

TYPES OF COMMUNICATION IN THE TEACHING OF THE SUBJECT MACEDONIAN LANGUAGE¹

Aleksandra Lazarevska, Biljana Gramatkovski

“St. Kliment Ohridski” University- Bitola
Faculty of Education- Bitola
saska_lazarevska@yahoo.com

Abstract

Communication is a complex process that simultaneously occurs as a process of interaction between individuals, as an information process and as a process of mutual influence and understanding in a verbal way. According to the article "Four types of communication", communication is seven percent verbal and 93 percent non-verbal. Of the nonverbal communication, 55 percent belong to body language and 38 percent to tone of voice. What we do with the body has a big impact on everyone around us, especially those we want to influence. Let's break down how to use body language and space effectively. In the further elaboration of this article we will consider the types of communication, the types of communication in teaching, ie the types of communication in Macedonian language classes.

Key words: *communication, verbal communication, nonverbal communication, Macedonian language classes*

Introduction

Human language is a natural language, a system that has its own structure and signs that serve to communicate between people. According to Jakobson (1956, p. 25), language is a difficult concept to define, that is, it is a complex concept based on consensus. Many languages use gestures, sounds, images, words, or groups of symbols to communicate concepts, ideas, meanings, and thoughts, although the problem of linguistic ambiguity often arises when an attempt is made to distinguish between these aspects. According to Saussure (2002, p. 58), language is a living matter. Many scientists deal with language and define it in different ways, but the essence is the same, that is, language is a system of signs and is a basic means of communication. Language is a system of signs, and communication is an exchange of signs. It is possible to communicate easily without the use of language, but still some signs must be exchanged. So, communication etymologically comes from the Latin language (communication) and means communication, connection, statement (Vujaklia, 1974, p. 450). Communication is the exchange of signs, ie mutual action with signs. The totality of all types of communication of people in a certain time, space and a certain society consists of the social communication network in which there are formalized and informalized segments. According to Dotlic (Dotlic, 1989, p. 35), communication is an information process, ie a process of exchanging information. Communication is defined as the process of

¹ Specialized paper

interconnection in a community. For M. Belova, communication is a process of occurrence of individual and social behavior (1997, p. 183). And for M. Bratanic, communication is a process of creating meaning (1993, p. 76). Communication is a two-way process that takes place between communication partners, Burkart points out (2000, p. 317).

Communication in teaching

Communication in teaching means multidirectional communication, and that means a relationship teacher - student, student - teacher, student - student. During the lesson the teacher should express himself clearly and correctly. The teacher should check that the question asked by all students is correctly understood, and the same applies to the instructions he gives for work as well as to the way of teaching. During the class, in addition to verbal communication, the teacher should make visual contact with the students, which will encourage and direct the students in terms of their correct answering and correct presentation. In this way, students will know through non-verbal communication whether their answers are correct or incorrect. Nonverbal communication, in addition to visual contact, involves the successful use of voice, gestures, facial expressions, and a sense of humor. In addition to the successful preparation and planning of the teaching material, the teacher should successfully implement the presentation of the prepared materials, which means that what the teacher presents should be clear, understandable and easy for students to remember. Desired communication in teaching means that the teacher encourages students to freely express their opinions and suggestions. During the lesson when the teacher asks the student a certain question, he should give him enough time to think about it and when the student gives the answer, he should be patient enough and allow him to express himself completely, and of course, by asking questions to get the most out of the student's knowledge in relation to the request. In communicating with students, the teacher should address them with some respect without using abusive and obscene words. The teacher should take care not only when communicating with students, but also in relation communication student - student and make sure they listen to each other carefully. At the beginning of the school year, the teacher should establish certain rules of communication in the classroom and make sure that they are followed.

According to Miraschieva (2007, p. 22), when a teacher addresses students, his face has such power that it can either encourage or reduce students' self-confidence. If eye contact is maintained with the students listening, or the facial expression is not in line with what is being said, then the students will move away from the teachers themselves, but also from the message that needs to be conveyed. Smiling has tremendous power, even when we can't see if a person is laughing. Whenever someone laughs, it makes us feel good. A key link to the listener, who builds a positive perception for you, can be achieved simply nodding **with the head** and smiling. The smile can be more important than exchanging words when you walk past people in a hallway. These small actions will immediately help you to understand how receptive a student is and how much he or she receives your messages. Eye contact is a very important aspect of nonverbal communication. In a group, it is very important to make contact with all the students sitting in the classroom. When teachers speak and explain during teaching, they often use their hands when speaking. Each movement of the hands brings its own meaning and clarification of what is being said. Every movement should be something, otherwise the movement will be a problem and will be contradictory to what is being said, and thus will distract the students from what is being said. This is especially important for the visual type of students in the class. According to the prominent, it can be said that vocal and

non-vocal communication, vocal-verbal, vocal-non-verbal, non-vocal-verbal and non-vocal-non-verbal communication are used during the teaching.

