004

can send to unspoken and / or unspoken answers, but the responsibility of the person who asks or responds is preserved<sup>10</sup>.

How to ask a question?

- be clear and concise; refer only to a topic in a question,
- Refer only to the topic in question / discussed, use appropriate terms,
- use questions with multiple answers;
- Asks questions about the conclusions reached in response to multiple-choice questions;
- Use the question that starts from the private to the general;
- Avoid questions that may have a short answer: "yes" or "no"; avoids questions and who

the interlocutor will not be able to answer;

- Ask questions to appeal to solve them in the experience of the interlocutor;
- Asks questions that involve explaining a point of view,
- often asks "why do you think so / that?", Wait for at least 9 "after asking the question.

How to choose the right question?

- To reach concrete things puts a concrete question or multiple answers;
- In order to get ideas, ask a question with a free answer;
- To study in depth ask a question like "why do you think so?".

Questionnaire Technique:

- Ask the question;
- pause for reflection;
- the written answer is formulated by the interviewees; they are called to answer those

who do not;

The question is raised to increase the number of participants in the discussion, exploiting the formative character of the question involving knowledge, understanding, analysis, synthesis and evaluation.

**Treatment of incorrect answers<sup>11</sup>:**

- it is not said "not good", "wrong answer", "bad" ...; emphasize the correct part of the answer and ask questions for another chance; additional indices are granted;
- the question is reorientated in the direction the questionnaire can answer; other participants in the questionnaire are asked to intervene to help the first,
- Use "why do you think so" so as not to cause the questionnaire uncomfortable.

Encouraging partners to ask questions. Best interactive learning activities encourage participants to ask questions both for themselves and for the teacher. If there is no answer to any question, neither the educators nor the educator can proceed to "research" finding it through a project, or the educator can tell the educators that they will search and find the answer by passing on to the educators.

The expected answers from the students should be the subject of the question, be correct, precise, integral, pertinent, according to the stylistic and grammatical norms, be expressed

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<sup>10</sup> D. Bougnoux, *Introduction to Communications Sciences*, Polirom Publishing House, Iasi, 2000

<sup>11</sup> T. Cazacu, *Communication Strategies and Handling*, Polirom Publishing House, Iași, 2000

individually and not "in chorus" of the whole class after being left to the student for a while satisfactory to conceive and elaborate the answer. The teacher will adopt open, stimulating, compassionate attitudes towards students, avoid verbal interventions that can inhibit the pupil, or those "forms of extrasynaptic communication (mimic, pantomime, gesture of disapproval, threats, tuna picking, punching in the chair, facial frowning) will interfere with appreciations to encourage, give optimistic tone to the dialogue, with helpful questions to find clear and complete answers." The qualities of the questions will depend, the answers obtained.

The algorithm for applying the conversation method is as follows<sup>12</sup>:

- a question addressed to the whole class,
- Reflection pause,
- acceptance of responses, in variants,
- evaluating the correctness of responses.

The heuristic conversation is used in most of the lessons of communication through which knowledge is acquired, because it activates students, gets used to collective work, and disciplines them.

This method emphasizes the formative nature of knowledge and leads to the development of pupils' operational capacities based on their participation in the learning process, thus ensuring accessible and attractive education for young schoolchildren who first come into contact with grammatical notions. By the method of conversation a series of processes of thought are engaged: analysis, synthesis, comparison, analogy forming a style of scientific thinking for students.

To help students understand some communication constructs, to work with them quickly, and to set grammar categories very easily, figurative methods are really useful. They enable judges to deal with the time spent for self-employment, to work differently, according to each person's intellectual capacity and working pace. More obvious is the method of conversation to the schematic showing the logical ratio between the sentences

Starting from the text is established through the questions the sentence parts, the relationships existing between them and as a complement of the analysis, the demonstration is associated, completing the scheme. In order to avoid typing, which inhibits the development of the flexibility of thinking, various ways of constructing schemas can be used.

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