Pedagogical Communication in the Digital Era

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Abstract: Competency-based education and interactive pedagogy integrated through modern educational technologies provide teachers with the opportunity to develop and use digital competencies. Teachers, like all citizens, must acquire digital competencies necessary for their personal and professional lives, and for participation in the digital society. Teachers are important role models for the next generation, and it's imperative that they are digitally competent and responsible. Nevertheless, teachers also require a set of specific skills to leverage digital technologies for better teaching and learning outcomes. Therefore, this article encompasses aspects of pedagogical communication in the digital age.

Keywords: digital competencies; teachers; digital technologies

Introduction

Communication plays a pivotal role in culture as it facilitates the transmission of values, attitudes, and social perceptions across generations through communication processes. Historically and functionally, this process embodies the humanization itself, formation and development of individuals, as well as the cultural and spiritual manifestation of people. It is acknowledged that, over time, in response to individuals' ever-increasing information needs, the means of communication have evolved in unprecedented ways. The process of communication expands beyond human's primary objective due to the fact that, as the recent theory suggests, verbal

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and intentional communication only represents a small fraction of a giant iceberg which encompasses the entirety of an individual's behavior, organically integrated within a wholeness consisting of other modes of behavior, including tone, posture, and context.

Pedagogical communication, as defined by S. Cristea, is an axiomatic principle of educational activity which involves the transmission of an *educational message* elaborated by *the subject of education* (the teacher), intended to elicit a formative reaction from the object of education (the student) assessed in terms of external and internal feedback.

The systemic approach to pedagogical communication elucidates *the identification of constituent elements in the communication process*, including purpose, participants, sender/receiver, message, channel, context, feedback, noise sources, and the dynamics of the communication process. Additionally, it highlights *the guidelines required to produce pedagogical communication,* including the order of the communication acts, the development of an interaction framework, and the norms for meaning interpretation. The analysis of the fundamental components, functions, and the specific context, discloses *the systemic/structural nature of pedagogical communication.* This distinctive feature of *pedagogical* communication is identified from the structure of the educational action, according to which all components can be analyzed as an independent entity (agent, receiver, device, messages). Pedagogical communication, however, acquires its systemic nature as a result of these components' interconnection (Sadovei, 2011, pp. 462-471).

The term "pedagogical communication" refers to the professional communication used by the teachers during the teaching-learning process. This communication serves specific didactic functions and aims to establish a psychopedagogical favorable climate that is required for the training and education process through the development of certain relationships between the teacher and the student**.** Pedagogical communication can be regarded as a competency that is distinct from innate human abilities. The teacher's ability to inspire and motivate students through pedagogical communication is the primary driving force behind the development of contemporary educational institutions [1][2].

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[1] Pedagogical communication: an effective way for professional development. http://www.artico.md/comunicarea-pedagogic-modalitate-efectiv-de-formare-profesional.

The digital environment has expanded educational opportunities and possibilities, and promoting student learning and enhancing the whole educational system are the fundamental objectives of pedagogy.

Teachers, like all other citizens, need to be equipped with digital competencies both personally and professionally as well as be able to actively participate in a digital society. Educators are role models for the next generation and they need to be able to clearly demonstrate their digital competencies to learners and to pass on their creative and critical use of digital technologies. As professionals dedicated to teaching, they need, in addition to the general digital competencies for life and work, educator-specific digital competencies to be able to effectively use digital technologies to enhance teaching and learning (Redecker, 2017, p. 15).

While the general use of digital technologies to communicate, collaborate, create and learn is undoubtedly important in the professional life of a teacher, the teaching and learning part, namely the specific pedagogical use of digital technologies, is essential for facilitating the learning process.

The teacher's ability to share resources and communicate digitally can also help students learn from each other. Sharing knowledge and learning about digital tools that help foster collaboration among pre-service teachers can also foster a culture of sharing and communication that teachers can bring to their future practice. The role of the teacher is changing and since there are fewer face-to-face interactions between teachers and their students, it is essential to develop digital teaching tools that allow students to easily collaborate, interact, share, and communicate about their academic work.

