

Communication in pedagogy and educational didactics **[Comunicación en la pedagogía y didáctica** **educacional]**

Vanessa Olaguibel*

* vdolaguibelv@gmail.com

Received: 14 November 2020; Accepted: 11 December 2020; Published: 31 December 2020

Resumen

Día a día en materia de educación se registra cientos y cientos de cambios, los mismos que pese a tener suma importancia no son analizados con el interés que éstos requieren, e incluso muchas de las veces hasta son obviados, peor aún se da cabida a la educomunicación, es decir a la fusión educa-comunicativa, precisamente estas razones son las impulsadoras para elaborar este trabajo centrado en estos temas.

Palabras clave: Pedagogía, didáctica educacional, comunicación, profesor,

Abstract

Every day in education, hundreds and hundreds of changes are registered, the same ones that despite being extremely important are not analyzed with the interest that they require, and even many of the times they are even ignored, worse still, there is room for the educommunication, that is to say, the educational-communicative fusion, precisely these reasons are the driving forces to develop this work focused on these issues.

Keywords: Pedagogy, educational didactics, communication, professor.

Introduction

Educational Principles

Every human being has the right to the enjoyment of education, from the moment of birth the individual generally and in an environment with normal conditions is being educated, within this context certain characteristics can be appreciated, among which the following are described

1. Principle of Individualization

Although by natural conditions there are common traits that unite men, traits that typify and differentiate one from the other also manifest, such as biological or mental capacity, vocational interests, value preferences, etc., all this It causes each human being to build their own profile that, no matter how similar it is to that of another subject, is never the same, in such a way that we can affirm that no two people are identical. Likewise, neither are two students alike "each one advances, more or less, according to their genius, their needs, their talent or simply according to their zeal.

Given this, different educational strategies have been generated to address individual differences, such as:

a) Difference of programs, not only in their quantity, but also in the forms of presentation; varying the speed and need of each subject, different learning rates.

b) Through subject promotions. We do not talk about courses, cycles or academic years, but about subjects. Through this technique you can see the affinities of each of the students with respect to the subjects.

c) Establishment of flexible groups, where students are free to work with classmates from other levels, according to progress in their subjects. In the face of these problems, educational strategies have been designed that even within group work emphasize individual learning by simply modifying the organization of school work and the use of ingenious procedures and technologies.

2. Principle of Socialization

Individualistic education should not lead to the exacerbation of selfishness, but to the better formation of the individual, both in his intellectual development and in his personal development.

3. Principle of Activity

Activity, a characteristic element especially in the development from childhood to puberty, manifests itself as soon as the child is not constrained in his ingenuity and can give free rein to creativity, however; In educational practice, things happen the opposite, it is the teachers themselves who, instead of promoting ingenuity, are in charge of making the educational process nothing more than a tedious and repetitive act; likewise the parents of the children voluntarily or involuntarily put obstacles to the creation of new things.

4. Principle of Intuition

Intuition has been crowned as the means of learning, as it is the basis of instruction, through which things can be taught for the sake of things themselves. With this principle, the best verification technique is through example, and what better if the educator manages to do it with objects from reality, and above all close to the child, with a desire that instead of being unknown to him, he is familiar, with it You will achieve a spontaneous assimilation, and you will not take it as part of a hard task, but as part of fun and recreation.

5. Principle of creativity

Although this is the product of the other principles set out above, it must be clarified that creativity is what gives free rein to the imagination and always in search of new and novel things, those that either because of their originality or simply because of their rarity manage to cause social havoc. Creativity dares to seek new paths, to break stereotypes and fight monotony, expressing content with singularity that despite being common makes them look like new.

Educommunicative Pedagogy

The task of pedagogy is to educate beings who require the support of teachers in particular, and of the institution in general, against the threats of abandonment and nonsense. We must combat

paternalistic education, one that is based on utopias and where both the educator and the student pretend that they teach and that they learn, for this type of education there are no commitments to change, nor are there responsibilities.

Pedagogy should promote accompaniment, which means the approach with others, not only the relationship but rather the interaction, one builds oneself with the construction of others. You cannot learn from someone in whom you do not believe, you can't teach someone you don't believe in either.

The pedagogical educommunication is based on trust, the recognition of what the other is and can give of himself. One affirms by interacting and building, there is nothing more terrible than building personnel incapable of putting together verbal discourse with any coherence, incapable of expressing themselves fluently and safely, incapable of exposing their ideas and returning to them to enrich or criticize them.

Among its tasks, pedagogy has to promote security, self-affirmation, self-confidence, personal improvement as a synonym of belief and self-esteem.

1. Conclusions

- In the educational system it is necessary to understand the importance and the complex meaning of the communicative intention that reveals each of the attitudes emitted by both the student and the educator.
- Consequently, their analysis will allow a better understanding and fluidity of interpersonal and social relationships

References

- Baylon, Cristián and Mignot, Xavier. 1996. "La comunicación", Ediciones Cátedra, Madrid-España,
- Pereira Valarezo, A. 2002. Semiotica y Comunicacion. Quito: Ediciones Cientificas Agustin Alvarez CIA L.T.D.A
- Pozo, Juan. 1999. "El aprendizaje estratégico", ed. Santillana.
- Ribadeneira G., 2012. Análisis de los usos y formas de comunicación en la pedagogía y didáctica educacional, Universidad Politécnica Salesiana, Ecuador.