



A pedagogical approach to educational communication in the educational context

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Abstract

In most communication theories, there are a number of concepts that are essential for understanding this phenomenon. One of them states that there are two modes of communication: the digital mode and the analog mode. Analog communication encompasses all nonverbal communication: posture, gesture, mimicry, inflection of the voice, etc. Digital or verbal communication is based on a very complex and very convenient logical syntax.

The present works is an introduction to a series of conscious and significant questions... for educational communication in the field of education, on the one hand, and on the other hand to try to clarify some of the problems and obstacles... that prevented the achievement of the positive goals that had to be achieved to bring our education crisis that was and still suffered... and that influenced the structure and realities of the general community.

Keywords: pedagogical communication, learners, education

1. Introduction

The term pedagogical communication has often been opposed or confused with that of didactics. In fact, a teacher needs to take these two dimensions into account in the teaching-learning process. The didactics mainly concern the master-knowledge relationship, the transposition of the concepts to develop their transmission, the steps of the teacher to identify the obstacles related to the discipline and their crossing. Pedagogical communication is more centered on the teacher-pupil relationship, on the taking into account of the factors inherent to the pupil. These two dimensions are therefore in constant interaction.

The resulting teaching and learning involve exchanges between the teacher or resource person and the learner; in other words, these participants are in a communication situation. Moreover, in an educational context, these exchanges have the same goal: learning by those who seek educational services, this implies a particular relationship context: there is on the one hand those who want to "learn", c knowledge and skills that they do not yet possess, and those who have acquired them and, generally, master them well enough to be able to serve as references for those -the. As a result, the learner is in the position of applicant and the teacher in the position of provider. In addition, if the learner is able to determine his / her learning objective, only the teacher is able to determine the content and learning needs, and ultimately, to judge the quality of the learning. We will say that in educational context, the communication situation is dissymmetrical between the "master" and "the apprentice".

What can be deduced from this pedagogical definition of the concept of communication, it is treated in the framework of the teaching process mainly, and to emphasize its importance and some of its objectives and its dimensions in the educational process, in a narrow and limited to a particular and place the perspective of a section, and so, well, through the relationship of the teacher with the

students, but The overall vision of this concept is inviting researchers and interested parties. For the founding vision of this concept in the light of the objective reality of life to extract the results and objectives and desired goals. The purpose of this article is to briefly reflect on this statement by taking as a point of departure an aspect of the pedagogical relationship highlighted by modern pedagogy as essential in any real learning situation, pedagogical communication, and addressing the role of the teacher as a partner in this relationship. This general reflection is finally briefly placed in the Moroccan context in the Pedagogical Communication.

2. Materials and Methods

In our study, we have based on two aspects, theoretical and practical, and the practical aspect of this study is questionnaire:

Forms of mediatised educational communication

- *Verbal communication:* the teacher uses speech; the fundamental vehicle of education and training is still verbal language, in its spoken or written forms;
- *Analogic communication:* when he speaks, the teacher changes his tone, modulates his vocal inflections, moves and moves. The teacher therefore uses for expressive and communicative purposes a large number of non-linguistic indications in the strict sense that the pupils the recipients have no difficulty in interpreting. These are, for example, intonation and suprasegmental variables of the oral language (intonation, melodic curve of the voice, rhythm of speech, etc.), bodily attitudes (mimo-postural), occupation of the space that the proxemic studies, etc.
- *Audio-scripto-visual communication:* the teacher often makes use of sound and / or visual documents (diagrams and graphics, photos, slides, cinema or video) or computer programs (software and multimedia).

Didactic triangle and educational communication

The didactic structure consists of 3 poles: the teacher, the student, the knowledge. Didactics is interested in the interactions between these three poles that manifest themselves in teaching situations. "The specific nature of the knowledge at stake, the relationship with them by the teacher and the students, the evolution of these relationships in the course of teaching, these are the essential elements studied by didactics". The didactic triangle represents the relationships between teacher, student and knowledge. It is impossible to imagine the educational process outside the didactic or pedagogical triangle.

