

«ԵՐԵՎԱՆԻ ԼԵՈՅԻ ԱՆՎԱՆ Հ.65 ԱՎԱԳ ԴՊՐՈՑ» ՊՈԱԿ

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Առարկա՝ Անգլերեն

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DEVELOPING CONFIDENT COMMUNICATORS IN CLASSROOM

1. Introduction

This thesis considers the field of communication as the main subject of its study. One of the most important factors of teaching profession is interaction. It is the key component of teaching and learning.

The aim of this study is to broaden the current knowledge of the following concepts:

1. Description of four basic classroom communication functions
2. Conventional views of communication compared to current views of communication.

3. Communication skills used in classroom management
4. Construction of questions that allow students to give a free-form answer
5. The definition of verbal and non-verbal interaction in the classroom
6. Discussion of successful teachers' special qualities in the classroom

2. Classroom Communication Aspects

This chapter denotes the wide-ranging four functions, according to source, which are necessary for classroom interaction. The mentioned functions are as follows:

A. Profound comprehension

The objective of teaching is to empower students with a deep knowledge of the subject. Additionally, they should develop speaking skills in order to make themselves understood. Taking into account their learners' needs, teachers are supposed to provide them with relevant information. A form of communication that greatly stimulates students' thinking is asking questions and getting feedback.

B. Persuasion and influence

During the teaching process any teacher inevitably influences students. That is why teachers should do their best to make a positive impact, for example, to persuade students work or answer a question they deliberately use direct words. Students should also be taught how to persuade and impact the public through writing, which is also considered one of the most effective ways to influence people. For instance, when teachers check their students' written work, they are unwittingly influenced by them.

C. Learning skills development

In the field of teaching, it has always been customary to consider that only the teacher is responsible for the entire process of learning. To develop learning skills, the teacher must show students that they are also responsible for their learning. Students develop learning skills when the teacher encourages them to talk a lot, read and discuss texts, and write summaries of texts. Communication is considered an important and integral part of learning. In order to develop students' learning skills, it is necessary to set examples of how to study new topics and how to ask the right questions.

D. Create and maintain healthy relationships

It is in the studying process where social interaction plays a significant role. Therefore, teachers are meant to promote cooperation and group membership through communication. When students feel cohesive with the group, they perform better, and the desire to work as a group increases.

The effectiveness of learning becomes ineffective when there is an unhealthy, negative relationship in the classroom. In such cases, teachers should boost their students' communication skills with such educational ideas as the significance of unity, mutual respect, integrity and cultural or capability differences.

3. Communication Progress

From the traditional point of view, communication is perceived as a one-sided process. This type of communication is considered a means of conveying words with fixed meanings. Consequently, it doesn't take into account such key factors of the communication process as feedback, cultural context, needs, abilities and sometimes concealed ambitions of communicators.

On the contrary, according to the current perception the word's meaning is obtained with the help of the mutual interaction process. Besides, the previous information, background, concerns, capabilities and national or social environment are also vital in the contemporary views on the communication process. This approach is greatly in accordance with the modern learning system. The latest methods of learning include dynamic, collaborative and imaginative process which enables to formulate the meaning of the word in preference to its fixed meaning.

Productive learning concepts are based on three principles.

- a) Teaching must be presented in a simplified and comprehensible way so that students can understand it without any difficulty.
- b) Teaching must be aimed at making a beneficial educational atmosphere which increases students desire to learn.
- c) Teaching should make students go out of bounds what they already know. One of the key points of effective learning is to teach students how to analyze information which they already possess. For example, teachers should choose a well-known theme and ask students to judge it critically. Words obtain new definitions when they are critically analyzed.

4. Two Basic Functions of Classroom Communication

Classroom instruction and classroom management are the two fundamental issues in classroom communication.

Classroom instruction

Very often teachers communicate with their students with the help of explanation, for example, while explaining they provide examples, make inquiries and reply to their students' questions. Lesson planning is very useful when teachers structure their material in brief logical steps moving from the familiar to the unfamiliar. Effective communication occurs when teachers show their students the dynamics of knowledge creation from the easy to the complicated.

One of the responsibilities of a teacher is also to teach students how to learn more effectively. To achieve this goal, teachers should allocate time for students to do individual work in groups or separately. Another important factor is that teachers should introduce the specific knowledge so as to enhance students' thinking, imagination and creative skills.

