
La competencia comunicativa, premisa para la imagen social del maestro

The communicative competence, premise for the social image of the teacher

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Resumen: Se reflexiona acerca de la importancia de la competencia comunicativa en el proceso de enseñanza-aprendizaje teniendo en cuenta las conceptualizaciones ofrecidas por destacados investigadores, y se destaca su importancia como elemento dinámico esencial para inducir el interés del escolar por el aprendizaje y para promover su desarrollo integral.

Palabras clave: Competencia comunicativa; Relación maestro- estudiante; Proceso docente educativo; Comunicación educativa

Abstract: The importance of communicative competence in the teaching-learning process is considered in this essay, taking into account the concepts offered by outstanding researchers, and its importance as an essential dynamic element to induce the scholar's interest in learning, and to promote an integral development.

Keywords: Communicative competence; Teacher-student relationship; Educational teaching process; Educational communication

In the educational field, communicative competence plays a leading role since in the teaching-learning process all participants develop activities and communicate in different ways in order to achieve the expected objectives. The teacher is, therefore, a communicator par excellence and, consequently, must manifest and serve as an example to others.

The communicative competence, reconceptualized in the decade of the 80 to the 90 around the quality of education, has been treated by psychologists, pedagogues and linguists. For this reason, it has focused on the sociolinguistic competence, discursive competence and strategic competence, among other meanings.

Roméu, (2005) provides an important foundation about the sociocultural dimensions of communicative competence, and defines it essentially as a psychological configuration that

integrates cognitive and metacognitive abilities to understand and produce meanings, knowledge about linguistic and discursive structures, and the capacities to interact in different socio-cultural contexts, with different purposes and purposes.

In this way, according to the renowned researcher, the cognitive and metacognitive processes are articulated, the domain of the discursive structures and the sociocultural performance of the individual, which implies their personological development (cognitive, affective-emotional, motivational, axiological and creative). The cognitive, communicative and sociocultural competence constitutes a whole, divisible only from the methodological point of view. The unity and cohesion of its dimensions are given because who learns and communicates is a personality formed according to the historically-cultural heritage acquired socially, which implies not only their culture but that of the people with whom they interact, their knowledge, needs, interests, motives, feelings, emotions and values.

On the other hand, from a pedagogical approach, Ortiz (1997) conceives the communicative competence as the ability of the teacher to establish an effective and efficiently optimal communication with his students by developing in his personality a flexible communication style and achieving desired educational results. It describes three stages for the development of communicative competences and proposes a set of requirements so that the teacher is communicatively competent and can positively influence the development of the students. To the above is added an essential sociological approach that resorts to the so-called functional groups. In this sense the German sociologist A Meier, refers to the relationship of the teacher with society, teachers, students and public opinion.

Habermas, among others, has made reference to instrumental rationality and communicative rationality in the search for mutual understanding.

Aguirre Raya (2005) defines communicative competence as the potential of the subject to achieve an adequate communicative interaction based on mastery and integration in the professional practice of knowledge related to the process of human communication, communication skills, principles, values, Attitudes and willingness to perform efficiently in their profession, as well as to make timely decisions in complex or new situations, which facilitate the achievement of

objectives set or proposed in different contexts and in the affective-cognitive, communicative and socio-cultural dimensions.

It is important the impact of communication as an integrating element of the teacher's personality in the relationship with the other personal components of the system of educational influences and particularly with the students, in fact it becomes an essential dynamic element to induce the interest of the school learning and to promote its integral development, even affects the perception of the figure of the teacher to structure the meaning of the subject in the school, especially if we take into account that communication can acquire different forms and types.

On the other hand, Tejera Concepción *et al* (2012) refer to communicative competence as the ability of the teacher to establish an effective and efficient pedagogical communication, by developing a flexible communicative style in their personality and achieving the desired educational results.