The relationship between teacher and student relationship teacher, as the teacher who does not have a minimum skill bonus: cultural, strategy and communication cannot make disciples engaged in the lesson. And the same for the students. (Meirieu, 2004) ^[9] talked about triangle pedagogy, and emphasized the need to avoid falling into some of the gaps that are exposed during the teacher's planning and realization if the focus, in this triangle, the drop of course material in moving or focuses on the same teacher and the transmission of knowledge or focus on the student and neglects the other parts.

Given that the communication process is ranked among the most noticeable in terms of the relationship between the learner and the teacher, or between the students themselves, it was necessary to study the different styles of communication within this triangle to determine the various forms of communication that characterize the educational process, or to determine their effectiveness, highlighting its impact on academic performance.

All of these considerations above suggest assigned to the size of the teacher's tasks and confirm the weight of his position in the triangle pedagogy, but this has been filled is the other space, given the interests of researchers in the field of Effective teaching in order to improve its pedagogy of performance within educational institutions, and make it the largest contributor to the required effectiveness, the shift in touch analysis and study ways to improve the theoretical position and practical composition setup to keep pace with rapid scientific and technological advances and to gain better skills and possible methods to achieve effective teaching process.

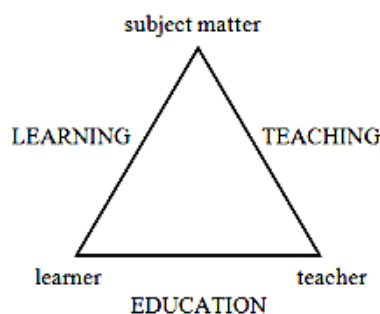


Fig 1: Diagram of the educational triangle of Jean Houssaye (1988) ^[10].

In his model of pedagogical understanding, (Houssaye 1988) ^[10] defines any pedagogical act as the space between three vertices of a triangle: the teacher, the pupil, the knowledge. Behind the knowledge lies the content of the training: the subject, the program to be taught. The teacher is the one who has a few strides ahead of the learner who transmits or makes learning knowledge. As for the student,

he acquires knowledge thanks to a pedagogic situation, but this knowledge can also be know-how, know-how, know-how to act, to make known... The didactic relationship is the relationship between teacher with knowledge and that allows him to teach. The pedagogical relationship is the relationship between the teacher and the student, which allows the process to be formed. The learning relationship is the relationship that the student will build with knowledge in his approach to learning

3. Results & Discussion

The future teacher must master pedagogical communication, develop his / her cultural level, learn to solve teaching problems by taking into account age differences, types of learners being placed in various pedagogical situations, being able to apply various forms, methods and means of work, to know well the basic principles of modern didactics. Educational communication is possible only if the teacher knows how to carry out communication in general. At the same time, he must possess specific communication skills, to solve teaching problems.

The teacher interprets and imposes meanings, but he also speaks and shares; in short, he communicates something to others. Communication is constantly at the heart of pedagogical action. It is not something that comes to add to the action, it is the action itself as lived by teachers and students. This simple fact makes it possible to understand why the expressive and communicative qualities of teachers' personalities play such an important role in teaching: these are qualities (empathy, humor) referring to the communicative nature of pedagogical action, in which the personality of the teacher becomes a real means of communication, a kind of working tool. According to the traditional model, classroom communication takes place in a linear pattern where a transmitter transmits a message to a receiver through a certain channel or medium. But without going into a detailed analysis of pedagogical communication, it is clear that things do not go exactly like this. They are closer to the "orchestral model" developed by the "new communication" (now 50 years old!) And used by researchers in the social sciences, particularly in psychology, anthropology and sociology (Bateson, G & Winkin, Y. 1984) ^[11]. For example, it is clear that communication is not one-way because students communicate with teachers. In fact, much of the student work also involves interpreting what the teacher wants and means. Students also communicate with each other, either in pairs or in larger groups, encompassing the entire student body.

