

UDC 378.147:811'243

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**ON PECULIARITIES OF PROFESSIONAL RELATIONSHIP IN DIDACTICAL PROCESS  
(NON-VIOLENT COMMUNICATION IN FOREIGN LANGUAGES TEACHING)**

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**Abstract:** The article focuses on the relationship between the teacher and the students during the teaching process. It's well-known that the relationship between the teacher and the students is determined by their didactic success. There are two opposing views on the subject matter. According to authoritarian theory, the professor is viewed as a god and the students are slaves who must obey the teacher with unwavering obedience. According to liberal theory, the student is a client and the teacher is part of the service staff. As per democratic theory, teachers and students should have a mutual respect for one another, the teacher should supervise teaching activities, and the students should work together as a team.

**Key words:** non-violent communication, Theory X and Y, autotitarian, liberalist, democratic theories

It is well-known, that the didactical process is not possible without human beings' participation. There is someone who teaches and someone who is taught. That is one the didactical

success depends on the relationship between the teacher and the students. This is particularly true in case of teaching of foreign language as its specific feature as a subject is regarded as development for abilities, skills, and competences that make the student be able to participate in the process of communication which, in its turn, a human interaction of information exchange from productive and perceptive points of view at the oral and written levels. Interhuman relationship is an inherent element of the process for communication so it inevitably becomes essential in the language teaching process. In this regard, communication includes three aspects: Linguistic (semantic and structural), Psychic (regarding self-perception and surrounding world perception of individual), and Interhuman (concerning relations between human beings). The latter is examined in this article.

There are three important theories referring to interhuman relationship which can be applied in education science as well.

Proper to the **authoritarian** theory, the teacher is a king and the students are slaves who have to submit mechanically to the teacher. This theory seems to be useful as it seems to assure an order in didactical process. But the students are human beings and need to be developed creatively and as personalities. They need their initiative to be developed as well. But the given theory cannot provide with it. At the best, this theory can provide only with the mechanical remembering and reproducing of the material which may bring about only knowledge with little understanding. There is no way for transformation of knowledge into abilities and then into skills. On the other hand, it makes the teacher feel that he knows everything that puts him in the way of further professional development. It is commonly known, that the teacher can perform his professional activity only when he himself studies and researches. Moreover, every generation brings new ideas and views which should not be rejected, otherwise the teacher risks to be able to propose only outdated/old knowledge (it does not mean, however, that the teacher should automatically accept everything any new generation brings with it, he should analyze it and renew the taught material).

According to the **liberalist** theory, the students are clients and the teacher belongs to a kind of service personnel. This theory seems to provide the students with the possibilities and opportunities to develop personality, initiative and creativity. But it does not provide with the conditions for the initial base of knowledge without which its further transformation into abilities and later into skills is impossible. Skills cannot appear without abilities, while abilities in their turn cannot appear without knowledge. Furthermore, the students are not organized as a team, there is nobody responsible for didactical activities which bring about a disorder and chaos in didactical process. In such conditions, students cannot interact to achieve common goals and objectives.

The theory of **democratist (democratic/democracy)** is based on a mutual respect between the teacher and the students, as well as the status of the teacher as a manager of didactical activities and that of the students as members of the workers' team. In such conditions, there is an order and no chaos and at the same time the students are provided with the possibilities and opportunities for personality, initiative and the development of creativity. The teacher is responsible for didactical activities and the students are able to act individually and interact also as a team. The educator/trainer also has the possibility to develop himself professionally and increase his level as a specialist in his field as a teacher. The relationship between the teacher and the students are based on mutual respect (Tab.1)

Table 1. Theories regarding Human Relationship as Applied in Didactical Process

No	Theory	Essence	Characteristics
1.	Authoritarian	The teacher is a king and the students are slaves who have to submit mechanically to the teacher	*No possibility for personality, initiativeness and creativity development *Providing only with the mechanical remembering and reproducing of the material which may bring about only knowledge with little understanding *No way for transformation of knowledge into abilities and then into skills *It makes the teacher feel to know everything which closes him the way to further professional development

			* No possibility to analyze new ideas and visions brought by every new generation * Presenting of knowledge getting old
2.	Liberalist	The students are clients and the teacher belongs to a kind of service personnel	*It does not provide with the conditions for the initial base of knowledge without which its further transformation into abilities and later into skills is impossible *The students are not organized as a team and cannot interact to achieve common goals and objectives *There is nobody responsible for didactical activities which bring about a disorder and chaos in didactical process
3.	Democracy	Mutual respect between the teacher and the students, as well as the status of the teacher as a manager of didactical activities and that of the students as members' of the workers team	*The relationships between the teacher and the students are based on mutual respect *There is an order and no chaos *At the same time the students are provided with the possibilities and opportunities for personality, initiative and the development of creativity. *The teacher is responsible for didactical activities *The students are able to act individually and interact as a team *The teacher has the possibility to develop professionally and increase his level as a specialist in his field and as a trainer/educator

In the context of relationships between the teacher and the students, the issue of motivation is also very important. The business motivation theories X and Y can also be applied in education. Paraphrasing it in terms of education we may mention that according to the former students are lazy and dislike studying, that is why they need to be motivated both negatively (through punishment) and positively (through good marks). Concerning the later, students have a psychological need of studying and want achievement and responsibility. We consider that in the didactical process it is necessary to apply the Theory Y with some elements of the Theory X in order to prepare the students to perceive the Theory Y approach adequately (Tab.2).

**Table 2. Theories Regarding Human Motivation as Applied in Didactical Process**

No	Theory	Students' Attitude to Studying	Motivation ways
1.	X	Students are lazy and dislike studying	Negative (through punishment) and positive (through good marks) motivation
2.	Y	Students have a psychological need of studying and want achievement and responsibility	Motivation through proposing of interesting, creative and developing assignments

In the process of teaching a foreign language the teacher should treat his students as friends and or colleagues. He / the teacher is who has to create a pleasant atmosphere in which the students will not feel stressed or scared to ask a question if there is something he (student) does not understand. He (the student) should be encouraged to take part in different didactical activities regarding any level of learning process (knowledge and understanding/comprehension, application and integration). Also a way of motivation to involve students in different other activities such as extracurricular ones, where they will have the possibility to communicate with his classmates, to work in team, and to express his/her point of view. The teacher should be polite and respectful towards his students. In such conditions the students will have the possibility to develop personality, initiative and creativity development which will bring good performance in the studied language proficiency.

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