

СОЦІАЛЬНІ КОМУНІКАЦІЇ В ПЕДАГОГІЧНІЙ ПРАКТИЦІ**Msc Olga Zorić***„Dositej“ Academy, Belgrade, Serbia***Dr Hatidža Beriša***University of Deffence, National Deffence School, Belgrade, Serbia***Dr Milenko Dželetović¹***University of Belgrade, Faculty of Deffence, Belgrade, Serbia***Dr Mile Rakić²***Institut za političke studije, Univerzitet Beograd, Serbia*

UDC 007 : 304 : 004.9

**COMMUNICOLOGY
IN SOCIAL-PEDAGOGICAL PRACTICE**

Pedagogical communication can be distinguished from the overall communication practice of man in essential, teleological, functional and formal sense by noting the peculiarities of the communication situation and the communication act inherent in the educational process, teaching and learning, bearing in mind that education, which forms the basis of education, in addition to socio-generational (transferring knowledge from generation to generation) and individual aspect (personality development), is also determined by the interaction-communication aspect. The essence of education is part of interpersonal relationships that can not be realized beyond communication interaction, as the primary human relationship and the basic element (apart from the work) of the social structure. It is this interactive communication aspect that leads us to regard education and education as the most conclusive activity in which social and individual laws are broken, on the basis of which it is only possible to achieve the socio-historical and pedagogical goals of education. This is the most important reason why this special university discipline, the science of information and communication, finds its place precisely in the interweaving of all these thoughts, in an effort to unify all questions and concerns, as well as the general and specific methodologies taken together in its unique subject framework, it can not establish it differently than as an interdisciplinary science that uses knowledge of pedagogy, psychology, sociology, philosophy and other sciences, and in the first place communication.

Key words: *Communicology, social pedagogy, education*

Introduction

Without understanding the communication interaction, communication situation and communication rhythms of subjects of pedagogical communication, it is not possible to design general and special didactics / methodologies as the most important pedagogical scientific and subject disciplines in which social and individual aspects are operationalized by concrete procedures, forms of work, methods and teaching means / education, in no way different than in some form of communication practice.

There are several arguments that can easily prove the claim that communication is an essential scientific and subject discipline in the perception, planning and organization of every contemporary pedagogical (didactic / methodical) study.

The organization and implementation of systematic education and upbringing has its own basis - communication. There is no education in any form or school as a social institution, or teaching and learning as a content of the educational process, outside of communication, or some form of communication practice. This fact, as well as the very approach to the study of successful communication in the processes of education has so much gained in the importance of contemporary society that the necessity of constituting communication as a scientific discipline has matured in the world and in accepting its necessity in complementing the complete pedagogical approach.

Deeper study of communication processes in the systems of modern education and upbringing led to the recognition of all their specificities, which leads to segmentation and further analysis of a special form of communication, called - pedagogical communication. Transferring, communicating, presenting, receiving, in word

messaging, as well as establishing relationships, communication, means and ways of working among participants in educational process. Within the frames of the study of this specific form of communication, great help is gained by additional engagement of interpersonal communication.

Interpersonal communication is a contemporary scientific discipline dealing with the problems of interpersonal communication. Its task is to study face-to-face communication within smaller primary groups as a direct and proximate exchange of information. It represents a relatively young scientific discipline that has its origins in the research and work of several expert groups and research centers, the most famous of which is the Palo Alto Group.

This form of communication deals with problems and ways of communicative relationships in the family, school, enterprise, small or larger societies, in all important social systems. It should be distinguished from mass, media, public, journalistic and political communication that deals with secondary and indirect communications. In our country this scientific discipline is only in its beginning, while in developed countries interpersonal communication is widely applied in areas of counseling, treatment, pedagogy, management and politics.

1. Communication process

Generally speaking, the communication process consists of 4 basic elements: sender, message, message recipient and context.

Each communication has its own **expressive component** (the communication of what is already there) and the **influential component** (achieving the non-existent one). If the conversation does not have both components, it does not serve the purpose. This particularly applies to communication in education systems where this form represents the basis of a communicative relationship.

