INTERPERSONAL COMMUNICATION - CONDITION FOR SUCCESSFUL TEACHING

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**Abstract-Successful education in family and school largely depends on exactly the quality and successful communication is established and exercised by all participants in the teaching process. Communication is the basis for education, the foundation for the successful conduct of the teaching process and all interpersonal relationships. Communication is the basis for all interpersonal relation, so the relations in education, family and school. Conversation between students and teachers, among students and teachers is the foundation for successful teaching.**

**Many problems in the family and the school incurs due to inadequate and failed communication due to false perception of the feelings and inadequate response to them. Therefore the teacher must seek in everyday teaching creates successful communication, able to train students to recognize their own and others' feelings and know how to adequately respond to them.**

**Key words: communication, pedagogical communication, successful teaching**

I. INTORDUCTION

Communication is a fundamental element of life, for understanding between people in a particular social community. The main goal of communication is that it enriches our lives and gives more sense. The same applies to the system of education, where the main goal is not just a meeting of minds, but the process of meeting people (Peters, 1970, кај Ljajić, 2007) [1].

Often, communication is defined as a mutual exchange of meaning between people, or exchange ideas and experiences between individuals. Sometimes communication is define as a transfer some effect from one place to another. However, for existing the communication, it is important: 1) to exist relationship, interaction among individuals, which can be people or animals, 2) to at least one individual broadcast signal, and the other to act on them, to receive and accordingly modify their way of conduct [2].

Communication is always interaction. What is the relationship between communication and interaction depends on the determination of both notions. Term interaction is understood as a current relationship between two or more individuals where one affected on the behavior of the other. Therefore, the communication is understood as a relationship between individuals by means of signs. Hence we can say that communication is a kind of interaction, where the signs emitted by one individual comes to reaction with the other entity.

Until recently, interpersonal communication is defined depending on the situation in that place - the number of participants, the physical distance between them, the possibility of feedback, etc. .. According to the new definitions are made attempts term interpersonal communication to get rid of these situational components. Miller and Steinberg (according Readon, 1998) show that these situation definitions treat interpersonal communication in a static way, as events without change and development. According to them, communication becomes interpersonal, through mutual understanding of participants, that interpersonal communication develops parallel to the better mutual understanding of partners [3].

Pedagogical form of communication, as a special kind of communication, requires consistent adherence to certain pedagogical principles. This means that it should contribute to achieving specific educational goals and develop social competence and other aspects of personality. Also, pedagogical communication should contribute to establishing a balance, wholeness, harmony and intregriranost in personality development among cognitive, affective and conative dimensions of personality, including knowledge, skill and action, between individual and prosocial features and more. Through education activities that take place in school, using appropriate communication may contribute to the development of good socialization. And because children in school spend a significant part of their lives, can freely say that it has an important role in the process of socialization [3].

The success of purposely directed and organized communication depends on several conditions. It takes the teacher to have a good knowledge of the specifics of the social, psychological, adult, individual development of children, to understand their emotional state at the time of communication. The content of communication becomes pedagogical justified, develops, spiritually enriching children stimulates their interest and stimulate their work. Pedagogical communication completely to fulfill its functions if the child is not in itself a passive object but an active and creative person who has knowledge, takes the position, is gifted with the ability for independent thinking and inner spiritual willingness (Lihachev, 2000, according Ljajich, 2007) .

II. INTERPERSONAL COMMUNICATION

The entire educational process add up to communication. The teacher communicates with students, students communicate with the teacher and among themselves. Forms of communication, depending on the organ used, divided into verbal, nonverbal and visual communication. Man communicates with the environment in order to better understand and using this understanding to change and adapt to them. The process of learning, essentially present a communication in which man acquires knowledge and develops their skills that could successfully act in the environment in which it lives. The teaching process is often the interaction between teacher and student and among students themselves, and the same time there is interaction between teacher and didactical media, as well as between students and the textbook or other teaching media (Readon, 1998)[1].