The teacher must control this communication, which sometimes seems peripheral to the one he wants to impose on the group, for example by interrupting it, using it for his benefit. Then, as far as the message is concerned, it can be said that it is constantly poly semantic. Far from being limited to the transmission of information or a clear message, it deals with several messages at the same time: the subject to learn, of course, but also the ways to go about it, the ways of doing things. To hold, on what the professor accepts or refuses. In summary, the teacher immersed in the pedagogical work in class develops significant interactions with the students according to a task in which three central activities are constantly intertwined:

- Activate an interpretation activity that happens as it happens;

- An activity of constant imposition of meanings;
- Finally, an activity involving a complex communication process with students.

However, to understand the importance of these phenomena, it must be remembered that these pedagogical situations are repeated every school day for nearly 16 years for students. These modes and practices of communication thus exert a durable and profound action: they are the ones who make possible the socialization of school pupils, their education to the forms of the instituted thought and their schooling to the knowledge and skills at the base of the social and economic life.

The interpretation

As shown by the numerous studies on the thought of (Calderhead, 1996; Clandinin & Connelly, 1995; Clark & Peterson, 1986; Handal & Vaage, 1994) [2, 5], teachers are interpreters of what is happening in class. But this interpretive activity is not limited to written or spoken speech. Teachers must constantly "read and interpret" the class, student movements, their reactions, their progress, their motivations. In this respect, much of what is called pedagogy is a work of interpretation: the teacher has expectations, preconceptions (so-called prior knowledge in cognitive psychology), from which he interprets and understands what is happening in the classroom. To teach is therefore to interpret the current activity according to meanings that make it possible to give meaning to what is happening. A teacher is, in a way, a "reader of pedagogical situations"; he is constantly on the lookout for the slightest deviations to which he must improvise an answer on the spot. His improvisation depends on his experience, his knowledge of the students and the history of the (Tochon, 1993) [6].

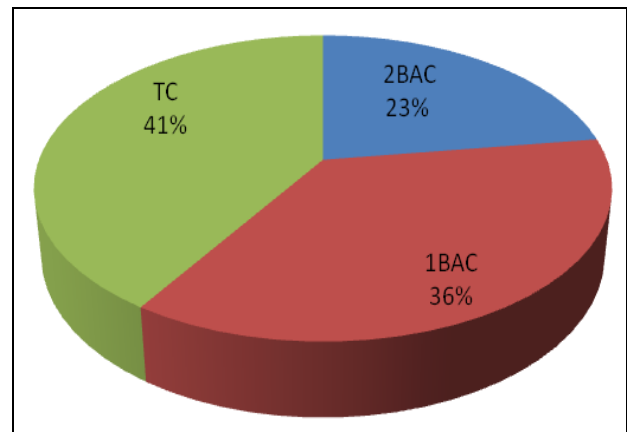
The imposition

But teachers do not just interpret, they also make sense, they direct the educational communication and thus help to orient the current program of action according to the meanings they privilege. From this point of view, pedagogical communication is always unbalanced and engages power relations: contrary to the idea that teaching is exclusively a process of information processing or a process of building knowledge, we think that this is largely a process of imposing meanings. The teacher works with a priori that he knows something that students do not know and those they must learn, and this something (rules, knowledge, etc.), it is up to him to impose it in class. As a taxation process, instructional and educational communication works as well in terms of forms and codes of communication as its content and standards (Bourdieu, 1982) [7]. The imposition of meanings is all the more important since the teacher is a worker whose tools and work mandate are, for the most part, composed of Significant Significant Materials and Significant Goals (Durand, 1996) [8]. A doctor also imposes meaning on his patient, for example by stating that he suffers from such an illness. But the teacher works so to speak with meanings, on meanings, through meanings. Its basic material is discourse, knowledge, knowledge, rules, norms, in short, realities endowed with meaning, semantic, symbolic or semiotic realities: its action is therefore of the order of sign and meaning rather than mere behavior.