Every interview in the education institution (hereinafter: school) between the teacher / professor (hereinafter: the professor) and the pupil / student (hereinafter: the student) must have the appropriate:

- **syntax** (word order),
- **semantics** (recognition of the meaning of the word) and
- **pragmatics** (reality of the message in reality) so that students can hear, understand and realize sent messages.

Communication can be verbal and non-verbal, content and related, congruent and incongruent. This means that there is no direct relationship / encounter without communication, which is the first communication axiom.

The conversation in the school has its own content, that is, a personal and influential dimension. In each conversation with a student, professors present some content, define relationships, discover themselves and influence the student. Educational-upbringing messages, as information, must be accompanied by personal conviction, contact and appeal requests. Accordingly, we distinguish informative, personal, contact and appeal communication.

Communication is successful if the intention, thought, and spoken message of the sender corresponds to the message received by the recipient. Only when the recipient of the message is interpreted and understood in exactly the right way, it acts on him and his behavior. Metacommunication, i.e. communication about our communication and communication feedback, i.e. by mutual feedback exchange, we get a thorough knowledge of what actually happens in the current communication. Harmonizing the sent and received messages during the conversation between professors and students, the basic task of successful conversation at school.

At the highest level, social competence represents efficiency in social interactions. Efficiency is considered an organized behavioral system aimed at achieving goals (short-term and long-term) in students. The following table presents the basic objectives of social interaction between lecturers and students, and the level of competencies of the trainers needed to achieve those goals.

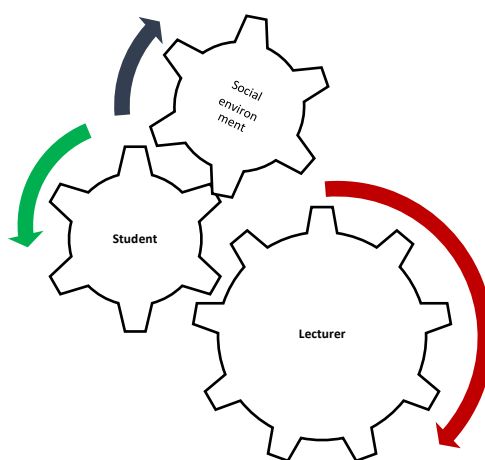
№	GOAL	COMPETEN CE LEVEL
1.	Transfer to the student certain social skills and skills that will enable him to take an active role in social and cultural life	1
2.	Emphasize the student's social understanding	1
3.	Build students' socially acceptable forms of behavior	1
4.	Enable him/her to establish and maintain satisfying relationships with other people	1
5.	Teach students to meet their own needs in a socially acceptable way	1
6.	Encourage students to accept their responsibilities	1
7.	Develop students' ability to empathic communication	2
8.	Help the student develop self-confidence	2
9.	Enable students to respond appropriately to frustration, violence, stress	2

10.	Develop the ability to regulate emotions	3
11.	Develop students' new way of perceiving certain situations	3

Table 1: Basic goals of social interaction between lecturers and pupils
Agenda: Level of competence 1-satisfactory 2-good 3-very high

A satisfactory level of competence involves basic knowledge of the pedagogical process and the essence of an interactive relationship between lecturers and students. A good level of competence refers to a good knowledge of the pedagogical process, communicology and the ability to suggestively influence the student, or to be able to exercise authority with knowledge and skills. A very high level of competence involves additional teacher education, which implies excellent knowledge of psychology, communication and suggestive knowledge transfer techniques.

In contemporary conditions of the educational-teaching process, communication is also understood as a process of social-psychological interaction between lecturers and students, exchange (transmission) of data, information, messages, ideas, etc. in order to transfer knowledge, but also to cause certain effects, that is, influence the behavior of students in terms of adapting to new social and cultural norms dictated by modern society.



Picture 1: The process of social-psychological interaction between lecturers and pupils

2. Verbal and non-verbal conversation

During communication many things are assumed and distorted. In order to make everyday communication comprehensible and successful, we need to be concretized, omitted to supplement, and check subjective prejudices.

Imprecated professors constantly complement themselves, they leave out much and distort much. Their messages are impersonal, apersonal, full of unverified opinions and unacceptable assumptions that distort reality. For them, reality is what they think and presume, not what really happens around them and in them.