Types of communication in Macedonian language classes in the eighth grade/Research part

Communication is the regulator of the whole teaching process. It is a factor for the development of the personality, because through communication conditions are created for the socialization of the personality (respect for others), at the same time enables individualization, because it attaches importance to individual differences, abilities and motives. Through the process of communication, each student has the opportunity to express their views and values, beliefs. In order to get a real picture of the use of the types of communication in the teaching, two hours of observation were performed in the area of Language and Literature, in the VIIIa grade in the primary school "Dame Gruev" - Bitola. During the observation of the classes in Language and Literature, the emphasis is on the use of the types of communication between the students and between the students and the teacher.

A) Teaching unit: Constituent independent compound sentences

Type of lesson: New teaching content from the area Language

Objectives of the lesson: To recognize and distinguish the constituent sentences and to use them correctly

Teaching forms: frontal, dialogic

Lesson activities:

*Communication between the teacher and the students begins during their meeting in the classroom, with the first mutual greeting that initiates the process. Communication is **interpersonal, direct, mutual, vocal and non-vocal**. The research will focus on verbal and non-verbal communication. The contact takes place between students, between the teacher and the students, ie **vocal-verbal** (conversation between students and teacher), **vocal-non-verbal** (some words that should emphasize a goal are emphasized), **non-vocal-non-verbal** (Teacher and students exchange smiles). After entering the classroom, the students are still moving, pushing, pulling on the backpacks, laughing out loud, talking. Student body gestures show relaxation, good mood and willingness to work. While the teacher is writing the lesson, the students talk to each other, ie they use **vocal-non-verbal** and **non-vocal-non-verbal** (signal) communication. As aspects of nonverbal communication that use gestural expression, vocal and facial expression are: grimaces, facial expressions, gestures, such as pushing, loud laughing, pinching, louder laughing, squinting, winking, touching another person, pointing fingers, tapping feet, holding the head with the palms, throwing the hair, touching the hair, biting the hair, raising the eyebrows, picking the forehead, imitating the movements of the other, looking with contempt, closing the mouth with the hand when laughing, loud laughter when speaking, biting nails, kicking, pulling up sleeves, wide-open eyes, lying on a bench, squatting on a chair, etc. These nonverbal behaviors of students are characteristic of adolescence and are repeated in a large proportion of students in grade VIII. Most of the students' communication is non-verbal, while verbal communication is accompanied by intonation signals, ie it is vocal-non-verbal. The teacher communicates with the students by appearing in the classroom. Teacher clothing is non-verbal communication and should express seriousness and authority. The use of gesture expression is when knocking on a bench to attract students' attention (non-vocal-nonverbal communication), vocal and facial expression when raising the tone of voice and raising the eyebrows showing*

seriousness (vocal-verbal and vocal-non-verbal), movement in space, spatial behavior is emphasized by the teacher standing in front of the board (in order to get full attention from students), and when speaking moves between the benches. The students stop with all the previous verbal and non-verbal activities and follow the teacher with their eyes. Knowledge of the types of complex sentences (independent and dependent, conjunctive and non-conjunctive) is derived from the teacher's questions. From the examples in the textbook, the teacher explains what these types of sentences express, through examples they see the conjunctions and the conjunctions compile, as well as the use of the comma according to Spelling. After the teacher asks questions, the students raise their hands (gesture expression of non-vocal non-verbal communication). Some of them, who are more confident in the answer, move their hand as they lift it and jump from the chair. A plan is written together (in notebooks and on the board). Some orally and some in writing do the exercises in the textbook.

Evaluation of knowledge: Participation in the activities, the examples they compile, the content plan and the preparation of the exercises are opportunities to perceive and evaluate students' knowledge, for formative assessment through oral feedback.

