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TEACHERS' COMPETENCE IN CONTEXTUALIZED COMMUNICATION: GOALS, CHALLENGES AND METHODS

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Contextualized communication represents a fundamental dimension of the contemporary educational process, contributing to the optimizing the teacher-student relationship and streamlining the process of training and developing students' knowledge. The article analyzes the main theoretical perspectives on didactic communication, highlighting the teleological and methodological coordinates of contextualized communication within educational activities. The scientific approach capitalizes on the contributions of representative authors from the fields of communication sciences and pedagogy in order to outline a coherent conceptual framework relevant to educational practice. The results of analysis emphasize the importance of adapting the didactic message to the educational and sociocultural context, demonstrating its role in facilitating cognitive learning, supporting students' personality development, and enhancing the effectiveness of educational interactions.

Keywords: *contextualized communication, didactic communication competence, educational process, teaching staff, sociocultural context.*

COMPETENȚA CADRELOR DIDACTICE ÎN COMUNICAREA CONTEXTUALIZATĂ: OBIECTIVE, PROVOCĂRI ȘI METODE

Comunicarea contextualizată reprezintă o dimensiune fundamentală a procesului educațional contemporan, contribuind la optimizarea relației profesor – elev și la eficientizarea procesului de formare și dezvoltare a cunoștințelor elevilor. Articolul analizează principalele perspective teoretice asupra comunicării didactice, evidențiind coordonatele teleologice și metodologice ale comunicării contextualizate în cadrul activităților educaționale. Demersul științific valorifică contribuțiile unor autori reprezentativi din domeniul științelor comunicării și pedagogiei, în vederea configurării unui cadru conceptual coerent și relevant pentru practica educațională. Rezultatele analizei subliniază importanța adaptării mesajului didactic la contextul educațional și sociocultural, demonstrând rolul acesteia în facilitarea învățării cognitive, în dezvoltarea personalității elevului și în consolidarea eficienței interacțiunilor educaționale.

Cuvinte-cheie: *comunicare contextualizată, competență de comunicare didactică, proces educațional, cadre didactice, context sociocultural.*

Introduction

In recent decades, communication has become a central field of scientific research, being analyzed from multiple interdisciplinary perspectives. In the educational environment, communication acquires specific valences, being directly involved in the process of personality formation and in the development of students' competences.

In an attempt to synthesize the multitude of variables identified in the definitions of communication, we focused our approach on communication with a didactic function, the central interest being attributed to the components through which the source (teaching staff) transmits a message to the receiver (pupil/student) with the intention of forming/developing a communicative behavior using only those elements from the area of communication that provide added clarity and concretization to the specifics of this field of research.

In an educational context, didactic communication represents a particular form of human communication, indispensable in the transmission of instructional-formative contents. Ciobanu O. [2] defines didactic communication as a bilateral teacher-student process, characterized by continuous interaction and by the use of feedback to regulate the educational act.

Among the defining features of didactic communication are:

- the explanatory character, oriented towards understanding the message;
- the logical structuring of contents according to pedagogical principles;
- the active role of teacher in selecting and personalizing information;
- the predominance of verbal communication;
- the evaluative and self-evaluative dimension.

Cucoș C. [3] describes didactic communication as a complex and multi-phase transfer of information between participants in the educational act.

Didactic communication is an instrumental communication, directly involved in supporting a systematic learning process. In this sense, restrictions on content (because learning is equally focused on the acquisition of knowledge, skills, motivations, attitudes, etc.), institutional framework (didactic communication can also exist informally), or those regarding partners are eliminated. In his research, Iacob L. [5] mentions that it is not the presence oft characters "teacher-student/students that gives a communication its didactic specificity, but the observance of governing laws of a systematic act of learning", these being oriented towards optimizing the relationships between the functions and purposes of education, between the objectives - contents - methodology - evaluation of the education/training activity.

The specificity of classroom communication is determined by the institutional framework in which it is carried out and by the specific logic of learning, as a fundamental method of training and education. In this context, Iacob L. highlights the elements that give specificity to didactic communication:

- the explanatory dimension of didactic discourse, which aims to understand what is transmitted;
- the structuring of didactic communication according to the pedagogical logic, which facilitates the understanding of a truth, not just its simple enunciation;
- the active role of teacher, who selects, organizes, personalizes the specialized contents;
- the combination of verbal forms of classroom communication - oral/written;
- the conscious or unconscious emphasis on a dimension of communication: informative, relational, pragmatic, etc. [5].

