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COMMUNICATION STRATEGIES IN EDUCATIONAL MANAGEMENT

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CONTENT

EDUCATIONAL COMMUNICATION

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Abstract
"In educational communication the pedagogical act is a curative one. The child being helped to speak, is provided with the source of satisfaction, fulfillment of spontaneous expression needs, or well thought out and prepared. Thus, effective communication becomes possible and, in this way, his free manifestation, favored by his power to communicate, by the confidence that he can give clarity and beauty to the idea, the thought, the experience" (Soitu L.)
Key words: *communication, education, management, performance, personality.*

Introduction

In the following we will analyze the relationship between trainer and trainee, the mechanism of educational communication, implications of affectivity in the trainer-trainee relation, the phases of didactic communication and its psycho-pedagogical implications, as well as the managerial communication.

Although the modern man feels the absence of real communication because it seems to address everyone, in modern times we find the culmination of communication. Communication is the process of transmission from one individual to another and from one group to another social group, meaning, in fact, life and the possibility of people's coexistence.

In the point of view of modern pedagogy, the relationship between the trainer and the trainee is conceived as a complex complex relation, involving the permanent dialogue between the factors involved in the educational process, a mutual communication that engages the personalities of their personality. The trainer stimulates and maintains the investigative activism of the student, creates favorable conditions for the student to discover, to put problems and tasks of knowledge. The age in which the trainer merely proposed the content, gave lessons and formed tasks had long gone.

Content of the article
Mechanism of educational communication

Educational communication holds an important place in teaching-learning, the trainer no longer has the simple role of having specialized knowledge and psycho-pedagogical knowledge, he must pass this knowledge in a language specific to the children he is addressing. Educational communication is based on language as a higher mental process and aims to transfer information from teacher to student, as well as providing feedback from student to teacher.

There are five distinct components of didactic communication:

- **Transmitter,** represented by the teacher who has the role of transmitting the information;
- **Receiver,** represented by the student who suits the information received;
- **Information,** represented by the content of knowledge, by the message transmitted by the transmitter to the receiver, message to be delivered with a language appropriate to the context in which the communication takes place;
- **Feedback,** represented by the sender's confirmation of receiving and acquiring the communicated information by the receiver. Also, feedback allows the transmitter to carry out its information transmission activity.
- **Reverse feedback,** represented by the receiver's acknowledgment of the validity of the information received

Schematically simplified, the mechanism of teaching communication is thus presented:
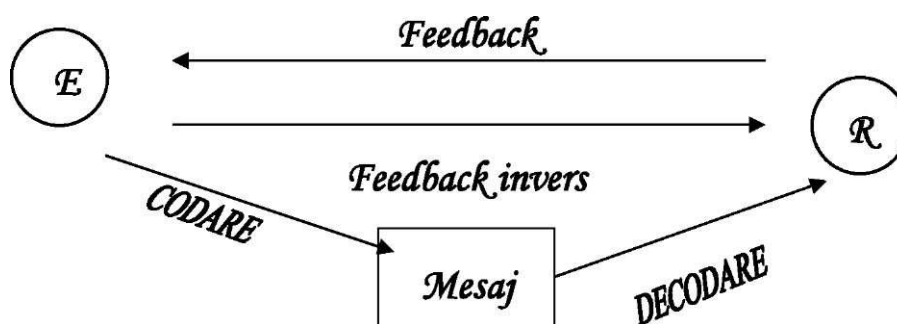
Affectivity in trainer-trainee relationship

"The fund of our psyche is affectivity: representation, idea, reasoning are only intellectual forms of feelings. Attention, memory, judgment, reflex, instinct, tendency are all affective."(D.Bertrand-Barraud).

In order to be well understood, any of the influences exerted on the student must also take into account aspects of affective nature. Starting from the fact that the student has the fullness of the personality, it should be mentioned that three types of inflections has an influence to him:
- **Formal influences,** exercised through the educational system and which are **instructive-informative influences** (exercised through educational objects within the school activities) and **formative-educational influences** (acting on the development of psychic processes and positive character traits);
- **Non-formal influences,** exercised through other institutions other than school (clubs, amateur arts, etc.);
- **Informal influences,** exercised by the family, group of friends, the media).

Each of these influences can not be fully understood and can not determine well-articulated features in the personality structure unless we analyze the affective aspects

involved. That is why the trainer has the role of facilitating affective reciprocity in education, becoming an amplifier and shaper of the student's affective feelings. The teacher not only conveys information with a neutral affective attitude, but, besides the cognitive-educational message, awakens the student's intellectual appetite and motivation to solve the proposed tasks, creates intellectual tensions to develop intellectual capacities and affective processes.

A particular case is represented by schools with additional art programs, characterized by the individual character of the lessons. The affective affiliation in this case is direct. The teacher works directly with the student and thus the affective relationship between the two factors is intense. In this case, the teacher induces patterns of behavior and has the responsibility of direct modeling of the student's personality.

Phases of didactic communication. Psycho-pedagogical implications.

There are several criteria to analyze when trying to classify types of communication:

• "By the partner criterion we distinguish intrapersonal communication (with oneself); interpersonal communication (between two people); small group communication (in the case of a group-to-face relationship.

• By the status of the interviewees we have the following forms: vertical communication (between partners with unequal statuses); horizontal communication (between partners with equal statuses).

• Depending on the purpose of the educational act we distinguish the following forms: instrumental communication; subjective communication; accidental communication.

• Depending on the ability to self-regulate: unidirectional communication (not interested in feedback); multidirectional communication (with feedback determined by the presence of the Transmitter-Receptor interaction).

• Depending on the nature of the subject: referential communication (refers to a certain scientific truth); operational-methodological communication (aims at understanding that truth, the way in which it must be operated in order for that truth to be deciphered); attitude communication (values the transmitted ones, communication situation and partner); verbal communication; nonverbal communication, mixed communication, paraverbal communication". (Constantin Cucoş 1996).

Analyzing the issue of didactic communication, Constantin Cucos, in the "Pedagogy" thesis, claims that there are three categories of sign subsystems used in the teaching-learning: verbal, paraverbal and nonverbal.

The verbal subsystem is the totality of the words used in didactic communication, that is, the language used in the classroom, language that has to fulfill several functions: communication, call - oriented to the recipient and an expressive function, targeting the locator.

The paraverbal subsystem has a fundamental role in didactic communication because "the way the words are pronounced or spoken, emotionally loads the ideas circumscribed by them, transforming the usual dialogues - seemingly trivial - into expressive modeling courts."

The non-verbal subsystem includes gestures, mimics of the face and physical attitudes of the teacher, which accompany verbal language, adding additional meanings to the message delivered.

Concluding, we can say that the non-verbal subsystem and the paraverbal subsystem have a well-established place in the didactic communication activity, which means that we have to deal with a true didactic behavior that is highlighted - after M. Diaconu - in three aspects:

1. „The yield of teaching is determined by mastery of verbal content, clarity and consistency in expression;

2. The efficiency of teaching does not depend only on mastery of verbal content. If by the verbal component is refferential and explicitly expressed a certain categorical content, attitudes are expressed through the para and nonverbal component. These refer to the transmitted content, the handset and the communication situation. Through their attitudinal guidelines (positive, nagative, neutral), the teacher and children potentiate or inhibit communication, increase or diminish the effects of didactic content.

3. Para and nonverbal communication prepare the ground for the verbal message. Before translating and rationally accepting the importance of a demonstration, the student has a sense of the importance of the content being proposed.

The role of affectivity should not be disregarded and for another reason it has been experimentally demonstrated that information received on a positive affective background is better retained and vice versa."(M.Diaconu).

Communication management

At the level of any organization, of any society, implicit at the level of the educational unit, no activity can be imagined outside the communication process. Management consists, first of all, in the realization, with the help of the communication, of a process of interpersonal influence in a certain situation, in order to achieve certain objectives. Managing an educational institution means communicating, conveying ideas, feelings, decisions to subordinates and the possibility of returning information.

Managerial communication is a form of inter-human communication, a management tool by means of which the manager carries out his duties, communication means almost everything in management, whether it is formal, informal or non-formal communication. A manager appeals to silence as a means of non-verbal communication, because knowing to be silent is a precious man's quality since ancient times. Even in silence people communicate. For the manager, the different perception of others is an obstacle that can be diminished or eliminated by the effort of knowing and understanding people so that the situations in which communication is deformed and transformed into conflicts that are components of life.

Conclusions

Nothing exists outside communication. As in any field, it is extremely important in education to master all means of communication, both to succeed in creating students with a

harmoniously developed personality with sound knowledge in different fields and with well-defined skills and abilities to help them to become as complex as possible.

In modern pedagogy, communication has an increasingly important place, perhaps the most important. Managers, teachers, students who understand this have found the recipe that can guarantee success at the end of the schooling period.

