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CONTENTS

2011, VOLUME 04, NUMBER 16

Current Status of Research and Development in Nigerian Universities <i>A. O. Oluwadare</i>	1–21
Nothing to See Here: Instituting Faculty Wide Educational Change by Stealth <i>Lisa Zamberlan</i>	23–30
Undergraduate Student needs and Graduate School Preparation: Are we doing Enough? <i>Doug Snuffer</i>	31–50
Examining ASP E-Learning System From a Perspective of Remedial Education <i>Rong Zhang, Xue Li and Xue Cao</i>	51–63
Developing New Educational Facilities in Cities or Large Municipalities Using GIS: A Case Study in Thessaloniki, Greece <i>Ioannis A. Pissourios</i>	65–73
Teaching Change in Response to Thai Tertiary English Language Teaching Reform <i>Rattana Cheewakaroon</i>	75–92
Adult Learners and Universities <i>Jane Connell</i>	93–122
The Service Learning Connections: The Power of Partnerships and “Beyond Hands on” <i>Lorie Tuma, Courtney Stanley and Craig Zubke</i>	123–128
Relationship between School Culture and School Organizational Health with Psychological Empowerment among Secondary School Principals in Malaysia <i>Chan Yuen Fook, Gurnam Kaur Sidhu, Linton Jerah Britten, Foo Say Fooi and Ranjit Kaur</i>	129–143
Latino Parents’ Perceptions of Adult ESL and Its Perceived Effects on the Academic Motivation and Achievement of Children <i>Jeremiah J. Gonzalez</i>	145–156
Career Decision-Making Self-Efficacy of Malaysian Vocational and Technical Students <i>A. R. Bakar, N. S. Zakaria, S. Mohamed and Z. Hanapi</i>	157–166
Participation in Postgraduate Education: What Motivates Malaysian Teachers? <i>A. R. Bakar, S. Mohamed and N. S. Zakaria</i>	167–175

Recommendations on Skill Evaluation of IT Computer Professionals and Recent IT Program Graduates <i>Igor Pustynick</i>	177–188
The Effect of Adopting Electronic Homeworks on the Level of Achievement and on the Level of Performance in History Homeworks for Intermediate School Students <i>Ibrahim Abdullah Ali Alhumaidan</i>	189–213
Engineering Students' Academic Performance and their Perception on Innovative Method of Teaching in Basic Science's Subjects at Assumption University of Thailand <i>Kyi Kyi Tin and Aung Aung Kyi</i>	215–219
Fruit and Vegetable Intake and Associated Factors among Secondary School Children in Mongolia <i>Batgerel Altanbagana, Jenn-Chang Liou and Enkhmyagmar Dashzeveg</i>	221–235
The Back Alleys of Yesterday: Urban Poor and Community Schools <i>Pat Williams-Boyd and Mary Margaret Sweeten</i>	237–259
Modeling Creative Approaches to Learning Complex and Difficult Phenomena in the University Science and Technology Classroom <i>Yhong-Hee Shim and George M. Malacinski</i>	261–282
Progressivism in the 21 st Century; Is John Dewey Relevant Today? <i>Rebekah D. Kelleher and Heather A. Leonall</i>	283–296
Supporting At-Risk English Language Learners in an Urban Secondary Science Classroom: Developing Content Literacy Strategies in a Peer Enhanced Restructured Classroom <i>Linda Gerena and Leslie Keiler</i>	297–314
The Analysis of the Development of the Public Education in the USA in the Twentieth Century <i>Tatiana Bokova</i>	315–324
Student Teachers' Self-Directed Learning and the Ability of Applying the Theory, Subject Matter Knowledge and Pedagogical Skills: Student Teachers' and Tutors' Perceptions <i>Tan Cheng-Im</i>	325–335
Virtual Mentoring in Communities of Practice in an Online University: Technology Acceptance, Technology use, and Perceptions of the Learning Process <i>Beate Baltes and Nicolae Nistor</i>	337–346
Factors Influencing the Selection of Tutoring Schools Among Junior High School Students in Thailand <i>Kulkanya Napompech and Sirijanya Kuawiriyapan</i>	347–357
Recommended Instructional Technology for K-12 Students in the Arab Region <i>Abdallah Tubaishat</i>	359–367
Breaking the Glass Ceiling: Academic Promotion of Female Faculty in Shiraz University of Medical Sciences <i>Nasrin Shokrpour and SMJ Mortazavi</i>	369–379

