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THE IMPORTANCE OF TRAINING THE COMPETENCE OF RECEIVING AND EXPRESSING MESSAGES IN VARIOUS COMMUNICATION CONTEXTS IN PRIMARY EDUCATION

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ABSTRACT: Quality education is what underlies a developed or developing society because it plays an important role in the development of the thinking of its members. For the society to function properly, its members must be able to understand the messages, the information that contributes to its development and in turn be able to express opinions and ideas that will help it to function better. That is why it is ideal for these skills to be developed from an early age. Although at first glance it may seem a trivial matter because, from the moment, we start talking we do nothing but receive the messages, received and express our wishes, opinions, a closer look we will see that this ability to receive and express messages poses great difficulties for students and even adults, especially in understanding written messages. This is also reflected in the poor results of national tests, which show that we are dealing with a high level of functional illiteracy.

KEY WORDS: education, competence, communication, teaching methods.

1. Introduction

"Education in school is not a random process, without any connection with social orders, with the vision of the community/society on education, on the mission of the school, on the prototype of a desirable man in various historical epochs. At the origin of school knowledge is an educational ideal, a set of goals, aspirations and interests (of society, parents, students, teachers), which gives education a purpose, based on a human development project. In short, one cannot be educated without continuous reporting on the purposes of the process of

individual formation, through cultural transmission and social integration." (Gorun A., Gorun H. T., 2019, *Teoria procesului de învățământ-Didactica*, Editura Universitaria, Craiova, p. 249).

Assuming that education is the most valuable asset of an individual and that it is the engine of the development of the society in which he lives, I believe that the way we read and understand a text, the way we extract the main ideas are closely related to what we learn in the first years of school. Acquiring these skills can help reduce functional illiteracy, which is the problem of the last generations, and can help to improve school performance.

For this reason, I consider the skills of receiving and expressing messages in various communication contexts, as some of the most important skills that a student can acquire, because they are not strictly limited to the discipline Romanian language and literature, but are important for all school subjects studied, which are useful in everyday life and after graduation.

2. The importance of training the ability to receive and express messages at an early age.

Since kindergarten, receiving and expressing messages are the main objectives in terms of educating the younger generations. From short stories or events in everyday life, preschoolers gradually learn that it is important to understand the message of each story, poem, or riddle. With their help, the educators try to form the critical and logical thinking of the little ones, and through the game they form various reasonings of thinking and patterns of expression of the messages, later appealing to their creativity in expression.

The transition to primary school comes with a whole host of challenges as the mode of communication diversifies, preschoolers now become students, learn the secrets of writing and reading, the work and learning tasks gradually become more complex depending on the level at which they are taught. Thus, the horizon of communication possibilities is considerably widened, and with the help of various didactic methods, games, they can more easily discover the secrets of communication in Romanian. At the same time, the vocabulary is considerably enriched and the expression of messages that express their own ideas and the creativity of each one, reaches another level.

That is why I consider that the primary level is very important for the training of the future student, and why not the future adult, and the role of the teacher for primary education is

essential in acquiring these skills, which are necessary throughout his schooling and after graduation.

The notion of competence is defined in the Explanatory Dictionary of the Romanian language as "the ability to decide on a thing, based on a deep knowledge of the issue in question", in other words, related to the discipline Romanian language and literature at primary education, general competences consist of receiving, expressing and writing messages in various communication situations. The role of the competencies of a discipline is to guide the didactic act during the learning of the discipline, highlighting at the same time the final acquisitions of the student at the end of the study of the discipline in question.

According to Vasile Molan, "competence has two substructures:

- the internal substructure that includes knowledge, skills and attitudes;

- external or contextual substructure, which refers to the context in which competence is manifested. " (Molan. V., 2014, *Didactica disciplinelor „Comunicare în limba română" și „Limba și literatura română" din învățământul primar,* Editura Miniped, București, p.41).

Acquiring communication skills, as well as vocabulary training, activation and nuance, helps in learning activities in other school subjects as well as vocabulary enrichment offers a wide range of words. Thus, any act of speaking helps to develop communication skills, which remain active through a permanent enrichment of vocabulary and the transfer of words from one verbal register to another.

Through its communicative-functional approach, the new curriculum emphasizes the training and practice in practical conditions of communication skills, having the advantage of developing communication skills in specific situations. The school as a training institution is the first to form the child's obedient behavior, both as a form of politeness and as a condition without which communication cannot be achieved.