Teacher activities:

The teacher devises the course, the forms, the methods; devises content, clarifies parts that students do not adopt or makes it slower; gives exercises, serves and corrects answers. The teacher first asks the students about the acquired knowledge of complex sentences. From the examples in the textbook, the teacher explains what these types of sentences express, through examples they see the conjunctions and conjunctions compile, as well as the use of the comma according to the Spelling. Makes the plan on the board and gives the students the opportunity to participate in it; then instructs them to do the exercises; listens to and corrects any possible incorrect answers. *When writing on the board, the teacher makes sure that she does not completely turn her back on the students, that is, she turns sideways (non-vocal-non-verbal speech), in order to keep her attention to herself and to what she writes and speaks (non-vocal-verbal speech). While speaking in addition to vocal-verbal communication, she uses non-verbal communication from several aspects, namely vocal expression (changes melody, dynamics, rhythm of speech), facial expression (changes facial expression when emphasizing important spelling rules), gestural expression (moves hands when speaking and addressing certain students), postural expression (standing upright in front of students and moving between benches while speaking).*

Student activities:

The students prepared for the lesson according to the previously given instructions. Students follow the explanations, think, pull out conclusions, ask questions about the obscure elements, together with the teacher make a plan for the content, answer the exercises and present. *When students ask and answer questions, they communicate verbally, but they also use non-verbal-non-verbal communication, ie vocal, facial, gestural expression. That is, as they speak, certain words intonate, show, and wave their hands in explanation, moving their bodies back and forth, putting their hair behind their ears, rolling their eyes in ambiguity when speaking, winking or nodding.*

B) Teaching unit: „Саканиот учител“ ("The Beloved Teacher") by Grigor Prlichev, autobiography

Type of lesson: New teaching content from the field of Literature

Objective of the lesson: To see the characteristics of autobiography

Teaching forms: dialogue

Expected Outcomes: To achieve the goal and students to understand and recognize the characteristics of autobiography as a literary-scientific type and as a form of written expression, and to be able to recognize it independently among other types of literary works.

Planned activities:

With the help of the questions asked by the teacher, the students' knowledge is repeated regarding the data of G. Prlichev and his work „Сердарот“ ("The Serdar"). The excerpt from the autobiography of G. Prlichev, „Саканиот учител“ ("The Beloved Teacher") is read; through questions about the introductory part and the content, the text is interpreted (with questions from the textbook), emphasis is placed on the parts of the text (words and sentences are quoted) in which we discover the characteristics of D. Miladinov, seen according to the statements of his student G. Prlichev. Conclusions about the peculiarities of autobiography are drawn through questions from the teacher. Why is this kind of work scientific, and why is it literary? What are they talking about? What is the content of these works based on? What are the peculiarities of the style in which the autobiography is written?

Assessment of knowledge: from all planned and realized activities can be seen the adoption of knowledge by students, for formative assessment through oral feedback.

Teacher activities:

Communication between the teacher and the students begins during their meeting in the classroom, with the first mutual greeting that initiates the process. Communication is interpersonal, ie it takes place between students, between teacher and students, ie vocal-verbal, vocal-non-verbal (some words that should emphasize a goal are emphasized), non-vocal-non-verbal (Teacher and students exchange smiles with each other). The teacher communicates with the students with her appearance. Teacher's clothing is non-verbal communication and expresses seriousness and authority. The use of gesture expression is when knocking on a bench to attract students' attention (non-vocal-nonverbal communication), vocal and facial expression when raising the tone of voice and raising eyebrows showing seriousness (vocal-verbal and vocal-non-verbal), movement in space, spatial behavior is emphasized by the teacher standing in front of the board (in order to get the full attention of the students), and when speaking she moves between the benches. The students stop with all the previous verbal and non-verbal activities and follow the teacher with their eyes. The teacher directed what they should repeat for this lesson; designed the course of the lesson; gives explanations as needed; asks students questions about G. Prlichev, his work „Сердарот“ ("The Serdar") and their knowledge; follows the reading of the excerpt from the Autobiography of G. Prlichev „Саканиот учител“ ("The Beloved Teacher"); encourages them through questions to analyze the introductory part and the content, as well as quotes of words and sentences from which they can discover the characteristics of D. Miladinov according to the statements of his student G. Prlichev; asks questions through which they draw conclusions about what autobiography is; helps them make the plan, and then writes it on the board. When writing on the board (written communication), the teacher is careful not to turn her back completely on the students, ie she is turned sideways (non-vocal-non-verbal speech), in order to keep the attention to herself and to what she writes and speaks. While she speaks, in addition to vocal-verbal communication, she uses non-verbal communication from several aspects, ie vocal expression (changes the melody, dynamics, rhythm of speech), facial expression (changes the facial expression when emphasizing

important spelling rules), gestural expression (she moves her hands when speaking and addressing certain students), postural expression (standing upright in front of students and moving between the benches as she speaks).