The Efficiency of an Educational Program using the Combination of Cognitive Maps and Highly-Interacted Media on the Level of Cognitive Achievement and Skilful Performance of Some basic Handball Skills <i>Moustafa El-Sebaee</i>	381–399
A Form of Leadership that Empowers Teachers and Students: A Case Study of Mali <i>Amadou Beidy Sow</i>	401–413
Guiding Mathematics from Theory to Interactive Application makes Learning More Meaningful <i>Saeed El Hajjar</i>	415–426
Piloting a Weblog Survey On-Line: Results and Implications <i>Tan Bee Hoon</i>	427–436
The Teacher - A Succesfull Communicator and Promoter of the Students Achievements <i>Violeta Janusheva and Milena Pejchinovska</i>	437–449
An Evaluation of Clothing Teachers Trainees' Skills to Employ Effective Test Taking Strategies for Success in Tests <i>Elhan Özus and Mine Çeliköz</i>	451–459
Author Index	461–461

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THE TEACHER - A SUCCESSFUL COMMUNICATOR AND PROMOTER OF THE STUDENTS ACHIEVEMENTS

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St. Kliment Ohridski, Macedonia

In contemporary education, communication is extremely important because the overall cognitive flows, the improvement of the teaching process and students' achievements depend on it. Successful communication is a complex and continuous process. To establish and maintain a successful communication in teaching, leading to a conducive socio-emotional atmosphere for learning and the progress of students, teachers need to be well informed about the pedagogical and psychological parameters that take place in the work in the classroom and school. As an illustration, problems of the person, his development, activity, creativity, free choice, responsibility and focus on the set goals and values are in the centre of interest of humanistic psychology. This theory emphasizes the self-actualization i.e. the tendency to realize one's own potential, and that is possible through successful communication that takes place in a positive school atmosphere in the classroom. In this sense, the paper is an attempt to demonstrate the appropriate techniques and activities undertaken by the teacher in order to stimulate and develop the emphatic ability of students, socio-emotional atmosphere in the classroom, teacher-student interaction and atmosphere of cooperation among students, towards the promotion and affirmation of communicative abilities, and thus the improvement of student's achievement. Analysis and practical examples of the application of appropriate techniques, strategies and activities result from our experience in teaching students at the Faculty of education in Bitola, with a sole purpose to enable the future teachers vocationally and practically in elementary and upper classes, as well as from the acquired knowledge through participation in projects such as Project - Modernization of Education, PEP - PEP (Primary Education Project), SEA - SEA (Secondary Education Activity), etc.

Keywords: Successful communication, Teaching, techniques, Achievements.

INTRODUCTION

One of the many tasks set before teachers is establishing good communication¹ with students whose quality largely speaks about the success and progress of pupils in school. The way the curriculum material is being taught and the way of learning and working is very important, and

i. ¹ Communication is a complex and dynamic process of sending and transmitting information from one person to another, from one place to another, its understanding, receiving, remembering and possibly checking through dialogue.

in some situations perhaps more important than the value of the content being taught. It is particularly important what the relationship between the teacher and the student is, among students themselves and what the social and emotional climate in the classroom and in school is. Communication, in particular, is grounded in human life and in the teaching experience and is an integral part of the creative, cultural and the cognitional upgrade of the person. In order to notice the complex relationships in the educational process, especially the interactive relationships and communication, one should have a great understanding of the role of humanistic psychology and humanist education that are based not only on the communication between teacher and students, or between students themselves, but in a much broader sense, they are the basis for understanding students and their needs, interests, their behavior, which leads to the application of the most appropriate actions to improve students achievements. This theory emphasizes the self-actualization i.e. the tendency to realize one's own potentials and to satisfy the need for personal identity. Communication with the students is characterized by a very complex dimension, because the school itself is an open social institution in which the teacher is not only a transmitter of knowledge, coach, educator, stimulator, but he is also faced with social problems and relations among students and with their emotional and other issues, whose resolution and improvement depend on the skills in communication.

