



## STUDENTS/PUPILS COMMUNICATION ACTS AS A NEW WAY OF RESPONDING TO THE PROFESSOR'S TYPES OF COMMUNICATION IN UNIVERSITIES AND HIGH SCHOOLS

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### Abstract

**Problem Statement:** The present research aims to bring to the forth a long debated issue, less approached in practice, regarding the distribution of behavioural acts of pupils and students, which could represent a new manner of instruction and a new answer to the professors' types of communication.

**Purpose of Study:** This research has been undertaken within Physical Education and Sport lessons, on a group of 434 students from the Petroleum-Gas University of Ploiesti, and on a group of 412 pupils from the high schools of Ploiești (206 pupils from "Toma N. Socolescu" from Ploiești, and 206 pupils from the Industrial 1Mai Group, Ploiești).

**Research Methods and techniques.** The research methods and techniques used to address the purpose and research objectives are: bibliographical method; observation method; statistical-mathematical method; graphical method; experimental method.

**Findings:** This paper started from the hypothesis according to which, if within operational projects (and here we refer to the didactic scenario), we anticipate and prepare messages, and then the receptive capacity of pupils/students will increase significantly, as well as the instructive efficiency.

**Conclusions:** The pupil/student must have initiative and take responsibility, value the experience in the learning process. The pupil /the student are the one to respond to the teacher's requests and have to enter into the flow and interaction-oriented action, knowledge, creation. The pupil/student must have initiative and take responsibility, value the experience in the learning process.

**Keywords:** pupils, students, professors, physical education, types of communication.

### Introduction

Communication is a manner of interacting with people through the means of language, gestures, etc. The concept of communication, though, "...in a more general sense, refers to the process of emission, transmission and reception of information in different systems and situations..."(Biltac, Gh., 2008).

Behaviour gives birth to a new social relationship which will lead to the distribution of pupils'/students' behavioural acts as a new manner of answering for the professor's types of communication. "The importance of this new approach perspective consists of considering communication a collective activity, driven by rules assimilated unknowingly. For this reason, it is necessary to emphasize a communication grammar, which makes it possible for us to coordinate each participant in the communication process" (Oprea V., 2009).

In other words "the communicator and interpreter must have a common system of abstraction and typicalization" (McQuail, D., 1999), event which determined us to approach this research, through which we aim to bring to the forth a long debated issue, but less approached in practice, regarding the distribution of behavioural acts for pupils/students, which may represent a new and efficient manner of training and answering the professors' types of communication.

The act of communication belongs in the same

extent to the subject and object of general education between that it realize a way of transmission-reception of necessary information for building some performance or energetical skills.

The dimension of communication act takes a special importance in realise quality and efficiency instruction process. In this acceptance we think that preparing message that will be transmitted to the student/ sportsman should be made in advance into an operational didactical project cadre, and more exactly in the didactical scene in which, with help of already done operational didactical project, are being prepared also the means and contents from communication act of the information to the students/pupils. All those form pull the interes for improving communication act in scene of organization forms in physical education teaching or realise of sportive instruction. It is well known that the educational process is accomplished through and for communication, being ultimately an act of communication.

Communication, in turn, contains in itself educational potential: transmission of knowledge, training and facilitating the operations of intellectual thinking, self-regulation of intellectual activity, the transmission of codes characteristic of each science, etc., between communication and education existing an interdependence relation.

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Received 09.05.2012 / Accepted 06.08.2012



Communication, both the teaching and the society level, remains an open question for research into the possibilities of achieving a seamless communication, a communication with minimal information loss, achieving satisfaction for both interlocutors, and where the received message would significantly coincide with the input from the end of issue.

### Research purpose

The purposes of this research are:

- Identifying the types of communication used in the relational sphere, specific to the Physical Education and Sport activity;
- To help choosing the means and methods most efficient in lessons;
- To distribute the pupils'/students' behavioural acts;
- To identify a new manner of answering the professor's types of communication;
- To attract the specialists' attention over the communicational sphere specific for the Physical Education activity.

The objectives which laid the basis of this study were the following:

1. Analyzing the situations when behavioural acts are exercised by pupils/students with the purpose of communicating in Physical Education and Sports activities;
2. Evaluating the efficiency of the specific means and methods for the communication act and distribution of the behavioural acts.

