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ТЕОРИЈАТА И ПРАКТИКАТА НА КОМУНИКАЦИЈАТА ВО ВОСПИТНО – ОБРАЗОВНИОТ ПРОЦЕС

Апстракт:

Овој труд го третира прашањето на теоретско – практичниот аспект на комуникацијата. Имено воспитанието, образованието и комуникацијата како општествени категории се поврзани низ повеќе параметри како процесно, интенционален, мисловен, учечко – поучувачки. Во трудот посебно внимание е посветено на теоријата и практиката на комуникацијата во институционалниот процес на воспитание и образование. Теориско – емпириските истражувања покажуваат дека теоријата на комуникацијата е доминантна во однос на практиката. Од друга страна се јавува дилема на суштинска корелација и интеграција со практиката на комуникацијата како теорија во процесот на воспитание и образование.

Клучни зборови: теорија, практика, комуникација, воспитно-образовен процес.

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THEORY AND PRACTICE OF COMMUNICATION IN THE EDUCATIONAL PROCESS

Abstract:

This paper considers the issue of theoretical-practical aspects of communication. In fact education and communication as social categories are related through several parameters such as process, intentional, intellectual, learning and instructional. In this paper special attention is given to the theory and practice of communication in the institutional process of education. Theoretical and empirical studies show that the theory of communication is dominant in terms of practice. On the other hand, there is a dilemma of essential correlation and integration with the practice of communication as a theory in the process of education.

Key words: theory, practice, communication, educational process.

Upswing of a developing dimension of a society spreading euphoric grew into a rich mosaic of different components whose basic colors remit to shades that only together represent functional composition. And while one part of a mosaic is missing than its wholeness is lost because spatial closeness is not a condition for composition so each reflects to each. In one part that colored mosaic society field are education and upbringing with all its compound and complexity. Euphoria of a development aggressively enters into all parts of a mosaic binding process of transformation on a constant, encouraging interdisciplinary and multidisciplinary period. That's how new approaches are built, and in new integrative relations it moved constant disciplines. Trying to build a state of a high degree of advancement, it closely linked its

categories showing a picture of a progress. So on one level of that development were found education, upbringing and communication as a social phenomenon. Namely, upbringing, education and communication as social categories are related through more parameters as a processed, intentional, thoughtful, studying – teaching.

In this work, a special attention is dedicated to a theory and practice of a communication in an institutional process of upbringing and education. Where's the beginning? First, we'll indicate to connection among communication and society. Actually, basic connection comes even in determining terms. So the term society (community, commune) in literature is mostly determined as people in general thought of as living together in organized communities with shared laws, traditions, and values. In this most general determination is used the term of commune. In its etymological meaning, the term of commune (the lat. *communitas*, cum, “with/together”) is determined as a community, common. Actually, a community is a group of interacting people, possibly living in a close proximity, and often refers to a group that shares some common values, and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household. In a human society, intent, belief, resources, preferences, needs, risks and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness. Very often when it is said about society (people community) it is also told about the sense of a community. Namely, the sense of community identifies with four elements: membership, influence, integration and fulfillment of needs, and shared emotional connection. Refer to a term of communication (conversation) in literature are found more determinations. Our intention is not to interpret this. But, we will talk about that later. First, let's analyze the terms of communication or conversation. In basis of both terms are parts of the terms of commune and society, with a meaning of something common, general. Word, communication has its root at the term of community (lat. *communis*, e- common) and it belongs to a family if words with the same source as a commune. Close connection of these two terms is not only in etymology, than also in semantic meaning. So the term of communication (conversation) is determined as a process of mutual connecting with a community. (Педагошки лексикон, 1996, 244). For M.Belova, communication is a process of phenomenon of individual and social relating (1997, page 317). Studying more determinations of the term of communication, available for us, and analyzing them, directs to knowledge that: communication is a process in which people are found at a

certain position, position that determinates their bearing, of quality of bearing depends their bearing to a communicational process; communicational process, expressed in an interactive mode of mutual effect, leads to success; has character of organizing and institutionalizing, but not unification. That's why we consider that communication can be determined as a dynamic process of effect flows and a specific form of social interaction. Refer to terms of upbringing and education, here we will direct to basic determination that are closely related to a subject of interest in this work. Literature is full of a numerous tries of determining the term and the essence of education. Here we direct to those that we consider closely connected to our subject of interest. Education is one of basic didactic functions, and represents preparation for life, as a process of earning practical knowledge, and includes adoption of a certain system of knowledge, forming practical skills and habits. (Pedagoška enciklopedija 2, 1989, pp. 126). Education is an integral part of the term of education. Education is defined in more wider and narrow meaning. Upbringing in more wider sense includes the term of education and determinates as a total of intentional attention to a personality development or earning education, skills and habits, developing psychophysical skills and forming a view to the world. So, determining of upbringing wider sense includes three processes: process of getting knowledge, skills and habits; process of psychophysical development; process of enrichment of and emotional sphere of a person, developing positive human characteristics and forming attitudes and opinions. (Pedagoška enciklopedija 2, 1989, pp. 126). Upbringing in narrow sense includes only intentional attention related to a psychophysical development and forming a certain point of view at the world. (Bakovljević, 1999, pp. 117). Education and upbringing have a communicational character. Tries for determining of the terms of upbringing and communication in unique determinations are developed to a degree of paradigm. On that basis, Kujundžić, science of upbringing determinates as "a science for optimized and optimal communication". (Kujundžić, 1988, pp. 13). Or, upbringing activity is a communicational process in which subjects among themselves act, and a basic goal is attention of teacher's activity (Malić-Mužić, 1986, pp. 34). That means that upbringing is achieved with interpersonal communication, and a goal is development of a human individual. In that sense, Jelavić highlighted "the fourth important element of upbringing and educational process is communication, or interaction that established among its subjects" (Jelavić, 1995, page 65). It should be especially highlighted that upbringing and educational communication does not prejudice institutional form of communication. That, so as every other

