



Characterization of the Style Docent Communicative With Adolescent's Students

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Abstract

Background: The style docent communicative with adolescent's students has turned into a problem social educationally in resolute Cuba from the present day.

Objective: To characterize the style docent communicative with adolescent's students.

Methods: The investigation covered a period from April 2018 to December 2018. A descriptive transactional design was used with a descriptive study under a sample of 35 eleventh grade students from the IPU "Mariano Clemente Prado" of the city of Santa Clara, Cuba.

Results: It was obtained that dissent exists in the students because the professors stimulate its participation in the educational aspects, and they worry about the instructive area; difficulties are verified in the professors with relationship to the styles talkative employees with the adolescents.

Conclusions: The difficulties in the educational communication toward the students are related with the communication styles assumed by the educational aspect that should be improved.

Key words: Educative communication; Style communicative; Adolescents; Educational process

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INTRODUCTION

The educational communication constitutes a term completely accepted in the pedagogic scientific means because it reflects a reality impossible to ignore: the decisive importance that acquires the teacher's communication with their students inside the process of teaching learning in particular and in the pedagogic process in general (even outside of the marks of the school), for the execution of the objectives of the education (Fernández González, et al, 2002).

The educational process in communication is a fact as such sociocultural product of the relation between individuals, what you allow identifying a set of words, ideas, messages or discourses, as from different expressive forms and where you provide information, knowledge and formation for the students (Linares Herrera & Díaz Santovenia, 012).

The adolescence like period of the human development has been object of attention of the social scientists of international instances and, that they have tried to define its limits, as well as the characteristics that define this stage (Gilbert, 2014).

In the period of the adolescence it is where the student is focused in the search toward a bigger knowledge, full with necessities and reasons that she will take place if she receives the cognitive-affective stimulus through an appropriate educational talkative process. For what is evident the paper of the school and of their cloister for in the maximum effectiveness of the educational communication in a directed way, planned and systematic, as via concrete for the attainment of the educational objectives at the present time (Ibarra Mustelier, 2008).

The teacher should be able to find the roads, methods, technical and more effective procedures to know in a systematic and objective way the advances and setbacks that observe in each student's formation, and in particular the talkative lines will be traced to continue keeping in

mind the same one it should be dynamic and not only guided the one it presents but also to the immediate future, with the conviction that the educational and educational talkative process will continue constituting only and inseparable as essence in the education and formation of the future generations (Domínguez, 2008).

An educational analysis for the docent communication with adolescent students becomes necessary for it. The reflections than they have come back about this situation realizing, you conditioned the proposal of the scientific problem: ¿What characteristics does the style docent communicative with adolescent's students? General objective: characterize the style docent communicative with adolescent's students.

METHODS

Finally a sign got shaped by 35 Santa Clara's students with a sampling of intentional type of eleventh grade of Santa Clara with a sampling of intentional type not probabilistic, of the pre-university student Mariano Clemente Prado of Santa Clara, Cuba during the passing of the first semester of the course 2018-2019.

Theoretic methods were utilized; Analysis synthesis, induction deduction, historic logician and like empiric methods; open interviews and questionnaire to students.

The following criteria were used for these students' selection:

Criteria of Inclusion

-Wilfulness to take part in investigation.

RESULTS

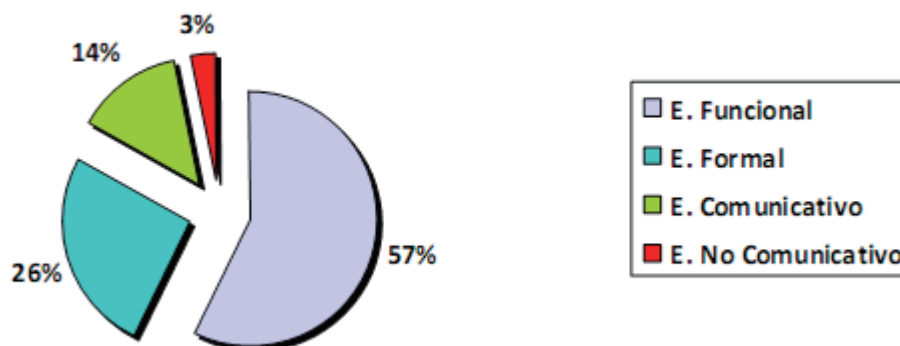


Figure 1
Style docent communicative with adolescent's students
Source: Questionnaire to the students.

