

The roles of educational communication in light of the competency approach

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Abstract:

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. Therefore, it is necessary to clarify the roles of communication in the teaching and learning process for both the teacher and the learner alike, and this is the subject of this scientific paper.

Keywords: pedagogy; educational; Teacher; competency

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1. Introduction:

Pedagogical communication is a deliberate rather than an arbitrary activity, its parameters are defined by the formative institution, the supporting institutions, and those working in its framework, whether teachers, administrators, guardians, or others, with which it shares the formative objectives, as well as its mechanisms, content, objectives, and environment, under a collaborative and interactive approach. It adopts the results of scientific research in the fields of communication, education, and sociology in particular, and developments in other neighboring fields in general, taking into account the particular time, place, and environmental conditions in which this activity takes place.

In this sense, pedagogic communication extends its concept to various and diverse directions, including the activity of large sectors of State and societal institutions, which are related in one way or another to building the human being, and the desire to develop his mental, emotional and normative abilities, and in all sectors interested in education. Whether in the field of information, media, education, administration or relations.

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 (Alaa Eddin Ahmed Kafei, Hanaa



Morsi Gamal Eddin, and others). 2008, p. 85)

It is also known that what is related to activating the role of the administration, strengthening its internal administrative links, and achieving a high degree of understanding and interaction among the employees in the formative institution, and between the higher and lower levels of the administrative hierarchy, in a way that ensures unity of perception, speed of achievement, and work according to the same team approach. It also achieves a higher capacity in managing the formative institution and activating its role in leading its activities. (Harith Abboud, 2009, p. 69)

In other words, pedagogical communication is not random, but has its planned and underlined objectives, as the lines of it are determined by the educational institution, and all those who have a hand in the educational process, from teachers, and administrators to the parents of the student, participate in the communication process, and everything follows a pattern and a method that everyone participates in activating.

It is the means of direct and indirect connection and interaction between the educational institution (the school) and the society in which it is located, and it performs a basic function in it, which is the educational function, in addition to establishing positive relations with it. (Nasrallah Omar Abdel Rahim, 2001, p. 251)

Based on this relatively brief introduction to the concept of the



pedagogical communication process, one can conclude the essence of pedagogical communication for any pedagogical or educational process. The practical behaviors of educational communication in its modern, interactive, comprehensive, and integrated sense cannot be materially in the desired way unless a comprehensive educational philosophy supports it.

Therefore, we wanted from this introduction to clarify a basic idea that communication in the modern learning process requires a comprehensive conception of the range of philosophies, requirements, spaces, and physical, cognitive, and skill capabilities that ensure an educational pedagogical understanding and practice that truly and practically embodies the concept of modern educational communication and interaction or what is called Pedagogy Competencies.

Before we clarify the concept of educational communication and educational roles in modern education, we illustrate the beginning of the concept of this approach, and the competencies, which underlie the concept of modern education and learning.

2. The concept of educational communication and the approach to competencies

2.1 Approach concept

The approach to teaching means: The theoretical rule, which consists of a set of principles on which to develop a curriculum, as

well as the choice of teaching and learning strategies (Dear Abdulsalam, 2003, p. 147)

2.2 Competency concept

Various definitions of competency include:

- Lowe Dano's definition: Competence is a set of sociological and emotional behaviors and motor-sense skills that allow proper exercise in their role, function, or activity.
- Logender definition: The set of knowledge and skills that enable one or several tasks to be properly accomplished
- Jude definition: The applicability of the fundamental principles and techniques of a given field material in practical situations (Hajji Saad Amna, 2014, p. 73)

2.3 The Competency approach concept

A pedagogy principle that seeks to develop and control the competencies of learners when facing challenges in different positions.

This approach does not contradict classical pedagogy, but it confirms the objectives that take into account the development of school and society, and this means that the main goal of this modern pedagogical endeavor is to prepare learners to respond to the high work based on professional competence required by the job, unlike the previous school. It sought to teach knowledge to be crowned with certificates based on which employment would be carried out at the

expense of the profession and its control.

The previous conventional approach aimed to analyze the needs and identify the types of capabilities and knowledge required when carrying out some tasks with the competency-based approach, aimed at identifying the results that demonstrate effective implementation of the tasks (Arabic Mahmoud, 2010, p. 81).

On this conceptual basis, the difference between classical pedagogy (objectives) and modern pedagogy (competencies) makes clear the need to stand by the approaches to the educational roles on which communication and educational interaction must be based, which is the essence of the educational process, and the basis of success or failure that this approach achieves in the pedagogical and educational situation.

Before we address the most important bases that should be enumerated and understood and work to find and implement the way and pedagogical methods that ensure that they are implemented to make the most of their results, we must first know the characteristics that should distinguish the embodiment of efficiency. In other words, the new pedagogical mode of modern communication has achieved what it has done to achieve.