Starting from the importance of communication in the teaching process, in this the paper the emphasis is put on the establishment of successful communication between teacher and students, as well as creating a favorable socio-emotional climate of respect, appreciation, understanding and cooperation needed to improve students' achievements in teaching. Furthermore, the paper draws attention to the importance of the emphatic ability of the teacher and teacher's ability to cause pleasurable sensations to satisfy the needs of the students for prominence, to enable students to achieve success, to satisfy their need for acceptance and recognition group, to provide a place and position to meet the need for superiority, to ensure the development of confidence and so on. Accordingly, the techniques offered are possible with concrete actions that, to a large extent, improve the communicational process in teaching.

FACTORS FOR SUCCESSFUL COMMUNICATION AND PROMOTION OF STUDENTS' ACHIEVEMENTS

1. AN EMPHATIC ABILITY²

In order to establish and maintain successful communication, the assumption that the teacher has an empathic approach is taken into account. It means that the teacher through positive communication should cause pleasurable feelings with students, satisfies the need for displaying, to enable students to achieve success, to meet the need for acceptance and recognition in the group, providing a place and position in the same, to satisfy the need for superiority and to provide the confidence to be developed. An emphatic teacher accepts students as they are and through appropriate methods and appropriate techniques and strategies (concrete proposed techniques and strategies will be discussed in further on) should help students develop in the

² Empathy, emotional awareness is the ability for empathy with the position of others and seeing the world with their eyes. Thus, empathy is a very complex skill that involves the intellectual and affective sphere of personality. According to M. Bratanic, empathy involves cognitive sphere to observe the other person in the way they view and perceive themselves, taking on roles of other persons in a particular social situation. In the affective-emotional component, and by the same author, include: sensitivity towards the feelings of others; ability to compassion for others.

desired direction. The developed empathic abilities of the teacher help to uncover the hidden motives of students' behavior, and when he discovers the true motives of the individual student it can actually be said that the teacher understands the student. The empathic ability of teachers is especially apparent in the student-teacher communication. In order for teacher to adapt his communication to students, their abilities and their opportunities for understanding, it is necessary to communicate with them emphatically and exercise empathy with them.

The teacher should encourage students to talk about their feelings, discover their desires, motives and it is especially important to know to listen to students and to create safe and pleasant environment and climate for work. The insights of researches in this area led to conclusion that in schools in which students are engaged in activities to develop and promote empathy the overall success is much better. Techniques with concrete activities through which the empathic teacher will help students to better understand their own feelings, and thus to be able better to understand the feelings of others, are varied.

1.1. Developing Empathy Through Role Playing

In order to develop empathy in students, provide positive socio-emotional atmosphere in the classroom and positive relationships between students "role playing"³ is a very suitable technique. Role playing enables participants (students) to become more sensitive to the feelings of others, i.e. reduces tensions, if they exist, to explore different roles, to develop group cohesion and to learn how to solve problems. When relationships between students are positive, when there are no conflicts in the group, the road to success is not left out. Bearing this in mind, role playing is a powerful tool which teacher can develop empathy for his students with. The development of empathy with role playing can be achieved by resolving the problem posed in everyday authentic or fictional context. In this way, students become aware of different roles, for different ways of playing these roles, the different ways of solving problems. Thus, also the sensitivity to feelings of others is increased among students and this improves the understanding of the relationships between the individuals and their group. For example, role playing can serve in real or fictional situations that treat honour, self-acceptance, refusal, prediction, friendship, responsibility, cooperation, etc.

Among the activities through which the empathic abilities of students' are developed through role playing, the following can be mentioned:

- The teacher divides the cards to the members of the group. On each card a script with all the necessary information is written. The student plays the role specified in the script and then discusses the emotional elements. Conclusions should be associated with authentic situations in practice;
- The use of the technique *again*, this technique allows students to make corrections to certain mistakes they made the first time they were role playing. If the problem of how to tell a family member, for example, the wife, the difficult situation of the patient is studied,

ii. ³ Role playing is a technique that can successfully be learned and its implementation can be done in nine steps including: identifying problems, selecting those who will have roles, training of observers; preparation of physical conditions, role playing, discussion and assessment; new plans, discussion and evaluation of new plans, and the transfer and application, cf. Bratanić, 1993.

her reaction must be taken into account and played. Then, the aspect of the doctor is considered and they work on the text which is assumed to be the best or the worst possible solution for the particular situation. By using the word *again* students can play and experience different approaches in order to adequately address the reaction to his wife. In this way sympathy is increased among members of the group;

