



## Conceptual Article

# Strategical of visual, graphic and symbolic communication

**Besjana Imer Rexhepi**

*Universum College, Kosovo*

Correspondence should be addressed to Besjana Imer Rexhepi; [besjanarexhepi@universum-ks.org](mailto:besjanarexhepi@universum-ks.org)

Received 12 December 2018; Revised 5 April 2019; Accepted 1 April 2019

An ability to speak clearly, eloquently and effectively has been recognized as the hallmark of an educated person, since the beginning of recorded history. Communication is essential for the socialization process to transpire. Its implications are created more because of the lack of proper teacher's information, during their studies or the new century inventions and requirements. Communication in education process includes communication issues of education as effective communication, all dimensions of interpersonal communication, types of communication, obstacles for effective communication, group's communication and listening skills, verbal and nonverbal communication (from pupils and teachers perspective), strategies for guiding debates and presentation. In this case it can be understood also other factors which influence the education communication process, which are discussed also for creating and developing new effective communication towards education process. This paper explores also the visual, graphic and symbolic communication strategies on which are involved too also the characteristics of each type of communication, their positive sides, negative sides, weaknesses, opportunities, advantages and disadvantages in general. In accordance with that during the elaboration of this paper's topic we have talked also for the types of communication in classroom, which must be used from teachers, their ways of use in teaching process. Expect this we tried to give some examples for the right way of communication, during some lessons described in some rules. Teacher's messages are very important for the pupil's state as they try to establish their knowledge and information to the pupils. For pupils the voice of teacher is an order to them, not because they feel afraid from him, but because of the security and trust felt from him. This shows a lot to us that the communication it's like a door of success depended more from the teacher's creativity and his organization too, how he organizes and plans his work.

Keywords: Communication; Challenge; Strategy; Opportunity; Weaknesses

## I. Introduction

Communication is the exchange of information activity when the receiver understands the sender. Communication can be defined as the means by which individuals manage their information exchange between operations and activities carried out in an organization or a process by which the opinion is created and sent to the established understanding of things. Achieving success in school, in our day, it depends significantly from the communication skills with teachers inside and outside the school.

Regardless, if it comes to the process of student relations and learning or reports of interpersonal learning environment, success or failure is directly linked with the skills of communication. In fact, communication is considered effective only when people understand your message correctly and you respond appropriately. Fundamental to teacher and student's success is the teacher's ability to communicate effectively with students, parents and colleagues. Teachers must have good communication skills to help their students achieve academic success. Teachers also need good communication skills too, further their careers in education. Without good communication skills, teachers disable the learning process as well as their own career mobility. From effective communication teacher can give lessons and information's to his pupils in a good way and pupils will be more satisfied from all the lectures.

Today teachers have a chance to do visual, graphic and symbolic communication on the classroom, from which pupils can be more open-minded, during lessons. There are many types of strategies of how to do these types of communication into education system, which influence a lot the motivation of pupils, stimulating them to work more during their tasks and activities. Having good communication in the classroom respects pupil's

individuality, their abilities, skills and critical thinking, throughout school subjects. It is necessary to use all the types of communication teachers plan to lecture, because as he communicates with pupils, pupils develop their critical thinking and creative activities. Effective communication is a result to an effective classroom management. That is, if teachers have well managed classes, they, consequently, create a good atmosphere which will interact effectively and correctly.

### **1.1. Communication in Education Process**

For the importance and the role of communication in education process have written many foreign authors. For example, *Chester I. Barnard* says that: "Communication should occupy a central place in the theory of organization because the structure, breadth of scope and areas of organization is determined almost entirely by communication techniques." Also according to him, the main function of an executive is building and maintaining a certain system and efficient communication. Communication is as an important tool, whereby the school is related to the external environment. Communication represents important activities of the school, he plays the role of the blood that gives life and makes school exist.

Achieving success in school, in our day, depends significantly from communication skills with teachers inside and outside the school. Regardless, if it comes to the process of student relations and learning or interpersonal relations in the school environment, success or failure is directly linked with the skills of communication. In fact, communication is considered effective only when people understand your message and when you answer correctly and appropriately (Dauti, 2000).