### Research hypothesis

This research started from the hypothesis according to which, if within the operational projects (the didactic scenario) we will anticipate and prepare messages, then the reception capacity of pupils/students will increase significantly, event which will lead to a more efficient training for the Physical Education and Sports lesson

### The operational process

The entire research has been realized in the conditions of the didactic process, during practical Physical Education lessons of 1<sup>st</sup> and 2<sup>nd</sup> year students of the Petroleum-Gas University from Ploiești, as well as pupils from grades 9 and 10 enrolled in the "Toma N. Socolescu" Group Ploiești and from the Industrial 1Mai Group from Ploiesti between 2009 – 2011.

### Research methods and techniques

In our scientific approach we have used widely known research methods and techniques:

1. Bibliographic study method;
2. Observation method;
3. Measuring and recording method
4. Graphical method;
5. Experimental method.

### Subjects

This research has been realized on a group of 434 students enrolled in the Petroleum-Gas University from Ploiești, and on a group of 412 pupils from Ploiești high-schools (206 pupils enrolled in the "Toma N. Socolescu" Group from Ploiesti, and 206 pupils from the Industrial 1Mai Group, Ploiesti).

### Data analysis and interpretation

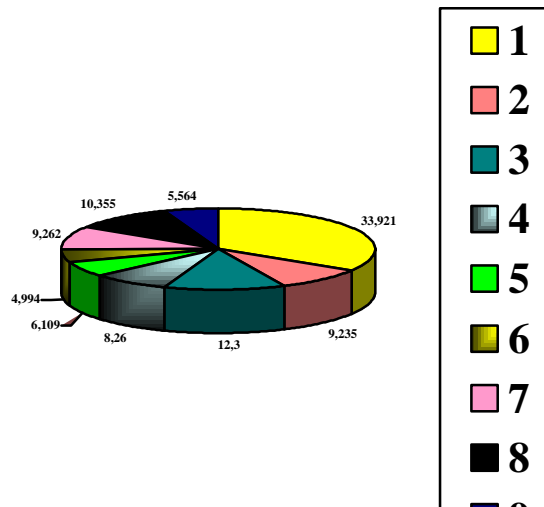
In order to fulfill the research tasks, and to emphasize the distribution of pupils'/students' behavioural acts as an answer for the professor's types of communication, we have observed the manner in which the pupils/students are prepared/unprepared, attentive/indifferent when receiving the message, we have seen the execution, how they ask for further explanations, have motric auto-corrections or are lacking discipline.

For this reason, and in order to present more clearly all the observed aspects, we have conceived two diagrams – Diagram No. 1 for pupils, entitled *The distribution of the pupils' behavioural acts as a response for the professor's types of communication*, and another diagram – Diagram No. 2 – *The distribution of the students' behavioural acts as a response for the professor's types of communication* – according to the protocol below.

As a result of the analysis for protocol no. 1, which contains the following indicators:

1. Pupils are *ready for receiving the messages*;
2. Pupils are *not prepared, not attentive, not interested*;
3. Pupils *present positive reactions in receiving the messages*;
4. *Frequently expect explanations*;
5. *Expect corrections*;
6. *Demand further explanations*;
7. *Perform with neglect*;
8. *Have motric auto-corrections*;
9. *Present manifestations of indiscipline regarding the distribution of behavioural acts, as a response to the professor's types of communication*, and we have recorded the following aspects:

- Pupils are *ready for receiving the messages* 33,921 %; (1)
- *Not prepared, not attentive, not interested* 9,235 %; (2)]
- *Present positive reactions in receiving the messages* 12,300 %; (3)
- *Frequently expect explanations* 8,26 %; (4)
- *Expect corrections* 6,109 %; (5)
- *Demand further explanations* 4,994 %; (6)
- *Perform with neglect* 9,262 %; (7)
- *Have motric auto-corrections* 10,355 %; (8)
- *Present manifestations of indiscipline* 5,564%.(9)



**Figure 1.** Results for the distribution of the pupils' behavioural acts as a response for the professor's types of communication

After the analysis of the observation protocol No. 2, identical with the observation protocol No. 1 regarding the observed indicators, but applied at another level – students – with the same purpose – the distribution of the students' as a response at the professor's behavior acts, the following results have been found:

➤ Pupils are ready for receiving the messages 41,026 %; (1)

➤ Not prepared, not attentive, not interested 14,018 %; (2)

➤ Present positive reactions in receiving the messages 5,438 %; (3)

