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## **The Problem of Pedagogical Communication. Models Construction in Teacher Training**

In the 21<sup>st</sup> century, the compliance of the educational system with the requirements of a fast developing society has key importance not only for the pedagogical process efficiency but also for the further development of society. From this point of view, it is necessary to search new ways and innovative technologies aiming at organizing pedagogical processes. However, it should be noted that communication is the centre of pedagogical processes in the educational system. That is, in accordance with the modern requirements for the educational system and the organizing of pedagogical processes, it has urgent significance for studying necessary and sufficient conditions of effective implementation of communication in teacher training.

Pedagogical optimal communication takes place in the teaching-learning processes between pupils and teachers (wide aspect of teaching staff). It creates the best conditions for the students' motivation and training activities as well as for the development of the pupil's individuation. It provides a positive emotional atmosphere (particularly, prevent the emergence of a "psychological wall") and due to the children's collective psychosocial processes there are high demands on the teacher's personal characteristics and on his flexibility in handling unpredictable situations. In other words, in this approach the emphasis is on opportunities for student creativity in the process of educational communication. The communication, which takes place in class between teacher and pupil, is only one part of pedagogical communication's environment, because a person forming and development supporting communication can be implemented in a variety of relationships. We should note that new "pedagogical forces" have arisen from the scopes of family and school, they are out of teacher's control and they are difficultly exposed to the pedagogical aimed influence. Today traditional domestic and school teaching forces have weakened significantly, whereas the role of "pedagogy in real life" has increased. According to this approach any educational and educative communication needs to study the pedagogical scientific point. Only in this case it is possible to take the effectiveness of pedagogical communication into account, to find out supporting and hindering factors and to organize pedagogical communication effectively. Communication needs pedagogical scientific study not only in, but also out of school, because interpersonal communication

has a great impact on the child's personality formation and development process. From this point of view the interpersonal communicative system of the younger school-aged child is as important as the one in early childhood. Besides family this also includes teachers, classmates and other interpersonal relationships of the child's environment. In school setting the teacher is viewed as *an* essential subject, but not *as the only one and not the central*. The pedagogue organizes, leads and manages the interpersonal communication in educational institutions, but at the same time s/he is communicator with the others, the pupils as equals. In order to have a communication nature of dialogue with the students the pedagogue should be interested in carrying out the principle of equality. The teacher can be an equal communicator for the learner, if s/he is interested in her/his revelation and development of opportunities and s/he organizes communication according to the learners' possibilities. Teachers providing effective educational communication transfer into subjects of guidance, sources of communication and donors, which organize communication based on subjective relationship. The effectiveness of interpersonal communication in educational process is caused by the organizing communicator's readiness and efficiency. From this perspective, it is necessary that interpersonal communication is equally important to the modern demands, for learners as well as for communicators. The opportunities and abilities of interpersonal communication require a pre-designed and programmed step-by-step implementation. Thus, equivalent interpersonal communication is a way of activity, in which the initiating communicator gives orientation and directs the communicators through an aimed interaction, programming the activities equivalent to the communicator's capabilities.

It is of crucial importance to discover opportunities of organizing effective pedagogical communication. From this aspect the method of communication modelling or communication organization models are presented in communication studies, which can be very useful in teacher training in order to understand the peculiarities of organizing communication in pedagogical processes. The most common characteristic method among communication research methods is *modelling*. In order to understand the essence of the concrete system, researchers use the modelling method to describe the object by means of another object. Communication study is impossible without a modelling method. Modelling enables you to identify principles, methods, clauses, internal connections, and structural elements, which are crucial for communication organization and which lead to a more efficient and comprehensible model of public demand. The word "model" derives from *Latin* "*modulus*", which means the size of a certain part of reality, such as *analogue, scheme, structure and sign system*. The model enables to make communication systems more accessible for

studying. The communication model can express communication components and typical functions in scheme. The researcher needs a model to formulate a more specific and understandable idea of the essence of the object of research. The content of the model may vary due to several factors, such as the researcher's concept, as well as the purpose of the theory within which the research is being carried out.

Communication models are diverse. Here are presented the most up-to-date and practical applications.