- The teacher may ask a group of three students to play the same scenario, but in a different way. Then the choice that students made is analyzed and discussion followed. The discussion may be introduced through several questions: *How realistically each character plays its role? Explain what did you like in the choice or decision regarding the student's played role and why? Explain why didn't you like the choice or decision regarding the student's played role and why? How would have you acted or how you'd play the role - which approaches would you choose? Have you ever been involved in a similar situation and if you were how you did react?* Then, the teacher may ask students to put the certain issue in another context, for example, in the context of community, family or school and to see the contradictions that occur when setting the problem in a different context. In this way, students become aware of different choices they can make in everyday life;

- The teacher can make the description of a character and ask the students to play the role of the character as realistically as he/she can. The student should develop the imagination and identify with the character, that is, he can react in terms of perspective of the character;

- The teacher can ask students to move around the classroom, without bumping into each other. The teacher names a feeling and a student's task is to stand and show how he moves around the classroom when, for example, happy, and the feeling should be shown through facial expression. Then, the teacher names another feeling and so on. Finally, the teacher may ask students to write a reflexive essay so they can think about what makes them happy, sad, angry, etc. and to share their opinions with the other students in class;

- The teacher can prepare different scenarios, asks students about the roles played in these scenarios and then discuss: *If this happened to you, how would you react? What would you like people to say in that situation?* Then, the teacher may ask a pair of students to change their roles and discuss again. Eventually, the pair shares their experience with the other students.

It is very natural for the role playing technique to be very suitable for development of empathy. The basic of role playing is the experience based on learning. By role playing associations and physical connections are gradually built in students so that students react in a way that the complexity of the character whose role they play appear on the surface. For example, if one needs to play the role of mother, at the beginning there will be questions about the attitude of mother towards money where the student is expected to come up with many associations. We can then move to asking questions about the attitude of the mother towards the church, for example, with re-emerging associations. In this way the students gradually build a complex picture of the character of the mother. In role playing these associations come to the surface and help for a much more credible portrayal of the character. Through this technique the teacher provides an interaction with everyone, he also in the same time creates a warm atmosphere of mutual understanding and trust. To achieve this goal, the

teacher must provide a scenario in which students will be placed in a position to see the problem, for example, from the position of the character in the script. Playing roles allows students to experience how they would feel in a particular situation, and to become aware of emotions that could arise in a particular situation.

1.2. Development of the Empathy in the Process of Learning in Groups (Through Cooperative Learning)

The process of learning in groups - cooperative learning⁴ is a form of work and a powerful tool that promote social skills and learning skills of students. Implementation of cooperative learning in the school practice helps the teacher to teach about empathy, and helps the students to understand empathy as a part of their personality. Working in groups⁵ makes possible different students to work in one place and provides understanding and comprehension of the differences that exist among them. In classrooms in which cooperative learning is practiced, where students teach each other and share the merits there is a better understanding and the curriculum is mastered, which is not the case in the individual learning. Also, shared responsibility and established interaction, lead to accepting the tasks more easily so that they create relations of communal spirit and sharing in the group. In such an environment those students who show less satisfactory results have the opportunity to form a better picture of themselves. Cooperative learning ensures participation of all students in solving, for example, a particular problem, and the results confirm the importance of the use of cooperative methods.

In cooperative learning students often work in small groups on a structured activity. To develop empathy, teacher should implement the activities in which students talk about their feelings, the teacher should ask such questions that will encourage students to think about how others feel. Through the desire to help empathy is being developed. Through various activities, cooperative learning among students engages the higher levels of thinking, it builds confidence, encourages understanding and awareness of differences develops interpersonal relationships, everyone learns from everyone and so on.

The curricula for nine-year primary education in Macedonia, to a great extent offer contents that are suitable for developing empathy. Especially the curriculum for students in elementary school is full of lessons that can encourage empathy. With students in upper classes lessons that will develop empathy can be realized within the class hour.

Among the activities to develop and promote empathy within the cooperative groups the following can be mentioned:

-
- iii. ⁴ The article does not go into the advantages and disadvantages of cooperative learning which are certainly numerous. It starts from the assumption that in the group there is a strong motivation to work and wants everyone to contribute to the overall effect of the group. It is assumed that the relevant conditions for group work are fulfilled: teamwork, communication skills, problem solving, cooperation, leadership, etc. Cooperative learning is a process, and in the article emphasis is placed on activities within the process which promotes the development of empathy.
 - iv. ⁵ The main feature of cooperative learning is work in small groups. But the article also is not getting into the complexity of the separation of groups. The effectiveness of the group and the contribution of the individual in the group, cf. N. Tabakovska, ext. Janusheva, 2009.

