

The Interactive Function of Communication: The Student-Teacher and Students' Attitudes towards that Communication

PhD. LULZIME LUTFIU-KADRIU

Faculty of Pedagogy

University of Tetova

lulzime.kadriu@unite.edu.mk

Abstract

Communication is considered as one of the most complex aspects of pedagogy. Through direct and positive communication with students, we have realized the main purpose; actually this pedagogical activity contributes in influencing from one individual to another one. In addition, the communication between the teacher and student should be developed in terms of respecting the students' needs. This means, we should consider the students' wishes and requests, individual characteristics, their experiences, interests, attitudes, ideas and potentials. At the same time we will study and present some attitudes or viewpoints given by the students regarding the communication with their teachers.

We will explore the question of the interactive function of communication between the teacher and students.

Keywords: student, teacher, communication, attitudes.

1. THE STUDENT AS A FACTOR OF COMMUNICATION IN THE LEARNING PROCESS

As far as communication between the teacher and students is concerned, there have been written and published a huge number of books or researches. The actual interests have characterized the last century and still continue to be important in the field of the pedagogical communication. Consequently, the communication can not be limited and considered only as a function for achieving knowledge, skills and habits.¹

The demands for considering the student as a focus of the educational process are not something new; they are very complex or complicated. Primarily, those demands are about enabling the students to have an active role in the educational process.²

In those places that aim towards democratic values, where the teacher is not formal, the students are educated as individuals that carry forward their potentials. This reinforces their self-confidence and develops their positive image.³

¹J. Gjorgjeviq, (2005), Pedagogshki sisitem na komunikacii i faktorite koi vlijata vrz nego, Skopje: Prosvetno dello, Viti LVIII, nr.:4 p.10

² M. Kostova, (1997), Problemi na vospitnata rabota vo sovremenoto ucilishte, Obrazovni refleksi, nr.3-4, Skopje, Pedagoski Zavod na Makedonija.

³ Gj. Pavloski; Kole Pavlov, (2004), Nastavnikot na XXI vek, Skopje: Prosvetno Dello, Spisanje za Pedagoski prashanja, Viti LVII, nr.5 p.13

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The student is considered as a subjective factor in the learning process, who expresses his or her subjectivity through communication during the learning process or during elaboration, practice and repetition of the learning units. By asking questions, answering, exposing ideas, presenting, it means he or she expresses his or her subjectivity.

Furthermore, the student communicating intensively with other factors during the learning process will activate them and help the learning process in a way which fulfills the students' rights and responsibilities. On the other hand, it develops democratic relationships with other students and the teacher.

The success of communication during the learning process is defined by the students, in fact by personal characteristics, experiences, attitudes and ideas they have towards their teachers. Even more, the success of communication comes as a result of how the student perceives and evaluates the teacher's personality and behavior.⁴

2. THE TEACHER'S AND STUDENT'S ATTITUDES

The attitude as a psychic phenomenon is related to knowledge and emotional and motivational sphere of personality. Considering the fact that feelings are consisting part of attitudes, it is important what students feel for each other and towards their teachers. The quality of the relationship between the teacher and student depends from the quality of the general emotional attitude they have in a certain relationship like that. We can not imagine a teacher expressing negative feelings towards his or her students. The teacher should under every circumstances respect the psycho-physical capabilities of the students and consciously or purposely enable the students to have an active role in this kind of relationship.⁵

Moreover, the teacher has the leading role in the teaching and learning process because his attitudes and behaviors define the student's position and role in this student- teacher relationship. ⁶ On the other hand, negative communication stops the mutual and successful communication between the teacher and student.⁷

One of the most significant attitudes that present the key towards successful communication is that the teacher and student should act as united personality, where the position of the subject will not belong only to the teacher but to the student too. So, the teacher should have consideration for this attitude and respect the student's personality and treat him as a subject and not object, if he aims for an effective and successful communication. ⁸

3. THE INTERACTIVE FUNCTION OF COMMUNICATION BETWEEN THE TEACHER AND STUDENT

Our study had primer objective to evaluate the interactive communication between the teacher and student through the students' attitudes and ideas. This means, the crucial objective of our work is to investigate communication between the teacher and student as a factor for the educational process. In fact, this study investigates the students'

⁴ S. Mirasçieva, (2007), Komunikacijata megu nastavnikot i učenikot vo osnovnoto ucilishte , Shtip: Pedagogshki fakultet, "Goce Dellçev" p.70,71.