Teachers' beliefs, attitudes, and priorities are linked closely to their classroom behavior, practices and communication. As Richardson (1996) defined them, "Attitudes and beliefs are a subset of a group of constructs that name, define and describe the structure and content of mental states that are thought to drive a person's actions". Teachers make constant decisions in their classrooms, and their beliefs, attitudes, and priorities provide a framework for these decisions (Calderhead, 1996; Nespor, 1987; Richardson, 1994).

For example, if teachers encounter a disciplinary problem in the classroom, and they feel confident in their approach to discipline, they are likely to respond to the problem in a way that reflects an overarching approach to discipline, is consistent from day to day and demonstrates effectiveness at dealing with difficult situations.

## **2. Strategies of symbolic communication**

Symbolic communication as an important type of communication in the education system has many strategies which describe the way of how this type of communication can be used in the practice from the teachers of Primary Education system. The following strategies are these;

*Modeling communication*- is important for teaching pupils the pragmatic language skills and intentional gestural and symbolic communications. For example waving to someone when they leave, pointing to an object that you want, laughing at a funny face, etc. (McCathren, 2000, 5).

*Prompting symbolic communication*- was done by the teacher to facilitate the use of symbolic communication. Eventually the student will be able to answer that prompting question without modeling and after this he will hopefully learn to ask for help independently (McCathren, 2000, 5).

*Action and monitoring*- teachers try to act and monitor their actions while they use symbols in the classroom's communication.

*Consideration*- when teachers prepare every message with the recipient in mind and try to put itself in his or her place.

*Concreteness*- communicating concretely means being specific, definite than general during symbolic communication.

*Clarity*- accomplishing goal is difficult, because individual experiences are never identical and words have different meanings to different persons. So teachers should be careful while they use symbolic communication.

*Clear Evidence-* using symbolic communication pupils can see and touch most of the lecture information's in the easiest way.

Throughout these strategies most of the teachers try to work in their classrooms with their pupils, with the purpose of explaining well the lessons and the tasks to them. If teachers face with any barrier they should apply different ways of methods using symbolic communication. For these reasons teachers should be creative and innovative in the classroom. Teaching happens in a positive ambient and supportive when the pupils will be able to understand all the lessons.

Therefore symbolic communication gives a chance to the pupils developing creative thinking and this process helps teachers lecturing lessons in the classroom, using signs, images, photos and different cards of drawing, just because of creating effective learning and teaching processes, improving behavior and motivation.

### **2.1. Strategies of graphic's communication**

The School commits maintaining a national reputation for graduating qualified and highly motivated pupils who will prove their mettle in the diverse workplace and establish themselves as responsible citizens in their communities. According to that schools pretend to have progress into education process, for which some education experts have created some strategies of working with education process as are the following:

*Creating a 21st century living and learning collegiate community-* from this strategy new education system, pretends to create a collegiate community between the classroom, supporting working groups during lessons.

*Enhance the quality of pupil's life-* from graphic communication in the classroom; it will be enhance the quality of teaching and learning process, which will influence the pupil's future and their life welfare.

*Improving the effectiveness of the operations and practices, including that of its pupil's graphic communication-* by using graphic communication pupils can work well on their school tasks and understand better the lessons.

*Developing critical thinking-* as the teacher lectures, pupils through graphical communication can develop their critical thinking, asking a lot for the details of any information taken from the lessons.

*Improving communication between teachers and pupils-* graphic communication improves the communication between teachers and the pupils, cause as we know not all the pupils learn in the same way and the graphic communication gives a better opportunity to the teachers understanding more the way of pupil's learning.

*Identifying pupil's interests on the lessons-* from graphical communication teachers can identify their pupil's interests on the lessons, which can be very useful for the pupil's future orientation.

*Encouraging the pupil's abilities on learning together-* graphic communication enables all the pupil's learn together and understand better the tasks and school lessons.