### **Harold Lasswell's communication planning model**

The classical, modern and most applicable communication model is the communication model developed by Harold Lasswell (1948). According to him, the communication consists of the following components:

- 1) *WHO* (communicator)
- 2) *says WHAT* (knowledge-message)
- 3) *to WHOM* (communicant)
- 4) *with which means*
- 5) *in which {what} CHANNEL* (sign)
- 6) *with which INTENTION*
- 7) *with WHAT EFFECT.*

Studying the communication structure, different thinkers have tried to answer these questions and created their own approaches. H. Lasswell has also emphasized the areas of communication research, corresponding responses, including communication management, communication content issues, communication peculiarities, communication environment and communication effects. H. Lasswell's formula of communication can provide more information on communication in details. That is why it can be found in all textbooks that are related to communication and why it is considered as a classic one.

### **Shannon and Weaver's "Mathematical Theory of Communication"**

Claude Shannon's "Sender (informational source) – Receive – Adresser (Destination)" linear model is one of the most popular communication models, based on the transmission technology (Shannon 1949).

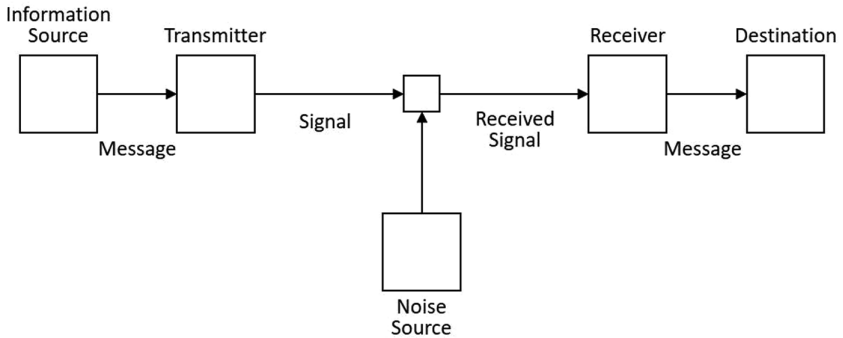


Fig. 1: Shannon's diagram of a general communications system (Shannon 1949, p. 380).

This model of mathematics and cybernetics has been widely used. Truly, it is now considered restricted, not fully complete and has been supplemented by many researchers, but this model has played a crucial role in the development of communication and it has a fundamental role in the various scientific researches.

According to this model, communication begins with the transmission of the message. It can be taken into consideration from the point of view of telephone conversation, as well as virtual and video communications. The content of this model has a decisive role in content coverage by the transmitter, as well as the capabilities of the receiver. The encrypted information or content is directed to the recipient. Then, the receiver should perceive the impulses directed to him by decoding them accordingly. For a successful content delivery, it is essential that the transmission complies with the perception capabilities. Only in that case the decoding coincides with the coding, and the transfer of content is possible without errors.

Does the receiver return feedback to the communicator? In this case, it is the point of contact where the feedback is not necessarily given by the same transmission means or channels. The receiver in this case is transformed to the communicator and communication is proceeding in the same context. That is why the feedback is not focused in this model, but its provision is of particular importance in terms of communication efficiency.

In order to increase the efficiency of communication, the authors of this model offer to reduce the external impact of the environment, such as noise and other interferences. It is important for the information to reach as far as possible by minimizing the misstatements. The lack of feedback from the receiver in the communication process may be due to various reasons. Thus, the coding

and decoding results have meanings and, in most cases, they do not fit to each other. The decoding or the outcome of the information is conditioned by the peculiarities of perceptions (social understanding, life experience, social role, status, etc.) of the perceiver, as well as the ability to understand that information. This compliance is particularly important from the point of view of the overall effectiveness of communication, as according to German scientists H. Bless und N. Schwarz (2002), the communication process can be totally disturbed if the meaning or the truth is not fully perceived or even partially distorted.

According to this model, it is only the communicator who can contribute to communication efficiently. Thus, according to the German researcher F. Schultz, the communicator must:

- pay attention to the comprehension of the content (e.g. laconic sentences, no obscure words);
- choose the right communication content (e.g. verbal, non-verbal, written, oral);
- code important ideas and thoughts in several ways (e.g. not only verbal, but also visual) and repeat them several times.

