Importance of Educational Discourse in the Classroom

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Abstract

In the process of teaching and learning there are different variables that affect school performance, one of these is communication, also that in recent years an increased interest in the issue you have raised, as it influences in a radical change in education. One of the tools that have considerable relevance in improving the quality of education is speech, a key element in understanding the teaching and learning process. This article talks about the importance of speech in the classroom, as it facilitates communication and understanding between teacher and student. The teacher transmits information through speech and on the quality of it depends the knowledge of the issues. The educational speech must be coherent, and above all, it must stimulate cognitive intellectual, social and emotional development of students. The speech in the classroom can influence positively or negatively on student’s participation, since the way to know, feel and live of the student are conditioned by it. The speech in teaching promotes the students’ thinking, encouraging their participation either through opinions and / or points of view in a given subject, under the guidance and supervision of the teacher, as in the case of collaborative work in the classroom in which he becomes the viewer and the moderator; These participations favor the students to answer with their own words all the knowledge that I’ve been acquiring, which leads to a personal education.

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1. Introduction

Each day there are more areas where speeches are applied since they are acquiring greater importance in diverse areas, as it is in the marketing, implementation of surveys, policy and education among others.

In the educational environment, the discourse has a vital importance since this depends on the understanding of the formative foundations and undoubtedly facilitates the person-to-person relationship and training.

The speech is a much complex since it involves various phenomena: biological, sociological, linguistic and cognitive, involving relations complicated between the different aspects or dimensions.

Is undisputed, the theoretical character that makes the speech, but today is committed to revitalize it in school life, so this encourages reflection, research, and above all, a training improvement; that is why in this document highlights its importance in the educational environment.

2. Development

Martinez-Otero Perez (2007), indicates “the speech in the classroom is praxis that enables communication and understanding to the construction of personal identity. Through the speech teacher projected their own vision of the world and guides the history of partners.” (P.24)

The educational discourse is considered to be a verbal action that enhances the student’s personal progress; However there is a connection with the non-verbal part, i.e. that which is expressed through: gestures, tone of voice, posture, expression of the face among others. Also, not only is convey information to students, but also to distinguish the mutual understanding of the participants (profesor-alumnos), to know that there are equalities or inequalities between them; emotional participation, that is, the reflection of the feelings and emotions of the issuer.

In university education, the majority of teachers are professionals and do not have extensive pedagogical training for teaching; teaching discourse influences both in the student, that sometimes they learn by imitation along its instruction, making them aware of a seeming what master or which do not (if they also decide to be teachers); Likewise to have the conviction that is not enough to know the subject, but are required to have certain qualities that expressed understanding of and apply at the right time.

This non-verbal feature within the teaching speech, starts much before class, greetings from either in the cafeteria or the library, until the space which the teacher has to carry out the activity ad hoc. It is important to mention other variables that interfere in non-verbal communication, such as gender, the combinations between Professor or teacher with student; the age, if they are of similar ages, either if the Professor is young and the greater student, or if the teacher is greater and the young student.

Sometimes both the teacher and the student are young to being able to generate an environment with more familiarity, proving to be an enabling factor in the teaching-learning process; the teacher could be listed with less experience and...
insecure. Now, in the speech in the classroom should be considered aspects that help to be given an effective communication: physical space, size, proportion and orientation of the classroom, the colour of the walls, the quality of the lighting, the furniture layout, if there are educational resources, such as: Slate, computer, projector among others. the arrangement of desks, for example hexagonal-shaped promotes the visibility of profesor-alumnos and teacher; circular case of a colloquium, in order the educational discourse in the classroom will not be always the same since it will depend on the factors mentioned above.

3. Proposal

It is clear that the teaching speech is a key tool in the process of teaching and learning; It must boost use taking into account the part instructional, affective, motivational, social and ethics.

The teacher with his speech in the classroom, has the role of counselor, mediator and facilitator of the construction of the knowledge of the learner; It should also encourage the participation of students, since these also act as transmitters for example, when they ask, respond, or expose a topic.

Teaching speech must adapt to their trainees, i.e., taking into account the degree of maturity, age, needs and interests, culture and above all your learning pace.

4. Conclusions

Unquestionably discourse is oriented to promote the learning of learners; It is a fact that the teacher has to do participant students in communicative interaction, since it learns better when there are contributions in both directions, the communication does not have to be one-sided, because it can become “bored”.

The speech in teaching practice, should be coherent, harmonic and above all motivator, that stimulate intellectual cognitive development and emotional partner of the student; Therefore the teacher should be trained in different aspects that separate help enhance the educating function of speech; to not only be that teaches, but also interested in problems and affective development of students and above all be able to promote the integral formation of their trainees.

References