- Teacher exposes students to a particular emotional situation that should stimulate empathy among them. For this activity the teacher can ask students in pairs to observe an image that expresses sadness, depression, etc. Then the teacher asks the students to talk about their feelings while watching the picture and the activity ends with a request from the teacher for the students to write a reflexive essay;
- The teacher may ask the students to read a text that is full of sad feelings. The teacher asks the students to talk about their feelings after having read the text, and the activity ends by writing a reflexive essay. In this way, as in the previous case, students are trained to develop the imagination of the standpoint of others;
- Within the teaching contents of a particular subject, the teacher can select scenes from the series, movies documentaries, etc., Scenes that show, for example, a conflict among different ethnic communities. Then, the teacher may ask the students to discuss the specific scenes; he encourages them to discuss about their experiences and also to listen to the experiences of others. In this way the teacher promotes acceptance and respect for differences among the various ethnic communities, acceptance and respect for their feelings;
- The teacher may ask students to find information about the life and work of people with a certain degree of empathy, such as for example, Mother Teresa. Her picture can be placed in the middle of the board. Students discuss her life and work, stressing the aspects in which a large degree of empathy appears. The activity can end with a request from the teacher for the students to write a reflexive essay;
- The teacher may ask students to develop skills for active listening and thus to develop empathy. Active listening involves listening to others in order to understand what he/she is saying (agreeing with the attitude of the other is not relevant), to understand what he feels and to understand what the other wants to achieve. For that purpose, one pair of student asks questions and the other responds. Questions that can develop empathy might be: *What do you want? How do you feel? Do you need help?* etc. The ones who ask should express their willingness to help. Then, give a brief report to the whole group. The teacher may ask the pairs of students to change their roles;

Our experience shows that active listening does not have the attention it deserves. Most often students do not listen actively and carefully, but while the student is speaking they usually do not think about what the interlocutor is saying, but are preparing their response.

- The teacher gives roles to the students within the cooperative groups, which develops the empathy in students. Teacher gives the students in pairs a scenario for problem situations in which they actually would have opposing views. The students are asked to express their views about the problem situation, then they should express their views about the views of the others;
- The teacher gives a scenario to each pair of the cooperative group about which student would play which character. Once the pair of students has finished playing their role, the teacher asks the students to imagine and play the role of the other student of the pair;

- The teacher can write questions on the board: How does empathy allow us to understand others? Then the teacher can ask them to read a text. The teacher can give the students a blank sheet on which they draw pictures or maps thinking in terms of what empathy means for them. The information from the text helps students to develop relationships through empathy for what they painted. Students share their ideas with their partners and discuss similarities and differences in their ideas;
- The teacher may ask the pairs in the cooperative group to discuss the following questions: What makes you happy / sad, angry? How do you respond when you have these feelings?, Can you tell me how your parents feel? How can you know? How can you show your friend that you are really listening? How does active listening look like?, How do you respond when someone interrupts you?, If you find out that your friend received a satisfactory grade in the written test in Mathematics what would you say to him/her - What would you do for your friend to feel better? etc. The teacher may ask students to write what an active listening looks like and how it sounds;
- A grade book in two columns, may also be a technique for stimulating the development of empathy among students. Students are divided into pairs; the list is divided into two parts. In part one teacher has a written quote that stimulates empathy in students, a drawing and so on. On the second part of the sheet the teacher asks students to express their feelings and their attitudes. Then the discussion follows;
- The teacher, using the grade book in two columns on one page, can put three colors, and ask students to choose a color and write their feeling that occurs when looking at that color. Then, the teacher may ask students to draw a color to each character that will show how they feel.