➤ Frequently expect explanations 4,15 %; (4)

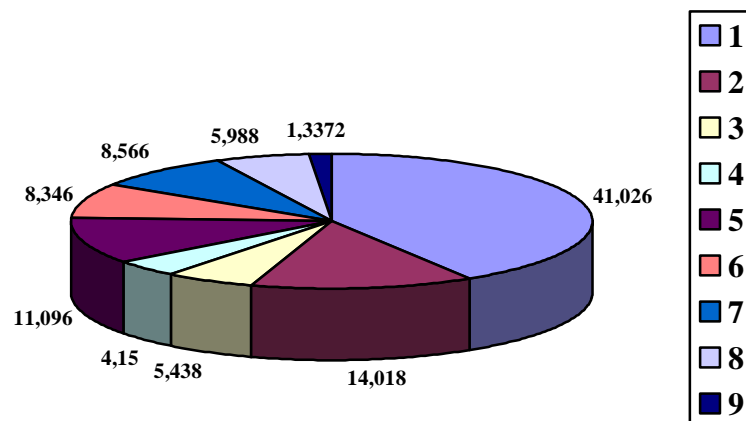
➤ Expect corrections 11,096 %; (5)

➤ Demand further explanations 8,346 %; (6)

➤ Perform with neglecting 8,566 %; (7)

➤ Have motric auto-corrections 5,988%; (8)

➤ Present indiscipline manifestations 1,372 %.



**Figure 2.** Results for the distribution of the students' behavioural acts as a response for the professor's types of communication

Analyzing the observation protocols No. 1 and No. 2 the distribution of the pupils' behavioural acts (see diagrams No. 1 and 2) as a response for the professor's types of communication we may observe the differences between the values of their behavioural acts:

➤ Pupils 33, 921 % are less prepared for receiving messages than students 41,026 %; with 7,105 %;

➤ In the case of the conduct regarding the not prepared, not attentive, not interested, students 14,018 % register values smaller with 4,783 %, compared with pupils 9,235 %;

➤ Pupils present an increased positive reaction in receiving the messages, registering values of 12,300 % with 6,862% more than the students who have 5,438 %;

➤ The percentage for the expecting explanations conduct registers the value of 8,26 % at pupils with 4,11% more than the percentage registered by the students 4,15 %;

➤ At the conduct – expecting corrections, pupils 6,109 % present themselves with a percentage 4,987 % less than the students' 11,096;

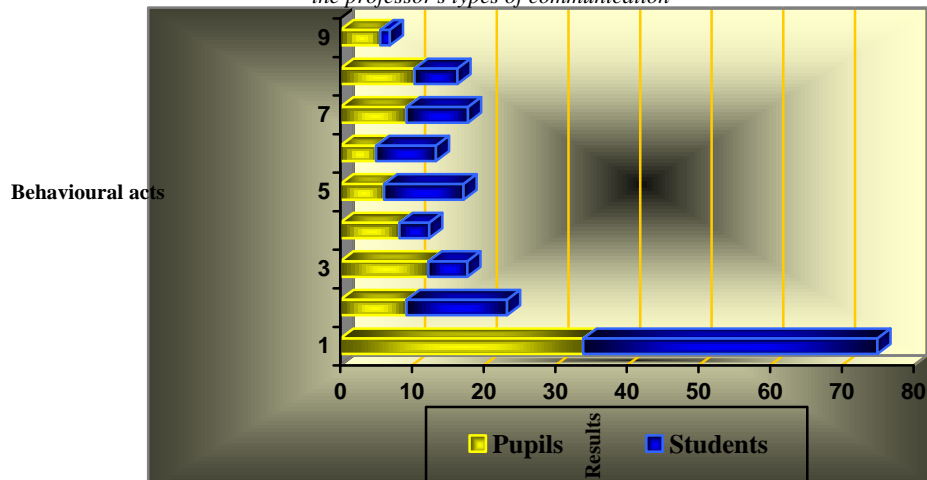
➤ Pupils demand for further explanations in a lower percentage 4,994 % with 3,352% less than the students' 8,346 %;

➤ In what the conduct neglecting the performance is concerned, an increase of the percentage for the pupils 9,262 % with 0,696% more than 8,566 % at students;

➤ For pupils we encounter motric auto-corrections with a percentage of 10,355 % , 4,367 % higher than students 5,988%;

➤ For the indicator regarding the manifestations of indiscipline, pupils 5,564% have a value higher with 4,192% as compared to the students with 1,372 %.

