



Magdalena Jakubczak-Chodźko

Jagiellonian University

The didactic situation from the perspective of academic teacher communication skills

KEYWORDS

rationality, communication skills, communication

ABSTRACT

This article shows a mode of perception of the relevant didactic situation from the perspective of teacher-held communication skills. Using the analysis of rationality, presented are new areas of perception of teacher competence. In addition, with the aid of the approach presented by Jürgen Habermas, it was possible to analyse the significance of communication skills as key in the teaching profession.

Adam Mickiewicz University Press, pp. 103-108
ISSN 2300-0422. DOI 10.14746/kse.2018.14.9

A situation is any entirety of what exists or is taking place at a specific place and time [Bańko 2006, p. 718]. Tomaszewski believes that any situation is a „system of the mutual relations of man with other components of their environment at a specific point in time” [Tomaszewski 1976, p. 17]. Paedagogical literature includes many descriptive views of the educational situation, which is frequently identified with the didactic situation. These terms, however, are not synonymous. An educational situation can be assumed to be a didactic and upbringing-related situation that is purposefully organised [Poplucz 1984, p. 52]. In light of this, the didactic situation can be understood as the cooperation of the teacher, the pupils, the educational content, the didactic equipment as well as the organisation of edu-

cation [conf. Niemierko 2007]. The didactic situation in the academic setting differs through the intensity of cooperation of academic teachers and students, and, accordingly, more intense freedom to handle and work on the educational content (by the lecturer), as well as through the organisation of the education.

This term may be subdivided by various types: re-creative, remembering, skill-related, creative, valuation-related and the relevant functions to be fulfilled (Kuligowska, 1984). Chmielowski distinguishes between homogeneous situations that span a single link within the teaching process, and heterogeneous situations that are made up of various links of the teaching process [conf. Chmielowski 1984]. The education process at a higher school is composed of the following components: objectives founded on the axiological basis, on the content of education and self-education, methods/ strategies/ techniques, organisation forms, didactic resources, rules of education and self-education as well as control over and the evaluation of the results of the education and self-education process. In addition, one could differentiate between the factors that condition the course and the effects of the didactic process, composed of factors related to the psychological and physical traits of students, factors related to the psychological and physical traits of the teacher, factors related to the properties of the local, school, peer environment. The last of the structural components of the education process are the subjects of the didactic process, which include the mode of communication and didactic co-operation [A. Sajdak 2013 p. 457-459]. In light of the above, the entire didactic situation requires the co-existence of all factors that also include the mode of motivating of the pupils by the teacher. The effectiveness of motivation depends on the type and form of the message directed at the recipient. In light of this, it seems that teachers, academic teachers as well as parents that initiate educational situations must by definition have at their disposal communication skills. The mode of changing of the education process according to the type and level of the communication skills of academic teachers seems to be interesting. For this purpose, I shall conduct an analysis of rationality that is a primary factor in terms of the emergence of the act of communication.

The present article considers approaches undertaken by Jürgen Habermas and Robert Kwaśnica concerning the genesis of emancipative rationality as being superordinate over adaptive rationality [adaptive rationality in paedagogy – rejected by the teachers ever more often as the mode of exerting influence on the person being educated, behaviourism, shaping people according to specific pre-determined patterns], within the scope of which practical and moral knowledge is embedded. Rationality is „the deep structure of the human experience; it denotes the structural framework, within which we interpret the world and our own ex-

istence” [Kwaśnica 2007, p. 10]. There exist certain conditions that are necessary for shaping rationality, and these include: language, activity/ operation, society, culture and the individual. Rationality is found both in instrumental as well as communicative activities. In the first as well as the second activity, one perceives the world through language, each time providing it with a different sense/ reason, due to which different types of experiences, different structures, and, what follows, different rationalities emerge. This means that rationality itself changes under the influence of experiences. According to the approach of Kwaśnica [2007, pp. 9-14], each educational activity, irrespective of the assumed objective of education, facilitates the development of one of the two experience structures. With regard to the above, the entity initiating the educational activity must choose, which type of rationality to follow. However, this choice is not always conscious (due to the subject lacking knowledge as to the available alternatives). Each mode of behaviour of the teacher provides the pupil with specific patterns and modes of perception, of understanding reality. The way, how the pupil interprets specific behaviour depends on one of the two perspectives of experiencing the world; the instrumental or the emancipative.

Due to the area of my research interests, I would in particular like to focus on emancipative rationality, the main determining factor of which is interaction. Communicative interaction between academic teachers and students, considered from the point of view of the types of undertaken activities and the modes of communication, seems to be the most interesting.