2. FEEDBACK AS A FACTOR FOR SUCCESSFUL COMMUNICATION

In order successful communication to be achieved in the teaching process the feedback given in a form of oral or written criticism such as praise, approval, distinguishing, written evaluations, is very important. Feedback indicates the interest and affection of the teacher for students and influences their motivation for further learning and work. Feedback is necessary in an oral explanation of the achievement of students when they perform certain activities, especially the inevitable need to have a written assessment of the achievements. The impact of feedback is different for different students, and because of that the teacher has to know the individual characteristics of each student. For students who are capable and solid, well-chosen reprimand influences better, rather than some praise, because to them it will cause a feeling which they would want to free themselves of, while for the student who is diligent, but with more average capabilities messages which express praise, approval and so on will be used. Also, the teacher should be careful especially with students who are introvert, support them with praise and awards in order to gain confidence in their capabilities, and thus, to avoid punishment and reprimands which, in case of failure the self-esteem of the student is threatened. Students who are feared that will have a repeated failure may never show activity in learning and in the long term they can form a complex of inferiority. Therefore, introvert students should be supported by positive comments because in that way their confidence in their abilities grows stronger and they are given the opportunity for self-assertion. With this approach, students who demonstrate a solid

success should be distinguished, and especially confidence to be expressed in students who are withdrawn, as well as in students who show less satisfactory results in order to develop and strengthen the awareness of their capabilities, and in others the belief that they can do better. Precisely because of this, communication with students should be individualized and measured for each student and teacher's feedback should be given to each student in continuity.

For the communication in the classroom the fact which suggests that students evaluate different feedback from different teachers is a very important, that depends largely on the authority of the teacher, based on his competence, his attitude toward students (respect for their personality, knowledge of their needs, etc.). In this sense, results from the research conducted by Page about the effects of the comments and the notes about the success of students are very interesting. Paige's comments are classified into the following groups: general observations and comments of teachers, specific comments, no comments. After the first test, students were again tested to determine the influence of the teacher feedback given in the form of comments. Paige stated that the comments which contained general praise and approval increase the success of students during the second test, especially in comparison with the achievements of those students who at the first test were not given any comments on their achievements. Even short comments on the achievements about the first test led to success in the retaking the test using the tests for knowledge.⁶

In the contemporary teaching, feedback provides an intensive interaction between the teacher and the student. In terms of direct and two-way exchange of information, the student with the ways of his/hers responses (by giving an answer to the questions that is directly related to the teaching of the teacher), says how much, if and how well he/she understands the essence of what the object of study is. Thus, effective teaching is one in which the teacher has full insight into the quality of information received, in the effectiveness of its thought processing by the students and in the possibility of purposeful use of such information when acquiring new knowledge, i.e. the ability to successfully resolve different school and life problems. Managing a complex system such as teaching is not possible without the continued exchange of information between teacher and students. In both cases the reporting functions of feedback indicates the accuracy, quality and durability of the acquired knowledge. Feedback is an integral and comprehensive segment of the system of communication connection.

With the help of the two-directional feedback, both teacher and student direct their action toward a common goal. In the teaching process feedback should be permanent, corrective, timely, specific and fully understandable for both students and the teacher, because through it, the subjects in the communication are kept informed about the work, about the correctness of the chosen route and about joint achievement.

3. SCHOOL CLIMATE AS A FACTOR FOR SUCCESSFUL COMMUNICATION

School climate has a favorable impact on the establishment of successful communication in the classroom. School climate is defined as a tendency, a behavior that prevails. It is the result of the use of certain procedures in communicating with students, of the application of rewards and penalties, etc. of cooperation. The climate in the classroom consists of four dimensions

v. ⁶ Џорџевич, Б. (2004). Претпоставке за успешне комуникације и примена медија у савременој настави, во: *Комуникација и медији у савременој настави*, Учитељски факултет у Јагодину, Јагодина, 79-80.

including: the emotional atmosphere that involves warmth and support, mutual acceptance, empathy between the participants in teaching etc.; social atmosphere that includes supporting and respecting the ideas and opinions, tolerance, relationships of equality, rights and decision-making taking initiatives and etc., teacher-student interaction from which the nature of communication depends; and competitive atmosphere or an atmosphere of cooperation⁷ (above, the advantages of cooperative work and the opportunity for successful communication in groups within the department were already pointed out).

In creating the climate in the class, major roles have:

- Personality of the teacher - competency, vocational readiness, developed emphatic ability and knowledge of pedagogical and psychological issues should enable the teacher to choose the most appropriate methods of work, to promote collaborative work with the affirmation of human relationships and with respect to individual students, provide self-realization of their personality, etc. Above all, the personality of the teacher should be marked by the following features: reliability, openness and honesty, tolerance, inclement to justice, etc.;
- His knowledge about that which behavior gives good educational outcomes and his skills and knowledge to achieve optimal educational outcomes;
- His/hers personal philosophy about what educational goals he want to achieve with their work.