2.4 Educational Communication concept

This includes the most important aspect of pedagogical communication, which is related to the educational process, where it is

concerned with activating the communication activity to achieve a learning situation that is characterized by a high degree of interaction between the student and his teacher, or between the student and his colleagues, to achieve the learning goals exclusively. This type of communication concerns the formulation of educational attitudes, testing, and the selection, or design, and operation of available educational systems. (Harith Abboud, 2009, pp. 68-69).

In this sense, to realize the educational communication role that allows for the acquisition of competence in the light of the educational situation requires clear knowledge and control of the characteristics of the results and outputs of education, which are represented in the graduation or the creation of an efficient framework, which refers us to the need to adjust the characteristics of competence.

3. Competency characteristics

Competency has a range of features:

3.1 Recruit and employ a range of resources

Competence requires exploiting a range of different possibilities and resources, diverse scientific knowledge and actual knowledge, behavioral capabilities, and skills, which are often the characteristic of inclusion.

3.2 Final Objective

The use of resources is not incidental but serves a useful social

function that is meaningful to the learner, that is, the various resources are used to accomplish a job or to solve a problem in his school life or his daily life

3.3 Link to a range of positions

Positions are single-domain since competence can only be understood or defined by positions employed. Although it is possible to convert a unit that may be related to multiple resources, that is to say, to the learner's development, it requires the control of several materials to be gained.

3.4 Assessment Ability

Competence can be measured by the quality of the work done by the learner, and the quality of the output produced even if not accurately, so that measures are determined, e.g. is the output produced by the learner qualitative? Did he respond to what he was asked to do?

In addition, it can be assessed by the practical quality of the teacher, regardless of the results, by judging the speed at which the process is completed. (Atallah Ahmed et al., 2009, p. 50)

The teacher and the learner's understanding of the characteristics of the learning outcomes, the position and the level at which the learning outcomes should be, is the first basis that will determine the nature of the communication and interaction structures in the educational and educational situation, which will be explained

in more detail in the subsequent elements.

4. The objectives of the competency approach

This approach as a concept and approach to the organization of the learning process serves to achieve a range of objectives, including:

A—allow the learner to demonstrate their potential and abilities to express themselves

Training on thinking competencies and linking knowledge in the same field, deriving from different knowledge fields

C—crystallize the learner's readiness and guide them in directions to suit and facilitate his/her instinct

D—to embody the various competencies he/she has gained from his/her learning in real-world contexts

E—investigating the facts and the accuracy of the investigation, the quality of the research, and the argument of conclusion (Farid Haji, 2005, pages 22-23)

Our setting up of these goals will further clarify what both the teacher and the learner must do during the learning and education process, which is supposed to gain both understanding and willingness to reflect on their roles as expected.

5. Teacher's role in approaching Competencies

By the foregoing, we try to draw out the number of roles

assigned to each of the parties in the learning process, these roles will reflect the typical methods, ways, and mechanisms of communication and interaction that are expected to be understood and therefore performed by each of the parties to the learning process.

The Competency approach is important for the learners by making them central to the learning process, making the role of the teacher different from that of traditional teaching, which has given importance to the teacher and the material. The role of the teacher in approaching competencies is summarized in the following:

- 1- Identifying the pedagogy that makes the learner the center of the learning process by making them carry out activities that are meaningful to them, project delivery, and problem-solving, either individually or collectively
- 2- Motivating learners to work in an active learning manner, to generate motivation for learning and achievement, by entrusting them with a task that fits their pace of work, that is consistent with their tendency and interests
- 3- Developing skills and enacting new trends and behaviors, which require him/her to develop the learner's different cognitive, emotional, kinesthetic, and cognitive abilities... this process may be achieved either individually or collectively
- 4- Giving importance to scientific contents, or the so-called area of learning, to competency by including them as part of what the

learner has done to develop proficiency in all three areas, such as during a project

- 5- Taking into account individual differences, focuses on the learner's activity in the learning process, and must connect education to the learner's life by value in school knowledge to make it usable in different life situations by transforming scientific knowledge into performance knowledge
- 6- Directing them to explore the provisions of the material and to engage them in the responsibility of leading and implementing the learning process
- 7- Assisting the learner in the self-assessment process, so that the learner can modify his prior concepts and gain a scientific way of solving problems that she can experience in his daily life (Nargis Abboud 2009, p. 80.)

6. Role of learner

Given what communication and educational interaction requires in this modern pedagogical approach (competencies), by returning to expected outcomes, and based on the nature of the teacher's role and the learning behaviors expected of the learner, the learner's role is active and effective rather than passive because it involves participation in the learning process, It is not just a recipient of the information received from the instructor:

- Participates in various school activities that help them develop their abilities and improve their skills
- Learns how to learn for himself and tries to assess his/her ability to understand so that he/she is less dependent on the teacher, and can self-learn independently that stays with him/her for life
- To set goals of its own that it aspires to achieve
- Solves the problems he faces scientifically by developing a hypothesis, analyzing data, and making sure that the outcomes are correct and logical
- Is in a continuous search for knowledge and takes all ways to reach it
- Initiates, asks questions, concludes, analyzes, and evaluates results
- Initiates and contributes to determining its scientific path
- Appreciates his experience and works to deepen it and expand its horizons.