Communication and classroom control

Through classroom management, teachers ensure a smooth learning process in the classroom by flexibly preventing disruptive behavior of some students. Once a teacher fails in classroom management, it will be very difficult for him/her to restore it again.

There are various methods to control the classroom. These methods fall into four main groups, which are shown below:

- I. Behavior changing patterns
- II. Fostering a social-emotional educational environment
- III. Organization and implementation of group work
- IV. The influential approach

Teachers should apply the above-mentioned strategies on an interrelated basis, taking into account the situation prevailing in the given class.

I. Behavior Changing Patterns

A teacher can enter a classroom where bad behavior has already occurred, and vice versa, misbehavior can occur while the teacher is teaching. In both cases, it is very important to know what to do in order to change the bad behavior of the students for the better. According to psychologist B. F. Skinner, teachers should systematically encourage students' good behavior by including words of praise in their speech and minimize criticism in case of bad behavior. This approach is quite ineffective, especially, when the teacher is dealing with teenagers. A teenager is mature enough to realize that he is being manipulated and in that case this method will not work.

II. Social-emotional Educational Environment

The most important aspect of this approach is to create positive communication in the classroom, which in its turn will lead to healthy interpersonal relationships. In such atmosphere students feel emotionally and socially connected to the teacher and classmates. In carrying out the contact process, teachers should concentrate on promoting each learner's sense of belonging, merit and success. Teachers shape such an environment when they communicate with their students freely by developing the sense of care and support towards each other. The teacher does not ignore the needs of any student and always allocates extra time to those students who need support. This method works very effectively, because it increases students' desire to participate in the lesson.

The teacher should frequently assign tasks to the students and involve them in the lesson. To carry out this process effectively, the teacher must carefully plan the tasks in advance. It is also important to make the learners think that they are doing a very worthwhile task. Another strategy to control the classroom is to make the learners feel excited and self-confident. The end-results of the tasks should be introduced clearly. Studying process should include humor, creativity and brain stimulating activities. Learners can be encouraged through rewards, verbal

or non-verbal comments. Teachers should not calm down an out-of-control class by insulting and criticizing students.

In such situations, teachers should devise a warm educational atmosphere in the classroom using the right words and appropriate non-verbal communication techniques. In addition, teachers should also monitor their speech and behavior, because when communicating with students, they convey not only subject-related knowledge, but also social-emotional feelings. In order to convey the appropriate attitude to students through communication, teachers must show through their verbal and non-verbal actions that they really care about the students.

III. [Group Work Implementation](#)

There are two types of interaction methods that underlie the implementation of effective group work. The first type is to give students a challenging task. Students will be interested in the task if it is stimulating, meaningful, and within their level. This is called task-oriented communication. In the second type of communication, each student in the group should have a clear assignment, everyone should present their assignment and the group should work harmoniously. This is called maintenance-oriented communication. The first type is cognitive. In other words, the group performs the task with interest when it is cognitively challenging. The second one is affective. As soon as the task is given, it is necessary to control the emotions of the participants to make sure that they react correctly to the requirements.

Here, the role of the teacher is to guide the students correctly, following their reactions. He/she should help the students by clarifying the task and giving additional helpful explanations. They have to give the groups confidence by accepting their contribution while correcting if necessary. Through communication, the teacher finds out to what extent the students are involved in group work and how their feelings and thoughts help in the performance of the group task. Group work develops the student's ability to learn and communicate independently. These skills are developed when learners clearly understand what is required of them and do it successfully.

IV Influential Approach

In an authoritarian form of classroom management, students are under severe control but have a low level of participation. The teacher controls the lesson in a very strict manner, emphasizing only the content of the subject and neglecting the socio-emotional connection with the students. Authoritarian teachers succeed in making students obey the rules, yet oftentimes such teachers are disliked by them. By implementing the non-interference teaching method teachers have almost no control over the classroom, and very little is required of the learners. In both approaches learning may not occur as teacher guidance is often lacking. An authoritative teacher, as an alternative, might have relatively little control over the class still create an environment where students participate in the class with high involvement. He/she is caring and listens to students. Such teachers maintain the teacher-student bond. They are demanding, strict and, at the same time, fair with their students. The teacher sets disciplinary rules. If any of the students violates one of these rules, he/she discusses the reasons for this misbehavior and provides appropriate solutions. Students like authoritative teachers because they allow them to choose what behavior to show, also, they are aware that in any case, they are responsible for what they do. Using this method significantly reduces behavior problems in the classroom.