Theoretical Background

The teacher aims, through participatory communication, to transfer an object of value to the student, assuming, in this sense, different roles: interpreter of information, evaluator, negotiator; thus, "the educator and the educated enter into a process of educational transaction". The educational message developed by the subject of education (teacher) must provoke the formative reaction of the object of education (student), which has determined the highlighting of pedagogical communication as an axiomatic principle of educational activity, which implies an external and internal inverse connection.

From this perspective, didactic communication cannot be conceived outside the context in which it is carried out, because the efficiency of educational act depends on the ability of teaching staff to adapt the message to the cognitive, emotional and sociocultural peculiarities of the students. Thus, contextualized communication is configured as a natural extension of didactic communication, providing the necessary framework for personalizing pedagogical interaction and optimizing the learning process. If didactic communication establishes the structure and purpose of transmitting information, contextualization gives it relevance and accessibility, facilitating the deep understanding of contents and the active involvement of students in the instructional-formative approach. Thus, contextualized communication becomes an essential tool for adapting pedagogical messages to the real needs of education beneficiaries.

The analysis of contextualized communication involves highlighting its teleological dimension, respectively the purposes and objectives that guide the use of this type of communication in the didactic activity. The approach of teleological coordinates allows understanding how this form of communication contributes to making the educational act more efficient, facilitating the understanding of contents and stimulating the active participation of students in the instructional-formative process.

Teleological Coordinates of Contextualized Communication for Teachers

The main purpose of contextualized communication for teachers is to improve the learning process and understanding of the didactic contents by students. This aspect is essential for the success of education and for the development of students' competences and abilities.

In this sense, teachers must have as a central objective the adaptation of their messages and communication strategies to facilitate the understanding of contents and to stimulate the active participation of students in the learning process. Also, the teleological coordinates include the development of students' communication skills, so that they become more effective in expressing and arguing their own ideas.

Another objective of contextualized communication is to create an open learning environment, in which students feel comfortable sharing their thoughts and questions. This aspect contributes to the development of a relationship of trust between teachers and students and to the promotion of a positive educational climate.

We emphasize that contextualized communication in education has multiple goals and directions.

Facilitating understanding and transmitting knowledge. By adapting messages and teaching methods to the needs and level of development of students, teachers transmit complex information in an accessible and relevant way. Thus, the aim is for students to acquire solid knowledge and be able to apply it in various situations.

Developing students' communication skills. This process involves encouraging students to express their thoughts and ideas clearly, ask questions, and actively participate in discussions. Teachers play an important role in modeling effective communication behaviors, helping students become more confident and competent communicators. Developing these skills is of fundamental value in shaping them as individuals and preparing them for adult life.

Creating an inclusive learning environment, in which all students feel valued and able to participate. Education should be accessible to all students, regardless of their individual differences or special needs. By adapting communication strategies and teaching materials, teachers can ensure that every student has the opportunity to learn and develop in an environment that respects their diversity.

Stimulating critical thinking. By using open-ended questions, provocative discussions and interactive activities, teachers can encourage students to ask questions, analyze information and support their points of view. This promotes the development of critical thinking and argumentation skills. Students learn to analyze topics in depth, identify solid arguments and develop the ability to express their opinion coherently.

Building positive relationships and school culture, based on mutual trust and respect. Through active listening, empathy, and open communication, teachers can create an environment in which students feel accepted and supported in their learning process. Trusting relationships between teachers and students foster cooperation and collaboration in the classroom and contribute to the long-term success of educational process.

Adapting to diverse learning contexts. Each class and each group of students is unique, with its own characteristics and needs. Teachers must be flexible and adjust their approach to suit each specific context. This involves adapting teaching materials, teaching style, and communication strategies to maximize student understanding and engagement.

The teleological coordinates of contextualized communication for teachers highlight the essential role of communication in the educational process and emphasize the importance of adapting it to educational needs and goals. Contextualized communication involves the ability of teachers to adapt language and communication style according to specific situations: the level of understanding of students, their cultural, emotional or educational peculiarities. Teachers must adapt the message so that it is clear and accessible to all students, regardless of their level of knowledge or learning styles.

Thus, the teacher's contextualized communication competence can be defined as his or her ability to select, adapt and use verbal and nonverbal language according to the educational context, in order to maximize understanding and the effectiveness of pedagogical act.

One of the important authors who contributed to the development of contextualized communication methodology is Gregory Bateson. He emphasized the importance of understanding the context in which communication takes place and highlighted that the message itself cannot be understood effectively without taking into account the context in which it is transmitted [8].