We agree with Fragoso (1999), when he considers that communication "is more than the teacher speaks, the student hears. It is more than the simple exchange of words between people. It is the above and the way of expressing, the way of directing the message, which has two meanings: the direct one given by the words, and the metacommunicative, given by the symbolic relation that is established between teacher and student". Therefore, the development of skills and attitudes takes place through the dialogue established between the teacher and the student, and the knowledge of the latter is valued by the teacher through judgments that are also developed in a communicational process where the student is an active entity.

In the affective- valorative function of the communication proposed by González Castro (1989), a direct imbrications with the ethics of the profession is established, to the point that it rightly considers that this communication derives an image in the students against whom they constantly establish comparisons in the modes of action that they observe and that they even imitate or wish to imitate, according to which an image of themselves and others is established through the evaluation of the personality qualities of the communicators.

Therefore, the educational process must be a communicative process characterized not only by the exchange of information, but by the development of knowledge, actions and operations that

can be systematized in skills and habits that make up a culture of communication, necessary for who Its focus is on a man who will be inserted in an increasingly changing society.

The communication skills influence the social image of the teacher, understood as the ideal social representation that in the collective and personal level expresses the professional identity of this, manifested in its mode of performance and professional-personal performance, according to the demands and expectations social, ideo-political, ethical-axiological, pedagogical and personal in a specific historical context.

Definition that includes the valorative social representation of how the teacher is perceived as a transcendent social figure, a social image that is largely contained in the daily habitual consciousness, although its objectivity and certainty are conditioned by the peculiarities of each social group and its members, as a level of preparation, maturity, acquired culture, level of familiarization with the educational environment and, therefore, mastery of the social mission, functions and tasks of this professional and the educational policy that supports it.

The truth is that as a quality, trait of character, ability, ability or other term attributable to the personality of the teacher in their performance and mode of professional-personal performance being competent in communication is a requirement, is an expectation that does not date from today , because the great Cuban pedagogues of two centuries ago left as their inheritance their criteria about a teacher who is also a communicator.

"The greatest glory of a teacher is to speak through the mouths of his disciples." Felix Varela y Morales (1788-1853).

"Sit down, the teacher, hand in hand with the disciple, the man hand in hand with his fellow man." ... "It should be taught conversing, like Socrates, from village to village, from field to field, from house to house." José Martí Pérez (1853-1895).

"Be a teacher ... for your gesture and action, a good actor.

By the simultaneous and rapid arrangement of attention and will, a skilled concert player.

By the severe influence of the word, a speaker.

By the gentle imposition of the will, a ruler.

For the faculty of discovering talents and riches, a prudent explorer.

By the way to reach the obstacles and overcome them, a guide.

For the ease of reading the sensitive vein of hobbies and skills, a skilled miner.

For the solidity with which you throw the foundations of the building, an architect. And for the passionate feeling of the work: an artist of heart. "Manuel Valdés Rodríguez. (1849-1914).

Among the conditions that a teacher must possess in order for the communication process to be effective are sensitivity, honesty, creativity, imagination, ethicity, in addition, it must possess a general culture that allows it to establish conversations and exchanges with students, family and community on different topics of mutual interest.

For the teacher to become a true communicator must take into account the demands of pedagogical communication; to analyze incessantly if the modality of the discourse he uses, the channels, techniques and codes are the most adequate to achieve the educational purposes; appropriate communication techniques and pose them for each case, taking into account the social context; create communicative situations that favor an interactive environment; use active and participatory teaching methods that propitiate the construction of knowledge; establish democratic-participatory relationships, trust and security; use, along with official communication (formal), informal or unofficial, depending on the context in which interpersonal relationships are developed; stimulate in their students dialogue, respect for individuality, creativity, the search for answers to increasingly complex tasks; and be a tireless researcher in order to make the most of the different contexts and characteristics of their students.

The teacher, by the very essence of his role as instructor and educator, must be a competent professional communicator capable of acting assertively in all contexts with a decent and dignified social image.

Achieving this profile as a teacher makes it necessary to insist on training where not only information is selected, organized and contributed, but where, above all, strategies and procedures are offered that allow it to communicate both in a teaching and social context.

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