

**OPTIMIZING THE DIDACTIC COMMUNICATION  
BETWEEN THE TEACHER AND THE STUDENT  
WITH HEARING DISABILITIES  
(Examples of good practice)**

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**Introduction.** We all know that a student's success depends largely on his educational potential, his biological characteristics, the complexity of the instructional material. However, special attention must be paid both to these factors and to another determining factor, no less important, such as the communication process in the didactic situation. As a result, an important role in building an appropriate educational climate lies with the teacher, who should stimulate the potential of students in the training process. In the teaching-learning activity in the school, the teacher exerts specific social influences with an educational nature on the students, especially through the communication process.

**Theoretical aspects about didactic communications.** The didactic communication viewed and considered as a model for training the communicative abilities of primary school students occupies a central place in the educational approach, given the fact that in front of the school is the task of preparing children for permanent self-information. It can be defined as „a complex, multifaceted and multi-channel transfer of information between two entities (individuals or groups) that simultaneously and successively assume the roles of transmitters and receivers signifying desirable content in the context of the educational process” [1, p .177]. In addition, the didactic communication is particularized by certain features given by the own purpose of the instructive-educational activity, by the individual psychosocial characteristics and age of the educated ones and by the psychosocial context in which it takes place. Regarding the importance of communication in teaching-learning, Miron Ionescu and Ioan Radu specified that „the success of the pedagogical act is largely given by the success

of the communication act, which presupposes certain precise requirements for the oral lesson, for the ethical debate or conversation, for the elaboration manual etc.” [2, p.39].

The elements of didactic communication are: the issuance of the didactic message by the teacher or another source of information, from a certain distance; the channel through which the message is transmitted; receiving the message by students; its storage and processing for the purpose of making decisions (formulation of answers by the student, corrections or completions by the teacher).

The expressiveness of the didactic communication is influenced by the physical attire, the expressiveness of the face, gestures, the brightness of the eyes, the visual contact.

#### **Examples of good practice – steps to be taken to help children with hearing impairments progress in development:**

- Hearing compensation – made individually by various hearing aids (for the hearing impaired) is enhanced by displaying various images in the classroom, as a condition to facilitate better knowledge of reality – photos, maps, drawings and various reproductions.

- Through this action, the child becomes more easily aware of the deficiency he has and will not feel any discomfort when his parents and his teachers give him the necessary help.

- The organization of the classroom is done in such a way that each child can see both the teacher and the other children, which means a smaller number of children in the class.

- Following the answers given by other colleagues, they can learn better. Therefore, the furniture can be arranged in such a way that the child is facing the other children and the teacher.

- It has the effect of facilitating the work of adapting to environmental conditions, facilitating interaction.

- Children with hearing impairments should sit next to the teacher / specialist, in order to see him / her properly. But it is important to see the other children as well.

- The optimal way of spatial organization of the educational environment (tables and chairs, common activities) is in the form of a circle or semicircle.

- To facilitate lip reading (from the lips), it is advisable to stay with the face to the children. If a child hears better with one ear, sit on the side corresponding to that one.
- The teacher must know how to organize the classroom in the situation of the existence in the group of students of a student with hearing impairment and to prove the willingness to help him and easily integrate him into the group.
- Otherwise, the child will get tired quickly and will not be able to walk to the end in a sustained pace of learning.
- Remaining behind can be noticed and he can be inhibited or annoyed, etc.
- The lighting must be as adequate as possible for both the children and the teacher/pedagogue.
- The light must be as good as possible so that the teacher's face, hands and lips to be visible
- By applying methods adapted to the needs of children with hearing impairments, the child is encouraged to participate in communication if he/she is given time in accordance with his/her disability.
- During discussions or question and answer sessions give the child extra time to come back and see who is talking.
- It is helpful to mention the speaker's name, to show the child the direction to look.
- By permanently informing the child, the child is encouraged to participate in the teaching activity. Increases self-esteem.
- The family must support the child with hearing impairment from an early age in order to make him feel that he is integrated in the classroom activities. The sooner measures are taken to help the child, the easier the defect can be remedied.
- The student will be encouraged to participate in activities, will solve work tasks more easily, receiving additional help.

**Conclusions.** It's very important for a hearing-impaired child to be detected and given help at an early age. Most people with hearing impairments who manage to integrate well and efficiently in school life, usually manage to adapt to social life and, later, in professional life, exercising “the professions of those who hear”.

## ȘTIINȚE SOCIALE

### *Psihologie, științe ale educației, sociologie și asistență socială*

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2. IONESCU, M., RADU, I. (coord.). *Didactica modernă*. Ed. a II-a. Cluj-Napoca: Dacia, 2001, pp. 39-40.