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NONVERBAL AESTHETIC COMMUNICATION

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Abstract
Communication with all her functions verbal, para-verbal and nonverbal is the base of the educational process since the beginning of time. For the vocational education the nonverbal and para-verbal communication is weighting more than verbal communication. The literature has given to this kind of communication the title of "Nonverbal aesthetic communication ".
Keywords: *communication, nonverbal communication, education, aesthetic, educational, music.*

Introduction

Communication is the method of expressing a message, sharing a meaning, between two people or an organization. Academic communication is a form of private and complex realization of training, regardless of the level at which it is performed. Communication can take many forms: verbal communication, para-verbal communication and nonverbal communication.

Nonverbal communication makes it easy and completes verbal and para-verbal communication, because of the components which characterizes it:

➢ Sensory nonverbal communication, mediated by senses: sight, hearing, smell, touch and taste.
➢ Nonverbal communication based on the use of the marks and symbols.
➢ Aesthetic nonverbal communication: music, dance, fine arts.

In the arts - fine arts, dance and music – nonverbal communication is essential, regardless the level at which it is performed. Messages and information are transmitted from the transmitter to the receiver through colors, shapes, body movements and sounds. Most of the time, this kind of messages or information manage to exceed the power of words, characteristic for communication.

If we refer to the theatre, we can see that nonverbal completes the interpretative act, its indispensable elements (imagine a play interpreted linearly, with no game scenes, costuming and decoration).

Nonverbal communication in music

Music is the oldest art. She accompanied the man permanently representing the simplest way of communication. Theories about the occurrence of music are diverse,

representing a real challenge for researchers due to its age. The first testimony supporting the age of this art consists

of fragments of musical instruments, dating from the Paleolithic era-wind instruments and percussion. All the theories issued the common human need to communicate. There are theories that argue that music appeared before the word.

The complexity of the musical phenomenon can represent a way of communication alone or may complete other ways of communication. Music can convey various messages: well-being, relaxation, happiness, anxiety, sadness, grief, frustration, fear, etc.. It does not need words to be understood. Through music can easily overcome the barriers of communication of any kind would these be: cultural barriers, language barriers, social or ethnic barriers.

The utility of music has always been extremely diverse. Since ancient times, it had a very important social role, being used as a signaling function, in magical rituals, religious practices, as a means of social interaction. Subsequently, with the evolution of man, music received other powers too, surpassing its art condition and reaching in the modern age the status of science – music therapy.

In the vocational education process, nonverbal through music communication is particularly important. Music, like any science, is made up of two clearly delimited components: the theoretical and the practical component. In order to achieve a training process, these two components cannot be separated, being dependent on one another.

Nonverbal Aesthetic Communication for children

Since the intrauterine, the fetus reacts at noises music and sometimes the parents voices through strong movements in the mother's womb. In the following two periods of his life, newborn (the first month of life) and child (first year of life) can perceive sounds, noises, voices with different tones, and even to produce sounds, this being his first form of communication.

The third stage of the development is the -1 to 3 years before school period during which contact with music is aware and facilitated differently by bright, interactive toys, accompanied by music, songs, etc... Thus, one can observe the child's response to the message received through expressers, through gesture and facial expressions, or even age-specific movements of the hands and feet.

During the preschool and school period, verbal aesthetic education is important, regardless of whether or not vocational education follows. For children with musical skills, which begin the study of music, these types of communication elements are essential. They learn the basics in making the difference between sounds and noises, the recognition of musical instruments, to differentiate tone vocal tone and instrumental, to perceive the difference between rhythm and melodic line, between major (cheerful) and minor (sad), between tone and semitone.

When working with students, nonverbal communication exceeds the 70% limit in the passing on the new knowledge. Communication through expressers and illustrators facilitates the formation of new skills, but at the same time, encourages musical expressiveness. I will use as example tapping the measure of a solfeggio, is the arm gesture with a role in rhythmic and metric solmization. This competence gained in class or in the first years of study of musical

theory is very important for the further evolution of the student. From a teacher point of view, for getting this skill, the teacher must follow few steps: to outline on the black-board the measure tapping, then to show how to tap the measure, and then to perform with students. Nonverbal communication succeeds through gestures and visual elements to send the message, in a right way. Furthermore, I can say that tapping the measure scheme becomes a symbol, even a way of recognition of forms and musical genres, which the student will study later on. And examples may continue.

Nonverbal aesthetic communication can be analyzed as in terms of musical interpretation. This type of communication is carried out between the performer/ broadcaster and the public/ receiver, regardless of whether we are talking about classical music, modern and religious about a live-concert hall or recording heard on several occasions. It is clear that there are major differences between the two situations, due to the fact that, in the time of the artistic act, the receiver captures both the message transmitted by the performer, and messages submitted by other participants in the act (the other people in the audience). This creates a nonverbal communication open, sincere, with an immediate effect.

Conclusions

Nonverbal communication is particularly complex, due to the resources that it holds and the force of the expressed message, without needing verbal communication. Within the educational process, nonverbal aesthetic communication, offers a very wide range of uses, both for vocational education as well as for the traditional.

CLASS AND CRISIS MANAGEMENT
CASES OF CLASSROOM EDUCATIONAL CRISIS
SCHOOL MALADJUSTMENT

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We are dealing daily with situations that urge us to take action. Our time is not valued as it should, we do not manage to succeed in our goals, we are not given the support that we deserve or our rights are violated. *Assertive communication could be a solution to these problems. It represents the ability to express our emotions and options in a way that does not affect our self-esteem or of the others.* Those people who own this communicative ability are able to say "no", to express their mind, their wishes, to solve conflicts in a firm manner but showing respect towards their interlocutors, controlling at the same time the outbreaks of conflict. Following, we present a contrastive analysis of three types of behaviours that influence the quality of the interpersonal communication process.

	Hostile behaviour	**Assertive behaviour**	**Passive behaviour**
Rights	Claim their rights without caring about the rights of the others	Claim their personal rights without violating the rights of the others	Do not claim their rights
Interests	They care only about their own interest	They pursue their interest by respecting themselves and the others in the process	They are interested primarily on the others
Conformism	They make pressure on the entourage	They resist to the pressures of the entourage	They submit to the pressures of the entourage
Sharing feelings	They express their feelings in a hostile manner	They express their feeling in an open, honest way	They do not express their feelings
Personal implication towards goal achievement	They reach their goals through the efforts of other people	They have confidence in their own forces, they have a realistic projection of themselves and achieve their goals through their own efforts	They praise other people

Table nr. 1 A contrastive analysis of three types of behaviour

1.1. Argument of the theme

Regarding today's society, we can easily notice some phenomena that grow bigger from one year to another. Among them we also count school maladjustment, a phenomenon that is more and more common. Nowadays, children seem to live rounded by examples of this sort, and their ability to react against this phenomenon is a relatively reduced one.

Present reality has shown that some students have difficulties to adapt to school life and activities, caused in some cases by school failure, this fact leading to a tense atmosphere in the classroom.

Teachers are interested to help the students who encounter such difficulties to overcome them, to integrate the students in didactic activities in order for them to successfully adapt to school life. For this reason, my intention is to deal with this very present issue.

1.2. Theoretical Part

Trying to define a critical situation imposes the use of some elements from the theoretical management. It would be defined as: *an event or a series of unexpected, unplanned events that could affect the climate, health or safety of the classroom and its members.* (Iucu., B. Romiță, I., 2006:191).

From a psychosocial perspective, the classroom represents a *dynamic field where multiple forces play an important role: attraction, rejection, self-assertion, competition, cooperation and esteem.* Bearing this in mind, the mechanisms to foresee, delimit, define, control and solve a critical situation require a great effort, firm but prudent intervention strategies, a high physical and psychical energy consumption, with chances to determine consequences very difficult to evaluate at the level of psychical balance of the persons involved.

The extension of the crisis is favoured also by the interventions of teachers unprepared from a managerial point of view in order to deal with such events. Usually, a critical situation is recognised only in its limit moments, although there were parts of the problem that were previously identified. Most of the times, teachers centre their attention and efforts, their control and focus on didactic and teaching situations, ignoring, most of the times not out of malevolence, the diversity if educational situations. Involuntarily, such educational attitudes create a fertile ground for the apparition and development of crisis phenomena.

Class management is defined as "the optimal strategic leadership of the educational instructive activity, projected and developed in a school / classroom" (Iucu, B., Romiță, 2006:14). Another author defined class management as "a series of strategies and techniques used in order to manage the relationship between teachers and students in given conditions" (Stan, E., 2006:90).

To *manage a class* means to make use of some instruments in order to manage the relationships between teachers and students on one hand, and between students and students on the other hand. These instruments are put at the teacher's disposal in order to facilitate their work and to help them to build a healthy work environment.