5. Use of Questioning Technique and Feedback

The level of a successful class is also determined by the quality of the question asked. Quality questioning enables students to think at a higher level and develops their listening skills.

Quality questions are divided into two types: closed and open-ended questions. Closed questions are aimed at recalling facts. An effective teacher prefers to focus mainly on high-level open-ended questions during the lesson. The reason is that this type of questions thoroughly develops students' critical and creative thinking. When the teacher asks the students a quality question, he does not expect one correct answer. Instead, he discusses different opinions through communication with students, stimulating their thinking. Therefore, the process of thinking is more important than the actual answer.

Through qualitative questions, teachers form an opinion on how much students have understood the material and they allow students to find various answers to the question. The purpose of these questions is how they find answers, how they describe the problem in detail, analyze ideas, explore causes and predict consequences. This method stimulates students' deep and logical thinking.

Since it is a learner-centered method, it mainly concentrates on students' participation and metacognition. In this case, the teacher puts on an ignorant mindset in order to force learners to assume the highest level of knowledge. The teacher gives the students the opportunity to correct their thinking or comprehension by discussing alternative thoughts and ideas. When the teacher directs and refines the student's thinking, the latter begins to distinguish logical thinking from imperfect thinking. Within qualitative questions, project-based as well as problem-based questions are considered higher-level questions since they require the ability to apply complex information, laws, and ideas.

Through effective questioning, the teacher captures the students' attention and they begin to discuss the question in groups or as a whole class. By using such questions, the teacher shows the students that he cares not only about what they learn, but also about how they learn it. Teachers sometimes leave relatively difficult questions unanswered so that the students will think about these questions even after the lessons. In this way, they have a greater desire to find the right answer. As a consequence, they begin to search for other thoughts and ideas by

themselves and consider their views from other angles as well. It can be concluded that it is vital for the teacher to develop the right quality questions. When listening to such questions, students learn to ask themselves right questions and thus achieve greater success in the learning process.

A teacher needs skillful communication techniques to answer students' questions. When providing feedback, the teacher should carefully respond to students' incorrectly formulated questions. He can do this by asking the students to clarify their question. He should give such answers to the questions that will raise the students' interest, he should also try to find and discuss other answers with them. It is also very important to stimulate the exchange of different points of view both in writing and orally. In addition, it is also recommended to connect classroom discussions with real life. During feedback, some aspects of students' attitudes and behavior should be enhanced.

The teacher's responses should be verbal and non-verbal, direct and indirect. When giving indirect feedback, the teacher answers the question not addressing the student but directing the answer to the whole class.

For example, the teacher may say that he can notice a decent number of students who have used the recommendation he gave them last time. He might add that he is glad to see that some of the learners are interested in this problem and some of them are asking indeed good questions. Of course, this answer refers to one student, but the teacher generalizes it. Students can also comment on their classmates. They give feedback by summarizing their opinion in two sentences. They can also provide feedback to the teacher by answering in one or two sentences what the lesson was about.

Feedback can also be established with the students after the lessons. When a teacher gives a good, positive remark to a misbehaving student in the presence of other teachers, parents, or the school principal, the student feels excited and starts to work on himself. Teachers just should praise them using encouraging words and expressions on the appropriate occasion.

Learners are more motivated and they also work harder when they receive positive feedback for their hard work. Teachers can always have some students in the classroom who are not interested in their lesson. Therefore, they should talk to them and work together to make the learning process enjoyable. When a student succeeds, the teacher's positive feedback is very important to him. The teacher should use supporting words in such cases. For example, "You did a very good job.", or "I'm pleasantly surprised with your work", or "You can do better".

It is very important to avoid bad or negative feedback if the teacher wants to communicate effectively with the students. An incomplete or incorrectly completed task is a good opportunity for the teacher to show the student that he/she is always ready to support and help him/her.

Feedback is also used when the teacher wants to hear opinions from the students about the structure of the lesson he is conducting. The opinion of the students about the conduct of the lesson helps the teacher to improve and teach more effectively. Although very few teachers use this method, it is also very effective. It assures students that the teacher is doing everything to meet their needs. The teacher should have a desire to hear what opinions and suggestions the students have about his teaching.

Teachers can get feedback both by asking in front of everyone and individually. Moreover, the teacher can also ask the students to give feedback on the teaching of another teacher. The purpose of this method is to show students that even teachers are still learning. This is a great way to build mutual trust and minimize classroom management problems. If the reaction to backward communication is a failure, it is a very good opportunity for the teacher to take work on themselves and try to improve.

