



THE TEACHER DURING THE TEACHING PROCESSⁱ

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Abstract:

The general perception of old pedagogy focused on the role of the adult and overlooked the pedagogical role of the group. In contrast, modern scientific pedagogy recognizes the dynamic role of the student group, striving through it to maximize the learning outcomes of the school and focus its interest on the ideal of genuine communication between individuals. The "new school" is based on the close relationship between school and life and aims to provide lively education and learning, oriented towards the interests and experiences of the child. In this way, teachers will be able to teach children to use the language system in appropriate ways, which also means teaching them about their culture. The use of language is also a social activity, and therefore, it is the acquisition of the ability to communicate linguistically that allows children to acquire the ability to act in the social world.

Keywords: intra-school violence, delinquency, training, good practices

Περίληψη:

Η γενική αντίληψη της παλιάς παιδαγωγικής επικέντρωνε την προσοχή της στο ρόλο του ενηλίκου και παραέβλεπε τον παιδαγωγικό ρόλο της ομάδας. Αντίθετα, η σύγχρονη επιστημονική παιδαγωγική αναγνωρίζει το δυναμικό ρόλο της μαθητικής ομάδας, προσπαθεί μέσω αυτής να μεγιστοποιήσει τα μαθησιακά αποτελέσματα του σχολείου και να επικεντρώσει το ενδιαφέρον της στο ιδεώδες για μια πραγματική επικοινωνία μεταξύ των ατόμων. Το «νέο σχολείο» έχει ως αφετηρία του τη στενή σχέση σχολείου και ζωής και ως στόχο μια ζωντανή αγωγή και μάθηση, προσανατολισμένη στα ενδιαφέροντα και στις εμπειρίες του παιδιού. Έτσι, οι εκπαιδευτικοί θα μπορέσουν να μάθουν τα παιδιά να χρησιμοποιούν το γλωσσικό σύστημα με τους κατάλληλους τρόπους που σημαίνει ταυτόχρονα να μάθουν τον πολιτισμό τους. Η χρήση της γλώσσας είναι ταυτόχρονα και κοινωνική δράση κι επομένως η απόκτηση της ικανότητας για γλωσσική επικοινωνία είναι που επιτρέπει στα παιδιά και την απόκτηση της ικανότητας δράσης στον κοινωνικό κόσμο.

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Λέξεις-κλειδιά: ενδοσχολική βία, παραβατικότητα, εκπαίδευση, καλές πρακτικές

1. Introduction

Teachers are undoubtedly the most important contributors to the process of educating, socialising and, in general, training students. In today's world, where knowledge is multiplying and circulating at an astonishing speed and, of course, directly influencing education, communication in the classroom is a key pedagogical and psycho-sociological issue.

The importance and necessity of studying this topic stems from the fact that communication takes place in the classroom and is used by teachers to a significant extent when teaching most subjects. It is also closely linked to teaching and learning, teacher behaviour and effectiveness, student performance in class and their attitudes towards school, as well as the communication relationships and interactions that are created in the classroom group.

Modern scientific pedagogy recognizes the dynamic role of the student group, striving through it to maximize the learning outcomes of the school and focus its interest on the ideal of genuine communication between individuals. We can say that the purpose of the modern school is to ensure that children have an enjoyable and creative school life, to develop them in many ways so that they are able to face their lives "tomorrow" and to contribute to the formation of a more just society.

A fundamental weakness of the "old school" was its considerable distance from the specific experiences of children and the real conditions of their social life. The "new school" and 20th-century pedagogy, on the other hand, are based on the close relationship between school and life and aim to provide lively education and learning oriented towards the interests and experiences of the child. The primary goal of school should be to equip students with the knowledge and skills dictated by the national tradition of each people and current historical, socio-cultural, and scientific data.

We live in a democratic society, and schools must provide students with experiences of democratic processes through school learning. Only in this way will they create free and responsible members of society. Furthermore, schools are in a dialectical relationship with society as a whole. They are therefore not independent of the social structure and cultural development of a people, nor are they separated from the socio-cultural context that surrounds them. In this sense, school is not an institution that solely ensures the preservation and transmission of "traditions," but must provide opportunities for the younger generation for socio-cultural progress and development (Xochellis, 1979:18).