To sum up, an educational crisis situation is characterised by:

- It makes communication difficult by permanent obstruction;
- It seeks to create a state of confusion;
- It facilitates the installation insecurity.

The concept of *school maladjustment* can be defined as the ensemble of psycho-behavioural manifestations characterised by the temporary lack or difficulty of integration or adaptation of the individual to the educational social environment.

More broadly, adaptation is the agreement of an individual with his environment, especially the social one, so that school adaptation "expresses the quality and efficiency of the agreement between the student's personality and school requirements."

If school adaptation represents a major desideratum, targeted in every educational system, school maladjustment is a broad phenomenon, with multiple causes, that needs to be limited and controlled as much as possible. Thus, preparing the child for a good adaptation to the school requirements is made from the first years of life, in the family and kindergarten, so in the years preceding the school period.

School maladjustment problems are not the attribute of the first year of schooling. Although these are problems that are encountered since the first year of school, maladjustment situations may appear at any time during the schooling period, but they are, however, more frequent when students move from one stage to another (first grade, 5th grade, 8th grade) because these transitions by nature, require a student re-adaptation, to new educational requirements, to a new organisation of the educational process.

There are different forms and degrees of maladjustment that have in common individual dissatisfactions (tensions or failures) that cumulated may favour the apparition of psychopathological afflictions as well as social prejudices (affects interpersonal communication, the educational and instructional process).

In its incipient form, school maladjustment is manifested through dissatisfactions that produce fear and discouragement. Their repetition in time will worsen the anxiety and frustration levels. Since maladjustment is materialised on a normal intellectual background, its causes need to be identified in the non-intellectual factors that concern two distinct and intellectual environmental dimensions: inadequacies of the school and family environment, the latter category including: lack of family values, divorce, disorganized family life, absence of parents, inappropriate social climate, long-term intra-family conflict and tension, parental disinterest towards the child; insufficient communication between parents and children, children that come from disadvantaged family environments.

The causes that belong to the school environment include: too high demands, rigid, cold and tense climate, uninspired didactic methods, educational errors of teachers, autocratic style in conducting the school activities, the poor relationship between students and teachers, overloaded curriculums, exaggerated severity, insufficient knowledge of pupils' personality by teachers, a high level of competitiveness etc.

To all these factors we add also the students' pedagogical difficulties: knowledge gaps, lack of some operational schemes, lack of school skills, improper way of learning, and unwise use of time.

Most of the times, maladjustment leads to school failure. School failure is represented by the *discrepancy between school demands, performances and the efficiency of learning activities. It is felt as distrust in personal capacities, discouragement, mental stress, and suffering* (Turcu, F., 2005:27).

In conclusion, we must always bear in mind the fact that *school maladjustment is many times caused by a series of factors, structured from elements of a diverse nature.* This diverse nature impedes us to talk about school maladjustment as it is, but only about students with adaptation issues. As a result, we need to have an individualised approach concerning the recovery programs.

2.1. Presentation and Analysis of 4 cases

1. A colleague from school who has taken responsibility in carrying a task, does not show up in order to perform this task. You are in the unpleasant situation to report, at a certain point, the results. The manager gets frustrated at you and accuses you for not completing the task. How are you going to manage the situation?

Assertiveness is the most efficient way of solving interpersonal problems. Direct, open and sincere communication allows messages to be received without blockages and distortions, which maintains and improves relationships with others. The ability to assertively communicate feelings, emotions and thoughts without harming the integrity of others is an effective way of communicating.

The manager must give an example of assertive communication. His communication was aggressive! Convinced that, however, the given context justifies the state of irritation, we will use the rules of assertive communication.

Assertiveness involves protecting personal rights and expressing thoughts, feelings and beliefs directly, honestly and appropriately, without violating the rights of others. Looking at the situation calmly, we will explain the division of the task so that the manager understands what we managed to do and what depends on the other. Without violating our colleague's rights, we will justify the results obtained, trying to get a new respite to complete the task. We will formulate a request in which we will express our feelings and intent to continue to solve the task in time with the commitment that our colleague will treat the charge with responsibility.

By expressing ourselves in a clear and concise way, avoiding sarcasm and generalizations, we will not put labels, but create an affective climate that allows for dialogue, feedback and collaboration. This will calm the manager, mobilize our colleague and thus we will achieve our goals.

So, we will treat equally all our partners and give us an equality of opportunity. The relaxed and open facial expressions, the visual contact, the upright position and relaxed body, a calm and secure voice accompanied by a smile will create a constructive work atmosphere. Communication and assertive behaviour increase self-esteem, respect for others and of others.

2. A parent accuses you at a parents meeting, in front of the other parents, on a disrespectful tone and pointing at you that you have given his child a much too bad grade. What do you do?

First of all, the parent did not have an assertive behaviour. He manifested a verbally aggressive and imposing language, failing to use some wise communicative skills in order to improve communication. Expressions such as "I believe that … / I would like to … / do you mind if…?" would have been magical expressions in the given situation. Verbal expressions of assertive language may be accompanied by non-verbal signals that help us to pass more easily our message across. Relaxed and open facial expressions, visual contact, an upright position and relaxed body, a calm and secure voice, accompanied by a smile when necessary, can represent the success of a communication.

In order to successfully manage this situation it is advisable to act with tact and to make ourselves understood, to avoid irony and labels or an aggressive behaviour. It is better to avoid acting under the impulse of the moment or make suppositions. We must discuss and solve the situation with delicacy. Assertions such as "I" are the beginning of a conversation and not a conclusion. They are the ice breakers of an honest conversation and of the possibilities to improve a relationship. Their effect is not determining others to fix the problem but to make them aware of our feelings and needs. We should not expect that they will immediately solve the problem nor that they will provide and immediate answer. If you pay attention to their messages then you will have at least two advantages: you will show respect and therefore you are most likely to receive respect and you will discover the key words in order to start a new conversation.

The mood of your conversation partner is very important. If that person is in a good mood it is more likely that he will have more energy to listen to you. Observation helps people to be completely involved in conversation and be more aware. Being able to identify, recognise and notice your own emotions as well as those of the people around you are an important part of the emotional intelligence. By developing your ability to study the emotions of the person you are discussing with, you can decide whether you can continue the conversation or whether it's time to leave it. By using the first person you inspire responsibility for your own emotions, thoughts, opinions, ideas, attitudes and behaviours. It also presupposes awareness of the difference between behaviour and person. Thus, someone will criticise something, they will criticize the behaviour rather than the person. In order to verbally communicate in an assertive way, it is important for us to use also non-verbal assertive communication. We can do this with a calm voice, with a normal tone, moderate visual contact and keeping an inner calm. In order to start a conversation and maintain it, you need to ask open questions. By actively listening to your partner you can easily find topics to ask him how he sees things or what he thinks. Closed questions, which may be "yes" or "no" are indicated in situations where you want to find out the person's agreement or disagreement.

3. **Every time when tasks are distributed, you are the first person to be appointed. You are disturbed that other colleagues do not enjoy the same "attention" on the part of the manager. You want to express your frustration. What do you do?**

Embracing both a passive/submissive behaviour and an aggressive behaviour will not calm down and sort out the conflicts. The right way to approach a conflict, is to be assertive, which does not presuppose neither renouncing nor lack of perseverance. Of course, in order to act in an assertive manner is not easy, but it can be learnt, and the effect are among the best, since it is not provocative for those involved. Being assertive implies to use of constructs made by certain patter or message, in the case of which a number of conditions have to be taken into account. At this moment, the problem or the reason that disturbs and ask for an assertive approach are articulated. The description has to be as much impersonal as possible and without any artificial elements. It is very important to bring in focus the action that caused problems, using a suitable tone of the voice, in order not to accuse and cause the other to be defensive.

The answer must not be anything like a more or less direct reproach.

We are trying to convince the manager that an institution is efficient only due to its team work. Exploitation is an act of injustice. The task must be shared in such a way that each pearson is able to develop his/her skill efficiently. In this way, we are highlighting the various intelligences of the team which creates a diversity of solutions and the efficiency of the institution.

4. **A learner or a group learners, disturbs the class constantly through their attitude and way of behaving. You are faced with this situation. How do you deal with it from the point of view of the assertive communication?**

Our reaction must depend on the moment of the lesson, of the way in which they are acting, and of the reaction of those in class. A possible message can be: "When I am disturbed while I am giving you explanations I have the feeling that are some aspects which do not satisfy you or raise up questions. What I want is to listen carefully to what I have to say and write down the questions or the difficulties in order to be able to discuss them at the end of the class."

This kind of situations can be avoided by preparing some differentiated tasks, according to the interests of those inclined to this type of behaviour. This way, the learners will answer by being involved because they will have become aware of our involvement.

