COMMUNICATION SKILLS TRAINING - AN INTEGRATIVE MODEL

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Abstract: *European introduction of the eight key-skills and implicitly, the educational curriculum restructure at primary level by redefining educational outcomes and the introduction of the general and specific skills, led to the development in the Romanian educational system of the educational policy focused on skills training. The training based on skills has as premise the focus of the teaching on the finalities and on student, assuming the shift in emphasis from the transmission of content to skills training by identifying the learning basic elements and the elements which ensure the student's academic progress; also, involves designing and building customized training routes individualized learning.*

Key-words: *key-skills, transversal skills, competence of communication in the mother longuage/ Romanian and foreign*

Introduction

Elementary education period (between 3 to 12 years) is characterized by the formation of the fundamental acquisitions, reading, writing, numeracy. The specialists consider that early learning is a prerequisite for the acquisition of reading-writing-numeracy, and an long-term predictor for the training/ development of students skills. (Tudor, 2015: 11).

The importance of basic education is signaled by the International Commission for 21st century Education, reaffirming one of the fundamental principles promoted by UNESCO, namely, the vital need of an elementary education, of an basic education, which is a major problem in all countries of the world, and that must include the millions of illiterate adults, out of school children and and children which are leaving school after first years of study. At the basis of this argument are pedagogical views: skills and knowledge acquired earlier then others favor the development later, and the deficiencies of knowledge and skills cause over time biggest deficiencies, learning opportunities poorly exploited.

Some general principles that ensure the theoretic and operational frame of the educational actions and influences highlights the importance of building an educational environment optimal for the child development and education from early ages. So, at these ages is needed the holistic approach of the child development, which involves the consideration and granting of the continued attention equally to all areas of development: physical development, health, language development and communication, cognitive and socio-emotional thereof. (Tudor, 2015: 18-19). Further, at present, the current educational environment is strongly modified by the presence of new sources of information and communication following the insertion of information and communication technologies. On the athet hands, in present, is very important interaction and exchange between cultures. If one succeeds interaction and exchange between cultures, with the possibility to generate cultural expressions that are shared through dialogue and mutual respect, then we can talk of intercultural relations. These represent a dynamic process of exchanges and dialogue, of

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negotiation among groups and of identifying a common language and a common space in which the intercultural communication should take place. (Neacsu, 2013: 278).

The appearance of the Internet has generated new forms of education, the teachers recognizing its role and its implications for the training process, because they "allow a pedagogical communication that is no longer reduced at speaking or writing, but includes the register of means specific to the dynamics of multimedia communication." (Albulescu, 2008)

On the other hand, the development of interactive pedagogy principles emphasize the importance of skills training in schools, the dimensions of education process beeing redefined through school space reconstruction in order to encourage interaction, cooperation, exchange of experiences, opinions, active listening.

To meet the challenges of the socio-professional system, the education is such a focal point of redefinition, revival and renewal of the educational context, in terms of space-time (school/ extracurricular), strategic (formal/ non-formal/ informal; traditional resources/ open resources, formative/ trainer), relational (synchronous communication/ asynchronous, direct/ web resources mediated, verbal/ nonverbal).

The key message of the Memorandum on lifelong learning, developed by the European Commission in October 2000 is claiming the need to form the "new basic skills for all." "Key-skills are a transferable and multifunctional package of knowledge, skills (abilities) and attitudes that all individuals need for personal fulfillment and development, social inclusion and employability. These must be developed until the completion of compulsory education and should act as a foundation for further learning as part of lifelong learning" (European Commission, the Lisbon Strategy, 2000)

A theoretical and practical model of training the communicative competence/ skill in native language

The communication competence/ skill in the native language /romanian has a high degree of satisfaction at all levels of education (from pre-school class up to high school level). Establishing the general competencies/ skills for the *Communication in Romanian language* discipline envisages the communicative-functional model, focusing on communication as a complex area encompassing the perceive oral messages and writing processes, as well as oral and written expression. The students must learn to communicate in concrete contextsfor the learning to produce his effect in other similar situations, real or simulated. This explains the introduction into the curriculum of some elements of functional writing as the ticket, invitation, the letter and diary made with text and drawings and framed within the themes or projects available for the small pupil, the transcripts, necessary for the training of reading and writing skills, the imaginative writing starting from lived experience (3-5 sentences texts) (I*st* grade), postcard, poster, book, newspaper or classroom magazine, building communication elements, words that have the same shape but different meaning (I*ind* grade). (Tudor, 2015: 76-77)

The communication in native language competence/ skill refers to the individual's ability to express and interpret concepts, beliefs, feelings and opinions, both orally and in writing, as well as readiness to interact with others in an appropriate and creative way. (Mândruț, Ardelean, 2012: 36)

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The components of communication in native language competence/s kill are (Mândruț, Ardelean, 2012: 36):

Knowledge	*Habits/ aptitudes*	*Attitudes*
- vocabulary - functional Grammar - functions of the language - awareness of the main types of verbal interaction - literary and nonliterary texts - characteristics of different styles and registers of language - the variability of language and communication in different contexts	- to communicate orally and written in a variety of situations - to monitor and adapt their own communication to the requirements of the situation - to distinguish and use different types of texts - to search for, collect and process information - to use resources - to formulate and express oral and written arguments.	- positive attitude for constructive dialogue - appreciation of aesthetic qualities and a desire to promote them - the interest to communicate (interact) with others - awareness of the impact of language on others - the need to understand and use language in a positive and responsible way.