Communication activity is the mode of perception of the world through interaction. It belongs to the area of emancipative rationality, also called communicative rationality. According to J. Habermas, one could differentiate between two areas of life: work and interaction. Interaction is communication-based work, in which the dominant interpretational perspective is the logic of communication-related work. As a result of this activity, emancipative rationality is shaped. The second distinguished area of life is work, which is a purposeful and rational, an instrumental or strategic activity. This means that the person progresses towards the understanding of their situation in the interpretational perspective of the instrumental activity, through which adaptive rationality emerges [conf. Habermas 2002]. The first activity – the communicative one – is an activity aimed towards people or towards the self, through symbols. It progresses in accordance to prevalent norms, with the sole condition being the mutual approval of behaviour by the two entities participating in the interaction [Habermas 2002, 355]. The second type, the purposeful-rational type, is based on the activity of man, on the world of objects in order to come to terms with them.

It is hence impossible to explore the world without the cultural tool of the language. Objects of the world become our own world only when they encounter language. Thanks to language, we understand the world and perceive its objects. It is specifically through language that rationality emerges. It is worthwhile to change the horizon of perception of language, the function of which is frequently diminished and related solely to the perspective of communication. The communication function is only one of the functions that language fulfils [conf. Kwaśnica 2007].

Functions of language:

- cognitive-symbolic, language as a tool of thinking, naming,
- communicative, language as a mode of communication [Kwaśnica 2007, 33-40].

The mode of action, and, hence, the mode of experiencing the world depends on the objectives and circumstances. Similarly, the type of undertaken interaction of the teacher, accordingly, his mode of communication, depends on the objectives and circumstances.

Following the thought of the author, R. Kwaśnica [2007], who in his publication „Two rationalities. From the philosophy of reason towards general paedagogy” had described the philosophy of rationality, in which it is society that suggests the possible modes of living in the world and of understanding the world, one could conclude that society influences the individual through a system of preferences and hindrances making up the framework of social life. Accordingly, encouraging thinking along with the logic of instrumental or communicative thinking. This indicates that the tool perused by the teacher during classes is conditioned culturally or socially, hence, all divergences, the individuality of the mode of communication of the teacher, are not recommended, they are even forbidden. This has its substantiation, however, it leads without a doubt to limiting the teacher’s autonomy. An example can be a class that would be conducted using „the vernacular of contemporary youth” - the young generation, „characterised by being deeply rooted in the stream of commonly used communication behaviour, the Anglicisation of speech (...)” [Miodek 2012], perhaps classes using the vernacular would be better understood by students, and, accordingly, would motivate them better to learn the course.

In light of this, there emerges the question, whether it is possible to thoroughly prepare the teacher in terms of communication skills. Presently, „education is understood as equipping candidates for teachers with the relevant full professional qualifications, and additional education – as amending these qualifications with the view to achieve full professional preparation, perfecting skills – as providing teachers with such knowledge and such skills that would permit further enrich-

ment of full professional qualifications and transgress them” [Kwaśnica 1994, p. 8]. According to the above, it is assumed that it is possible to fully prepare the teacher for the profession they are to work in, and, accordingly, that there exists a certain pattern that permits the determination of the level of professional competences the teacher has.

Full vocational preparation can be spoken of solely in case of professions based on technical competences that are repetitive and foreseeable, as opposed to competences necessary in the teaching profession. This is substantiated by the particular properties of the profession that is based on continuous work and coping with new situations, the solutions to which must be developed by the teacher himself, according to their own knowledge, intuition, experience, without referring to a ready-made pattern. In addition, the communicative character of the teaching profession is based on resources founded on the personality of the subject using them. The teacher is perceived by the pupil holistically, as a person (irrespective of whether they are aware of this or not) and they influence in a holistic manner the pupil [Kwaśnica 1994, pp. 8-15]. It must be said that the communication activities are founded not only on verbal messages but also non-verbal ones: gestures, body language, facial expressions, and it can only be used properly if it is perceived holistically.

The above ponderings focused mainly on the communication act itself, on communication competences, so it is worth taking a closer look at what competences or skills are. According to Czerepaniak-Walczak [1997, pp. 97-99], skills are „particular properties expressed through demonstrating abilities of relevant, suitable behaviour at a specific level determined by social standards”. The notion of competences or skills has two meanings; with respect to one’s qualifications, and with respect to one’s rights [conf. Strykowski 2005]. The above article uses the first of these meanings, as qualifications necessary to fulfil the position of teacher.

There exist several classifications of teacher professional skills, one of these is the classification offered by S. Dylak, according to whom one could list the following: fundamental, necessary, required competences [conf. Strykowski 2005, p. 18]. Among these, the skill of communication with pupils, students, those under one’s care is included in the first of stages; it is one of the fundamental skills. „Communication skills describe knowledge on the communication process, as well as the ability to efficiently send and receive messages” [Strykowski 2005, p. 23]. Through communication, the teacher determines not only the relationship with knowledge, with the pupil, but also the character of the relationship that they establish. This leads to the conclusion that communication skills rank among the key competences in professions such as the profession of the teacher.