The guidelines on how to ask questions and use feedback are as follows.

- It is necessary to choose questions on which learners can express for and against opinions.

- All students should be included in the learning process, even those who do not want to participate.
- Students should never be punished for a wrong answer.
- Lessons should be planned from simple to complex.
- It is recommended to hold a vote where those voting for and against must justify their views.
- The teacher should ask if there are other options for solving the given question.
- As a good practice, teachers should also ask students to describe how they found the correct answer to the given issue.
- If the student finds it hard to answer the question, it is appropriate to pose a similar simpler question.
- Also, it is highly advised not to accept answers when more than one student answer at the same time.
- When attempting to find answers to difficult questions, it is encouraged to praise students for partially correct answers .
- The teacher should not skip the questions that seem difficult for the students. On the contrary, he should gradually lead the students to the correct answer with little hints.

In conclusion, it should be noted that during the lesson, the teacher should concentrate on the process when the students are searching for the correct answer and not just the correct answer. Metacognition is one of the important techniques that both teachers and students should use to boost better-thinking skills.

6. Verbal and non-verbal strategies

Classroom communication takes place in two ways: verbally and non-verbally. For verbal communication, written and spoken words are used. Non-verbal communication includes a number of features, such as gestures, facial expressions, tone of voice, and appearance. Teachers prefer to put the main emphasis on verbal communication, putting non-verbal communication on the back burner. However, it should be noted that for effective communication, it is necessary to combine these both forms.

To clarify how to use these methods during the lesson, we will look at each of them separately.

The verbal communication method is applied to any type of communication where words are used. Therefore, the teacher should use written and spoken words during oral communication with students. The following prompts will help the teacher when using verbal communication in class.

- 1) The teacher's tone of voice plays a significant role in oral communication. It has different interpretations, which, as a result, determine the high or low quality of the tone of the voice. The first of these definitions is the degree of intensity or volume.

The teacher must choose the appropriate volume for each situation. He has to remember that if his voice is low when it should be high, the teacher is perceived as shy. On the contrary, if an extremely loud voice is used with a small group, in this case the teacher is perceived as aggressive. In order to feel confident and communicate effectively, the volume of the voice must be appropriate for the situation.

- 2) The second important feature is the intonation or the transition from one tone of voice to another. A good example of a rising and falling pitch is asking a question or making a statement. Therefore the falling and rising of the voice is used when we have to carry out a series of intentions in our speech.

Teachers, like other speakers, use different tones of voice to express different states of mind. For example, a good narrator uses intonation to emphasize surprise or a surprising ending. For effective and natural communication, the teacher should avoid monotonous speech.

- 3) Speech rate is another characteristic part of oral communication. In other words, it refers to speaking quickly or slowly. Sometimes people speak too slowly when they should speak faster and too fast when they should speak more slowly. Effectively communicating teachers pay close attention to the speed of their speech. They can be slow and fast at the same time. The pace of speech depends on the effect that needs to be made in the given situation. However, the best way to achieve good results is to adjust the speaking speed to the audience.

- 4) The fourth component is pitch. Pitch refers to the high or low (deep) tone of the voice. In order to deliver the speech effectively to the listeners, the volume of the voice must be adjusted to suit different purposes. High volume or pitch usually tires the audience. Furthermore, those who use high pitched voice give the impression of a less authoritative personality. A speaker is taken more seriously when they lower their voice. The teacher has to find the balance between high and low tone.

- 5) Vitality is another important factor in verbal communication. It is measured by the amount of energy, enthusiasm, or liveliness used in a speech. For example, the accompanying power of communication clearly shows the attitude of the teacher towards the subject he is teaching. Teachers always want to show their students that they are interested in their work, and the energy of the voice makes it obvious.
- 6) Last but not least, the clarity of speech is a key feature. Although it is not one of the characteristics of the tone of voice, clarity of speech is necessary when using language. Clarity of speech or the lack of it becomes evident especially during the pronunciation of words in a foreign language. In multicultural classrooms, teacher and student pronunciation may differ. Some languages do not have sounds that exist in the language being taught.

Clarity also lies in the choice of words that are correct and familiar to the students. Therefore, when communicating in class, simple words should be used, and when using words unfamiliar to the audience, it is important to give students the correct spellings and definitions of those words.