**Graph No. 1** Presenting the differences regarding the results of the analysis of pupils'/students' behavioural acts from protocol No. 2 - a new manner of answering the professor's types of communication



### Conclusions

The professor is an active character, being the link of the relation and the stimulus of the lesson, and of the distribution of behavioural acts for pupils/students.

Among the activities of behavioural distribution we most often find: explaining, demonstrating, demanding to participate, defining, comparing, stimulating, directing, and creating discipline.

The professor is the character with the most numerous corrective reactions and with a direct involvement in the distribution of pupils'/students' behavioural acts.

The repertoire of the decisions specific for the class activities is varied.

Pupils/students are those who have answered to the professor's demands and who have entered in the flux of interaction oriented towards action, knowledge, creation, which led to a significant multiplication of



events which will, in time, end with a more efficient training in the lesson of Physical Education and Sports, thus confirming the hypothesis.

The pupil must have initiative and to hold responsibility, to cherish the experience gained during the learning process.

For the learning process one must not ignore any of the positive means, and pupils/students must be advised to make an entire use of their capacities in this purpose.

We attempt to relax the pupil/student through conversations with subjects of a general interest regarding the activity of Physical Education and Sports.

When the pupil/student successfully learns a new motric act, and can accomplish what the professor told him, the communicational flux is opened, which makes training more efficient, thus confirming the hypothesis.

Quality and efficiency of pedagogical communication specific to physical education might be richen if the message that are sent to the scholars, students and reception condition (codification - and codification) are optimised.

In physical education and sport are used many communication types. Those are taken like independent variable, manipulated into such a way as always instructional objective are realised.

All communication types are used if involved factors into the communication of pedagogical message are facilitated the teaching- learning-evaluating activity. In this way can emited the presumption that the concret situation in which is expand teaching- learning-evaluating activity in physical education and sport, are those which define chooseing the right communication type.

It is necessary that utilised or specific communication types in physical education and sport to be treated in systemical – cybernetical vision. Thereby the tree elements (subject- process-object) made an ansamble in which is prepairing, transmitting, acquiring and rechecking sent message in teaching-learning-evaluating activity cadre.

The pupil /the student are the one to respond to the teacher's requests and have to enter into the flow and interaction-oriented action, knowledge, creation. The pupil must have initiative and take responsibility, value the experience in the learning process.

#### **The teacher:**

- is the most active character with the integrative role;
- stimulates both form and content of activities (thinking what he is teaching, who, when, what
  - methods, means and for what purposes);
  - the most common activities: explanation, demonstration, application with argument,
    - definition, comparison, inference, a conclusion, stimulation, guidance, challenging the
    - students' responses, with a view to discipline;

➤ has the most frequent reactions of corrective type;

➤ has a large repertoire of decisions specific to the classic regulatory activities, evaluation,

➤ support, encouragement, explanation, questioning.

**The pupil / the student** is the one to respond to the teacher's requests and has to enter into the

➤ flow and interaction-oriented action, knowledge, creation. The pupil must have initiative and take

➤ responsibility, value the experience in the learning process.

The pupil / the student use the following conducts:

- voice-hearing and visual gesture reception;
- non-verbal attention to each code;
- motor gestures accompanying verbal language (adjustment and adaptation);
- regulating the conduct;
- inter-individual communication;
- early retroaction (feed - forward);
- socio-motor representations;
- gestures of control;
- affective movements.

The main subsystem of the teaching in physical education is the educational or instructional action itself.

In physical education and sports are used more types of communication. They can be taken as independent variables manipulated so that the targeted instructional objectives are always achieved.

This requires substantial improvements in the communication act

Communication, in turn, contains in itself educational potential: transmission of knowledge, training and facilitating the operations of intellectual thinking, self-regulation of intellectual activity, the transmission of codes characteristic of each science, between communication and education existing an interdependence relation.

Communication, both the teaching and the society level, remains an open question for research into the possibilities of achieving a seamless communication, a communication with minimal information loss, achieving satisfaction for both interlocutors, and where the received message would significantly coincide with the input from the end of issue.

This study complements the various studies conducted so far in this field, scientific approach to the topic mentioned leads eventually to a progress in terms of communication relative to teaching physical education classes and sports.

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