These strategies include also the teachers working standards for the graphic communication; where as some should be prepared for the new teaching methods, techniques and models of working in the classroom. But all of these are depended from the school infrastructure and professional teacher's preparation. According to Xheladin Murati, in his book *European Tendencies*, he says that all the teachers of primary education should be more prepared for the 21st century, if they want to have success in the education process.

### **2.2. Strategies of visual communication**

Visual Strategies are things that we see. Body movements, environmental objects and written language can all be used to support communication. Our environment is full of signs and logos and objects and other visual information that supports communication. In addition, we can create our own specially designed to help meet specific communication needs. Using visual schedules, choice boards, tools to give information, tools to manage behavior and lots of other visual strategies can make a significant difference in a student's ability to participate successfully in school and home routines. We call them visual strategies, visual supports or visual

tools. Sometimes we refer to visually supported communication. What these terms mean is that we are using something visual to help individuals understand communication better.

- Visual strategies help individuals in many ways.
- We use visual strategies to help us communicate information to individuals.
- Visual tools help pupil's to organize their thinking.
- Visual supports are used to give choices or communicate rules.
- One of the most important uses for visual strategies is to give information such as what is happening, what is not happening, what is changing, etc.

You can create visual tools to give pupils the information they need to help them participate successfully in all the routines and activities in their lives. Using visually supported communication is an extremely helpful approach for pupils with communication and behavior challenges. Visual strategies help students learn effective communication, appropriate social interaction and positive behavior.

## References

- Adili, B. (2012). Communication as a way of communication between teachers and pupils, *Journal Philosophica*, 2(3-4), 1-14.
- Anning, A. (1998). Teachers, Theories about childrens learning. In. J. Calderhead (Ed.,) *Teachers Choices*. St Louis, MO: CEMREL.
- Dauti, R. (2000). Komunikimi si Faktor i Motivimit të Mësimdhënësit. *Centrum*, 4, 275-285.
- Dunne, D. (2005), The king of classroom management. *Education World*. Retrieved from [http://www.educationworld.com/a\\_issues/chat/chat022.shtml](http://www.educationworld.com/a_issues/chat/chat022.shtml)
- Gërmenji, N. (2016), Teacher's standards, primary guide on development of teacher professional identity, *SKAP Journal*, pg. 123
- Good, T. L., Grouws, D. A. and Ebmeier, D. (1983) *Active Mathematics Teaching*. New York:
- Good, T., McCaslin, M. and Reys, B. (1995) *Investigating Work Groups to Promote*
- Goodman, K. S., & Gollasch, F. V. (1982). *Language and Literacy: The Selected Writings of Kenneth S. Goodman. Volume I: Process, Theory, Research*. Routledge & Kegan Paul, 9 Park St., Boston, MA 02108.
- Haliti, Sh. (2007). Në kërkim të pedagogjisë reformuese. Kurora: Gjilan.
- Jones, F. (2000). *Tools for teaching*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc. Jones, F. (2007). *Tools for teaching* (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates, Inc.
- Jones, F. (1987). *Positive classroom discipline*. New York, NY: McGraw-Hill Book Company.
- Kraja, M. (2006). *Pedagogjia*, University of Prishtina, Kosovo, pg. 21
- Kufman, S. (2004). *Primary grade teachers, self efficacy beliefs*. Chicago: University of Chicago Press.
- Larsen, K.(2016). The Impact of ICT on Tertiary Education, *SKAP Journal*, 2(3), 130 -133.
- Murati, Xh. (2014). *European Tendencies in Education*. Macedonia: Tetovo.
- Tillman, A. (2012). *What we see and why it matters*. Chicago: Illinois University Press.
- Vila, A. (2016). Teeacher's standards, primary guide on department of teacher professional identity. *SKAP Journal*, 2(4), 151-165.
- Walsh, K, Kiranxhiska, S. & Gjorgjieva, T.L. (2002). *Krijimi i Mjedisit për të Nxënit në Shekullin e XXI*. Shkup: Libraria univerzitare kombëtare.