For existing of positive and quality communication between teacher and pupils, also it’s necessary to exit certain relationships between them. Numerous studies show that samoprifakjanjeto, acceptance by others and by their peers are quite related. Also, the positive behavior of teachers, which means warm emotional relationship, open communication and adequately address the conflicts affecting the better adjustment of children in school (Ladd, 1981). Teacher with his behavior affects the development of motivation among students so that students are provided with conditions to increase their sense of competence and performance in school (Brophy, 1987; Deci et al., 1991; Woolfolk, 1995). Respect for each student in class is the basis for good communication. The teacher should endeavour every student to highlight what is good, what is valuable, and the authentic value out before other students. At the same time it was important that each student experience a sense of personal value. And this is especially important for students who achieve success in school. Well in that case the teacher should endeavor to highlight their success in any other active.

Creating a positive climate in the classroom is one of the most important conditions and criteria for establishing successful communication between teacher and student. It’s determined that good relations in the classroom depend on the ability of teachers to establish a good relationship with students, accepting the emotional ability to understand their needs, problems, desires. The good classroom climate and school climate depends on the nature of relationships that exist among students. Until now greater attention is devoted to the impact of teacher relationships with students, and neglecting the influence of culture and opinion of their peers in the overall situation of learning and behavior in the classroom and in school.

Acceptance of the pupils by the teacher is important, but insufficient condition for their adjustment in school. For the pupils is necessary to be accepted by peers. Studies show that self-accepted and acceptance by others, are closely interrelated.

Also, the personal characteristics of the teacher, his personal values ​​and patterns of his general temperament, largely determine the quality of experience that students have acquired in their grade. The teacher as a model of behavior through which students identify the following behavior, words and behavior in everyday work, acts of acceptance of certain forms of pro social behavior. Teachers daily must strive to create situations in which students will have opportunities to help others in performing duties. Most studies confirm the fact that students are more like those teachers who have an understanding of young people and their personal problems, which respect the opinion of students, those teachers who can talk for problems unrelated to teaching, facts that indicate the need for good quality communication between students and teacher.

The good climate in the classroom is the result of conscious effort by teachers and by students. Anderson and colleagues [8] found that the behavior of teachers tends to reflect the behavior of members of the class. When the teacher's behavior is dominant, that type of behavior can be observed among students. When the teacher's behavior interactively, it works so the behavior of students going in that direction.

Results provided form empirical research shows that there is depending between the climate in the classroom and the characteristics of communication between students and teachers, as well as communication between students. Analysis of nonverbal communication on the classes using Flanders system of categories showed that teachers mainly used indirectly forms of communication create favorable socio-emotional climate, often accept and apply the ideas and proposals of students in teaching, frequently used compliments and encourage emotional response of students, while teachers who apply mostly direct style of behavior have more problems with discipline in the classroom (Ševkušić, 1991, according Joksimović, 2004) [4].

In order to successfully realize its educational work each teacher is necessary to work on developing their communicative skills. Teachers in their educational work most paid attention to how students understood curriculum content, and less attention is paid to whether students are satisfied or not, whether in teaching communication develop attitudes and whether it comes to enriching the interpersonal relations.

Therefore it is very important that young teachers, since the period of preparation for the teaching profession, to learn the ways of establishing interaction with students, as with all other factors which are important for building a favourable socio-emotional atmosphere in the classroom. It is important to point out that teachers in the course of their education should be able to self-analysis, concerning to become more aware of their "pros and cons" and make appropriate self-assessment of their work. If the teacher has such an important role in developing the personality of the student and his school achievement, then every program for evaluation of school and teaching practice should include evaluation of the teacher [8].

CONCLUSION

One of the conditions for successful teaching and creating a positive climate in the school and classroom is the existence of successful pedagogical communication between the main participants in the educational process, between students and teacher and among students. Communication between participants in the teaching process is an important indicator and a factor for the creation and existence of a positive climate in the classroom. The existence of good interpersonal relationships between students and teachers are the most common changes that students require from school, as they would feel comfortable in it and how it attained better results.

Existence of a positive climate in the classroom especially is important to work on improving the communication competence of teachers and future teachers and students to create a climate of confidence where everyone will feel safe and accepted. At the same time such atmosphere will affect the greater involvement of teachers in order to better realize the set educational goals, better academic achievement among students, building a positive self image, positive attitudes toward school, learning and education in general and creating better interpersonal relationships.

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