Emotional atmosphere. The creation of a positive psychological climate in the classroom is one of the important conditions and criteria for successful communication between the teacher and the student. It has been established that the good relations in the classroom depend on the abilities of the teacher to establish a good relationship with students, accepting them emotionally as well as its ability to be able to understand the needs and problems of all students. The good climate in the classroom and in the school depends on the nature of the relationships between the students. Acceptance of the students on the part of the teachers is important but does not represent a sufficient condition for their adjustment in school. Students also need acceptance by their peers. Studies show that self-actualization and acceptance by others are closely linked. Personal qualities of the teacher, his schemes and values and his temper, to a large extent determine the quality of the experience that students acquire in the classroom.⁸

Social atmosphere. The social climate in the class is created by the general atmosphere that reigns in the school and depends on the way the whole organization works and the way teachers communicate with each other. It should be borne in mind that the climate in the classroom and communication that takes place in the same are the most important factor in the socialization of the students in the school. It should be emphasized that the good climate in the classroom is the result of conscious efforts on the part of the teacher and the students. Researches indicate that

vi. ⁷ Andrilovic, V. – Cudina, M. (1985). *Psihologija ucenja i nastave*, Skolska knjiga, Zagreb, 133.

vii. ⁸ Џорџевич, Б. (2004). Претпоставке за успешне комуникације и примена медија у савременој настави, во: *Комуникација и медији у савременој настави*, Учитељски факултет у Јагодину, Јагодина, 81.

teacher behavior reflects the behavior of the members of the class. For example, the dominant behavior of the teacher is seen among members of the class.

Established social relations, teacher-student⁹, teacher (lecturer), auditorium¹⁰, teacher-group¹¹, teacher - teaching aids – student¹², indicate the nature of communion, communication and mutual interaction between teacher and students in teaching and knowledge of these relations will depend the successful communication.

Models of teaching as factors for successful communication. The implementation of the curriculum for teachers is particularly important to make a proper choice of methods of work. There are seventeen instructional methods or models of teaching that are grouped into four categories:

- i. Models of information-processing orientation;
- ii. Oriented models of social interaction;
- iii. Models oriented personality;
- iv. Models oriented toward behavior modification.

According to B. Dzordzevik, when it comes to communicating with students the first two models are important. The first model actually aims at the intellectual development of students, and here the deductive-inductive processes, solving problems, and concept formation are applied. The model of social orientation covers methods that enable students for cooperative work.

viii. ⁹ In this type of social relations pedagogical communication in couples is dominating. Suitable form for establishing a communication interaction in pairs between two people who can greatly take emphatic attitudes toward one another. Due to the immediate vicinity of the characters in the interaction messages that are sent include verbal and nonverbal stimuli. Face to face contact provides strong and effective feedback in this type of relationship and the teacher should strive as much as possible to establish contact with each pupil, including active in teaching. Thus the teacher promotes the communication.

ix. ¹⁰ This type of social relations refer to situations where the instructor (teacher) addresses a number of listeners (students) to provide materials, instructions, information, education. It is direct communication, is still present in the primary, secondary and higher education in which audience is the class / group when the teacher and the students listen. In this case the ability of teachers to introduce the motives and personality of students is limited, lacking clear and timely feedback from students and so on. It is clear that this kind of social relations and communication limit and no welcome in the educational process.

¹¹ These types of social relations are characterized by communication, and multi-way, between the teacher and a group of students. The communication group is less successful in communicating pairs. Feedback is weaker, and the possibility of taking emphatic attitudes is difficult. The division of the class into groups is particularly important for teachers to develop cooperation and unity among members of the group to no superior and inferior students and to avoid dissent and dissatisfaction. So, the teacher must be careful about equal activity of students in the group, their acceptance by the group and their participation in performing tasks and to react immediately if they notice a certain authority or subordination.

x. ¹² Today, the application of technological resources and the role of mass media are more prevalent in the classroom. Modern technical means allow students to independently learn, discover and explore, and the teacher, thus, gives instructions and proper guidance, encourages, corrects and controls communication on the relation student-media-student. The application of new educational technology makes communication much more diverse and teaching more complicated.