The appointed professors are concrete, constantly complement their messages and check their opinions with students. They do not distort opinions and allow for exceptions and limitations. They communicate personally. Talk to students and not just to class. They do not have students about their opinions, but they modify, complement and adapt them with their own and their reality together with them.

Nonverbal communication consists of:

- *Body behavior* (posture, orientation, body movements when sitting, walking and laying);
- *Eye contact* (gaze, pupils, eye muscles);
- *Voice behavior* (speed, rhythm, color and voice strength, articulation, melody, clarity);
- *touching, clothing, spatial and temporal behavior* (intimate, personal and public during contact);
- *External context* (external circumstances during communication).

Nonverbal communication confirms, negates, changes and values the meaning of spoken, reveals the particularity of the one we are talking with, defines relationships and attitudes during the conversation, determines the degree of influence and effectiveness of the spoken message.

The secret of the success of interpersonal communication consists in the mutual alignment of verbal and non-verbal messages. This process of harmonization of our communication consists of three steps: identification and recognition of non-verbal messages, metacommunication about non-verbal communication and mutual alignment of non-compliance.

3. Content and relationships during communication

The fate of the content of the sent message essentially depends on the relationship between the sender and the recipient of the message and the message itself. These relationships strengthen, weaken or void the impact of the message content on its recipients. A deeper analysis of these relationships in education and training systems gives us further division into three levels:

1. Relations with the content of education and training (negative, positive and indefinite);
2. Relations between professors and students (rejecting, accepting, ignoring);
3. Relations between professors (opposing, cooperating and disproportionate).

Rationality or incomprehensibility are essential elements of interpersonal communication. Understanding makes quality and successful communication possible. The incidents of incomprehensibility can be the complexity and difficult comprehension of certain content, the ignorance and inability of comprehensible communication, the need for an individual to conceal his ignorance and insecurity, or a conscious or unconscious desire to remain incomprehensible.

Communication can be:

- mutually rival (interlocutors openly interact with each other);
- fixed together with each other (openly suppressed);
- conducting each other secretly and concealingly; and
- mutually flexible and complementary (fairly and openly complementary).

Depending on the situation in which the interpersonal communication between professors and students takes place, we can distinguish:

- mutual rival process of education and upbringing;
- mutual positional fixed process of education and upbringing; and
- mutually complementing the process of education and upbringing.

When communication is needed for a long time, account must be taken of essential elements of communication comfort.

- Continuous communication is the right to the similarity and difference of opinion.
- Spatial communication comfort signifies the right distance to all participants in the communication.
- Time communication is the right of all participants to determine their own beginning and end, and the duration of the broadcasters.
- Working communication comfort, the right of participants to activity or passivity in communication.
- Emotional communication is a personal choice of m, era of satisfaction and frustration during the conversation.

In the relationship between professors and students, there must be communication comfort. Only comfortable education and upbringing enable the actual development of students and professors.

4. Personal and psychological aspects of the conversation

ME, YOU, US AND APERSONAL MESSAGES

By you-messages, us-messages and apersonal messages, we attack others or distance ourselves from the desired communication. Only me-messages can develop real personal contact and dialogue.

We can express our own feelings, needs and desires both verbally and non-verbally (directly, indirectly, or dishonestly). On the way of expressing one's own feelings, needs and desires, success and satisfaction or failure and frustration over communication are dependent. It is not uncommon for professors and students to express their feelings, needs, and desires in communication within the school. In view of this communication problem, we distinguish the suppressive, verbally direct, verbally indirect and insincere professors.

In mutual relations and communication, we observe ourselves selectively, we subjectively interpret and unconsciously complement, distort. The only way to clear and understandable communication is to constantly check

messages using metacommunication. Teachers also selectively observe their students, subjectively interpret and often uncritically distort.

By applying scientific psychological methods to the problem of interpersonal communication, in it we can notice a mutual game of conscious and unconscious, rational and irrational, deliberate and unintentional, psychological and social within us. Here we can distinguish simply complementary, cross-conflict, unilateral manipulative and mutual manipulative communication.

The non-conflict school is a utopia, and only in such a school, professors are ideally complementary and adapting to each other. The conflict school is closer to reality, and interactions between professors and students are crossing. A one-sided manipulative school is ruined, inhuman and anti-sarcastic, and the mutual manipulative school is pseudo-humanistic and pseudo-democratic, educated poorly.