All this, however, also adds to the emotional field of the communicator, which as P. Ekman and W. Friesen (1978) mention, should also be directed to the content and to the communicant. If it is voluntary and non-directed, personal situations may even hinder the communication process. Thus, communication starts from a communicator or broadcaster, and the result is determined by the level of communication preparedness as well as by its emotional field.

### **Melvin DeFleur's Model of significant communication**

In his 'Theories of mass communication' M. De Fleur (1966) emphasized the importance of correct decoding and highlighted the role of decoding in communication efficiency, constructing a new communication model where he emphasized the significance of the content being transmitted. De Fleur describes how the communicator transforms the meaning of messages, then makes it to an information and broadcast. More interesting is the fact that the receiver perceives the information as a transmitter and tries to transform it into meaning. According to this model, if there is a conformity between the first and second significance, the communication has occurred. However, according to De Fleur, full compliance is very casual. This peculiarity seems crucial to the understanding of educational communication and may also contribute to the explanation of the non-linearity of causation in education (Sünkel 2011, pp. 93–96).

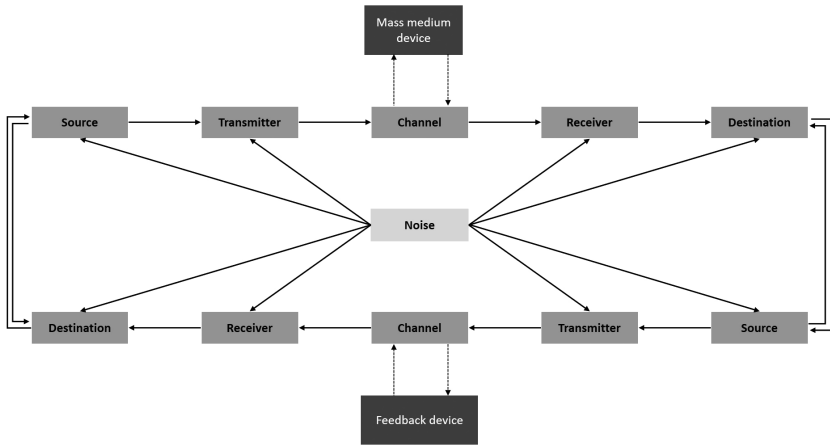


Fig. 2: De Fleur Model of Mass Communication (communicationtheory.org).

This compatibility can be maximized only in the case of feedback during communication and due to accounting the peculiarities of communicators which is missed in the model of Shannon and Weaver.

### Models of circular communication and feedback

In his 'Model of Circular Communication' Wilbur Schramm (1954) combines both source and destination with encoders and decoders in their respective (partially overlapping) experience fields.

This model emphasizes the role of feedback in the continuing/circular communication process. According to Wilbur Schramm, it is incorrect to consider communication complete when the receiver gets the information. In fact, this process is endless, because there is a feedback-effect that ensures the continuity/circulation of communication. Emphasising the role of feedback, Schramm highlighted the place and role of the interpreter's own comments and opinions in communication. Even the communicator is called a commentator. However, the emphasis is on the intersection of communication where the communicator and the receiver are always acting in roles. By doing so, communication is interpreted as a bilateral and mutual process that is realized through a dialogue. This model is sometimes called two-sided. However, not all elements in this model are bilateral, as Ch. Osgood and K. Wilson point out in their feedback model

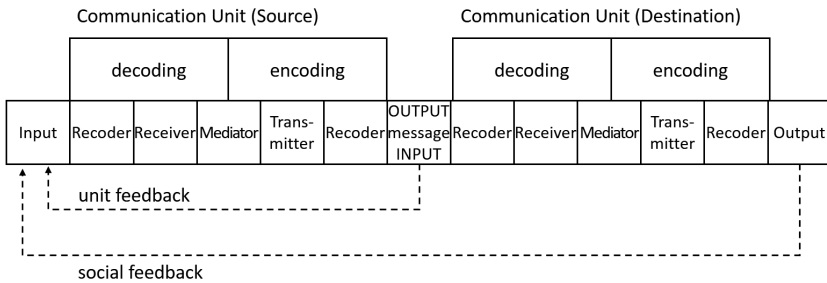


Fig. 3: Feedback Model by Osgood and Wilson (1961, p. 8).