Within these models, discussion with students has a special place and meaning. It is about communication methods that require face to face interaction when a student is addressing another, corresponding to this address, and then discussions that include the other students. The teacher usually follows the interaction, has the role of initiator and gives final conclusions. The method of discussion is desirable for acquiring experience in mutual communication, to develop skills in critical thinking, exchange of assessments, ideas and arguments, to develop capacity for listening and hearing, etc. It should be noted that through this method information is transmitted slower than in classical teaching, and therefore discussion with students should apply in certain situations, usually in combination with other teaching methods.

From the above mentioned factors, the success of communication that is the basis for improving student achievement largely depends on the teaching process. To fulfill its function of real institutions, schools must continually promote and improve communication between all involved segments.

4. COMMUNICATION BETWEEN TEACHER AND STUDENTS - ASPECTS

For a success in the communication it is necessary to meet conditions that are associated not only with the nature of the contents that are known, but also with the nature of the relationship between the communicators. Communication between the teacher and the students should be devised and implemented in accordance with the fundamental principles of upbringing and education activities, the general principles of successful communication, and the teacher as an experienced and competent professional person should provide good interactive-communication environment. The sequel will give the highlighted aspects of which depends the successful communication between teacher and students.

- From the content point of view one of the most important aspects of communication is giving the same meaning to words that carry the content. Messages sent by the teacher should respond to the opportunities and the signs that students have. Difficulties arise when different words are used for the same meaning, and use the same words that are given with different meaning.
- The message, the information that the teacher sends should be based pedagogically, clearly articulated and pronounced correctly, and it means to be unambiguous, precise, understandable, not to lead to doubts, confusion, misunderstanding and negative reactions among students.
- In order to establish a good communicational link, good interpersonal relations between teacher and student is required. But immediately the question arises: which relationship actually is really good? Good relationship between teachers and students do not preclude conflict situations, but on the contrary, a good relationship creates an opportunity for the emergence of conflicts. Accordingly, good interpersonal relationship is one in which there are no conflicts, but one that resolves conflicts in an adequate manner.
- Developed emphatic ability of the teacher is one of the conditions necessary for establishing successful communication, i.e. thus the teacher develops empathy with their students, and he/she manages to reveal their motives and provides them optimum satisfaction.

- The teacher should allow students to experience success in learning, because success leads to success, while curriculum material should be adjusted to individual abilities and opportunities of each student. Thus students are self-asserted and are given the opportunity to affirm their capabilities. With that, the teacher contributes to the continuous improvement of student's achievement.
- The communication of the teacher with his/hers students must be articulated pedagogically and highly ethical. The teacher, thus, should avoid a strictly formal, official, frosty relationship and relationship of indifference. Pedagogical relationship is a productive relationship, through which the student accepts and understands and respects his personality.
- Mutual trust is crucial for the communication between teacher and student to be successful. Without mutual trust there is no real between human relationships and consequently, when trust is absent, we cannot speak of human communication.
- Incentives, commitment, understanding and interest in the problems, achievements, progress, development, the fate and future of the student and the student's acceptance as an equal partner in communication, particularly with respect to his needs, thoughts, feelings, interests, values and etc., contribute for the quality of communication.

CONCLUSIONS

The educational process is a complex process which is essentially determined by communication between the participants in it. Communication lies at the basis of interpersonal relationships that are established in school, at the basis of students' achievement, and hence in the absence of an atmosphere in which there are good relationships between teachers and students, the ability to influence the formation and development of the personality of the students is hampered and its overall progress, and the ability to improve the student's achievements. Therefore, the problem of successful and effective communication in teaching is a problem whose essential good knowledge depends on the objectives and tasks of modern education.

In this sense, the teacher is the basic and very important factor in achieving successful communication in teaching and his personality, competence, professionalism and motivation depend on the initiation and design of successful communication with students, which in turn, contributes to a continuous improvement of the students' achievement. The teacher is a key figure and a major factor in their personal contacts, established interaction, creation of appropriate social and emotional climate in the classroom, with proper choice of curriculum and its didactic-methodical modeling, with appropriate and effective assessment and quality feedback, with their intellectual and moral abilities, maturity and worldview, with its developed emphatic ability and relationship of trust and understanding, touched each student, providing, thus, optimal development and the formation of his personality (physical, intellectual, social, moral...).

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