Fear of conversation is most often at the level of the irrational, unconscious in us. Fear of communication with others can be:

- narcissistic (not to discover themselves);
- transferring (not to reveal suppressed in themselves); and
- paranoid (not to discover the enemy in another).

In schools, there is a narcissistic fear of the professor, the transferable fear of the student, and paranoid fear, both with professors and students.

Defensive mechanisms protect us from direct confrontation with reality in ourselves and around us. We distinguish the suppressive, negating, primeval, supra-emphasizing, auto-conversive, moving, sublimating, inflammatory, imitating and rationalizing communication.

5. Feedback, listening and talking about the conversation

We distinguish feedback on the content of the message, the interlocutor, the relationships among the interlocutors, their relationship to the content of the message, and those that speak about the impact of the message on the interlocutors. Feedback can be sought, received, and given during communication. School feedback is extremely important in relation to the attitudes and attitudes towards the content of educational and educational messages.

In communication, we use a better or worse form of communication "feedback". The better form is verbal, positive, adapted to the interlocutor, concrete, descriptive, clear, objectively real, complete and direct, immediate, honest, timely, informative, constructive, benevolent, usable, permissible, contactable, both sides.

6. Conversation ways and styles

According to the division introduced by Friedman Schulz von Thun³, we distinguish eight ways of communicating:

1. *Seeking help* - expressing your own helplessness and verbalising the need for help;
2. *Providing help* - finding out your own strength, giving information to the interlocutor that it is weak and offering help;
3. *Dismantling yourself* - claiming that we are none and nigger, looking for instructions from others;
4. *Aggression and disadvantage of others* - putting themselves at the forefront, the injustice to the interlocutor and the claim that the ignorant;
5. *Confirmation of ourselves* - we declare ourselves a person with no faults and we try to force our interlocutors to recognize our superiority;
6. *Controlling the other* - we say to the interlocutor that we only know how and what to do;
7. *Distancing yourself* - excluding from the content of the conversation;
8. *Superficial jolly of others* – we call ourselves an entertainer who draws attention to himself.

Another, very significant division of the way we behave and how we communicate with others gives us 6 basic styles of direct interpersonal communication:

1. *Communication dependent on others* - interchangeable and self-assertive, non-creative;
2. *Communication directed against others* - accusatory rigorously controlled, aggressive and defamatory;

³Friedman Schulz von Thun, (2014): *How we talk*, Laguna, Belgrade, pp.17.

3. *Communication guided by others* - more mildly controlling, helpful and protective, directed to counseling others;

4. *Superficial communication among others* - everyday, conventional, relaxing (chattering);

5. *Communication distancing from others* - rational, analytical, investigative, apersonal communication;

6. *Communication with others* - open, centered, democratic and quality, creative, mutual, honest and free⁴.

In general, communicology and, in particular, pedagogical communication, are still insufficiently formed in the scientific discipline. The reason is in the complexity of interpersonal relationships, which are, in their entirety, reflected on processes and relationships among participants in pedagogical processes. Digital society, multimedia environment, constant changes in family and other social relations and processes, and additionally complicate the completion of the scientific silabus of pedagogical communication as well as communication in general. For all these reasons, but also because of the obvious conclusion that communication is the basis of every transfer of knowledge and understanding, one of the goals of contemporary pedagogical work is, of course, a lot of communion with communication methods and their targeted application in educational systems.

7. Pedagogical communication situation

A series of communication situations are predominantly determined by the subjects of communication, the whole of the social context in which communication actions occur, the symbolic system within which information is encoded in messages and the characteristics and specifics of the media through which the exchange of messages is achieved.

Pedagogical communication is specific to all elements of the communication situation, primarily to the subjects of communication and the social context. To a lesser extent, it is profiled by the symbolic systems used in it and the media through which it is realized, because both symbolic systems and media are not immanent only in pedagogical communication, but certain specificity arises from the pronounced selective, that is, didactic use and the use of symbolic systems and media⁵.