(Osgood/Wilson 1961). They do not start with the singular message or transmission of signals, etc. but with “communication units” involved in the communication process creating possibilities of sending (“source”) and receiving messages (“destination”). Each communication unit “includes all of the parts of the Shannon model as subsystems”. In addition to reciprocity of communication (“social feedback”) this model also includes a feedback loop within a communication unit. Both “source” and “destination” imply “encoding” and “decoding”. Encoding includes the moments recoder receiver (approximately according to the perception) – mediator (over the latter the authors say that “the reader may substitute the term cognition here if he wishes”).

## Multilateral communication and group communication

The simplest communicator-receive acting model primarily focuses on successful communication of information and its in-depth expertise, which is conditioned by the interest of the communicator and receiver. But in fact, communication processes are more complicated. Hence, Watzlawick designed a bilateral communication model, which takes real complexity into account (Watzlawick/Beavin/Jackson 2011). Watzlawick has made the axioms to be unequivocal of communication and the bilateral interdependence of all sides. These are the axioms:

Axiom 1: Man can't skip communication (Man can't not communicate/Man kann nicht nicht kommunizieren). Man is communicative and emotional.

Axiom 2: Any communication has a part of content and relationship where the second determines the first and thus it is a meta-communication. The relationship exists independently, but it implies any content. Its content may be

conditioned by the motives for establishing relationships, and in turn, determines the effectiveness of communication.

Axiom 3: The nature of the relationship is conditioned by common signs established by communicators. Accordingly, communication is determined by the types of signs that are chosen by communicants.

Thus, in the communication process, everything is determined by two-ways or bilaterally.

The even more comprehensive set of the previous model is the quadrilateral model of communication (Langer/Schulz von Thun/Tausch 2011). This model substantiates that any sending-communicator communicating to the perceiving-communicator is a whole which simultaneously contains four meanings. They are:

- 1) content itself, what the communicator informs,
- 2) self-disclosure, what communicator is communicating regarding himself/herself,
- 3) a testimony of attitudes as to what the communicating partners perceive, and what kind of attitude they have towards it (positive or negative);
- 4) the effect or influence of what he/she intends to incite the perceiver of the communicating partners.

The same is true when the receiver gets a transmitter/message. In other words, the important thing here is the transmitter. These four sides are simultaneously presented in the transmitter, but one of them is always dominant or dominant when communicating. This means that in the case of communication, one thing is dominated by the content side, in another case by self-disclosure and self-presentation, in the other case by the side of the attitude, and in another case by the side of influence. Because this is true for the receiver as well, this model gives insight into the structure and possible reasons for unintended effects of educational communication.

In order to model group communication Cohn and Klein (1993) developed a “me-we-it” communication model, known as content-oriented interaction (“themenzentrierte Interaktion”), because content is highlighted. It is described in 4 main components, which are:

- 1) person (‘me’);
- 2) group (‘we’);
- 3) a common problem, a task or the same thing as the content (‘it’) at the same time as a communication centre and an uninterrupted action;
- 4) environment (‘world’).

The objective of the previous model is to keep the Me-We-It three factors in equivalence. And in order to do so, the group leader should follow the three sides. This balance becomes possible thanks to the various auxiliary factors to which the group members' attention should also be drawn.

Discovering members of the group in communication and the role of auxiliary factors in achieving the common goal, the leader uses various techniques at the same time to make the members of the group perceive their ideas and thoughts as truth and be convinced that they are of that opinion, what the leader is talking about. During that time, the leader uses a variety of tools, which are called manipulative. These tools and resources fully cover the content and align with the content of the group members, as their focus is on the content of the communication. Such methods and techniques are used, for example, when explaining a lesson to a teacher. That is especially evident in educational institutions. And its most complex type can be found in business meetings, public events, sermons and other forms of mass communication.

## Conclusions

Communication is a core process in education and educational institutions. Thus, communication models may help student teachers prepare for the various and complex communication situations in education and teaching and are an important part of teacher training.

Observing all models of communication, we can conclude that each model lets us use specific techniques and methods of organization of communication. Due to each model we can analyse and understand the roles and activities of all parts of communication especially the roles of teacher and learner in pedagogical communication. All above-mentioned models are practical and constructive for pedagogical action fields and can be effectively discovered in teacher training.

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**PETER LANG**