In the modern education system, the crisis is deep, and there is a widespread belief that the results of education are unsatisfactory. In fact, many thinkers argue that schools are completely disconnected from modern society and are undergoing a serious crisis. In order to be successful, therefore, educational reform must upgrade the "internal" aspects of school life, which are mainly the teaching and learning processes, the psychological

climate, interpersonal relationships, and communication, which is essential for the development of personality, the creation of self-image, and the definition of social roles. The three (3) steps of the teaching process from the teacher's perspective:

1.1 First step: Upbringing, education, culture, training, teaching, and learning

In pedagogy, certain terms are widely used, which are often confused conceptually, so that they are not attributed their true meaning or are used with the same meaning, significance, as synonyms. Although these terms belong to the same conceptual family and often have the same meaning, each has a more specific meaning and is sometimes used in a broader and sometimes in a narrower sense (Xochellis, 1986:14).

First of all, education is the conscious and deliberate influence of a mature person on a developing person, directed toward a specific goal. On the one hand, it means deliberate guiding actions, stimuli, efforts by educators, or improved environmental influences on the developing individual for a specific purpose, and on the other hand, reactions, activities, actions, and efforts of the developing individual themselves to gather stimuli, learn, enhance their overall development, achieve self-actualization, and evolve. In other words, education is presented as a bipolar, two-way dynamic energy and process, like a road to an end, a goal.

Education is a dynamic product, generally the result of upbringing, which takes place in the family and in society as an interaction and widespread social phenomenon, revealing that learning, changes, and modifications of the various aspects of an individual's personality take on a complete, superior form in such a way that experts can claim that the individual is moving toward fulfillment, emancipation, completion, and perfection.

According to the above, upbringing and education are the two sides of the pedagogical phenomenon, with upbringing aiming at the personal essence and education at the world of values. Thus, the ultimate goal of education is achieved, and the entire pedagogical phenomenon is completed, in which the goals of education coincide with the goals of upbringing.

The term "education" has been used over time by many experts and researchers with different meanings: sometimes as a synonym for upbringing, sometimes to denote the result of upbringing, in which case it is identified with education, and sometimes to denote the efforts of the State to organize the pedagogical process, i.e., education. In the broader sense, education is synonymous with upbringing and learning and includes the content of both, i.e., educational stimuli, how they influence the individual, and the results they produce.

In particular, education refers to: the totality of stimuli and influences on the individual, the efforts made both by the developing individual and by other factors (parents, teachers, the state, the church), the methodical process, i.e. the manner in which influences and efforts must be morally acceptable and based on the voluntary and active participation of the individual and on the development of the individual, in the acquisition of valuable content (knowledge, skills, evaluative attitudes, morals, etc.

(Voudouri, 1984:27) and in its continuous cultivation, "*because no one is ever definitively cultivated and education is a state that no one ever reaches*" (Mialaret, 1985:80).

Education is a declarative concept of the result of proper upbringing, true learning, that is, the fruit that these bring, which consists of the domestication and internal cultivation and formation of man into a free and perfect personality. According to Plato, without education, i.e. the fruit of upbringing and learning, man remains "*the most savage of all creatures on earth*", while with education he becomes "*the most perfect, the most civilised and the most divine*" (Georgousis, 1989).

The existing relationship between education, learning, and upbringing is so close that it has the character of mutual interdependence. Education without upbringing and learning is inconceivable, but upbringing and learning outside the framework of education are also inconceivable. Education, learning, and culture in their broadest sense are pedagogical phenomena that take place consciously or unconsciously throughout life and last as long as human life itself.

However, the organised, planned and specific form of education (upbringing and learning) provided by various types of schools (kindergartens, primary schools, secondary schools, high schools, colleges and universities) is called schooling. Education, in other words, is the educational reality itself with the various types of schools. It is generally accepted that education is a valuable social function, as well as the best social education, because it has been found that "*the cycle of education – production – economy or economy – production – education cycle interacts or functions dialectically on its parts.*" (Fragou, 1978:35).