Digital communication is a frequently used method of communication between teachers, students, and colleagues, etc. With the omnipresence of information and communication technology, the significance of applications that facilitate the dissemination, exploration, and advancement of knowledge in contemporary education is continuously increasing. The employment of modern technologies by educators is essential to keep up with the latest generation of technology enthusiasts and media consumers who display a preference for audio-visual media over traditional literature. This is due to the increasing importance of information and communication technology in the realm of teaching and learning.

So often in our discussions of online education and teaching with technology, we jump to a discussion of how or when to use technology without pausing to think about whether or why" (Morris & Stommel apud Heidebrink-Bruno, 2014).

Digital technologies facilitate the process of documentation, identification of problems and possible solution, structuring the deconstruction and reconstruction processes, engagement with experts, acquisition of resources, presenting the findings, and (public) validation of the approach. The abundance of possibilities is both an opportunity to capitalize on multiple elements in the teaching process and a potential obstacle in focusing on relevant learning outcomes and efficient use of time – conventional pedagogical strategies and established algorithms must incorporate new aspects related to the selection of relevant and scientifically validated content, the reinterpretation of expected learning outcomes, the transposition of work tasks into collaborative (remote) work contexts, ensuring access, techniques for motivation and involvement in the activity of all team members, strategies to encourage independent learning, digital security and online safety.

However, we still need to investigate how technology, open access, and the online schooling are altering the process of education as well as the long-term effects of this education on individuals, communities, and society. We still have to justify and prepare the transition to a new stage where digital technology and open education are widely accepted by educational policy makers, decision-makers, teachers, and parents, and are heavily incorporated into new learning methodologies. Despite the use of numerous terminologies like digital, multimedia, remote, innovative, or interactive, the focus is still on pedagogy. This idea represents a pragmatic and innovative approach to education that is distinguished by its dynamic, ongoing evolution, and practicality.

This is particularly evident for younger generations, to whom the Internet offers endless opportunities to explore, learn, socialize and create, which in turn directly contributes to their personal development. The Internet has become their main source of information, enabling them to exercise their rights and freedoms in the virtual world. Although the Internet hides potential dangers, precautions can be taken and considerable assistance can be provided.

Communication technologies thus produce a state of mental and physical comfort that is presented by the virtual environment, transform the human factor into the producer of their own media products, create new identities based on the advancements offered by socio-technological progress, and play a direct role in shaping the professional competencies of teachers. In this context, M. Bocoș argues that the new communication technologies possess the potential to enhance the process of learning and training. Nevertheless, it is imperative to acknowledge that

these technologies do not serve as autonomous methods, rather they act as curricular supplements that are used in conjunction with the methodologies that are developed by teachers aimed at facilitating this process (Bocoş & Jucan, 2017, p. 397).

Digital transformation reformulates various aspects of the professional world. Communication and collaboration have been revolutionized, as they are now faster, more efficient, and available on a global scale. The expansion of the online world has paved the way for novel business models and professions. Furthermore, robots and automation have taken over physical work and routine tasks. These changes have profound implications for the future job market, including work organization, employer-employee relations, and qualification requirements. Consequently, they have a significant impact on today's educational requirements (Burlacu, 2021).

We currently live in a fast-paced and technologically advanced era. Through technological advancements, the prevalence of virtual communication has significantly increased. The Internet is the world's largest communication network and, with over 4 billion users, a place where everyone can grow.

Today, in the era of digital technology, communication is essential to both our personal and professional life. We now have new and creative methods to interact and communicate thanks to advanced technology; yet along with these benefits come certain challenges. In this context, communication skills are more important than ever.

Let us not overlook the fact that communication is both an art and a responsibility. It is a powerful force that can bring light and understanding into our lives and the society we live in. Let's use it wisely, express ourselves honestly, and create bonds of trust and respect with others. We can create a better future for ourselves and people around us through effective communication.

The contemporary society is confronted with a significant challenge posed by the extent of technological changes, which are generated by global-scale processes. These processes have positioned modern humans in a reference system of the digital world (The computer in the 21st century, 2016).