In the following component, we identify the type of communication competencies that each of the parties in the educational communication process should have as initial sending and receiving skills.

7. Sender Competencies

- The ability to set the goals of the general and stage communication activity in a clear, accurate, and realistic way,

in a manner that is by the requirements of educational work in the intended field and at the right time

- –The ability to plan and represent the letter to be delivered to the recipient in a form that makes it easier for the recipient to understand and represent it
- Accurate knowledge of the content of the speech and the knowledge, facts, feelings, attitudes, and skills that instill confidence in the recipients, as the confidence of the recipient in the source of communication is essential in determining the extent of its influence and in convincing him of the messages that the caller directs to it
- Providing skills for the use of language tools, symbols, and references used in the formulation of different messages in a manner that is appropriate to the objectives, audience, and the means used.
- To be able to use appropriate means of interest in the formulation of the letter to ensure that the recipient is aware of the message and continues to be interested in the messages submitted to it until the end of the exposure
- The ability to test the most effective means of communication to deliver the message in the best way than the available means, which fit both the capabilities of the sender and the recipient, and the economic potential available

- Mastering the use of the means used to address the audience of recipients, especially those that require high-tech and technical skills such as the fields of radio, television, cinema, computer, and others
- Good familiarity with the variables in which the communication process takes place and the ability to deal with these variables with the flexibility to modify the message as the situation requires (Nargis Abboud, 2009, p. 82-93).
- **8. Recipient adequacy**
- The desire to participate actively in the communication process and provide motivation to receive the messages of the sender within the available cash and by the available means.
- To be able to use the language used by the sender in his messages, including signs, verbal and image symbols, and so on, in order to fully understand their content.
- The ability to use the means through which the sender addresses him such as software, press, or e-mail... because the lack of mastery of the skills of correct reception is a kind of communication disturbance.
- The ability to interact positively with the sender, which results in achieving partnership and providing sufficient motivation to increase the sender by feeding back and sharing thoughts and feelings without hindrance. This is because the sender has only



an opinion or passive reception and has to accept all that comes from the sender without the desire to discuss or engage in a dialog that will enrich the two parties

- It provides the necessary skills to overcome some of the communication barriers in the communication environment, which can be overcome by modifying the communication mechanism and notifying the sender, on time or later, of the new variables to cooperate with him in solving them.
- Provides the desire and skills to participate in the process of producing educational materials for students as part of the learning process (Nargis Abboud, 2009, p. 84)

9. 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.

The school is a social and educational field in which mentalities combine with different specificities, with different social and

educational backgrounds, but it met under the banner of the educational system, with different roles between the teacher and the learner, teachers who were assigned the task of educating and teaching starch, and students who wanted to establish success in their lives through the course of study and learning. The presence of teachers and learners in the school community and within the system makes communication between them an inevitable necessity, the pupils communicate with each other and communicate with their teachers, because communication is the channel through which the educational process passes and without it, there is no education, instruction, or pedagogy. This positive communication must form the solid foundation for any teacher-learner relationship.

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.

The good relationship between the teacher and the learner is not necessarily the norm in our schools but in schools all over the world, where the tense relations between the two parties increase, and this is what we can talk about the disadvantages of each party, which causes the gap between them, and the disagreement between them. Teachers are the best to be an example for pupils, and therefore they must take the initiative to give their pupils an example of good education and



good ethics, so they avoid actions that could cause a negative reaction, and the interest of the pupil should be their primary concern so that their resources seek to inform them of the knowledge, skills and desired behavior. On the other hand, our students are not always in good creation and upbringing, and they may act to upset the teacher who is already ready for anger because of his situation which is not always good and resort to behaviors that aim at offending him.

Thus, the negative attitude between one party provokes the other party to turn the school from an educational field to one of action and reaction and diverts the educational process.

This is why the teacher has to acquire emotional restraint skills and the ability to separate his concerns from his work and his ethical cognitive role. The Department should provide educational areas for the pupil's self-expression, energy, and self-esteem.

10. CONCLUSION

After addressing the most important concepts and requirements of the communication process in the educational learning position within pedagogy competencies This pedagogy is essential for achieving, creating, and graduating a competency framework according to the different capacities of learners, Given the needs of modern education and learning, the most important thing to come out of this discussion of the topic of this intervention is the urgent need for a skills training for both the teacher and the learner in modern

educational communication skills. Noting the reality of pedagogical practices is still clearly lacking in pedagogical practices focused primarily on the effectiveness of the learner and the activation of his communication role in the educational situation knowledge and experience in the pedagogical field is insufficient and combined to meet the requirements of modern pedagogical practice that can produce efficiency without baseline and possibly continuous training to keep pace with the needs of the world of labor and societal space in general.

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