Education is not only carried out through institutions such as schools. The family, the media, the atmosphere at work, and the social groups one associates with, all influence the individual and educate them. In general, we could consider education to be the entire process of learning the "*way of life*" proposed by a social group (Sotiropoulos, 2002:45).

Teaching is a form of interpersonal relationship and communication, in which at least one of the participants acts as a teacher and one, if not more, acts as a student. Teaching is a deliberate and not a random action (act). It needs to be organized according to a plan and developed in phases. A deliberate action means that "*I have a goal in mind and, in relation to it, I choose the way and the means to achieve it.*"

Learning is a complex and multifaceted function whereby individuals acquire experiences, knowledge, or patterns of behavior for the development of their personality and for coping with the changing situations and demands of their ecological, social, and cultural environment (Danassis-Afentakis, 1985). Therefore, learning is an active and ongoing process that aims to internalize new experiences, upon which the entire activity of the individual will be built when reacting to the various situations of life.

The totality of an individual's new reactive capacity is related to their new, modified behavior based on their new experience. For this reason, we would say that learning occurs in an organism when the activity of that organism brings about a relatively stable change in its behavior. Teaching and learning are closely linked and are two sides of the same coin (Markantonis T.: Lectures on Pedagogy and Didactics).

According to Kilpatrick, "*we have not taught unless the student has learned.*" Furthermore, learning as a means of assimilating new experiences is linked to the development of the new person. According to research, the dynamic multiplicative relationship between maturation and learning is what determines the development of the new individual (Paraskevopoulos, 1985:28).

Nowadays, the prevailing view is that teaching and learning are twin functions of education, both of which are fundamental to the educational process. Teaching and learning are closely linked and are two sides of the same coin. (Markantonis, 1989:224). They are interdependent, complementary, mutually influential, coexisting, and so closely linked that many speak of a "dual unity" and a single function, in which teaching brings about learning, and learning presupposes teaching. The most important thing that takes place in the classroom is learning, which is facilitated by teaching.

American philosopher and educator John Dewey characteristically emphasizes that "*the teacher cannot claim to be teaching if no one is learning.*" According to G. Kroustallakis, learning is the main and immediate goal of teaching, which is done systematically in school, and the two often have common goals and use the same methodology. The difference between these two processes lies in the fact that teaching refers to the provider of educational goods, while learning concerns the object and recipient of cultural goods, i.e., the student.

A. Zeukilis also argues that the quality of learning depends on the quality of teaching. It should not be forgotten that the success of any teaching is judged by the quality and quantity of learning that has taken place through that particular teaching.

1.2 Step two: The role of the teacher in the classroom

The first educators of a child are the parents, who are the only ones in social groups with a simple social and cultural structure. However, with the increasing diversification of every socio-cultural system, the spontaneous pedagogical instinct of parents is no longer sufficient, and professional educators become necessary. (Xochellis, 1979:23). The qualities and "virtues" of the so-called "ideal teacher" have also been the subject of systematic pedagogical research.

The most important pedagogical virtues that should characterize the personality of a teacher are love for the student, intuitive ability to understand the needs and problems of the child (the so-called "pedagogical tact"), fair treatment of children, and teaching skills. It is also emphasized that the teacher's pedagogical activity is intertwined with their entire being; the criterion is the authenticity of their behavior and the consistency between their claims and actions. All of the above have some functionality in the orientation of educational work, but they do not shed light on the specific problems associated with the role of the teacher and the school classroom.

The new view of education restores, in comparison with the traditional view, the functional relationship between school and society. However, a new problem arises: teachers are often led into role conflicts and thus into insecurity, because the expectations of reference groups clash, especially in modern pluralistic societies. Contemporary empirical research generally finds that, despite the insecurity felt by teachers themselves

and certain prejudices held by members of society, is essential in terms of the integration of students into society and their assumption of leadership positions within it.

It is a fact that the scope of responsibilities of teachers and schools is constantly becoming broader and more decisive in modern societies, where natural educational communities do not fully fulfill their mission. Today, it is generally beyond doubt that teachers have at least three very basic responsibilities: teaching, socialisation and selection, which demonstrate the importance of their work (as teachers, socialisers and judges) (Xochellis, 1979:26).