Specialists in educational sciences [1; 4; 6] show that this competence has a complex structure, which

encompasses several dimensions:

1. *Cognitive dimension* – theoretical knowledge of communication mechanisms, interaction styles and strategies, and psychological peculiarities of students.
2. *Pragmatic dimension* – practical application of communication knowledge in concrete situations (for example, explaining an abstract notion through analogies familiar to students).
3. *Socio-affective dimension* – the ability to use communication to build positive relationships, based on trust, respect, and empathy.
4. *Intercultural dimension* – sensitivity to cultural, linguistic, and social differences, necessary in increasingly diverse schools.
5. *Reflective dimension* – permanent self-assessment of communication efficiency and its adjustment based on feedback received.

Therefore, contextualized communication competence is not an isolated skill, but a set of integrated knowledge, attitudes and skills, which are developed over the long term, through initial training, practical experience and continuous improvement.

Studies in the field [7; 9] emphasize that the development of contextualized communication competence in teachers depends on several factors:

- *Individual factors* – motivation for self-development, openness to new things, empathy, cognitive flexibility.
- *Institutional factors* – the school's organizational culture, leadership style, opportunities for continuous training.
- *Socio-cultural factors* – the cultural and linguistic diversity of the community, dominant social values.
- *Technological factors* – the use of digital tools, which radically change the way teachers communicate with students (educational platforms, real-time feedback applications, social networks).

Teaching experience also plays an essential role: novice teachers often have difficulty adapting the message to the context, while experienced teachers are more able to calibrate their communication.

Although the need for contextualized communication in the teaching process is recognized, practice shows that many teachers face difficulties in developing and applying this competence. Among the most common challenges are:

1. *Rigidity of teaching style* – some teachers use a standardized communicative style, independent of the age or level of students. This leads to the emergence of barriers to understanding and a decrease in school motivation.
2. *Lack of specific training* in initial teacher training programs, the emphasis is often on specialized knowledge, and the communicative and pragmatic component is less developed.
3. *Cultural and linguistic diversity* in current classes, students come from different social and cultural backgrounds. Teachers have difficulty adapting their message to this diversity, which can lead to misunderstandings and even exclusion.
4. *Time and curriculum pressure* overloading the school curriculum limits teachers' opportunities to use varied communication strategies adapted to the needs of each student.
5. *The influence of digital environment* – the emergence of educational platforms and technology-mediated communication brings both opportunities and challenges. Teachers must adapt their communication style to online interaction, where nonverbal language is reduced and student motivation can fluctuate.
6. *Conflict management* – the lack of solid contextual communication skills sometimes leads to the escalation of conflicts between teachers and students or between teachers and parents [6].

These challenges highlight that developing contextualized communication competence is not an automatic process, but requires continuous training, critical reflection and sustained practice. This involves the permanent evaluation of own teaching practice and the adjustment of communication techniques based on feedback received from students and colleagues. Participation in training courses and the exchange of experience with other teachers can improve the ability to communicate in various educational contexts. Effective communication between teachers from different disciplines can contribute to an integrated approach to education. Thus, contextualized communication competence also includes the ability to integrate knowl-

edge from different fields in a coherent way and applied to the real situations of students.

Developing contextualized communication competence in teachers involves the use of specific methods and strategies that help them achieve the objectives set in the learning process. By exploring the methodological coordinates of this process, we highlight the main approaches and methods used to develop contextualized communication competence in teachers.

- One of the main pillars in developing contextualized communication competence in teachers is *specialized education and training*. Teachers need solid preparation to understand the theories and practices of contextual communication and to integrate them into the educational environment. This training process can be achieved through university courses, workshops, seminars and online resources. During the training, teachers learn how to use communication techniques adapted to the educational context and how to manage difficult communication situations.

- Another important method in developing contextualized communication competence is *observation and feedback*. Teachers can benefit from observing and evaluating their communication practices in the classroom, either through self-evaluation or through colleagues or supervisors. Objective and constructive feedback can help teachers identify their strengths and identify areas that need improvement. By observing other experienced teachers and through constructive discussions, new strategies can be learned and communication skills can be improved.

- *Reflection on practice* is an essential method in developing contextualized communication competence. Teachers are encouraged to analyze their own communication interactions, identify the styles and behaviors that work best in their context, and develop self-assessment skills. Through self-reflection, teachers can become aware of and overcome their own biases or assumptions that may affect communication with students.