Until the substitution of social roles between teachers and students, despite the possible and pedagogically desirable reciprocity of communication roles, the sender-recipient of the message never comes, whether it is about communicating ex cathedra, interpersonal or media-mediated communication (say, internal television), because such inversion jeopardized the ontological assumptions of the educational process based on a distinctly different, first and foremost, cognitive, but also perceptive, conative, emotional ... potentials of teachers and students. Therefore, regardless of the degree to which educational and educational activities are carried out, full reciprocity can never be represented because, according to the nature of that relationship, the educator is superior and the educator is in a subordinate position.⁶

When we speak in a social context, pedagogical communication, as a rule, occurs or is connected with a social institution whose purpose is education and upbringing. It is, of course, about the school at all levels of its organization, from preschool to college.

Attachment to certain social groups, both in the widest social environment, and in the school itself, also directly affects the pedagogical communication situation. Classical membership of (not) enables the attendance of certain schools, public or private, and the content of curricula, the quality of teaching staff, norms of behavior and vertical mobility are fundamentally different in these schools, and thus directly form the pedagogical communication situation. Namely, they communicate totally different in elite US colleges and public schools in Harlem. This, of course, also applies to the whole of the political order in one country, because while in countries of real-socialism, education at all levels (either) is accessible to everyone and free (in education, this type of political society has achieved the best results, from the eradication of illiteracy - up to epochal scientific discoveries), in capitalist societies, even the most developed, richest and most liberal, this is not the case. Therefore, having in mind the subjects of communication and the functioning of the factors that exclude the social context, from the school as a social institution deeply immersed in social fabric, through various forms of social consciousness, to the political system, one can conclude that the pedagogical communication situation is necessarily unequal in the teacher's relation - student, previously socially

⁴ Novaković, D., Matijašević, M., Zorić O., (2017): *Social deviations*, Sven, Niš, pp 114.

⁵ Jovanović, B. (2004): "Pedagogical communication", In: *Communication and media*, Faculty of Pedagogy in Jagodina, Institute for pedagogical research in Belgrade, pp. 266-279

⁶ Cvetanović, B. (2002): *Communication in class*, Class and upbringing, Belgrade

framed, i.e. normed in ideological / ideological terms, strongly formalized in interaction and teleologically clearly motivated by socially determined pedagogical goals of the educational process.

Of the symbolic systems, special importance in pedagogical communication, since they are immanent education, have systems based on null - taxonomic and algorithmic codes. "Scientific codes correspond to two major functions: classification and computation. Hence two large types: taxonomic and algorithmic or operational. ".⁷

Finally, the pedagogical communication situation is shaped by the media through which communication acts are performed. For centuries, the dominant secondary medium used in education was a book / textbook, firstly a manuscript, and then, from Gutenberg's epochal discovery in the mid-15th century, and a printed book. Today, in the educational process, a whole range of different media is used in the educational process, to the most sophisticated (electronic book, computer, multimedia computer network), which is completely wrong, in the etymological and ontological terms, called 'education technology'.

Conclusion

Social-pedagogical communication, as a special university discipline, represents an interdisciplinary science of information and communication, drawing on the knowledge of pedagogy, psychology, sociology, philosophy and other sciences, and in the first place communication. Bearing in mind the subjects of communication and the functioning of the factors deriving from the social context, from school to political system, one can conclude that the pedagogical communication situation is a very complex process that requires permanent observation, action and improvement. It is an interactive process that depends on many factors, especially the norms that govern within a social environment, but also many other factors, among which are technical and technological means, in particular information communication technologies that make up a significant corpus of communication tools of today. From all, the only specific, most important specificities of the pedagogical communication situation and the determinants that distinguish it from the whole of the communication practice of man, derive a series of specifics of the pedagogical communicarian act - the mere exchange of messages between the lecturer and the listener, that is, the professor and the student, which is realized as a continuum of communication ranks in time. The importance of the study of social pedagogical communication is reflected, among other things, in the fact that by studying this social phenomenon we reveal the phenomenology of human communication, and thus we are highlighting the field of interpersonal relations and the human essence.

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Подано до редакції – 16.10.2018

Рецензовано – 07.02.2019

Прийнято до друку – 08.02.2019



⁷Zorić, Olga (2017): *Social pedagogy*, KIB, Niš, pp.86.