The development of a teacher's sense of pedagogical and professional responsibility depends on the mission entrusted to them by the state, the content and quality of their studies, and their opportunities for further education and training (Kossyvaki, 1998:316). In this direction, in order for the teacher to be able to mediate between excess and deficiency in their teaching practice, contribute to the personal and social awakening of students, and to be educated both at the level of general and specific scientific studies and at the level of teaching and pedagogical practice.

Today, with the development of technology that has entered our lives, the role of the teacher is enriched with knowledge and confusing representations. Teachers can no longer be mere implementers of instructions from a book, however valuable those instructions may be. Primary school teachers need to maintain their pedagogical freedom, a freedom that provides opportunities for intervention between the general and specific cases of education and reveals society's philosophical view and intentions regarding the education of its citizens.

After a detailed analysis of the characteristics of the group, D. Georgas proposes the following definition: "*A group is a dynamic set of individuals with a common purpose which, under conditions conducive to unity, evolves into an organised system with interdependent roles, institutions, common goals, values, attitudes, and homogeneous behavior that satisfies the needs of its members*" (Georgas, 1986:22).

A group in its psycho-sociological dimension is distinguished by its type, size (the number of members is limited to 3-30) and goals, which are common to all its members. Furthermore, it is distinguished by its rules and values, its structure, the distribution of roles among its members, and the functioning of communication and interaction among its members.

The main types of groups, without any strict boundaries between them, are as follows:

- 1) Formal groups (institutional or official), which are formed on the basis of institutions and laws.
- 2) Informal groups, which are formed voluntarily and spontaneously.
- 3) Working groups with the aim of carrying out a project.
- 4) Discussion or entertainment groups, which aim to bring people together.

In general, a group has a unified dynamic structure and a social field of action, the main characteristic of which is the mutual influence and dependence of its members. The result of this interaction and interdependence between members is its socialization.

The term "*school class*" refers to a certain number of students (10-30) of a certain age (6-18) who speak the same language among themselves and with their teacher and attend school daily. All these individuals, students and teachers, together form a group, the school class. Regarding the school class, Durkheim recognised that "*each class has its own particular physiognomy and its own ways of existing, feeling, and thinking; it is not a personal entity, but a group individuality, a unit (seat) of phenomena of contagion, group democratization, mutual overexcitement, and beneficial mental turmoil, which we must be able to distinguish*" (Kosmopoulos, 1983:338).

Today, the school classroom, which is a typical (institutional) social group established by the state, seems to meet the main requirements and characteristics of a small group with a particular unity and identity. It exhibits the same qualities and phenomena observed in any small group, such as goals, predetermined roles, values, rules, laws, cohesion, evolutionary power, interpersonal relationships, transfers and projections of images and emotions, collective syndromes (hostility, aggression, apathy, etc.) (Kapsalis, 1981:363).

However, the school class-group has some special characteristics, which, according to Filloux, J. are the following:

- 1) The school class is organized to bring about changes in the members of the group themselves and not to create something that an individual alone could not achieve.
- 2.
- 2) The state and the school have formalized the teacher's authority in the context of a relationship with a third term, knowledge.
- 3) The asymmetry present from the birth of the group, with unequal and asymmetrical statuses that define the educational space, i.e., the "position" of the teacher to teach and the "position" of the students to be taught.
- 4) The ability of the educator-leader to intervene and influence the atmosphere of the class-group with his desires.
5. The young age of the students-members of the class.

The school classroom has real educational value when it acquires the basic characteristics of "informal groups": cohesion (i.e., a close network of interpersonal relationships among its members), common norms (i.e., rules of behavior accepted by all), and leadership (i.e., recognition of one member as a leader and role model for the rest of the group, who in the best-case scenario is the teacher). Transforming it into a real pedagogical group with the above characteristics should be a key objective of the teacher (Xochellis, 1979:43).

The formation of the group-class is now a real and necessary fact. Apart from the fact that the group-class is realistic and feasible in the structure of modern society, it is also imposed by the findings of many studies and experiments. According to these findings, specific psychological phenomena are observed within the classroom group that do not exist in one-to-one relationships, and "*children can learn more in a group setting than through a one-to-one relationship with the teacher*" (Georgas, 1986:12).