⁵ M. Brataniç, (1993), Mikropedagogija, Zagreb: Shkolska knjiga, p.5

⁶ Ibid (p.101-128)

⁷ M. Brataniç, (2002),Paradoks odgoja,Zagreb,Shkolska knjiga, p.101-128

⁸ T. Koteva ,(1996), "Deteto-ramnopraven partner i subjekt vo vospitanieto i obrazovaniето" Skopje,p.73

attitudes and ideas as far as the communication is concerned and its relevance during the learning process and education in general.

The purpose of this study will be clarified through several objectives which are presented as solutions for this issue. Some of those are as it follows:

- To prove how students evaluate communication between the teacher and student
- To prove if communication between the teacher and student depends from the demographic aspect.
- To prove if communication between the teacher and student depends from the educational level of teachers.
- To prove if communication between the teacher and student depends from the teacher's sincerity.

Besides the solutions provided above, we will number the following research hypothesis such as:

- students positively evaluate communication with their teachers
- providing a positive communication between the teacher and student is not determined by the demographic aspect
- Students evaluate the educational level as an important factor that determines communication between the teacher and students.

We should also mention that the research is empirical, individual and descriptive. In this research is used the descriptive method which made it possible through the description, analysis and comparison of the data to provide answers for the questions presented as the objectives of this study. However, in order to gather data, the researcher has used the interviewing technique where primary school students are questioned. The interview involved interviewing sheets.

Participants and research model

The research involved primary school students and used the research model in two stages. In the first stage there were chosen the primary schools whereas in the second stage there were chosen the students. So, there are involved four primary schools where two of them are placed in the city whereas the other two schools are placed in the villages. All four primary schools are chosen randomly and belong to three different municipalities.

The students were also chosen randomly by choosing one class from the 5th grade and another one from the 8th grade which means there were chosen four classes from the 5th and 8th grade. The student's model consist 214 subjects from 3 municipalities in Macedonia.

How the data is statistically elaborated?

The data was elaborated through the procedures of the descriptive statistics, in fact through percentages and frequency which are presented in tables and charts.

The statistical value of the differences in the students' attitudes and ideas is calculated through the X^2 test.

The results are studied and exposed through the percentages and frequencies presented on the following tables and charts.

The analysis and interpretation of the questionnaire results

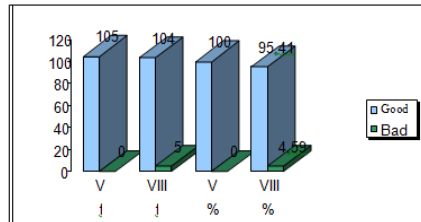
1. The assessment of the communication quality between the teacher and student

According to the tradition, students respect teachers as authorities and individuals who are responsible for the teaching process. Besides, the students do certain evaluations for each teacher individually or as a whole class. The evaluation refers to the communication quality the teachers present in front of their students because to them communication is important and presents the basic form of interacting. The results are shown on the table 2 and chart 1.

Table 1. The assessment of the communication quality between the teacher and student

| The assessment of the communication quality between the teacher and student | f V | f VIII | % V | % VIII |
|---|--------|-----------|--------|-----------|
| Good | 105 | 104 | 100 | 95,41 |
| Bad | 0 | 5 | 0 | 4,59 |
| Total | 105 | 109 | 100 | 100 |

Chart 1. The assessment of the communication quality between the teacher and student



The data results shown on the first table prove the hypothesis that students evaluate positively communication and it has importance in relation with teaching. In addition, they also consider it significant in developing the students personality and this is shown with 100 % by the fifth grade students and with 95, 41% by the eighth grade students. Through this we can learn that not only teachers can evaluate but the students can do it too.

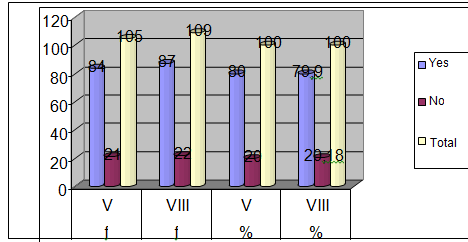
2. The students' attitude that teachers with higher education create better communication with other teachers

In primary schools with regular classes, teachers have either two years or four years higher education.