The use of information and communication technologies will promote the advancement of digital competencies, thereby prompting us to establish concrete social networks beyond the realm of virtual world. Teachers who lack social and digital skills run the danger of having major issues in a variety of areas, including their careers. The use of digitalization has the potential to provide modern

civilization with significant benefits. These advantages can include saving time and money, developing social relationships, finding worthwhile leisure activities, and fostering enhanced mental wellbeing, etc. Although new technological advancements have many advantages, they also negatively alter people's behavior. Unfortunately, the use of the Internet causes certain problems, generates dangers, negative influences, and serious addictions. Everyone who uses computers and the Internet should be aware of these situations, educate themselves on the subject, and take precautions to prevent any potential negative effects. Using the Internet for information and communication on a daily basis may result in the loss of our identity and the onset of various social issues. Regardless of the end- user, excessive use of modern information and communication technologies has the potential to cause profound changes on a personal and cultural level. Furthermore, if online communication time is not strictly regulated, it could result in a number of issues or deviant behaviors.

The potential of digital technologies has been evidenced in their ability to expand the realm of education, revolutionize its structure and guide its course towards a possible paradigm shift not only on technological, but (rather) cultural, social, professional, economic, but above all humanistic foundations[1].

The negative effects of technological change on our society, including changes in mindsets and a decrease in the level of development of social communication culture, have resulted in intolerance towards the content disseminated on the Internet. In light of this, it is worth noting that the cultivation of social skills aimed at enhancing emotional intelligence is crucial for the complex development of personality and professional integration, which cannot be achieved through online interactions but require direct contact.

Demonstrating proficiency in the professional activity serves as an indication of an individual's aptitude in managing their cognitive resources and the outcomes they yield from their educational pursuits. A person's level of performance can be assessed by their proficiency in attaining optimal results with minimal resources.

In conclusion, following thorough consideration of the variability and spontaneity of emotions encountered by teachers, it can be asserted that teachers possess the social competence to cultivate their affective experiences in a manner conducive to demonstrating digital, communication, social, and emotional competencies. These competencies hold immense significance in the establishment of strong

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[1] https://educatia-digitala.ro/pedagogia-digitala-definitie-si-arie-conceptuala/ Data:11.08.2023.

relationships with their students. It is imperative that emotions are truly experienced firsthand, as opposed to being perceived from a distance, so as to enhance the pedagogical communication culture. This can be achieved through the development of a socio-affective skills system that promotes professional efficiency, an essential requirement for all educational cycles, irrespective of seniority or level of preparation. Effective management of educational realities and social culture in general, depends on adequate emotional preparation.

Work performance is influenced by emotional state and the level of occupational stress. Work and private life provide the individual with resources that can be used both to improve professional performance and to increase the quality of life in all areas. Stages on the interference of work with private life draw attention to a very important aspect - competencies. By creating a positive self-image, teachers broaden their horizons and opt for success or failure in terms of both their personal and professional life. Teachers' self-images have a lot of effects on their personal growth since they highlight their potential and capture their emotions. Failures, successes, skills, desires - are related to one's own image.

The primary advantage that arises from the endeavor to articulate a digital pedagogy lies in cultivating teachers' aptitude to create, implement, and assess efficacious and valuable educational scenarios that are tailored to contemporary times and learners. In the contemporary and rapidly changing society, the significance of direct educational interaction has become increasingly prominent, due to the rising conflicts which have the potential to pose a global threat to all individuals and geographical regions. Human beings are rational agents who are often confronted with a multitude of existential circumstances, and the quality of their life is largely contingent upon the quality of their decisions and choices.

In the contemporary digital era, virtual communication and living have become prevalent. Despite this trend, educational communication holds significant importance in academic life, both personally and professionally. The advent of advanced technologies has facilitated innovative ways of connecting and communicating. However, these benefits also come with a set of challenges that we must overcome to keep pace with the times. Digital pedagogy has emerged as a leading force in pedagogical innovation, a driving change in educational theory and practice. To orchestrate traditional educational experiences, teachers frequently rely on modern digital tools and resources. The particular innovation associated with digital pedagogy lies in the fact that digital educational situations can no longer be transferred or translated back into the analog environment.

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