Based on the above data, education, which in the past was "*teacher-centered*" or "*child-centered*," is now a "*group-centered*," participatory, and collaborative process, giving

rise to a variety of forms of communication within the school classroom-group (Kroustallakis, 1989).

1.3 Step Three: Communication

1.3.1 Definition and conditions of communication

Communication is one of the basic processes that make up a class or group. Without it, a class or group could neither be formed nor function to achieve its goals. Communication is "*a process of exchanging (transmitting and receiving) information, thoughts, ideas, feelings, and other messages*" through which understanding between members of a language community is achieved. According to R. Spitz, communication is defined as "*any conscious or unconscious, directed or undirected influence on the perception, emotion, or thought of another.*" According to M. Eppler, communication is "*the reception and processing of physical, chemical, biological, or social signals through a way of life*" (Tsipitaris, 1998:23).

When we talk about classroom communication, we mean a continuous exchange of messages between the teacher and the students. Thus, the members of the class exchange certain information, fill in the gaps and correct errors in order to make it as effective and useful as possible. At the same time, however, they also resolve the conflicts that inevitably arise between them in their efforts to convey and understand the information. As can be seen, communication, along with the transfer of information, also triggers certain psychological processes in individuals, which are extremely complex.

According to Mc Quail P., communication is "*the sending of a message with meaning from one person to another.*" Communication is presented as a phenomenon and a mechanism (Kitsou, 1976:11). As a phenomenon, it manifests itself most fully in humans and is so closely linked to them that it has led to the popular saying: "*Alone, not even in paradise...*". As a mechanism, communication involves three basic elements: the sender, the message, and the receiver.

The sender is the one who produces and transmits the message. In the classroom, the senders of messages are the teacher, the student, and a group of students. The message or signal is the information, notifications, ideas, thoughts, meanings, attitudes, feelings, questions, answers, queries, etc., that the sender wishes to convey to the receiver. Once a message is transmitted, it must be received, understood, and then accepted or rejected if deemed unacceptable by the recipient. The receiver or recipient is the person who receives the message through their sensory organs, decodes it, and evaluates it.

The basic elements of communication mentioned above are closely linked to the elements of code and channel or conduit (channel). A code is "*a closed, finite system of constituent elements, with unlimited possibilities for combination*" (Bambiniotis, 1980:27). Language, music, painting, and any other sign system are codes (linguistic, musical, pictorial, etc.). The linguistic code consists of linguistic signs, i.e. morphemes or words, which are the largest morphological units (Bambiniotis, 1980:28). With the help of the code, the sender, who has the ability and desire to communicate, shapes and encodes their message and gives it form (structure) and substance, which will make it easier for the receiver to receive and understand it.

From a sociological point of view, it is noteworthy that in order for a message to be received without obstacles and its content to be understood, the interpersonal relations between the sender and the receiver must meet the following conditions: knowledge of the code of the messages exchanged by both the sender and the receiver, the existence of a cognitive background (knowledge - common experiences) in both communication agents, the existence of motor, sensory, emotional, and perceptual abilities, which depend on the endogenous and exogenous factors of each individual (Tsipitaris, 1998), as well as a positive and cordial psychological climate between the communication agents, interest and willingness, both on the part of the sender and the receiver, to "*establish communication*" (Kougialis, 1978:18).

1.3.1 Forms of communication in the classroom

Communication involves various types of communication networks, some of which facilitate communication more than others. According to Barelak, there are the following types of communication: epsilon communication, chain communication, wheel communication, circular communication, and free meeting communication, where each person communicates with all the others (Kapsalis, 1981:370).

In the first three types of networks, the communication possibilities of the group members are unequal. The central individuals have an advantage over the peripheral ones. In circular communication, there is no privileged position, and all individuals have the same opportunity to communicate directly with two other members of the group. Finally, in free discussion communication, each person has the ability to communicate with all the others (Kapsalis, 1981).