„The discipline's curriculum considers the communicative-functional model, focusing on communication, as a complex field that includes the processes of receiving the oral and written message, as well as those of oral and written expression. The current school curriculum focuses on active, student-centered learning. Learning is not a passive process, which happens to students, but a personal experience, in which they must participate." (*Programa școlară*

pentru disciplina COMUNICARE ÎN LIMBA ROMÂNĂ, Clasa pregătitoare, clasa I și clasa a II-a, aprobată prin ordin al ministrului Nr. 3418/19.13.2013, București, 2013, p.2)

Therefore, communication assume the correct functioning of the general competences specified in the curriculum for this subject, namely: receiving and expressing messages in various communication situations.

3. The role of the teacher and the importance of the teaching methods used in acquiring these skills.

The way in which students acquire these skills is very much related to the way the teacher teaches and the attitude he adopts towards the students he has under his guidance. Its role is not only limited to the planning of the teaching process and the effective teaching, but also to the facilitation of learning by involving students in learning tasks for a better understanding and fixation of the notions taught. The attitude he has to adopt is that of a learning partner, to show curiosity and openness towards students, to develop a greater degree of empathy with them, thus managing to create a balance in the teaching relationship.

From my own experience but also from pedagogical practice I have learned that it is very important to follow the learning stages, and if any student is left behind for various reasons, it is essential to help him recover information so as not to record school performance, because there is a risk of failing in school or dropping out of school.

The evaluation of students' competencies should be as diverse as possible, to involve students in the evaluation of their own learning activities and at the same time to provide feedback on the teaching quality of the teacher. In order to achieve the educational objectives, it is recommended to use, in an appropriate way, all types of evaluation: initial evaluation, continuous evaluation and summative evaluation, as well as evaluation methods and tools as diverse as possible, both traditional and complementary.

The teacher's teaching style must be adapted to the needs of his students, and the student-centered teaching-learning-evaluation methods help to better involve them in their own training and at the same time make them responsible in the activities they carry out and develop their confidence in oneself, increasing self-esteem and autonomy.

In this way the student channels his energy and attention towards solving homework, stimulating imagination and creativity, thus gaining a high level of autonomy, which will allow

the student to find the answer to questions through an internal process of analyzing a text or oral messages, depending on the situation.

At the same time, certain teaching techniques and methods such as the text map, the dial method or the I know / I want to know / I learned technique, the bunch method, help the student to form certain patterns, a mental map regarding the analysis of a text, because with their help can make it much easier to see what they need to look for, after reading the text, in order to better understand it, and can make it easier to make statements about the main ideas of the text, thus being able to summarize in their own words.

As I wrote above, this competence is necessary for other disciplines such as mathematics, history, natural sciences, etc. Thus, the student who is familiar with these types of techniques will be able to understand math problems more easily, being able to highlight faster the necessary data from the problem and to verbalize much more easily how to solve the problem, using appropriate mathematical language, going on the logical thread for solving the problem.

The purpose of using these methods is to build a set of attitudes and motivations among students to encourage and support the basic skills of the Romanian language and literature, to understand the world around them, to communicate and interact with people around them and to express their thoughts, feelings, opinions, etc. about the beauties of nature, using their skills efficiently and creatively to solve specific problems in everyday life, but also to continue the learning process at any stage of its existence.

Another important aspect in terms of developing the skills of receiving and expressing messages would be the use of texts that are accessible to students both in terms of their language and size; explaining unknown words and using them in various sentences to better understand their meaning; making simple deductions, extracting key ideas from the text and expressing critical opinions on the text used; making short compositions in which students use their imagination and creativity, and the tasks are as clear and simple as possible to help the student to understand and solve them.

4. Conclusions

In order to develop the competence of receiving and expressing messages in various known contexts, it is necessary to permanently practice the competence of communication,

enrichment and nuance of vocabulary, structuring messages in a coherent discourse, which contributes to the development of students' logical thinking, to develop their ability to express themselves. Under the direct guidance of the teacher, students discover the relationship between the written word and the spoken word, they acquire the skills of good speakers, discovering that each message can have a different tone depending on what it wants to express.

I was pleasantly surprised to observe during the pedagogical practice how the students of the III-th and IV-th grade use with interest the methods and graphic technics, for structuring and understanding the texts used and how easy it is for them to highlight the important details and main ideas in the texts studied. Maintaining an active interest and a positive attitude in the Romanian language and literature classes contributes a lot to obtaining the best results in the students' performances.

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