When teachers use unnecessary words or phrases in a lesson, they affect clarity. A teacher can be more flexible in teaching when he tries to find out whether the students have understood the new material by asking different questions instead of using clichéd phrases like "do you understand?" or "are we together?" A teacher appears more sincere when he asks questions rather than repeating unhelpful phrases. For this reason, it is recommended to plan the class assignments in advance in such a way that they will help with the comprehension check.

Written communication is another type of verbal communication. Teachers use writing for a variety of purposes. Written communication is practiced in pre-prepared teaching materials.

Teachers also use it in writing sheets, assignment instructions, charts, and when providing written comments on student writing. When writing reports, assignments, exams, they should double-check the choice of words, spelling, correct concepts, and pay attention to handwriting and font size where necessary.

When the teacher checks the written task, he should write positive comments when expressing his opinion. Such an approach makes students want to improve. In case of bad work, you can write some hints and give the student another chance to revise the work. On the contrary, in the case of good work, it is necessary to comment in writing which parts of the task the teacher liked, or why the teacher thinks that the work is good.

The type of commentary a teacher uses in writing should have a positive effect on the learner. A negative feedback discourages the student and effects on his/her effective learning process.

Non-verbal communication

As we have already mentioned, non-verbal communication is an integral part of verbal communication. Therefore, it is mainly used to make oral communication more extensive. As mentioned in the previous chapter, non-verbal communication includes facial expression, gestures, body posture, the teacher's grooming and clothing. Non-verbal is the most important part of communication. considered the face. Eyes, eyebrows, mouth unite more than thirty facial muscles through which we can express different emotions. Therefore, the teacher conveys different emotions and attitudes to the class through his facial expressions.

Among the important facial expressions during teaching are a nod of the head to indicate yes or no, a smile to show satisfaction, a frown to make a remark. Through the eyes, the teacher attracts the attention of the students and also makes sure that he is being heard. The teacher should also convey care and compassion to the students through facial expressions.

Well-chosen words must be delivered in the proper form and tone of voice to achieve maximum impact. By choosing appropriate gestures and facial expressions during non-verbal

communication, the teacher can establish trust with the students. A teacher may show that he is interested, but his non-verbal signals prove otherwise. That is why one should be very careful in non-verbal communication.

Teachers use gestures to convey a variety of messages. Hand and head gestures, including facial expressions, are used to focus attention on students, encourage positive behavior in the classroom, and convey the teacher's mood.

The next important type of communication is body posture and body movement. Teachers should use an open posture and be as mobile as possible. In other words, when speaking and explaining, one should move to different parts of the class so that the students sitting at the end make sure that they are not being ignored.

Another important point in a teacher's non-verbal communication is timing. The correct distribution of time is very important for conducting an effective lesson. When the teacher does not plan the lesson in advance, he is not able to use the time well, which in turn has a negative effect on the student's activity.

The teacher must come to the class on time. He must divide the time equally between the tasks. It is also necessary to take into account the time it takes the students to complete the task. In the case of group work, the time allotted for organizational activities should also be taken into account.

A teacher also influences his students by his dress and grooming. As a non-verbal component, smart, clean, and well-ironed clothes help maintain an effective teacher-student relationship.

7. Special qualities required in the classroom management

As we have already mentioned, classroom communication has two main factors. On the one hand, it helps the teacher to teach the subject (instruction), on the other hand, it is used to control the class (classroom management). Both of these factors are necessary to create a safe, warm and conducive learning environment.

In order to prepare the students well at the beginning of the lesson, the teacher should follow three main principles.

- Summary of the previous lesson. This method allows the teacher to summarize the lesson briefly and check the students' understanding of the previous lesson.
- Brief presentation of the new topic. The final result of the teacher's work and the ways to achieve it are important here.

Learners have their own distinct roles, which can be changed depending on the progress of the lesson. Learners can actively participate in the presentation of a new topic to activate their knowledge. When delivering a new topic, it is also very effective to present it through questions and answers.

Learners can be properly guided so that they activate their knowledge when introducing a new topic. The teacher can also use a question or a relevant statement here.

- The third method involves student motivation. The teacher should always think about what expressions to make or what to do during the lesson in order that it motivates the students. As we have already mentioned, the choice of the start of the lesson also plays a starring role.

The teacher can inspire the students with interesting questions, stories, as well as presenting prepared objects and pictures. A fascinating start to the lesson can also be stimulated by the students' comments or actions. Here the involvement of students importantly fosters the class. Teachers should also be careful not to misapply the choice of encouraging methods.