Student activities:

While the teacher is writing the lesson, the students talk to each other, ie use vocal-non-verbal and non-vocal-non-verbal (signal) communication. Students use grimaces, facial expressions, gestures such as pushing, loud laughter, pinching, louder laughter, squinting, winking, touching another person, pointing with the finger, tapping with the feet, holding the head with the palms, stroking the hair, touching the hair, biting the hair, raising the eyebrows, picking the forehead, imitating the other's movements, looking with contempt, closing the mouth with the hand when laughing, loud laughing when speaking, biting the nails, kicking, pulling the sleeves, wide opening of the eyes , lying down on the bench, rocking with a chair, etc. Students display their data; read text, analyze it, perceiving the elements as a form of expression and as a creation; make a plan for the conclusions. After the teacher asks questions, the students raise their hands (gesture expression of non-vocal non-verbal communication). Some of them, who are more confident in the answer, move their hand as they lift it and jump from the chair.

Student assessment: From all planned and realized activities, the adoption of students' knowledge of formative assessment through oral feedback can be seen. For better illustration of the use of the types of communication in the Macedonian language classes, Protocols 1 and 2 were prepared for monitoring the targeted activity of 2 teaching units („Лена Ангелина“ ("Beautiful Angelina") - B. Risteski, interpretation; Written exercise - writing short dramatic text, with dialogues and monologues).

Protocol 1 for observing the targeted activity in the teaching in Macedonian language

Observing the position of the educator and non-verbal speech

Group: Macedonian language

Educational activity: New teaching content in the field of Literature („Лена Ангелина“ ("Beautiful Angelina") - B. Risteski, interpretation)

Pay attention to the position of the educator and his movement.

When and where does the teacher sit?

The teacher sits in the chair in front of the students as he writes down the lesson, while the students individually work on the task as they read the dramatic excerpt.

Where and when does the teacher stand?

The teacher stands while asking questions, while the students answer, while the students draw conclusions about the character's expressions, while orally retelling the text's plot.

How close does the teacher get to a student at different stages of the activity?

The teacher approaches the bench where the student who answers the question sits, ie approaches the same distance and when he approaches to help with the written work of a student.

When does the teacher move around the classroom?

The teacher moves around the classroom as he explains and defines new concepts. (What is dialogue and what is monologue?)

Does the teacher address all students?

The teacher addresses all students when defining new concepts and when asking questions related to the text.

Can all students watch and listen to the teacher?

While the teacher is speaking, he stands in front of the board so that all the students can see him.

Does the teacher use appropriate gestures? What kind?

As the teacher asks questions and waits for the answer, she raises her eyebrows and smiles in order to encourage the students to express their opinion; as she explains and speaks, she moves her hands to keep the students' attention.

Does the teacher look the students in the eye?

When a student answers a question, eye contact must be established between the teacher and the student.

Protocol for observation of teaching activity

Observe the targeted activity and complete

During the targeted activity I noticed and asked:

After the teacher asks a more complex question, only a small part of the students raise their hand, and the others look down at the bench or turn to a classmate, avoiding eye contact with the teacher. Such non-verbal communication gives the teacher information about the mastery of the material, ie which part of the teaching unit should be given more attention.

During the targeted activity I noticed and asked:

During the reading of the drama, the students communicate non-verbally and verbally: they follow the text in a concentrated manner, laugh at certain parts, actively raise their hand for the next reading, ask for new and unknown words, have free posture, freely establish eye contact with the teacher, which indicates a great interest in that part of the teaching unit.

During the targeted activity I noticed and asked:

During individual work, as well as working in pairs, students talk to each other, turn to the students behind them, talk quietly and exchange opinions. Thus, verbal and nonverbal communication between students is observed.

Protocol 2 for observing targeted activity in Macedonian language teaching Interacting observation

Grade: VIIIa class, Primary school "Dame Gruev" – Bitola

Teaching unit: Written exercise - writing short dramatic text (with dialogues and monologues)

Observe the interaction during the targeted activity and fill in the following table. Then answer the question.