2.2. Discovering the triggering causes
- The shift from one stage of education to another, from 8th grade to 9th grade, because these shifts require by their own nature, a rehabilitation of the learner to new educational requirements, to a new organisation of the education process etc.;
- Unsatisfactory information about the learners' personalities on the teachers' behalf, as a result of the shift from one stage of education to another;

- The complex of inferiority and lack of trust in owns strengths;
- The high level competitiveness;
- Learning in an unsuitable way, using the time in an unwise way;
- Lack of attention from the parents;
- Severe difficulties of relating with the others;

2.3. Following and applying the solutions

For all these problems there some solutions, but in small steps, without expecting to a radical change by tomorrow. You start with small objectives and when they are accomplished you set others that are higher so on and so forth.

First, the learner must gain trust in its power and acknowledge than nobody is perfect, everyone has flaws, but it is important is not leave ourselves overwhelmed by them.

Likewise, it is essential the class master to intervene in order to avoid the problem grow by way of:

- Discussing with M's parents to clarify to importance of involvement and of affective support offered to the teenager in the family, as well as the importance of their interest manifested towards the school behavior of their daughter;
- Discussing with the teacher of the school subjects where M. has problems, to include her a supplementary program to cover her knowledge lack;
- Teachers supporting her, encouraging and strengthening the expected behaviors through school rewards, determining thus that the extrinsic motivation becomes intrinsic;
- Collaborating with the school counselor to improve the situation;
- Supporting the learner in acquiring efficient ways of learning and adapting them to his/her personal style, so as to the difficult subjects of study for him/her cease to be perceived as inaccessible, rigid, or as stress factor;
- Preventing bad behaviors – absenteeism, lack of interest, evasion and facilitating better relation between M and the class or harmonizing her/his relations with the teachers;
- Maintaining a constant collaboration cu the learner's family;
- Monitoring constantly her school development.

I consider that all these solutions will help Mihaela to regain the confidence in her own strength, to get rid of the inferiority complex and adapt to more easily to the new educational environment. As for the counselling program, this starts from the idea that the academic and social success is related directly to the level of self-esteem and confidence in one owns skills. The counselling program tries to make her/him acknowledge the fact that it is important to learn from mistakes, failures, because is impossible to success always in what you intend. Sometimes, to learn may look like a process where three steps are forward and two backward, due to which both parents and children should understand, accept and harness the process in itself, without granting any major importance to the way in which the learners are presenting at a certain moment in the process of learning.

As a result of the support in learning some ways of studying for efficiently, the learner will get better results on the problematic subject.

Conclusions

In conclusion, I consider that there are students which do not have enough confidence in their personal skill, that are shy, irresolute, and that are not able to involve enough in the learning endeavour. They need an intervention full of pedagogic tact in order to boost the

confidence in themselves. Thus, the "image" of the teacher regarding his learners will be "perceived" by them like a feedback of their effort to adapt. When this *feed-back is negative,* the feeling of disability, isolation, lack of self-confidence on behalf of the learners intensifies which will feed the "vicious circle" de discouragement and repulsion towards learning. Also, o consider that a very important factor of the learner's school success is the confidence in his own strengths. However, this confidence is largely the echo of the teacher's appreciation, of the confidence he/she offer to the learner. It is very important that the teacher to stimulate the learners towards progress.

The pedagogical tact requires intelligence, ingenuity and affectivity *in order to act adequately, yielding and creatively with an eye to the full success of the education process.*

Making the school failure to be chronic, aside failing to adapt the learners – discouraging and the cause of a low level of aspiration – will have negative effects on the *social* level, too, as a result of the grown feeling of "obloquy" and of social marginalisation by the class mates. The shy children and hypersensitive in the relations with those around them, will increase the isolation and introvert tendencies, will avoid the community, their friends and other such school situation which can boost their tense emotional state.

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TEACHING TEENAGERS TO COMMUNICATE

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Abstract

One of the biggest challenges of everything involving teaching is, beyond doubt, reaching out to teenagers and getting them involved in the learning process. The 13 to 15- year-olds, which is the age of the students at the intermediate level of studying English in Romanian lower secondary schools, is probably the most difficult of all. Here are some suggestions on tackling this problematic issue and some approaches to be followed by inexperienced teachers.

Key words: teaching,classroom management, teenagers, communication, language

Introduction

Teenagers are probably the most difficult category of students to deal with. While they have a greater learning potential than younger children, they are also harder to keep under control and motivate.

Classroom management is another important issue when it comes to teaching teenagers. It may take a long time to establish a relationship of trust mixed with authority and respect, especially if it is a new class, that you have not taught before.

Body

„Most teachers of teenage students have been there more often than not – another lesson, carefully planned, is dying on its feet. Students take turns glancing at their watches every 20 seconds, and their faces all too clearly reveal what's in their minds: another boring lesson to be sat through." (Puchta, 2011: np)

There is no universal recipe for approaching teenagers and creating a positive learning environment; some groups need more authority from the teacher than others (even though they would never admit it) and some need to be encouraged all the time, because they feel insecure about their own personal value. There is however one thing that they all need and that is to be listened to and respected by the teacher.

Building up a relationship where there is a balance of authority, respect, friendship and fairness may prove to be difficult in the current lower secondary classes, not just because of the age group involved, but also because of the large number of students (around 35) in every class. In such conditions, there is almost impossible to take into account every student's personal ideas, even though they all want to share their thoughts and opinions sometimes. It is very important for them to be treated as individuals with ideas of their own.

Herbert Puchta (2010) provides a checklist of things to take into account when teaching teenagers. It is a great opportunity for self evaluating all the components of the teaching process. Here is an excerpt on classroom management and grammar:

Classroom culture

□ I give students enough support with the development of their identity.

□ I'm friendly and my students find it easy to approach me with questions and in small talk.

□ I'm interested in my students as human beings and I accept them with their strengths and weaknesses.

□ I have established a clear set of rules – I'm persistent in communicating to my students that I expect them to keep to these rules.

□ I am authentic and congruent.

□ I'm interested in my students' opinions and suggestions and take those seriously, and – where meaningful and possible – make sure their suggestions are implemented.

Grammar

□ I offer students plenty of opportunity to notice and explore new structures and to draw conclusions about the regularities of the foreign language.

□ My students get enough solid and meaningful grammar practice.

□ My teaching is based on the principle that fluency goes before accuracy.

□ My error correction techniques are pedagogically sound respecting the sensitivities of the students.

When teaching tenses or anything for that matter, the resources to be used are very important and there are some solutions teenagers may respond positively to. Herbert Puchta (1993) mentions six ways of improving the classroom atmosphere by using resources such as:

- **Music:** teenagers love and relate to music. It is a way for them to express themselves and learn at the same time. Many students admit they learn English outside the classroom by listening to the lyrics of their favourite songs. A particular challenge when bringing music to class is that they may not all like the genre; but that can always be turned into a debate on types of music later.

- **Group work**: teenagers search for social contact and even though they may not admit it, they want to be involved in relationships and they want peer interaction.

- **Role-playing and acting**: this is a great way to let teenagers express themselves freely. Role-playing allows them to share their feelings in a safe way as it can be viewed as just a "role" that a student is playing and not their true selves.

- **Class knowledge**: teenagers know a lot about various topics and a teacher should adjust their interests and passions to the class content and topic for discussion.

- **A quick pace**: teenagers do not have a long attention span for a single topic. Various short activities may be used with a quick pace.

- **Games:** teenagers are competitive and they like to show off and win in groups.

Conclusion

All of the above mentioned activities or resources can be very well correlated to teaching grammar and they really work and have a positive outcome, once the relationship teacher- student is well defined and students understand the need of learning grammar for communicative purposes.

Teaching teenagers may seem at first glance an impossible task to manage, but in the long run, it will also mean one of the most rewarding achievements for an educator.

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COMMUNICATION MANAGEMENT FOR DEVELOPMENT SCHOOL-FAMILY PARTNERSHIP, A PREMISE FOR SCHOOL PERFORMANCE

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1. THEORETICAL FRAMEWORK

1.1 THE ROLE OF PARENTS IN COLLABORATION WITH SCHOOL

Partnership school-family-community represents an actual problem, supported various educational policy documents at national and international level and research in education. In Romania, according to the National Education Law No. 1/2011, parents are seen as partners and beneficiaries of the educational process.

Article 80 provides that all major decisions from pre-university education to be taken in consultation with the associative structures representing the parents.

National education law entitles parents to take an active part in the management of schools, through the presence of the Board of Directors of the school-two or three representatives, depending on the size of the school (Article 96). Parents are involved in developing the offer of educational curricula, by participating in the organization of various programmes and activities can be run or may sponsor certain actions carried out in the school by the parents association.

International research records are compelling and corente, positive. They demonstrate that at the time of the school, family and community are starting to collaborate; students begin to receive the necessary support to be successful in school and in life. Practice has proven that by implementing and development of such partnerships as the resulting effects:

- Improvement of the pupils at the school's presence;
- Increased Performance;
- Family-school Relationship closer;
- Support student needs in training and intellectual development.

