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**Presentation entitled:**

# **Pedagogical Communication**

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## **A. Introduction**

Communication is the process of interaction between people or groups of people for the purpose of exchanging information, for the purpose of organizing activities and for the purpose of understanding (Karabaevna et al., p 176, 2022).

Pedagogical communication in its distance of relationship between teacher and learner formed the essence of the educational learning process, as the awareness of both the teacher and the learner of their role in the educational process through its reflection of pedagogical communication patterns devoted to the concepts and applications of approaching competencies is about achieving this modern approach. John Dewey defines communication in education as a process of sharing experience between two or more people so that this experience becomes common among them, which results in reshaping or modifying the previous concepts and perceptions of each of the parties involved in this process (Ghaciri, p 668, 2023).

## **B. Definition**

Pedagogical communication is understood as a special form of professional communication between a teacher and a student in the process of education and upbringing, which has certain pedagogical functions and is aimed (if it is full and optimal) at creating a favorable psychological climate and optimizing relationships. Ideal pedagogical communication should remove negative emotions, evoke the joy of comprehension, a thirst for activity (Karabaevna et al., p 176, 2022).

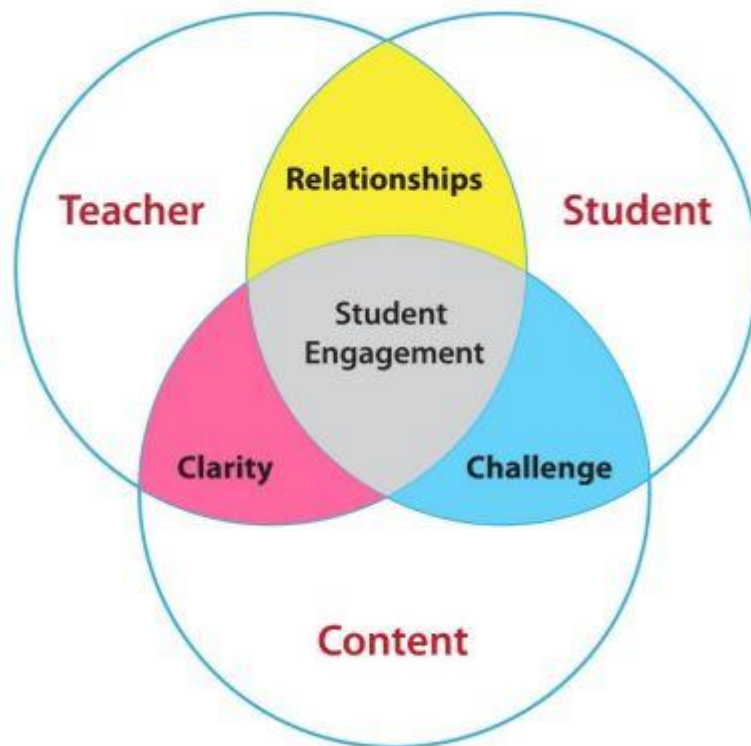
## **C. Teacher-learner relationship**

If we look at the educational relationship in its dimensions, we can distinguish between the following dimensions:

- The pedagogical dimension
- The organizational dimension
- The relational dimension.

These three dimensions are the same dimensions of the educational process, but since it is essentially a human and pedagogical relationship, it is necessarily characterized by the three

dimensions mentioned, and this can be illustrated by the relationship between the teacher and the learner (Ghaciri, p 668, 2023) (Figure 1).



**Figure 1: Teacher-learner relationship (Aranha, 2023)**

Thus, it can be seen that optimal student learning and engagement are only possible when all three conditions are satisfied:

- The teacher understands the content thoroughly and can effectively communicate with students having clarity.
- The teacher knows the previous level of knowledge of the student and pursues tasks that challenge the students, enhancing the child's thinking ability.
- There is a positive and robust relationship between a student and a teacher, creating a positive environment.

Engagement is about creating an environment in which all students thrive. Dreaming about tomorrow must be in balance with taking action today. A teacher can provide an optimal learning environment by creating a safe and inclusive environment. It would be correct to say that student engagement is directly proportional to effective learning and a classroom environment where the students are curious, interested, and inspired (Aranha, 2023).

The student should respect the teacher's personality as long as this teacher respects him and strives to develop himself in the interest of the mission and its success, even if one of the two parties does not respect the other. This must not be a negative reaction to let us not enter a vicious circle of actions and reactions (Ghaciri, p 682, 2023).

#### **D. Pedagogical influence on learner**

It should contribute to the initiation of the student's activity, assistance in mastering the ways of organizing activities and interacting with the world. The communicative activity of a teacher is complex in structure, it is distinguished by such properties as:

- polysubjectivity - the need to work with communicants, different in age, social status, scale;
- multi-objectivity - appeal to various content-subject fields;
- multi-informativeness - the professional need to transmit and receive a variety of types of information (Karabaevna et al., p 177, 2022).

#### **E. Strategies for effective communication in the classroom**

Great teachers know education is a two-way street. You can't treat children like empty vessels waiting to be filled with knowledge. They need to buy into the lesson. They need to be challenged. They need to discuss ideas. And they need to have a good relationship with their teachers. That's why effective communication in the classroom is vital :

##### **- Promote learning**

The classroom should be noisy (at the correct times). Because children need opportunities to discuss ideas. Children internalise concepts and ideas more easily after talking them through. More confident pupils can also help guide less confident learners through tricky problems, developing both children's understanding.

##### **- Communication Skills Training**

Communication skills training courses helps teachers build constructive relationships with their children.

##### **- Create Opportunities for Feedback**

Listening to children discuss learning also lets teacher know how the lesson's going. He can monitor children's discussions and pick up on the sticking points or misconceptions holding pupils back.

### - **Improve relationships**

It's a truism that children don't make significant progress with teachers they don't like. Particularly vulnerable children who might've struggled at school in the past. They likely already have a negative view of school and those cruel adults who keep them there for six hours daily. If you've got pupils like this, you must build a relationship. Sometimes, teacher must talk to children outside the traditional teacher/pupil framework and build a different relationship. Ask questions about their lives and really listen to the answers. Take opportunities to talk to the child about non-school related things. Ask about hobbies, interests – anything that the child enjoys.

### - **Use Visuals**

Your words should generally be supported by some visual representation. And there are three reasons for this:

\*Pictures or videos are great hooks to engage learners or fire up imaginations. Many excellent stories have been inspired by a short film or esoteric image.

\*Pictograms, graphs or tables are all helpful for explaining complicated concepts or information

\*Recording information on the board (or flipchart) eases the cognitive load of children, particularly younger learners; writing something down that the children can refer to later makes it easier for them to focus on the essential skills or concepts you teach

### - **Think about body language**

A good teacher can project confidence and warmth into a classroom without saying a word. You want to own the room while making children feel safe. And there are a few strategies you can use to do this without speaking a word, such as:

\*Smile – It's obvious, but keep smiling as much as possible.

\* Stand up straight and avoid crossing your arms or 'hiding' behind things. You're the master of your classroom and you want to look like you are (Goby, 2023).

## **F. Conclusion**

In the educational context, teacher-student interactions play a fundamental role in determining the impact of teachers on student development and learning across wide-ranging countries and cultures. Describing, measuring, and improving teacher-student interactions are critical to large-scale efforts to build and improve public education systems. The main characteristics of pedagogical interaction are mutual relationship, mutual assistance, mutual acceptance, mutual understanding, support, trust, empathy. The future teacher needs to learn how to restrain his negative emotions, quickly calm down in difficult situations. Constant self-control develops the ability not to get irritated in the most critical situations.

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