The development of communicative competence/ skill in the curriculum is identified by analyzing specific skills present in the curricula. In this analysis, the didactic approach of communicative competence in the school curriculum involves identifying its components and developing relevant training situations for training the targeted subskills.

Taking into account that, in terms of school skills evaluation, at this point in the Romanian education system there are still debates more or less contradictory in assessing communicative competence, we focus on measuring knowledge and skills, rather than on assessing attitudes in communication.

So, the model of forming the communicative competence will consider the following dimensions (Mândruț, Ardelean, 2012: 36):

- knowledge: concepts, terms, notions, new expressions;
- skills: using language and understanding of messages, the application of some stages,schemes in order to argument the adoptet position about a problem in order to convince, proposing solutions, assessing the advantages and limitations, decision making, assessment, preparation of texts;
- attitudes: conducting assessments, opinions, arguments.

At primary school level the communicative competence/ skill is identified in the general/ specific skills of the curriculum area *Comunication in Romanian language*, but also in other curricular areas by the specific competence targeting the communication behaviors. Its assessment is done from a school level to another, as follows:

Specific skills of communicative competence at the end of 2nd grade/ fundamental procurement cycle (as the current curricula, OMECTS 3371/2001, OMEN 5003/2014):

General competence 1: reception of oral messages in known communication contexts

General competence 2: Expression of oral messages in various communication situations

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General competence 3: Reception of a variety of text messages, in known communication contexts
General competence 4: Writing messages in various communication situations

The development cycle aims to develop the linguistic procurement and encourage the use of romanian language, native language and foreign languages for expression in various situations of communication. At the end of class 6th grade/development cycle are (according to existing curricula, OMER 5097/2009):
General competence 1: Reception of oral messages in various communication situations
General competence 2: The correct and appropriate use of the Romanian language in the production of oral messages, in monologue and dialogue communication situations
General competence 3: Reception of written message in literary and nonliterary texts, for different purposes
General competence 4: The correct and appropriate use of Romanian language in the production of text messages in different contexts of realization, with different purposes

The communicative competence/s kill is evident in other disciplines curricula, as the specific competence *the ability to communicate using specific language* (mathematics, history etc.). This is customized in other disciplines by following (Tudor, 2015: 89): mathematical expression of quantitative and qualitative characteristics of a concrete situation and the algorithms for processing; analysis and interpretation of mathematical characteristics of a problem situation; oral and written communication using the correct terminology; use of specific language in the presentation and explanation of geographical reality; knowledge and use of plastic language elements; knowledge and use of elements of musical language; valuing and understanding body language to express ideas, aesthetic and emotional states.

To assess the communicative competence/ skill, is recommended the evaluation of the skill on generic units of jurisdiction, on specific performance descriptors (Manolescu, Congress of Education, 2013).

The generic competence: the use of means of communication, in Romanian language, in native language and in at least one foreign language, in a variety of situations.
The performance descriptors:
1. Effective and correct languages utilization (codes, conventions, etc.) belonging to different fields of knowledge (scientific languages , technological, artistic, etc.);
2. Work with a variety of verbal and nonverbal messages to receive and transmit ideas, experiences, feelings and opinions in private, educational and professional contexts;
3. Monitor your own communications and adapt it to different social, professional and cultural contexts and to different categories of audiences;

The European Framework of Reference and the European Portfolio indicates the competence profile of the student at the end of the fourth grade in terms of language and communication area: proper and efficient use of the Romanian language; operation with verbal and nonverbal messages accessible to that age, development and delivery of messages expressing ideas, experiences and different feelings; coordinating their communications in order to adapt them to different school or social contexts, a correct relationship with people that come into contact and taking on roles in school and society;

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using appropriate communication techniques in various contexts. Training/ development of these skills assume an integrated approach to the teaching process and design /implementation of some integrative - heuristic teaching strategies. In this context of training/ development of communication skills in the primary are recommended inductive, analog, project-based - teaching strategies which facilitates not only the scientifical skills of students, but also the transversal competences (investigation, assessment/ self-evaluation, managing its own affairs) (Ciolan, 2008).

Profiling pupil's proficiency at the end of 4th grade in terms of training the communicative competence involves approaching a communicative-functional model in the educational activities through an integrated approach of sub-disciplines read/ reading, writing, grammar, communication, but also using an integrative technical system, of complementary to other disciplines, to assist in the setting of some knowledge, skills and abilities, leading the student to the inductive, analog reasoning. It will consider the following competency units (Tudor, 2015: 184-185):

- Correct and efficient use of the native language/ Romanian language;
- Operation with verbal and nonverbal messages accessible to the age, development and delivery of messages expressing ideas, experiences and different feelings;
- Coordinate their own communication in order to adapt them to different school or social contexts, and networking with the right people who come into contact and taking on roles in school and society;
- Use of appropriate communication techniques in various contexts.

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