In other words, when parents are involved in children's learning, they face better in school life, and the school is growing. Educational plan, with a direct effect on the decrease in dropouts, children gain is spectacular. So they recorded a better frequency to school and perform better in school. Also increase the chances of children to promote an educational cycle, to complete his studies at the time and increase their motivation to accede and to other forms of education to obtain a qualification. For this reason, the involvement of parents is one way to help children

in their transition through adolescence, with significant positive effects. "It is observed that the involvement of parents tends to fall in secondary education. The factors that determine the lack of parental involvement are: lack of social networking for parents, lack of financial stability, low educational level of the parents, factors related to school, meeting times unsuitable transport, child care, parents ' knowledge about the school rules and policies, lack of confidence in the school's parents and pupils, parents perceived racism, negative experiences of parents with the school as a child. "[1]

An essential role in facilitating partnerships they have managerial structures and principals of schools. Is the idea of the importance of a coordinated approach that includes school and families in return for education of children.

"As school counselors, directors are also" invited "to rethink their role in relation to school staff and leadership organization of roles and relationships. A popular model of leadership is that of school learners, where decision-making is shared between staff, students and families. Directors must rethink the boundaries between schools through the development of integrated service centers at the school level or by supporting the development of coordination of services at the community level in order to give students a greater access to complex services". [2]

Partnering with the family insists on the formation of certain competencies and skills to prepare children for school and social life, and parents for providing a quality education to the children.

In general, most families are concerned maintain close collaboration with the school. School-family partnership aims to achieving effective communication between those two factors and implementation of mutually agreed systems of values and requirements of the child. Mircea Agabrian (2005) considers that for this partnership surely ones are students. They act in the following areas:

- assists teachers in their work,
- generate and refine the school powers of students,
- improve the programs of study and school climate,
- develop educational skills of parents,
- creates an environment of safety in schools,
- enhance programs of study and school climate;
- improve the educational skills of the students ' parents;
- develop skills for leaders of the parents;
- facilitates liaison between families, school staff and the community;
- create a safer atmosphere in school;
- helps in the management of the school.

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[1] Angela Muscă Andrei; *Partnership school-family-community*, Editura Universitară, Bucureşti, 2014, p.22

[2] Petre Botnariuc, Marcela Claudia Călineci, *Partnership school-family-community*, Editura Universitară, Bucureşti, 2014, p.40

Partnerships are a core component in the Organization and conduct of work in school and classes of students. They are no longer considered just a simple optional activity or an issue of public relations nature.

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STRATEGIC MANAGEMENT
IN EDUCATIONAL SERVICES

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Abstract

Educational management is an explicit integrative conception, an attitude, an action oriented methodology for achieving success in education, comprising a set of principles and functions, norms and methods of leadership through which the achievement of the objectives of the educational system is ensured.

Key words*: administration, educational quality, educational system, management, strategy.*

Introducere

In a broad sense, the term management expresses a set of rules and principles for managing an activity under specific conditions, effectively managing existing resources to achieve predetermined goals / objectives. Management science / theory is the primary condition for practicing a quality, efficient, rational, creative, success-oriented, development-oriented management and away from the primary empiricism of pursuing an activity. In other words, scientific, rational management as an application of managerial science represents the whole process through which all the theoretical and methodological elements provided by management science are operationalized in social practice. (Nicolaescu, 1993, p. 52).

Aspecte teoretice şi practice

The complexity of these dimensions of the theoretical and practical management, in its tendency to become quality, performance, efficiency, democratic, human, is reflected even in the specific language used. Although the term has a latin root, its current meaning comes from english and characterizes the activity of coordinating and leading a service, institution, enterprise or organization. The management correlates with other contextual terms: management (static operations for inventory, goods, goods management), management (management part - keeping, handling of goods, resources entrusted), organization (part of the management, resources, relationships), coordination, guidance, training.

Management of education considers the theory and practice, the science and art of designing, organizing, coordinating, evaluating, regulating the elements of the educational activity, of its resources, as a free, integral, harmonious activity of individuality, according to the educational ideal.

Educational management is an explicit integrative conception, an attitude, an action oriented methodology for achieving success in education, comprising a set of principles and

functions, norms and methods of leadership through which the achievement of the objectives of the educational system is ensured.

Strategic educational management is a form of modern management focused on anticipating changes and changes to be made within the school organization and its interactions with the environment in which it operates to avoid creating situations where services provided by the organization become obsolete chronic incoherence with proposed changes.

In the theory and practice of educational services management, the strategy includes the following fundamental elements:

- Mission of the organization (mission of the school, mission of the educational institution);
- Strategic goals / targets - established according to the diagnosis of the presented state of the organization, its mission and the vision of the management team;
- Strategic approaches - the privileged ways of action, based on the existing competencies and resources, but also on the past experience and culture of the organization;
- Resources categories - available and anticipated;
- Time budget - or application deadlines (start and end dates, interim data, milestones), which are in line with the complexity of the strategic targets and the content of the strategic options. Generally, a strategy is being developed for an education cycle, which requires intermediate stages (not less than one year) to facilitate the monitoring and evaluation of the goal-achievement process. The delineation of deadlines at months, weeks or even days will be made in the operational plans to implement the programs;
- Market analysis and study - determines how the new educational offerings and services offered as a result of strategy implementation meet the needs of potential beneficiaries and are superior to those provided by competitors. This makes it possible to determine the effectiveness of implementing the strategy's content, which is measured by specific and palpable results, both products and effects.

As key steps in developing a strategy, we identified:

a. Diagnosis of the organization's internal and external environment - which substantiates the strategy and, in particular, the strategic targets and options;

b. Elaborating the strategy;

c. Implementation of the strategy through operational plans and programs.

a.**Degnosis of the organization's internal and external environment** - refers in particular to the analysis of the needs of individuals, groups and the community in general, by reference to the concrete situation of the community and the resources available in the community. Diagnosis refers to both the internal environment of the organization and the external environment (the immediate, immediate one - encompasses the environmental factors directly affecting the organization's functioning, the immediate, far-reaching one - encompasses environmental factors that only influence the organization indirectly).

The main forms of diagnosis and needs analysis are:

• The quantitative information analysis - the likely number of potential beneficiaries of educational and educational services, age, quantitative data on beneficiaries' background (occupational structure, unemployment rate, delinquency rate, etc.), the situation of the premises and the state of the buildings, the level of Endowment with various material and technological resources, personnel data, if all positions are occupied, if the occupants of the posts have the required level of qualification, etc;

• Qualitative information analysis - relationships between different categories of staff, organization ambiance, qualitative data on beneficiaries' background, quality of staff (including skill level), way of communication in the organization, quality and circulation of information , Quality of management, etc .;

• Knowledge of interest groups - the areas in which they act (extremely useful knowledge in design, when different sources of conflict can be anticipated);

• Community community analysis - identifying community components (physical, social, economic, political dimensions and their evolution), exploring community needs and problems, the relationship between the organization and the community (if and to what extent its services meet certain community needs, what Community needs are unsatisfied and why), the integration of the organization into the community strategy (if any) and concrete work on identifying community issues, resource analysis, policy-making, programs and plans to solve the problem, Actions and the assessment of the Community impact of derisory programs;

• Analysis of the current goals of the organization's activity - the extent to which they meet individual, group and community needs, and the extent to which they respect national standards;

• PEST analysis (E) and SWOT analysis - through which a whole range of useful information is synthesized in the development of a strategy.

PEST (E) type analysis - involves an x-ray of the following:

- The political context mainly refers to social, educational, health policies, etc. Promoted in society at national, regional or local level, and less in the distribution of power among the different political parties;

- The economic context refers to the existing resources at the analyzed level (national, regional or local): if there is economic expansion or recession, which economic sectors are the priority and what resources can the organization or the institution that performs the analysis, what is the dynamics of the workforce , Which is the average level of earnings, which is the purchasing power of the population;

- The social context refers both to the existence of social problems (such as unemployment, poverty, delinquency, population health, etc., and how they are addressed at national, regional and local level, and at the position Different interest groups over existing social issues;

- Technological context, refers to the possibilities of using new technologies: if there are media accesses in the area, if equipped with efficient equipment, infrastructure of the area, transport facilities etc .;

- The ecological context is a more recent area, which has emerged as a consequence of the industrialization era; Refers to the quality of the environment and how it influences the quality of life of people in a given region, the implications of environmental factors for the occurrence of diseases or the increase of the degree of risk among the population (elements of sanogenesis), on nutrition aspect The population, the degree of pollution, etc.

b. **Developing the strategy** - involves following steps:
- Description of the general social context at regional and local level a synthesis of information resulting from diagnoses and needs analyzes serving to identify strategic resources and strategic targets;
- (re) formulation of the mission of the organization - a synthetic statement expressing the fundamental reason why the organization exists and conducts its programs in the community;
- Establishing the goals of the institutional development project - derived from the mission, this is the end to be achieved or the major intentions that will be achieved through the project.
- Defining strategic options and formulating the strategy - consists of identifying the main ways of action, followed by defining the large categories of resources needed to achieve the goals set, setting deadlines and milestones in achieving strategic goals and identifying the main expected outcomes;
- Establishing programs - these are unitary and coherent systems of activities that serve to achieve strategic goals based on strategic options.

c. **Implementation of the strategy: operational planning** - refers to the establishment of an operational plan, drawn up for each activity, comprising the following elements:
- Goals
- Human, financial, material, informational resources, etc.
- Responsibilities and deadlines
- Valuation / performance indicators
The Logical Framework Approach (LFA) method is based on a planning and management tool used for institutional development projects. This method synthesizes the following categories of information in a standard format:
- What is trying to accomplish the proposed project;
- How do you propose to do this?
- What elements are needed to ensure the success of the project;
- By what methods can the project progress be measured;
- What risks / problems can occur.