Some important forms of communication within the classroom group are as follows:

- 1) In terms of organization, communication can be divided into: Formal or organized communication, e.g., communication during the learning process in the classroom, and informal communication, which is observed, for example, in classroom activities outside the classroom.
- 2) In terms of how members enter into communication, we have: Intentional communication with other members of the group and spontaneous communication with them.
- 3) In terms of the people involved in communication. In this case, communication in the classroom-group takes the following forms: teacher-class (students), teacher-class, teacher-student, student-student, student-part of the class, student-class (students and teacher) (Gotovos, 1986:146).
- 4) In terms of the content of communication, we have: Depending on the purpose, knowledge-centered and ethics-centered. Depending on the character, emotional and cognitive. Depending on the style: humorous, reproachful, instructive, and discursive (Kosmopoulos, 1983:368).
- 5) In terms of directionality or type of direction, communication can be divided into: One-way or unidirectional communication, in cases where the sender remains the

same and, consequently, the receiver never becomes the sender. Two-way (non-unilateral) communication, when the roles of receiver and sender are reversed.

- 6) Based on the code used by the sender to encode their messages, we have: Nonverbal or physical or silent communication and verbal or linguistic communication:

a. Nonverbal communication

Nonverbal communication is very important and mainly takes place through the exchange of messages using facial expressions and gestures, eye contact, body language, and other nonverbal expressions. During speech, nonverbal messages reinforce verbal ones. However, they can often conflict with verbal messages and negate their meaning. Argyle M. and other researchers have demonstrated the superiority of nonverbal messages over verbal ones, and that cross-sectional and intergroup differences between individuals can differentiate them (Argyle & Trower, 1981:90).

During a child's development, basic abilities are developed, clearly demonstrating the social nature of their behavior (Tsipitakis, 1998:229). These abilities are: the ability to use their movements to feed themselves, walk, and play; the ability to use their senses of sight, hearing, touch, taste, and smell, the ability to use language for speech, perception, and expression, in accordance with the laws, rules, and linguistic codes of the society in which he lives, as well as the ability to express his purely social behavior, that is, the way he "behaves" in all his actions and reactions, in accordance with the laws and rules of the social whole in which he lives.

b. Verbal communication

Verbal or linguistic communication uses linguistic code and takes place through spoken or written language, corresponding to spoken or written speech (Bambiniotis, 1980:89). The conceptual analysis of speech (spoken or written) is based on two dimensions: the cognitive and the emotional. The cognitive dimension is the statement of speech. The emotional dimension is its implication, i.e. the emotional charge of words, which can be positive, neutral, or negative (Georgas, 1986:275).

Verbal communication in the school classroom-group, a special form of communication with specific content and objectives, uses the channel of linguistic communication, which can be broken down into successive stages or levels: source of information, encoding, production, transmission, reception, decoding, and final destination (Porpodas, 1991:38).

The first three stages of this model refer to the sender (speaker) of the communication, who encodes the information in his brain (source of information) and, with the help of neurological, physiological, and anatomical systems, produces, after thinking, a message for a specific purpose. The last three stages refer to the receiver (listener) of the communication, who receives auditory stimuli through the sensory organs and transmits them to the brain, where, after complex mental activity, they are decoded, understood, and evaluated.

Verbal communication in the classroom is typically structured, with members (students and teacher) engaging intentionally or spontaneously, individually or in

groups, and exchanging linguistic messages. Communication is limited to a few repetitive patterns of behavior, which are as follows (Bellas, 1985):

- 1) **Didactic monologue:** consists of uniform content, i.e., messages that are oriented toward the same immediate goals. Also, when speaking, the teacher constantly makes sure to clarify their goals from various perspectives, i.e., they make sure not to stray from the subject matter.
- 2) **Reactive dialogue:** In this type of dialogue, the teacher interrupts his speech with individual messages in such a way that, after each of his statements, he receives a corresponding message from the students.
- 3) **Free dialogue:** In order for genuine dialogue to develop in the classroom and, above all, for it to be as effective as one would expect, certain conditions must be met, such as the elimination of inhibitions, especially those arising from the students' dependence on their teacher, as well as the elimination of competitive relationships that may prevail among students.

