



New Trends  
in Psychology

## The Influences of Cognitive Development in the Processes of Educational Communication

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**Abstract:** Communication is the process of transmitting information, ideas, opinions, opinions, either from one individual to another or from one group to another. Any communication process takes place in a context, ie it takes place in a certain psychological, social, cultural, physical or temporal space, with which it is in a relationship of close interdependence. . In the process of communication can be identified a series of stimuli that impose on this specific human act an individual character, which make the communication to be individualized, specific to each speaker. Learning is a complex and dynamic phenomenon with a wide scope that has been the object of research for specialists in various fields: psychology, pedagogy, biology. Communicative behavior is practiced through educational activities, which means challenges for continuous growth of performance and stimulation of basic personality behaviors.

**Keywords:** communication; learning, process; education; information transmission; cognitive; emotional

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### **The Notion of Communication**

All definitions given to communication, regardless of the schools of thought to which they belong or the orientations in which they are enrolled, have at least the following common elements:

- Communication is the process of transmitting information, ideas, opinions, opinions, either from one individual to another or from one group to another;
- Communication is an attribute of the human species; no activity can be conceived outside the communication process;
- Communication is an inevitable, continuous, irreversible process;
- It takes place at two levels: informational and relational (Dragan, 2007, pp. 21-31).

### **Forms of Communication**

Depending on the criterion considered, there are several forms of communication:

A first criterion considered in the classification of the forms of communication is the way or technique of transmitting the message. It is identified as follows:

*a) Direct communication - in the situation where the message is transmitted using primary means: word, gesture, mime;*

*b) Indirect communication - in the situation when secondary techniques are used: writing, printing, signals transmitted by cable, graphic systems, etc. Within the indirect communication are distinguished:*

- Printed communication (press, magazine, book, poster, etc.);
- Recorded communication (film, disk, magnetic tape, etc.);
- Wired communication (tekefon, telegraph, cable, fiber optics, etc.);
- Radio communication (radio, TV, etc.) (McQuail, 1999, p.45).

Depending on how the individual participates in the communication process, we identify the following forms of communication:

*a) Intrapersonal communication or self-communication; made by each individual in his inner forum;*

*b) Interpersonal communication or group communication; performed between individuals within the group or organization to which they belong;*

*c) Mass communication - is the communication made for the general public, by specialized institutions and with specific means.*

Another classification criterion is the way of carrying out the communication process according to the existing relationship between individuals within an organization:

*a) Ascending communication - made from the lower levels of an organization to the higher ones;*

*b) Top-down communication - when information flows are made from higher to lower levels;*

*c) Horizontal communication - made between individuals in similar hierarchical positions or between the compartments of an organization within the collaboration relations that are established between them.*

Some peculiarities of communication can be identified:

- Communication has the role of putting people in touch with each other in the environment in which they evolve;
- In the communication process, the content of the message aims to achieve certain goals and convey certain meanings;
- Any communication process has a triple dimension:
  1. Externalized communication - verbal and non-verbal actions observable by the interlocutors;
  2. Metacommunication - what is meant beyond words;
  3. Intracommunication - the communication made by each individual in his inner forum, at the level of the self.

Any communication process takes place in a context, ie it takes place in a certain psychological, social, cultural, physical or temporal space, with which it is in a relationship of close interdependence. Communication acts have a dynamic character due to the fact that any communication, once initiated, has a certain evolution, changes and changes the people involved in the process and has an irreversible character, in the sense that once sent a message it can not be stopped in his way to the recipient. (Dobrescu, Bârgăoanu & Corbu, 2007, p. 113).

**Verbal Communication**

In the process of communication can be identified a series of stimuli that impose on this specific human act an individual character, which make the communication to be individualized, specific to each speaker. They are internal or external in nature (McQuail, 1999, p. 36).

**Internal stimuli:**

- *personal, mental, physical, psychological and semantic experiences, the “history” of each one;*
- *personal attitudes, due to the education and instruction of each one, the level and social position, the profession;*
- *our perception and conception of the world, of ourselves, of interlocutors;*
- *the communicator's own skills and the interlocutor's level of communication.*

**External stimuli:**

- *the tendency of abstraction - operation of thinking through which the detachment and retention only of a property and of some relations proper to a fact is pursued;*
- *deductive tendency - the tendency to place the facts or statements in a reasoning that imposes conclusions resulting from obvious proposals and elements;*
- *the tendency to evaluate - the tendency to make assessments by referring to one's own system of values, to other systems, to other people.*

**Building Learning Situations**

Learning situations are structured ways of organizing and carrying out learning activities, including formative (course) assessment. The basic elements of the learning situation are the methods, techniques and procedures of training and formative evaluation of the training results, as well as the course support, equipment and materials used.

### **The Concept of Learning**

Learning is a complex and dynamic phenomenon with a wide scope that has been the object of research for specialists in various fields: psychology, pedagogy, biology, etc.

From the perspective of psychology, learning aims to change performance in a specific situation, being objectified at the elementary level and at the complex level. At the elementary level, learning includes responses to environmental stimuli, physical stimuli, perceptible, with immediate action. At a complex level, learning develops the “symbolic representation” of long-term stimuli, at different levels of conceptualization expressed through: structured - structuring, factual, notional and procedural knowledge (Cucoş, 1998, p. 67).

In a broad sense, learning is the acquisition by the individual of a new behavior, as a result of a special training. Learning aims at an adaptive change of individual behavior, resulting from the interaction of the body with the environment. The term learning refers to various situations, such as: learning to walk, speak, read, write, train body hygiene skills, physical work skills, intellectual skills, a job, etc.

School learning is carried out systematically in specialized institutions in order for the individual to acquire new information, knowledge, in order to form skills, abilities, competencies. In order to achieve an efficient activity, it is very important to know the learning process. Thus, the main stages that the individual goes through when learning are: acquisition, internalization, modification, application.

The first phase, the acquisition, involves contact with information, new knowledge, followed by a processing of them to achieve a good understanding. The next phase, that of internalization, aims at integrating new knowledge into a personal, coherent system, which is built on previous experiences. The modification phase involves action from the perspective of new acquisitions, which acquired and operationalized can be applied in practice. Thus, the individual becomes aware of the fact that he has accumulated something extra and that what he has accumulated is something useful.

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