The logical framework method, as a managerial approach, facilitates the pursuit of a gentle process and clarification of what it intends to apply within an institutional development program, involves a system of organizational problem analysis and needs, A hierarchy of means - goals, the selection of the most appropriate strategy for the implementation of the institutional development activities and the emphasis on the elements on which the success of the project

depends. The result of this analytical approach is the logical matrix or logic framework that sums up what the project intends to achieve, what are the key assumptions and how the outputs will be monitored and evaluated, as well as the impact of the planned activities.

The logical matrix is a simple document that provides an overview of the key factors involved in the project and shows, in a simplified way, whether the project will be a success or a failure. This document can be modified throughout the entire life cycle of a project to systematically identify obstacles and changes in achieving outputs and goals.

In the logical matrix structure we encounter a series of specific terminals:
- Project description
- Indicators
- Means of verification
- Assumptions
- The general objective
- Purpose
- Specific objectives
- Outputs? Inputs
- Vertical logic / horizontal logic.

I believe that it is essential to read, deepen and apply an effective and quality educational management, because we have assumed with dignity, responsibility and love the status of educator, educator of an open generation to modern , Knowledge and evolution.

Respectfully and rigorously applying the steps of a modern educational management, we will all progress positively: direct beneficiaries, students, parents, parents, community, society.

A school without a performance management can not be performing well.

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STRATEGIES OF COMMUNICATION IN EDUCATIONAL MANAGEMENT

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"Words are, of course, the most powerful drug used by mankind."
Rudyard Kipling

The art of communication is not a natural process or an ability we are born with. We learn to communicate. The word "communication" has received numerous definitions throughout the time. It began to be used in the XIVth century and comes from the Latin word "communis" which means "to put in common". Once with the development of the communication technology, the meaning of the word suffered transformations from "to be in a relation" to "to transmit".

Definitions of communication within the educational management state that it is "a process of creation and exchange of messages inside an independent network which conforms to the uncertainty of the environment"[3] or "the connection between people to debate and decide in a certain matter, a jointly activity"[4].

Communication is a key factor of education, a fundamental component of life progress culture and civilization; it entails a complex relationship between a sender and the recipient, a dynamic mechanism of mediation, with deep implication in human modeling. At the base if communication it lays the existence of a purpose, fellowship, the use of symbols to transmit ideas, irreversibility. One's personal life experience plays a key role in receiving and deciphering a message.

In some situations decisions must be taken whether the information should or should not be transmitted. Managerial styles and attitudes play a very important role in this stage. Traditional and classic management believe in the secret of information as a form of power, while the open system management supports the free and frequent circulation of information. This stage also includes the type of information that has to be communicated but not the reasons for such a decision.

Once the decision had been made, the information can be communicated to the others. Any information is transmitted through a code, because all messages are coded in one way or

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[3] Cuilenburg, Scholten, Noomen, *Știința comunicării*, Editura Humanitas, Bucureștii, 1998, p. 110. 2 Drăgan, Ioan, Paradigme ale comunicării în masă, Editura Șansa, București, 1996, p. 11.

[4] Drăgan, Ioan, *Paradigme ale comunicării în masă*, Editura Șansa, București, 1996, p. 11.

another. For example, through the use of a certain language, terminology or a technical jargon the message tends to be encoded. An efficient manager will communicate through a simpler, coherent and easier method. Clarity is the key to this process. The final result of communication is action. The information that does not lead to an action on the behalf of the receiver surely it has been inefficient processed. On the other hand, the expectation as subordinates, customers, or other managers to act in a cohesive may be unrealistic. It is preferable for a manager to specify the kind of actions he expects from those who receive the message.

In a perfect world, managers communicate top-down, but the information must be sent bottom-up, for the simple fact that the lack of feed-back, of comments and suggestions make the managers to take decisions, to elaborate and develop strategies without thinking at the real problems. The feed-back must be received optimally by the participant, to be concrete, constructive, required, not imposed, communicated in due time. Its role is to give information, not to assess, to confirm achievements and to strengthen some behaviors, being an important element in motivation of the personnel and in changing attitudes towards work.

Context is another important factor in the process of communication. Three environments make up the context of communication: family, school, society and they must be connected with one another. Within education, nowadays communication had a dual role: on one hand it represents the instrument by which the educational act is deployed (teaching - learning) and on the other hand it helps to change the educational system in general.

To conclude, the concept of communication within the educational field is not new, as day goes by however this process is enjoying new approaches as to the role of communication in the execution of the teaching act. The refore the necessity of communication efficiency within education represents a goal towards highlighting the quality of the educational act.

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MANAGEMENT CLASS

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Contemporary society, developing complex social systems, highly differentiated activities in terms of the roles of individuals, generalized and accentuated interpersonal relationships, specialized, multiple and random, spontaneously realized. This fact led to the increase of the individual's ability to exteriorize, to to recognize the different links, different, with quick transitions from one state to another, from one role to another .In the same time reduces the possibility of lasting interpersonal relationships and deeper involvement due to the diversification of roles .Each person meets a Role and interact with other people only to the extent that they play other complementary roles needed to conduct day-to-day work. Relationships are reduced to formal situations, degraded by affective-individual content and strictly regulated by the rules of cooperation within the division of labor, thus excluding, in the course of the interaction, a direct, personal involvement.

Relationships, whether it's formal, institutionalized or informal, individual bears the imprint significant given specific individual personality. The personality of the individual appears as a complex system, organized, composed of updated, objectified activities and potential activities undergoing crystallization. It is always achieved through multiple and successive updates in different spheres, situations, socio-cultural contexts micro or macro. It appears as a dynamic, open, receptive and sensitive system to the actions of those around them, in continuous change and improvement, whose structure has a relatively high degree of mobility.

In various human and social spheres in various situational contexts, the individual has different ways of expression and interaction with peers. Examples in this direction can be the sphere of friendship, love, family, work, leisure, school activity where everyone can manifest himself as a holder of a well-established function in the system of interpersonal relationships, being an active factor in the realization Sociomedical roles.

Functional interdependencies between members is done in a group engaged in activities with common objectives. Such a group is the class of students, as a social group with a high degree of socialization, training, development and formation of the pupils' personality, leaders acting for the achievement of goals and ensuring the cohesion of the group.

The structure of the pupil class as a socio-educational group is defined by the interrelationships between the members of the group, formal and informal relationships, which in their turn take several forms: communication relations, knowledge relations, affective relations -simpatetic.

In the classroom, as a group social education, each student is both object of education and subject influencing and he others by his actions conferred the tasks they have to

accomplish in the classroom: in charge of discipline, library, Cleaning, organizing cultural-sporting and

tourist activities. In the group, each pupil broadens his / her life experience and forms his / her ideal of life. So the psycho-social climate of the school group influences the formation of the pupils' personality in all its aspects.

Group factors that influence pupils' formation and especially the cohesion of the school group are external and internal. The teacher's leadership style must be democratic, giving students the chance to make decisions and develop the initiative.

The rules by which lead the group should not be imposed but it brought together students, according to the school regulation .trebuie established roles and tasks of each student group.

The internal factors are of a socio-factual nature (the interest, attraction and pride of each student because he belongs to the respective group) and the sociocooperative factors manifested in the role of each pupil for the achievement of the group goals and in the style of leadership. The dynamics of the school group is ensured by the proposal and realization For some purposes, perspective lines.

Observance of the rules and requirements of students and school social environment is adapting school and social maladjustment elevilor.Fenomenul attitude is manifested by inadequate or rejection of these requirements, embodied in different forms of deviant behavior: lying, stealing, running away From school, vagabondage, acts of violence. One of the causes is genetic or acquired mental deficiencies. These, in turn, are determined by internal or external factors.