The directionality of communication (one-way or two-way) in the classroom is closely linked to teaching and learning methods. When teachers use a monological form of teaching, they become the focus of teaching and monopolise the role of sender, preventing the receiver – the student – from becoming a sender and expressing themselves verbally. The results and consequences of this one-sided communication are as follows: a) The development of verbal communication and the cultivation of this skill are impeded. b) The feedback mechanism does not function. There is no feedback from students, which would help the teacher to ascertain the results of the messages, make corrections and adjustments, and lead them to action and creative learning. c) Teaching effectiveness is low because phenomena such as apathy, fear, low self-confidence, etc. occur (Filloux, 1985:89).

Verbal communication seems to have an advantage over nonverbal communication for the following reasons: a) Verbal communication has a specific code. b) Spoken language (speech) includes certain paralinguistic phenomena, which provide additional information during communication and reinforce spoken language. These phenomena are intonation (emphatic stress on words or phrases, momentary stress on syllables, different stress on specific words and sounds, repetition of words, hesitations, etc.), emotional intensity of voice tone, and pronunciation (Gari, 1990). Verbal messages are often reinforced by nonverbal messages. In the classroom, both verbal and nonverbal communication are important areas of research.

Taking into account the variables that influence verbal communication, various types of teacher-student communication have been developed, such as the following by H.C. Lindgren (Kosmopoulos, 1983:369):

- a) Least effective (one-way communication between teacher and students)
- b) More effective (two-way communication between teacher and students)
- c) Even more effective (two-way communication between teacher and students. Interdisciplinary communication is also permitted)
- d) Most effective (the teacher participates in the class – group, facilitating all communication).

In general, the communication system within the classroom depends largely on the teacher's personality, the methods they use, their "style" of authority or leadership, their attitudes, dependencies, and the relationships that are created between teacher and students. Summarizing the forms of communication in the educational process, we can emphasize the great importance of verbal communication in the classroom, especially spoken language (speech), which, linked to paralinguistic phenomena, conveys more messages than written language and is used by teachers and students for a large proportion of the time when teaching most subjects.

2. Conclusions

In recent years, educators, psychologists, and especially psycho-sociologists have turned their research interest to the study of the school classroom as a group. Thus, the examination of the teacher-student dyadic relationship - student has given way to research into the group relationship between teachers and students, the new roles assumed by members of the class group, and the effects of group relationships and roles on teaching, learning, and education.

Communication is linked to the learning process and the effectiveness of the teacher's work. The communicative role in the school environment is an important medium for learning, and learning and maturity determine human development. Thus, the analysis of verbal communication in the classroom allows for a better examination of the relationship between the teacher's teaching behavior and the performance of their students.

Good quality verbal communication in the classroom creates a positive climate and a pleasant atmosphere within the group, which promotes cohesion. It also cultivates positive attitudes among students towards the class and the school, and creates mental balance among the members of the class group. In general, the analysis of teacher-student communication contributes to the appropriate change of verbal behavior in the classroom and to the improvement of teachers' effectiveness.

All of the above benefits and results are essential requirements of our times, because modern "dynamic" societies require a well-organized learning and education process and well-trained teachers in order to survive and prosper (Xochellis, 1984:7). In this way, teachers will be able to teach children to use the language system in appropriate ways, which also means teaching them about their culture. The use of language is also a social activity, and therefore, it is the acquisition of the ability to communicate linguistically that allows children to acquire the ability to act in the social world.

3. Suggestions

Based on the fact that education is presented as a two-way dynamic process and a path towards a goal, and that teaching and speaking are closely linked, speech should be used systematically by both teachers and students in their communication with each other, which today takes on a group-centered character. The use of speech by the two above-

mentioned contributors to the educational process should be governed by a spirit of equality, because, according to modern pedagogical concepts within the context of classroom dynamics, the roles of the teacher and the students are considered equal.