- *Empathic listening* is an essential competence for teachers who want to communicate effectively in the educational environment. This skill involves not only listening carefully to what students say, but also understanding and encouraging them. Through empathic listening, teachers can create a safe environment in which students feel understood and accepted, which fosters open communication and collaboration.

- *Educational technology* can play a significant role in developing contextualized communication competence. The use of e-learning platforms, online communication tools and multimedia resources can expand the possibilities of communication and learning. Teachers can use technology to create interactive learning environments, to facilitate communication between students and to provide individualized feedback.

- *Applying conflict management techniques* is an important part of contextualized communication competence. Teachers must be prepared to manage conflict situations that may arise between students or with parents. The study and application of conflict management techniques can help teachers resolve conflicts in a constructive way and maintain a positive learning environment.

These methodological coordinates represent the basis for the development of contextualized communication competence in teachers. Through training, observation, reflection and the use of specific approaches and techniques, teachers can become more effective communicators and contribute to improving the educational experience of students.

Adapting communication to the specific context of students is essential to ensure effective communication and a deep understanding of the content. Through research and constant application of this method, teachers can create a stimulating and engaging learning environment in which students are involved and motivated to develop their skills and knowledge.

Contextualized communication competence involves the ability to adapt language, tone, communication style and pedagogical techniques according to the specifics of each educational context. This type of competence is essential to ensure effective and empathetic interaction with students, parents and colleagues, contributing to a productive and inclusive learning environment. Thus, the following categories of contexts in educational communication can be highlighted:

- *Face-to-face teaching context:* Direct interaction between teacher and student in the classroom. Communication competences in this context include clarity of expression, the use of open-ended questions and the provision of immediate feedback.

- *Online teaching context:* Communication through digital platforms, where the skills to explain con-

cisely and provide asynchronous or real-time feedback are essential.

- *Assessment context:* Communication with students and parents about academic performance and the assessment process. Teachers should use clear and neutral language, offering constructive guidance.

- *Counseling context:* Teachers may be called upon to counsel students about educational, emotional, or career issues. This context requires empathy and the ability to provide nonjudgmental support.

- *Interdisciplinary context:* Communication with fellow teachers in interdisciplinary work teams for curriculum development or joint projects. This type of communication requires collaboration and good coordination.

An important aspect of collaboration between teachers to promote contextual communication is to clearly define common goals and the roles of each teacher in this process. Open and transparent communication is essential to ensure the success of this collaboration and to avoid potential conflicts or misunderstandings. At the same time, it is important that teachers have access to resources and support from school leaders and education specialists to support them in their efforts to promote contextualized communication in the school environment.

Through effective collaboration between teachers, a school environment conducive to the promotion of contextual communication can be developed, thus contributing to improving students' academic results and developing them as individuals capable of communicating effectively in various contexts.

Discussions and Conclusions

Contextualized communication is a fundamental element of the modern educational process, as it allows the adaptation of teaching act to the cognitive, emotional and sociocultural peculiarities of students. By constantly reporting on the context in which the pedagogical interaction takes place, the teacher manages to transform the transmission of information into a relevant, accessible and efficient process. Thus, contextualized communication not only complements traditional didactic communication, but also enriches it, giving it flexibility and the ability to respond to the real needs of students.

The analysis of teleological coordinates highlights the fact that the main purpose of contextualized communication is to facilitate the understanding of the contents and improve the learning process. By adapting the message, using interactive methods and stimulating dialogue, teachers can contribute to the development of students' communication competences, the formation of critical thinking and the creation of an inclusive and collaborative educational environment. At the same time, this type of communication favors the building of relationships based on trust and mutual respect between teachers and students, an essential aspect for maintaining a positive and motivating educational climate.

Contextualized communication competence has a complex structure, integrating cognitive, pragmatic, socio-affective, intercultural and reflective dimensions. Its development depends on both individual factors, such as motivation for self-development and empathy, and institutional, socio-cultural and technological factors. At the same time, teachers face numerous challenges, such as rigidity of teaching styles, lack of specific training, cultural diversity of classes or pressure of the curriculum and the digital environment.

In this context, the development of contextualized communication competence involves a continuous process of training, reflection and professional development. By using methods such as specialized training, observation and feedback, self-reflection, empathetic listening and the integration of educational technologies, teachers can improve their ability to communicate effectively in various educational situations. Ultimately, promoting contextualized communication contributes to creating a dynamic and inclusive educational environment, in which students are encouraged to actively participate, develop their competences, and prepare themselves to communicate effectively in contemporary society.

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