Other causes are affective. They exist in children frustrated by love and maternal care in their first years of life, or aggressions from adults have been exerted in childhood

Socio-cultural causes and cause them some mental retardation observed in children belonging to families with socioeconomic infarioara, frustrated with economic opportunities and cultural level. Behavioral deviations are also encountered in children belonging to disorganized families, attracted to antisocial groups, families where children are engaged in conflict situations between parents, or are offered a restrictive or excessively liberal educational regime. Among them will later appear schizophrenic and psychopathic with refuted states, which will hardly be recovered.

In all these cases, teachers and teachers must intervene through educational therapy. Forms of deviant behavior can be prevented if caught at first manifestation and remove the causes that produced them, considering biological factors, psychological and psychosocial, and socio-cultural conditions in which man is formed as p ersonalitate. Class may have the violent behaviors of the student the origin and defective school management, namely a lack of adaptation of the educational practices of a significantly changed school population. According to some authors (Kaes, Anzieu, Thomas, 1980), the first desire of the trainer is to exercise power. By following this unconscious desire, the teacher can negatively influence the relationship with the student as he seeks to maintain it in a situation of dependence, unconditional subordination. For this, the teacher can resort to different ways of coercion,

thus discouraging the formation of autonomous, independent personalities. However, many research has shown that a person exercising a constraint (physical, psychological) by an outside

power will seek ways to compensate for the exercise of his own power. Lippitt, White, and Lewin's studies on the leadership of the group have shown that, in authoritatively led groups, tensions, frustrations, aggressive behavior, hostility among group members accumulate, while the leader Attitude of obedience.

The relationship of authority also influences the type of communication. Most of the time, the confession is lateralised, that is, the teacher is the one who overcomes and monopolizes the confession, and the student remains only a passive receptor. Communication between students within workgroups is rather limited, and students' views on the classroom are less taken into account. The need for expression and communication is fundamental to any individual, and the school group is a privileged place to meet these needs. Satisfying them leads inevitably frustrated people ment that will reduce through bullying.

Other components of the teacher's attitude towards pupils can also lead to conflicts and violent behavior among pupils. Some teachers adopt an attitude of contemptuous ignorance of students, correlated with their tendency to evaluate them in constantly negative and depreciable terms. F. Dubet says teacher indifference is the most important manifestation of contempt for students. There are many students who suffer as a result of the teacher's negative judgments, because they come to strengthen their own doubts, discouragement, lack of confidence in their own forces. This once internalized can lead to a set of behavioral consequences: lack of communication, passivity to the lesson, indifference or, on the contrary, disruption of lessons, the development of hostile, provocative attitudes.

Often, unconsciously, the teacher introduces differentials between pupils in the light of the performance achieved. Such differentiations translate into teachers' attitudes that disfavor pupils with modest achievements.

Conflict resolution depends on certain strategic options the managers and the organization they belong to or neglect Avoiding conflict can lead to worsening of affecting such, organizational effectiveness and pirzandu-and also, any innovative potential. The way conflicts are solved depends on the proper functioning and the optimal development of each school institution.

In school there is a certain typology of conflicts driven mostly by ,, actors "involved clashes between students, between teachers and pupils conflicts, conflicts between teachers and parents, conflicts between teachers.

In order to avoid the occurrence of conflicts, especially between teacher and pupils, the teacher should not manifest his power discretionary. The teacher's authority needs to be constructively manifested through the creation of an environment conducive to learning, by maintaining order and by removing the best of the pupils. Instead, the request implicitly authoritarian, blind obedience and conformity from elevilor.Desi very efficient, authoritarianism only solve short-term and only superficially, because conflict with students and their hostility will continue. To do this, rules must be established with the help of the

class, explaining the rationale for each rule, determining the consequences for breaking the rules, displaying and observing them, etc.

A certain behavior of students, which is considered inadequate and can lead to conflict, can be changed by techniques using mostly positive stimuli (more rewards than punishments).

Any conflict resolution involves better communication with students. The better and the fuller the communication, the more physical and mental security will be more likely and the conflicts will be easier to solve.

Equally important for conflict management in the learning process is to teach students to express their emotions constructively. They need to know they can win what they want without being aggressive.

Field School education is indispensable learning has other constants and features than out of school, so the big problem of the teacher consists adequacy field school education to the needs and interests of the student, and not imposing this field school education, following attempts to deny this tax To be penalized by penalties and sanctions.

School is the place where the student experiences not only the limits of freedom but also of authority. Liberty and authority are defined by rules and limits their presence requires, but their rules and boundaries can be challenged, they can be challenged precisely to Give individuals an authentic experience of freedom.

Any behavior is affected by its consequences, the consequences can be perceived as a reward or strengthened, resulting in behavior persists, or punishment if the behavior weakens or ceases.

A special case is the antisocial behavior of some students, which can often be supported by the approval of the rest of the class, but sometimes by disapproval. In such cases, it is advisable for the teacher to ignore the attentional behavior of the students knowingly, while strengthening the desirable alternative (giving attention, premieres, forms of non-verbal approval, etc.).

The findings of extensive research emphasizes Professor Role in the production and strengthening of desirable behaviors, as well as minimizing or eliminating disruptive behavior.

Establishing a system of rules takes time, as many of them become clear and obvious to students as a result of incidents. In such situations, the teacher has to prove the authority to enforce and strengthen that rule. There must be no rules that can not be imposed or can not be complied with, as this has negative implications both in the teacher's authority and, more seriously, in terms of order and coherence And Kasambira's ideas on the characteristics of appropriate rules).

Negotiating rules explicitly implies the negotiation of penalties for their violation; It is not advisable that any penalties for non-compliance are decided upon after the incident. At the same time, a hierarchy of punishments is more effective, depending on gravity and circumstances; for example: "First offense: student's name is written on the board. Second offense: not allowed to go outside recreation. Third offense: Discussion with the teacher after

class. Fourth offense: Discussion with the director. Fifth offense: call Parents to the school for discussion. "

What should always be emphasized when it comes to preventing (or combating) behavioral deviations is that the student is not a passive recipient of the demands or constraints from the outside, to which he simply has to obey. The student has his own system of preferences and references, which, just like a prism, will select and appreciate in a certain way the influences from the outside. This explains the great diversity of human responses to one and the same life

situation. It is therefore insufficient to explain the adaptation / disadaptation only by external factors, ignoring the particularities of "individual adaptive equipment." The child, like the adult, is an "agent" of its own development, is an active entity that contributes to the shaping of its specificity Psychologically in ontogenesis, and is not just a being "manipulated" by external factors.

 - Then, the pupil's age level must be considered, because each chronological development phase has resources, motivations, and different adaptation mechanisms. In adolescence, for example, unlike the previous stage, the level of psychological development makes possible new processes and ways of adapting, such as planning, postponing or avoiding, made by prior analysis of situations (and based on Mental control of possible activities). If these psychological differences between the stages of development are not taken into account and the limited possibilities of a stage are overloaded, then a refractory or revolted personality will be crystallized, which will frequently enter into conflict situations with those around them. The period with the maximum frequency of manifestation of the unsatisfied behaviors Is puberty (10 / 11-14 / 15 years), a contradictory psychological stage, in which psychological features specific to childhood (young attitudes) coexist with those characteristic of adolescence (enhanced abstraction and anticipation capacities). The originality crisis of this period is explained by the ambiguous situation of puberty in society: neither a child nor an adult; He does not have a precise status and remains uncertain about his role: if he tries to assert his independence more firmly, then he will encounter the resistance of adults (a similar fact also occurs in the circumstance in which he refuses to - assume a number of responsibilities). As long as the crisis conditions do not lead to bottlenecks, the child's development stagnation, there are no major concerns for adults. Instead, the chronicling of the state of crisis, the excessive prolongation or even the child's staying in a perpetual state of inadequacy impose measures to mitigate or change this individual egocentrism of the puber, determined by the crisis of development.

It is known that a primary way of avoiding the risks of adaptive failure is choosing tasks or professions in accordance with their real interests and skills. However, in order to help the student to make appropriate choices or choices, the activities to develop diagnostic and formative methods and procedures should be stepped up in schools, whereby the student will develop both the self-knowledge and self-evaluation capacities as well as the learning abilities And creative processing of accumulated information. The psychologist or school counselor also contributes to the development of all these capacities.

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COMMUNICATION – BETWEEN LEADERSHIP
AND MANAGEMENT

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A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.
Lao Tse

Abstract

    Managing communications effectively is a key leadership skill. Many problems, in and out of schools, can be directly traced to whether information was communicated, how it was communicated, and who communicated it. This paper reviews and discusses effective communication in educational settings and distinguishes between the role of a manager and that of a leader. However, leadership or management and communication are inseparable. Our ability to energize, inspire, and arouse people to ever higher levels of performance is directly related to our ability to communicate.
Key Words: *educational management, communication, leadership, communication strategies.*

Introduction

In our current society, there are a number of answers to the question: "Why do we communicate in an organization?" Without it, management cannot function. On one hand, any objective has at its core a permanent exchange of information; on the other hand, without feedback, improvement is not possible. Communication helps identifying needs, thus motivating all those directly involved to perform better. It could be asserted that there is not a single aspect of management which does not resort to communication. Therefore, the real issue is the way the manager understands and implements it.