The teacher should think of as many interesting and creative ways as possible to arouse the curiosity of the learners towards the new topic. These ways might vary with the subject, topic, class size and many other circumstances, so they ought to be chosen carefully.

1. In order to engage the students in the lesson, the teacher can create any topic parallel to the taught material. The teacher can choose a certain period of time in which he will discuss the chosen topic with the students. Topics can be given based on curriculum goals such as unity, integrity, love, truth, as well as skills such as active listening, trust, imagination, reflection, etc. This method can improve effective teacher-student communication and create a positive atmosphere in the classroom.
2. The effectiveness of the appropriate selection of the tone of the voice should be also kept in mind, which has already been discussed in the previous chapter.
3. At the beginning of the lesson, the teacher should inform the students about his final goal by stating or writing down the specific objectives of the lesson topic. It is necessary to clearly present to them what is expected of them to learn and do.
4. A teacher's conversation with a student is a discourse and various discourse cues (also known as transition cues) can be used to help the learner follow the teacher. They help students identify key points easily and make listening and taking notes less difficult. Listed below are some examples of discourse markers: markers to start a lesson or introduction that show definition, causal factors, compare-contrast, examples, and conclusion.
5. Teachers show that they are interested in the students and in the subject with the help of words, gestures, and facial expressions. If the teacher conducts the lesson standing still, with his hands in one position, it quickly bores the students. They will have a negative attitude towards the lesson. To avoid this, non-verbal forms of communication should be actively used.

6. The connection between the topic and real life should be emphasized frequently, deviations from the lesson as well as examples from personal life are encouraged, and humor is sometimes appropriate. Students must be impressed that learning is a continuous process. The teacher must be ready to find a way out and overcome difficult situations during the lesson, for example, when he does not know how to answer the question. To avoid such a situation, it is recommended to spend time and study what kind of positive comments to use for such a situation.
7. How time is used during the lesson is of great importance for the student. Therefore, to use the time well, a learner-centered approach should be taken. The teacher should plan the lesson so that communication is two-way. He must be sure that the students are active either individually or in groups. Active learning involves planning some basic steps to make the lesson meaningful, challenging, and engaging.

The process of delivering a lesson effectively, thus enhancing communication, also includes other aspects, such as the use of learning resources, which we covered in the third chapter. The use of teacher modeling can also be an effective delivery method. It should also be taken into account that learners copy not only positive behavior but also mock negative communication.

Key qualities of an effective teacher are an additionally essential factor of a class communication to be successful. Below we summarize the key qualities that make an effective teacher.

i) Teachers' attitude is the first and the most essential factor in the teaching process. Through verbal and non-verbal communication, the teacher shows how he treats not only the students but also the subject he teaches. Therefore, in order to be an effective teacher it is very important to have a positive attitude towards the classroom and the learning process since it helps to get out of difficult situations that arise during the learning process.

ii) The next important characteristic of an effective teacher is to focus on the needs of the students. Three types of needs are distinguished in the learning process. The first one is to feel

successful and supported. The second one is the need of the community. Here the teacher should show each student that he/she is a part of that concerned group. The third one is the need for active participation. Effective teachers assure their students that by completing the appropriate assignments, they will become active participants rather than passive carriers of knowledge.

iii) An effective teacher must be strict but fair at the same time. An objective teacher is the one who always gives importance to the needs of students. He sees the reason for bad behavior not in personal problems, but in dissatisfaction with one of the needs. Such teachers enjoy the respect of their students and manage the classroom successfully.

iv) Effective teachers work with students in an individualized approach, taking into account the needs of each student. According to different needs, they choose the tasks which will provide each student with relevant knowledge or need.

8. Conclusion and Recommendations

In this research work, we covered such areas as: the classroom communication functions, the difference between traditional and current views of communication, classroom instructions and classroom management, how the influential method reduces behavior problems in the classroom, quality questions and their appropriate usage, verbal and non-verbal communications methods, problematic aspects of communication and solutions to overcome these obstacles.

Successful communication is an integral part of the teaching process. Teachers must possess good communication skills to manage the classroom effectively.

Fulfillment of the conditions presented in our research paper can lead to the realization of educational goals and objectives in the school. It will also help reduce "communication barriers" as much as possible so that the teacher can achieve effective learning goals in the classroom.

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