Table 2: The students' attitude that teachers with higher education create better communication with other teachers

| The students' attitude that teachers with higher education create better communication with other teachers | f V | f VIII | % V | % VIII |
|--|--------|-----------|--------|-----------|
| Yes | 84 | 87 | 80 | 79,90 |
| No | 21 | 22 | 20 | 20,18 |
| Total | 105 | 109 | 100 | 100 |

Chart 2: The students' attitude that teachers with higher education create better communication with other teachers



A higher percentage of students (with 80% -5th grade students and 79, 90 % -8th grade students) think that teachers with higher education are capable of establishing successful communication. However, for a certain percentage of students, the educational level of teachers is not important for establishing successful communication between the teacher and student.

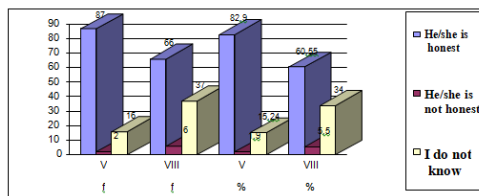
3. Assessing the teacher's honesty during communication with students

This research also investigates the influence of the teacher's honesty in creating a respective communication between the teacher and student.

Tabela 3: Assessing the teacher's honesty during communication with students

| Assessing the teacher's honesty during communication with students | f | f | % | % |
|--|-----|------|-------|-------|
| | V | VIII | V | VIII |
| He/she is honest | 87 | 66 | 82,90 | 60,55 |
| He/she is not honest | 2 | 6 | 1,90 | 5,50 |
| I do not know | 16 | 37 | 15,24 | 34,00 |
| Total | 105 | 109 | 214 | |

Chart 3: Assessing the teacher's honesty during communication with students



According to the table and chart, it is obvious that the higher percentage of the 5th grade students with 82, 90 % and 8th grade students with 60, 55 % think that teachers are honest in communication. Moreover, another considerable percentage of students of the 5th grade students with 15, 24 % and 8th grade students with 34 %, do not evaluate or consider the teacher's honesty with the students as a capacity. We suppose that the reason for this is the distance being present between the teacher and student.

COMMENTING THE RESULTS

Through studying the issue of communication between the teacher and student, a special role plays the study of teacher's attitudes and viewpoints as far as the communication between the teacher and student is concerned.

Another important aspect regarding communication as a contemporary and dynamic process is the student. During the research, the students provided us with important data which made a progress in this study. So, the students did not only play an active role in supporting the progress of this study but also played the role as a serious assessor in evaluating the teacher's role during the teaching and learning process.

Furthermore, considering the students' role, they have shown a positive approach among themselves which present a significant base in building communicative relations. In addition, they have given several positive answers in overcoming conflicts in communication by emphasizing honesty and open discussions which as future indicators will contribute to overcome obstacles in communication and make it successful.

Through the research, the students proved that the teacher's level in education presents an important promoter for creating successful communication between the teacher and student.

Moreover, we should pay attention in obliging the educational authorities in providing conditions to improve communication through the modern curriculums of the higher educational institutions.

Finally, communication is a process which can be reinforced if only used often and correctly. The curriculum should mostly support and include the process of communication as a part of teaching and learning process because presents an important and social element in life.

CONCLUSION

The modern tendencies in the educational process and especially in communication promote changes that improve and actualize communication. This helps and builds the student's personality and orientations.

Through communication, the individual can socialize with others in an active way which means they can influence and learn about each other.

Especially, we should emphasize the fact that pedagogical communication can become even more important through the realization of an active participation of the student in the teaching and learning process. The pedagogical communication is necessary for realizing a positive and mutual act among students. As an elementary aspect of communication is respecting the social norms and rules and make them part of student's personality in order to improve their behavior. The level of subjects' activity in pedagogical communication is different depending on different situations and among different subjects. This is determined by the age, personal attributes of the student's and teacher's personality, sympathy or antipathy of the teacher or students that have among each other, attitudes, and ideas.

In nowadays, we can not talk about realizing the function of modern education without stressing the need to create successful relationships among humans

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specifically among teachers and students. In this regard, we agree regarding the educational function of the pedagogical communication.

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