acting, starts from upbringing and educational goals and tasks. Where lies connection among upbringing, education and communication. All these phenomena are at the upswing of a social phenomenon. And their connection is complex and moves to several directions. Process aspect is a characteristic link that connects them closely. Even in defining terms, it is highlighted that it comes to a process that has a beginning, still on movement, end, method that something happens, subjects that are realized. It comes to a process of common activities of its participants. Intentionality of processes is visible even in defining terms. Education, and upbringing, and communication have a certain goal tending to changes in bearing, getting new knowledge, forming opinions and attitudes. Anyway, it is completely visible having on mind basic determinations of the terms of upbringing and education. With education are included those mental processes that are related to cognitive aspects of a personality upbringing. Like that, educational process enters the frames of upbringing and it is its integral part. At the other side, upbringing in narrow sense, is a process of building affective and psychomotor skills of a person. Since these two processes are integrated through institutionalized form (instruction) in one unity, we talk about upbringing in more wider sense of word. Upbringing, following this direction of thought, determines as a total of pedagogic moves directed to forming of a personality, or “Upbringing is a system of activities, actions and processes in which its subjects, in interaction and communication, plan, organize, realize, evaluate and direct a total development of every personality in its complete differentiation and integration enabling it for life in a community of people”. In last said words are contained all links that connect the terms of upbringing, education, communication in its essential meaning.

The question about what kind of relationship there is among theory and practice of communication in institutionalizes process of upbringing and education. This question can be studied in many directions. One is related to a development of a theory of communication and practicing in upbringing and educational process. Other direction is directly directed to studying of communicational theories and development of communicational competencies of future teachers within initial education. Here we follow another direction of bearing the theory and practice in communication. Literature is full of a numerous number of research that direct to knowledge that there exists a disproportion between them. The theory of communication in upbringing and educational process is more developed than the practice. Namely, theoretical and empirical researches say that there exists a certain degree of conflict with so called practice and

communication in upbringing and educational process no difference of what kind of level in educational institution we talk. It is considered that a problem should be solved from the highest level and that are high educational institutions that prepare staff for working with children. Situation with teaching faculties is more than alarming. From the theoretical aspect, communication can be said that is enough present through studying special teaching subjects, in separated subject programs that have a status of electiveness. Partially, the theory of communication is present within frames of a subject program of Didactics that has a status of obligatory teaching subject. But, experiences suggest to knowledge that it is not enough at all. If having in oversight that students – future teachers practice upbringing and educational communication while studying, through practicing activities, than there is a question of development communicational competencies at them. If they do it directly at schools, at teaching classes, what really happens, than the one who has it, gives that “exclusive” right to experiment with children – future citizens of a community?!

That is our reality. Where does it lead? There is made a situation of studying on a path of tries and errors, while the real solution is found. Sometimes, it needs a short, but most a long time period. And then organized process of upbringing and education looses its efficiency and quality. From those reasons, it is needed to change bearing among theoretical and practical approaches in upbringing and educational communication. That’s why one of modern tendencies in education of future teachers should be development of communicational competence that will raise to a level of priority. This tendency needs curricular and methodical changes. In that context, as a suggestion and a proposal is inputting methods for basic communicational settings. Curriculum is focused to the newest scientific knowledge and preparing future teachers in designing meetings and instructions fir satisfying individual needs and styles of studying for every child. From the methodical aspect, program of developing communication skills to realize through forms of microteaching, using method of simulation. However it is not enough to know the way of accomplishing goals, than also to know and possess skills for accomplishing those goals. Previous experiences tell about episode solutions and fragmented ventures like introduction separate techniques of projects Active teaching-Interactive teaching RWCT (through reading and writing to critical thinking). Step by step, Modernization in education, but those are related to those teachers that are already included in realization of a teaching process. These projects from the other side are more practical, but with not to deep theoretical conceptualization, that makes

them in a high degree mechanically used. That's why theoretical and practical unity is needed within this tendency and implementation in upbringing and educational process of future teachers. At the end, to recall that society will be more progressive with a clear vision of further development, as long as it has an efficient and an effective upbringing and educational process in all levels and with that successful teachers that passed through an efficient initial and professional training.

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