However, in some cases, verbal communication is not in line with the above concepts and contemporary psycho-pedagogical findings, leading to teaching being characterized as teacher-centered. In order to contribute to the improvement and effectiveness of communication in the classroom, we present the following recommendations, which are the result of conclusions drawn from research conducted in the classroom:

- **Reduce the amount of time the teacher speaks and increase the amount of time the students speak**

Firstly, when planning a particular teaching unit and setting teaching objectives, the classroom teacher must take into account various classifications of objectives, such as Bloom's (Markantonis, 1989:297). This avoids time-consuming details of knowledge and lengthy comments from students, which are characteristic of an ineffective teacher. The result of this process will be a reduction in teacher monologues and, based on appropriate objectives and questions, an increase in student initiative and free verbal interventions, practice in oral expression, and the cultivation of creative thinking, which can be enhanced if the teacher:

- a) Creates a pleasant, cheerful, and optimistic atmosphere in the classroom, a climate of mutual trust between him and the student, which dispels the student's anxiety and fear of failure or making mistakes, as well as a climate of cordiality and security for free and equal communication (Charalambopoulos, 1978:163).
- b) Faithfully follows the golden rule of guided self-motivation: "The teacher never says or does anything that the student can say or do." *They must train students in the investigative method and in free dialogue and discussion, so that they can make proper use of the opportunities for initiative provided to them and benefit from the beneficial results of these methods*".
- c) It saves a certain amount of teaching time, so that some of the students' exercises can be done orally, as the Analytical Program recommends oral communication in the form of speaking and listening.

- **Better questioning technique – more open-ended questions**

Taking into account the emotionality of students, it is necessary for the teacher to inform them of the purpose of the questions, that they are not primarily intended to evaluate the student but to improve the methodology, success, and effectiveness of teaching. Questions should promote higher mental functions, be clear, concise, not contain the answer, and be varied in form. Furthermore, they should be asked in a relaxed and natural manner so that students understand that the teacher expects everyone to participate, be active, and contribute to the correct answer and solution to the problem. In cases where students are slow to respond, they should not be interrupted, and whenever they encounter difficulties in formulating their answer, they should be assisted

with skill and discretion, especially those who are hesitant, timid, or have communication difficulties (Matsaggouras, 1985:82).

- **Better system of in-service training or retraining of teachers.**

K. Georgoulis states that the mission of the educator is to help the student develop to such an extent that he or she can take charge of his or her own education. "*The ideal, therefore, is to encourage the pupil to take charge of his own education*" (Georgoulis, 1793:13). Papanoutsos E. makes a similar point regarding the progressive self-realization of the student. "*A successful teacher is one who has made his student so mature through his work that he no longer needs him. This is the great achievement, the triumph of the teacher*" (Polychronopoulou, 1985:304). Given the importance of the teaching profession, it is essential for the state to study in depth the issue of training and retraining of teaching staff and to undertake radical and internal reform.

- **Better organisation of school life and school premises, especially in large cities.**

- a) In cases where the number of students per teacher is reduced, resulting in a reduction in the number of desks, teachers should choose different seating arrangements in the classroom. This will meet the needs of each individual subject and bring about the beneficial effects of good organization of the class group.
- b) It is necessary to avoid establishing multi-purpose schools in cities. It has been observed that schools with 6-12 teachers are more conducive to the development of school life, a warm team atmosphere, and interpersonal relationships, both between students and between students and teachers. Life in these small schools is calmer and often includes noteworthy school activities.

- **Respect for students' linguistic identity**

The school and teachers should respect the cultural and linguistic heritage of their students. Teachers' observations that children from lower social classes use limited or concise language should not be interpreted as linguistic abnormalities (Porpodas, 1991:90) or as a result of intellectual weakness. In fact, evaluating students with low grades because of their language use will have negative effects and consequences on their professional development. Also, teachers should treat students without prejudice or discrimination and refrain from making mocking or ironic comments or characterizations of the linguistic styles of speech of different social classes, because this directly or indirectly conveys various stereotypical perceptions, which create psychological problems for them.

Teachers should avoid using geographical dialects during formal classroom teaching, refrain from using various social dialects and "childish" speech, and be supportive and demanding in the use of correct speech on the part of students. Finally, they must take initiatives and activities to raise the educational, social, and cultural level of the school's area and assist in any efforts by local or other actors and the State aimed at eliminating geographical and social inequalities in education.

The above proposals can contribute significantly to improving communication in the classroom. The implementation of these proposals will reduce the teacher's monologue, which disrupts the balance between direct and indirect speech and gives their teaching a teacher-centered "style." In addition, students' verbal initiatives, questions, and expressions will increase, and in general, the communication that takes place in each lesson in the various classes and groups of schools will become quantitatively and qualitatively more correct, effective, and useful.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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