Not the compatibility of objectives and effects is a measure of communication rationality, but the compatibility of the form of discourse with the conditions describing the situation of the ideal conversation. Over the course of communication, a common understanding of specific areas of reality emerges, hence, the participation of students in these areas of the world becomes the fuller, the fuller their participation in the emergence of their understanding is.

Every teacher or lecturer is a didactics specialist, but what makes them being perceived as being good or bad didactics specialists? The question seems unanswered as to why students prefer to listen to certain teachers more than others? Could perhaps the act of communication itself be of decisive significance here?

Literature

- Bańko M. (red.). (2006). *Wielki słownik ucznia*, t. II. Warszawa.
- Chmielowski B. (1984). *Wychowanie w procesie kształcenia*. „Chowanna” z. 4.
- Czerepaniak-Walczak M. (1997). *Aspekty i źródła profesjonalnej refleksji nauczyciela*. Toruń.
- Habermas J. (2002). *Teoria działania komunikacyjnego* T. I i T. II. Warszawa.
- Hydzik B. (1993). *Sytuacje dydaktyczne i ich wpływ na aktywizację uczniów w procesie nauczania-uczenia się*. „Studia Pedagogiczne” z. 22.
- Klus-Stańska D. (2018). *Paradygmaty dydaktyki. Myśleć teorią o praktyce*. Warszawa.
- Kuligowska K. (1984). *Doskonalenie lekcji. Z problematyki optymalizacji kształcenia*. Warszawa.
- Kunowski S. (1981). *Podstawy współczesnej pedagogiki*. Łódź.
- Kwaśnica R. (1994). *Wprowadzenie do myślenia. O wspomaganii nauczycieli w rozwoju*. Wrocław.
- Kwaśnica R. (2007). *Dwie racjonalności. Od filozofii sensu ku pedagogice ogólnej*. Wrocław.
- Milerski B., Karwowski M. (2016). *Racjonalność procesu kształcenia. Teoria i badanie*. Kraków.
- Miodek J. (2012). *Wykład pt. Polszczyzna najmłodszych pokoleń*. <https://www.youtube.com/watch?v=ILKIXsd6kh8>, dostęp: 29.02.2017.
- Niemierko B. (2007). *Kształcenie szkolne. Podręcznik skutecznej dydaktyki*. Warszawa.
- Okoń W. (1984). *Słownik pedagogiczny*. Warszawa.
- Palka S. (2011). *Związki pedagogiki ogólnej z teorią i praktyką dydaktyczną* [W:] M. Myszkowska-Litwa (red.). *Pedagogika ogólna a teoria i praktyka dydaktyczna*. Kraków.
- Poplucz J. (1984). *Optymalizacja działania pedagogicznego na lekcji*. Warszawa.
- Przetacznikowa M., Włodarski Z. (1979). *Psychologia wychowawcza*. Warszawa.
- Sajdak A. (2013). *Paradygmaty kształcenia studentów i wspierania rozwoju nauczycieli akademickich. Teoretyczne podstawy dydaktyki akademickiej*. Kraków.
- Strykowski W. (2005). *Kompetencje współczesnego nauczyciela*. „Neodidagmata” 27/28.
- Tomaszewski T. (1976). *Podstawowe formy organizacji i regulacji zachowania*. [W:] T. Tomaszewski (red.). *Psychologia*. Warszawa.



Małgorzata Turczyk

Jagiellonian University

The category of children's rights in the reflection of academic didactics

KEYWORDS

education for children's rights,
academic didactics, human
rights, teacher

ABSTRACT

This paper concerns the place and meaning of a new category of children's rights, which also finds its place in the area of interest of academic didactics. The current approach to human rights in schooling is basically normative, thus, the present academic didactics is challenged to prepare students of education – and teaching – related faculties to confront the issues in the field of children's rights at work in a professional manner. The paper illustrates an author's concept of didactics in terms of education to children's rights at higher schools which was elaborated based of the research on the didactic aspects of children's rights education for teachers and educationists on the academic level. The following issues were put in question and served as a basis for specific approaches to academic didactics in terms of education on children's rights: an essence and need for inclusion of content related to children's rights in academic learning practice, didactic tools at teacher's disposal and their role in education for children's rights. On the one hand, the paper presents a discussion on the professional preparation of teachers and educationists to face challenges related to protection and promotion of children's rights within educational environments. On the other hand, it includes an attempt to merge the discrepancy between theory and practice in this field.

Adam Mickiewicz University Press, pp. 109-116
ISSN 2300-0422. DOI 10.14746/kse.2018.14.10