This article explores the key points of establishing successful communication within schools and identifies the major differences between leadership and management and the various ways in which these concepts diverge in terms of communication.

Leadership or management?

These two concepts have been the topic of many discussions over time and loosely used as defining the same thing. Whereas they might not be identical, leadership and management go hand in hand.

Management is a process by which goals are established and attained. Its functions are to predict, organize, coordinate, evaluate and deals mainly with the administrative aspects of the job: "e manager exists to plan, organize and coordinate."(Sun, *Management vs. Leadership*)

A manager is a person who communicates rules and draws responsibilities. Its relationship with the teams is mostly one based on a strict hierarchical management system. He does not communicate in order to promote a certain attitude towards work and to motivate, but to inform.

Leadership, on the other hand deals with the relationship established between the authority and the team. A leader focuses on interpersonal relationships and has the ability to guide and influence its team, acting a role model and a teacher. A leader bases its decision on reports from other departments, making sure to promote and encourage good practices.

Communication strategies in educational management/leadership

Educational management and educational leadership differ in matters of communication as one can be defined as an executive function that exists in order to carry out agreed policies. In terms of communication, that can be translated as informing and making sure the team attains its goals as they have been drawn by the manager and higher authorities.

Educational leadership has at its core the responsibility for formulating such policies and even organizational transformations. This is why it is very important for a leader to listen, have initiative and motivate its team.

Principals apply a range of communication skills every day. Elements of good practice for internal communication can include: the principal being a good role model for communication, words from leaders matching their actions, commitment to the two-way communication, face to face communication.

A manager will tend to pass on information and give instructions. It is its duty though to see effective communication as a two-way process. The manager/leader's duty is not only to inform, but also to listen and be open to suggestions. Focusing on what you might learn instead of what you want to inform might prove an efficient strategy because it offers feedback.

Also, seeking clarification and explanation, especially when the tone of the speaker is somewhat critical might prove beneficial.

Administrators can enhance communication by using the most effective and efficient line of communication. Such efficient communication tools must include some of the latest technologies. School leaders should set an example in using and encouraging the use of these technologies to bolster communication. Tools like a website, a social media account or forum may help principals and teachers communicate more rapidly and efficiently. Teachers, parents and even outsiders can contribute ideas. This particular strategy has the additional benefit of requiring openness and transparency in any decision making process.

Conclusions

The typical school leader is a focal point within the school or local community so it is vital for the principal to be a master of many trades with communication skills. He or she must be able to effectively communicate any concerns or news, but also guide, improve, innovate and motivate its team. A school principal is not merely searching to communicate and implement policies, but also to come up with new ideas. For this to happen, communication based on trust and openness between the principal and its team is essential.

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COMMUNICATION - FACTOR OF SUCCESS
IN EDUCATION

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The basic element of human existence is communication, and the school is the organisation process is essential and is manifested in all ways. The image of a talkative teacher is highlighted better in these days than in the past . Communication between parents and teachers with regard to the effectiveness of individual preferences and barriers to involvement constitute important prerequisites for the establishment of effective partnerships between family and school, which may have a positive performance and motivation for students to learn.

Barriers of communication, communication, education, parents, teacher.

"To communicate means to survive and to learn others how to survive. Communication is the first signal given. It's the cry of the child barely born, evidence given to those around him that he is still alive. It is the whisper of a teenager that lives that took notice about the special living, namely, to another person. It is the uncertain grumble of an old man which is not prepared for disappearance.

Communication is the air we breathe from the morning until the evening, and for some, those who know that the owl symbolizes the sight through the dark, the air you breathe from the evening until the morning, reading or writing a book, which may be the book which will defines his destiny, which did not support to be buried." (Anghel, P., 2003).

How we relate with those around us, since the first years of life, in any type of activity, starting from the family and continuing with social and professional life is a complex process. In this process the thoughts translate into verbal, nonverbal or paraverbal symbols, and how our communication is carried out determines the success of any human activity.

The cornerstone of education is effective communication, it constitutes one of the most important characteristics in order to become an effective and successful teacher.

"... Educational institutions are the places where you learn how to communicate; where you learn and refine communication; where is developed (creates) the process of communication;where one educates (grown) communication. Here communication represents human and social values, which is why children constitute an end in itself, a major goal of education, to which all disciplines must bring their own contribution."(Cerghit, I. 2002)

In this context, the teacher must be a professional, not only comunicating in mastering the techniques of transmitting information but also, especially, in the application of correlation methods, because it is he who observes, facilitates and participates in the Act of communication with others (students and parents).

In the study conducted by Maribeth Gettinger and Kristen Waters Guetschow were examined opinions about the roles, effectiveness and expediency of the involvement of parents in school life. In this study participated 558 parents and 142 teachers from six schools. Overall, teachers felt that parents ' involvement in helping kids through parents ' participation in activities, is more beneficial than what some parents considered.Teachers have highlighted

the fact that students are experiencing many barriers and have few opportunities for involvement into the school life.

At the same time Sophia Catsambis and Janet E. Garland pointed out that parental involvement decreases dramatically when students enter secondary school classes and even more so when they enter high school, which is confirmed, and in schools in Romania, especially in rural areas. These changes do not mean that parents lose interest in their children's education. Indeed between 70-85% of students ' parents of 8th graders and 66-75% of students' of 12th has maintained the family rules and appropriate behaviour for teenagers. Moreover, their educational expectations grow as teenagers approaching graduation from gymnasium and high school.

About communication it can be said that it is a process of transmitting information between two or more persons, where the message leaves the transmitter and reach the receiver(s) through various channels and levels of communication.

Communication quality depends on how they are managed, but communication barriers and the importance given to the receiver of the message conveyed.

The most common barriers in the communication between the school and the family are:
- time constraints and economic ones that can occur for both parents as
and for teachers. That's why both parents and teachers must come to an agreement about which is the best way to be contacted, and the hours in which they can be contacted.
- interpersonal skills which teachers must have should be
excellent, because their absence can greatly impede the parent-teacher relationship. The teacher has to show that it is aware that parents want what is best for their child and in the same time teachers must show that they can build a relationship with that child based on that fact.
- mentality of some parents as being cold and threatening with some teachers; that's why it is well that parents should be involved and to demonstrate their willingness to collaborate with teacher/teachers.

A student who is unable to communicate effectively can not integrate successfully into the current society. This is the reason for the formation of communication abilities must be developed to serve as a target for any program of training young people in the 21st century. For this reason, the teacher must be very good in his field, to excel at communication in order to be able to receive information, to understand, to synthesize and to express their ideas at a high level. At the same time, he must be able to transmit apart from knowledge, attitudes and values at the same time, demonstrating care for entrust. He is the one who can help students with regard to the motivation to learn.

Teachers must be able to explain the strengths and weaknesses of their students, so parents could understand the message about the progress/regress registered by their children causing a receptive attitude and not a defensive one. They must deliver the messages clearly and with tact when referring to disciplinary or at the student's learning of the problems, to be able to cause a change of attitude on the part of the student's parent, but beneficial (Bush, T. 2015).

Parental involvement in activities coordinated by the the school determines:
- increase students ' performance and increase the chances for success;
- better behaviour in the classroom;
- changing the child's attitude towards school;
- increasing the self-esteem of the child;
- increase teacher morale;

better understanding of the curriculum and school activities that will lead better communication between parent and child.

Although time constraints are the main barriers to parental involvement in students activities, you can achieve a good collaboration between teacher and parent using informal phone calls and notes using modern means of communication.

In order to have a successful career in any field of activity, communication skills are essential for any job in today's competitive world.

Reading, writing and the ability to listen carefully are the three communication skills that must be developed permanently for each student. That is why students have to be taught, among many other things, how to present themselves properly, how to establish meaningful visual contact, how to start and sustain conversations, interact with all sorts of people, how to sustain a successful interview, manage relationships, but also how to address to a public with authority and trust, establishing relationships based on trust and mutual respect.

These are the basic components of a quality and successful human interaction of the present century.

In conclusion, the change in the communicative concept promoted by school poses a serious problem with cultivating (educating) even more diligently the communicative capacity of teacher, student and parent, but also of improving the overall communication within the school institution.

"Such an evolution obliges the didactic framework to become a professional of didactical communication, both in the field of mastering the communication technique and in the resonance of the receiver, in influencing the formation of its personality in multiple aspects, the communicative competence gaining in this way an integrative value of his pedagogical aptitude "(Cerghit, I. 2002).

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