Communication and understanding of the instructions

The teacher must be able to teach not only his discipline but also the didactics of his discipline which corresponds to the art of transmitting knowledge, that is, knowing how to build teaching and learning situations.. But that's not all. He must also know how to lead a class which corresponds to the notion of pedagogic communication between the learner and the teacher. Thus the teacher responds to a dual responsibility. By bringing students to a certain degree of knowledge in a given discipline, he exercises his responsibility as a teacher and trainer. And in this context he is led to exercise an educational and ethical responsibility. These responsibilities the teacher exercises at three levels: in his class, in the school and within the education system. But in recent years we are witnessing profound upheavals. Industrial companies evolve with the transformation of the production apparatus (new technologies, IT, automation) as well as, at the same time, the organization of work, trades and people. It is an economic revolution that we are witnessing and which poses many social problems that are all the more difficult as we are in times of crisis and unemployment. Economic crisis but also socio-political crisis that is deeply felt in the education system especially at the level of colleges and vocational and technical colleges. In Moroccan high schools and colleges where we are confronted in recent years with problems of behavior and absenteeism. This is why this year two working commissions were asked for by the outcome of the councils. During the 2016-2017 school years, two surveys were conducted in the school with high school teachers MOULAY IDRIS.

Survey on " student absenteeism " and questionnaire on 'student behavior'.



TC: first year high school Moroccan; 1BAC: second year high school Moroccan 2BAC: third year high school Moroccan.

Fig 2: Results of the survey on student absenteeism

The teachers, who responded to the survey, mainly believe that absenteeism is low to medium in their classes. However, a quarter of the answers give it as important. This seems to indicate a drift of students toward absenteeism and awareness on the part of teachers of this phenomenon. Although the means put in place so far to cope with it have made it possible to contain this phenomenon, it is still necessary to exercise great vigilance and to acquire the means to stop it. Absenteeism is more important in terminal and in sections of T.C.

Results of the Student Behavior Survey

The high school teachers who responded to the questionnaire believe that student behavior problems have increased in recent years and that new types of behavior have emerged. The most obvious manifestations and the most cited are the lack of general etiquette, rudeness, intolerance, impertinence, rudeness, various provocations... The aggressiveness and violence of some students are reflected in particular vocabulary used in classrooms and corridors. 84% of teachers feel that they are "sometimes" confronted with these behavioral problems in their classrooms or in the corridors of high school. In particular, it involves verbal aggression between students, more rarely physical aggression or individual (or collective) behavior considered incorrect.

Asked about certain situations, the vast majority of teachers believe that ringtones, alarms, jostling, roaring in the corridors, and the wearing of the cap in class, the consumption of food and drink are difficult to support, even unacceptable.

4. Conclusions

Teachers are much divided as to the solutions to be implemented, especially with regard to the issue of the student's environment as a "mitigating circumstance" in our response to reprehensible behavior. The vast majority, however, believes that the student is responsible for his behavior and that the entire teaching team is affected by the problem.

Within the framework of this action we propose for the 2017-2018 school year to the teachers to set up an apprenticeship of the debate within the framework of my courses and to organize with the pupils a round table for an extended public with invitation of d other classes on the theme of citizenship. A primary goal is to get students to listen and listen to others to foster concentration through meta-communication and to learn to argue knowing that we are in a science high school and that the argumentation is part of the training. Another objective is to motivate them by a project concerning them by first making them aware of the rules of life of the school and the class and then in a more refined way by teaching them to master the flow of speech. Within a class sequence.

Is extremely important: it is not necessary to imagine that what is obvious for oneself is, for the same reason, for the pupil. This ignorance is the source of misunderstandings, even of frequent conflicts. Therefore, it is essential:

- On the board, at the beginning of the course, write the subject of the lesson and work at home: at the end of the class, the attention of the pupils is too relaxed and, in addition, the inscription in the diary of class is likely to be hasty and rattling.
- To communicate, in writing, the annual objectives (this is the employment contract).
- To establish a description of the tasks and especially the processes.
- Use the painting as a constant visual reference and organize it with order, care and method.
- To record the list of works and controls in order to make the student responsible for his performances.
- Rethink, from time to time, his "method" taking into account his audience and do not hesitate to reorganize it.

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