Table1. Interaction during the targeted activity

Interaction	Time	
	Minutes	Percentage of targeted activity
Teacher - grade	20 min.	50%
Students work in pairs	5 min.	12,5%
Students work in groups	0 min.	0%
Students work individually	10 min.	25%
Another	5 min.	12,5%

What kind of interaction prevails?

Teacher-department interaction prevails.

Does this correspond to the goals of the targeted activity? Why?

The objectives of the lesson for this teaching unit are: for the students to recognize the elements of the dramatic text that refer to the characters, ie to know how to apply the knowledge for dramatic text, expressions of characters in independent creation. After writing the assignments, the students present their plays. The interaction of the lesson corresponds to the goals of the directed activity. Through mutual communication, teacher - class, through pair work and free conversation between students, the knowledge about this teaching unit is determined, opinions and experiences on this topic are exchanged.

In what kind of interaction were the students most productive?

The students were most productive during the free conversation between the teacher and the class. Students then were encouraged to think creatively and critically about what would result in easier mastering of the new methodological unit. The teacher evaluates the compositions by discussing the remarks.

Protocol for observation of teaching activity

Observe the targeted activity and complete

During the targeted activity I noticed and asked:

During the students' individual work, I noticed that creativity in writing is encouraged when students have a quiet conversation with each other. By exchanging opinions, ie communicating verbally and non-verbally, students are motivated and fulfill the given task faster.

During the targeted activity I noticed and asked:

When reading written play, students use verbal and non-verbal communication. They stand as they read and move back and forth with the body (non-vocal-non-verbal), occasionally looking at the teacher expecting an approving sign, raising the tone of voice at certain moments (vocal-non-verbal). This indicates the students' satisfaction with the creative expression of the lesson.

Conclusion

Communication in teaching means multidirectional communication, and that means a relationship teacher - student, student - teacher, student - student. During the lesson the teacher should express himself clearly and correctly. Communication is the regulator of the whole teaching process. It is a factor for the development of the person, because through communication conditions are created for the socialization of the person (respect for others), at the same time it enables individualization, because the importance of individual differences, abilities and motives is given. Through the process of communication, students have the opportunity to express their views, values and beliefs.

During the lesson, in addition to verbal communication, the teacher should make visual contact with the students, which will encourage and direct the students in terms of their correct answering and correct presentation. In this way, students will know through non-verbal communication whether their answers are correct or incorrect. Nonverbal communication, in addition to visual contact, also involves the successful use of voice, gestures, facial expressions, and a sense of humor.

Teachers should be highly qualified in all areas to the highest degree in their profession. Communication at the same time is expressive, receptive and acceptable. Teachers must be skilled in the process of listening to their students as much as they can clearly explain the content, that is, they will present the teaching content with clear thoughts and correct expressions. They must be able to transform complex ideas into simple and understandable ones for students and convey them to students in short messages. In other words, teachers need to adapt their communication skills to all students, regardless of their abilities and learning styles. Only through effective communication the teacher will be able to "read" his student and adapt to the needs of the individual.

Bibliography

- Белова, М. (1997). *Теоретични основи на възпитанието*. Софија: Веда Словена.
- Бојковска, С, Минова-Гуркова, Л., Пандев, Д., Цветковски, Ж. (1998). *Македоски јазик*. Скопје: Просветно дело.
- Груевски, Т. (2011). *Комуникологија*. Скопје: Студориум.
- Дотлиќ, Љ. (1989). *Neki metodički postupci za razvijanje uspešne komunikacije*, Нови Сад: Педагошка стварност.
- Јакобсон, Р. (1990). *Language in literature*. Belknap Press.
- Јанкуловска, П. (2006). *Комуникациски вештини*.
- Malahan -Т.А. (1987). *Classroom Interaction*. Oxford: Oxford University Press
- Мирасчиева, С. (2007). *Комуникацијата меѓу наставникот и ученикот во основното училиште*. Штип: Педагошки факултет.
- Mehrabian, A. (1971). *Silent Messages – First Edition*. Belmont, CA: Wadsworth, 212
- Сосир, Ф. (2002). *Écrits de linguistique générale* (издание подготвено од Симон Букет и Рудолф Енглер), Париз: Галимар.
- Buzzle.com. *Four types of communication*.
<http://www.buzzle.com/articles/four-types-of-communication.html> пристапено на 12.04.2020