In the diagnosis of the educational necessities of the students regarding the process of educational communication. It was evidenced that the majority representation of the sample, refers that a prevalence of the functional style of educational communication exists educational, for 57% of the total of selected students.

Criteria of Exclusion

- Students that not wish to take part in investigation.

Criteria of Exit

- abandoning the investigation voluntarily.

Procedures

You came to an agreement with the director of the educational center the same way that with the professors you drive the schedule for the application of the instruments without interrupting the schedules of classrooms established according to what's regulated (García, 2012).

After selected candidate the sign, a first interview with the students to explain objectives and importance of the investigation in this first encounter, came true the collaboration with the same was filed for (Hernández, et al, 2015).

Immediately encounter with the students compiled the information applying the questionnaire firstly itself, next the open interview came true individually in another session (González Llana, 2007).

Analysis of the Data

For the statistical processing of the data with the statistical parcel SPSS, version 21,0 established to each indicator of the different dimensions of the variables the frequencies out of every value of the correspondent scales; this quantitative analysis toned in with a qualitative analysis according to the answers to the questions of the interviews and the questionnaire.

On the other hand offered for the adolescent students for 26% a formal style during the process of educational communication. In such a way it was corroborated that a part of the equivalent sample of students to 14% referred that in the process of the educational communication the style is talkative however 3% said a prevalence of non-talkative style from the educational context.

DISCUSSIONS

These results coincide with the investigations carried out in this respect in the context educative, ⁴ where, certainly the functional style of communication is one of those more employees, since it stimulates the participation of the students in the educational aspects, and they can know the concern of the professors for their problems and difficulties in the formative area, but this is not enough to guarantee the success of the educational process, because the dialogue is not propitiated for the full development of the student body, because they only center its attention in the execution of the instructive objectives. Most of the students value as fairly efficient the educational communication.

That mentioned prevents that a positive emotional atmosphere of trust can settle down in the individual possibilities of the students and of mutual collaboration, and it hinders the form assimilation aware of the developed content and the pleasure for the independent acquisition of the knowledge (Ibarra Mustelier, 2008).

The educational organization depends much of the communication, and as much this as the education are two indissoluble processes that it stops its study they cannot separate, keeping in mind that inside the activity system and the youths' communication exists the determination of the activities that executes and of the level of demands that is derived of the same one, that which not only includes the family and friends, but also to the adults or professors inside the institution educacional (Ibarra Mustelier, 2008).

In way general this scientific results they corroborate that the education for the human communication can be the best orientation at preventive level to propitiate the solutions before situations of conflicts in a constructive way among the parts that intervene in the educational and educational process, with the result that the influence professor-student is characterized by the stimulation of the action and of the positive emotions, where allows to study the influence of the communication process when this understands in a holistic way the exchange of information, regulation and affective, contributing to the growth of the active fellows that are implied in the bidirectional process inside the communication (Arés Muzio, 2007).

CONCLUSIONS

The current situation of the educational communication toward the students of the investigated context, starting

from the identified educational necessities around the communication styles assumed by the students, it is considered with difficulties in the educational talkative process. It motivated it to improve the talkative process starting from the methodological theoretical elements of the activity system and the professors' communication in this teaching level, approaching the psychological characteristics of the adolescence, current situation of the educational communication toward the students, and the employment of resources, methods, technical and tools to improve the educational communication toward the adolescents.

Conflicts of interest: The authors declare that they have no conflicts of interest.

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