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PSYCHOLOGICAL ASPECTS OF PERSUASIVE LANGUAGE IN EDUCATIONAL COMMUNICATION

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Abstract

It is known especially the role of language and symbols in educational communication. The problem that we put in this article is the psychological role of persuasive language in educational communication.

The use of language is to persuade or "shock"? What is the power and efficient use of the word in communication? What is the role of language in the mental maps or persuasive communication? To what semantic extent approach facilitates differentiation sign language symbols? It is effective renunciation of emotional connotations of words in an educational communication or not? How persuades human symbolic behavior cognitive behavior and to what extent the use of language as a means of persuading people, guaranteeing "action" accordingly? What is the persuasive power of language, and persuasion discover what discursive and presentational methods to discover the means employed in creating a state identification? What analysis tools in order to detect the language used symbols persuasive verbal and non-verbal? What role persuasive

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language in shaping mental image of the world? What is the difference between persuasion and manipulation in educational communication?

Keywords: persuasive language, educational communication, symbols persuasive, non-verbal symbols, semantic approach, the power of symbolic expression.

JEL Classification: I10, H10, O52

1. CONCEPTUAL DELIMITATIONS

Not incidentally Genesis reminds us that,, In the beginning was the word ... " We do not aim for ontological aspect here, but the communication, educational communication increase efficiency after analyzing psychological aspects of persuasive language in educational communication.

As R. Lederer (1991) stated, the man has always been gifted with language, because before word we were human beings. On the other hand, the words warn us that we must never take for granted the miracle of language. Miracle of at least three reasons: the emergence of the spoken word has facilitated the development of the ability to use symbols for communication; use verbal symbols, painterly gestures, music, etc., is the essence of persuasion; the use of symbols made accessible for man a less constructive behavior (cheating, reprimand, lying, breach of promises), but especially persuasive.

2. MYSTIFICATION OF SYMBOLS BY USING OF LANGUAGE

With the advent of language it was revealed what is called negotiation and, as we know, especially today, the language becomes a surrogate of action - words hurt, stones kill. How meaningful is expressed Kenneth Burke (1986),

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people are creatures „creator, user and mystifying of symbols ". Therefore, educational communication requires that a requirement sine qua non necessity, as receptors, to get all the meanings persuasive, combined with careful analysis of the use and mystification agents by symbols persuasive.

Such analysis helps us appreciate as Ch. U. Larson (2003, p. 116), to discover the use and symbols mystification by any persuasive agent; to find stylistic preferences, but also what they reveal in terms of goals, of the aims; Anticipating probable types of messages provided by a source in the future.

If we take into account that persuasion beyond the gift of convincing, is an activity to influence the attitudes and behaviors of individuals, in order to produce changes that are consistent with the purposes and interests of general agents, and especially that it with the conditions that take into account the characteristics of responsiveness and reactivity of people affected, we understand what R. Lederer said (1991), how we're all creative use of language.

The way language is used to generate dramatic reactions to certain symbols (eg, „guns do not kill, people does "). This means that every message is a symbolic act that makes disclosures about the user. On the other hand, persuasive messages receptors learn about goals persuasive agents, especially if you pay attention to every single word (eg, Hitler about Hebrew: vermin, garbage, drones, etc.).

For this reason, it is considered the main weapon inflammatory language dehumanization. We do not agree with these scoring hasty but if Hitler's words lose their real meaning, since entering in action and reveal the brutality. Hence the warning recipients not to joke about „linguistic camouflage". In reality, it can hide the death of proven history, namely the extermination of Jews.

In conclusion, the words causes emotional reactions and sometimes vilify people: for example, the phrase „Mrs. doctor" and not „Mr. doctor".

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Otherwise, the language turns into an art of seduction in an accusatory weapon:„ is like an animal "; „ is quite some "(Dan Hahn, 1998). So we feel justified the interrogation on language use in order to persuade, or to scandalize.

We can not talk about power and efficient use of the word in communication and immediate power of linguistic symbols without taking account of Suzanne Langer (1951), which indicates the ability of signs and symbols to experience feelings and emotions (eg, red light indicates a danger that generates the feeling of fear), hence the conclusion that even illiterate people can not avoid using symbols. Some common symbols have meaning and he calls them concepts, which stand concepts (meaning private) to discuss and propose three meaning terms: meaning, denotation and connotation.

Significance is the meaning of the sign and the signs are phrases that have a specific meaning. Therefore, the sign is an expression that has a meaning. If we want to determine which phrases are signs must determine the nature of meaning. For this purpose it have been developed various models of the sign, which must realize the acts of communication, must be able to answer the question: "How exactly is communication possible?" (I. Narița, 2007, p. 13).

Denotation is the common meaning that holds for the concept of "danger" and the connotation is particular about the design concept.

3. SIGNIFICANCE OF PERSUASIVE LANGUAGE

Use and meaning of persuasive language became a subject of general semantics. The aim is to improve understanding of issues related to human communication and encourage the correct use of language. Attention was drawn to the use of stereotypes as pitfalls in communication. In this regard, Alfred Korzybski, in his Science and Sanity (1947), warns mental maps (internal perceptions) in full communication accuracy.

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The concept of mental map of Korzybski can be equated with the term "design" used by Langer. Thus, our maps are expressed in a wrong conventional language, created by us. The problem arises when people act in educational communication as would be identical map of the territory and get to transform reality into it. In this case we are not talking about persuasion but gross manipulation.

Mental or linguistic maps are a big problem for communication in general, and the particularly persuasive because the persuasive agent is forced to reveal the pool of ideas that we can persuade to adopt his views. He has only two choices: either play with the mental maps, trying to identify the essence or try correcting them. We react as if they were true representations of imaginary territories.

From a psychological perspective, side-signal is emotional reactions caused towards symbolic acts, including the use of language, as they would occur in reality. Therefore appreciate Charles U. Larson, "semantic approach to language training senders and receivers trying to differentiate signals symbols" (2003, p. 123).

In this context, specialists in semantics suggest using so-called processes of expansion, as techniques to renounce emotive connotations of words: the indexing (eg identifying traits of students), by dating (some claim to be strictly reported at a time) or quotation marks (using the words with a special sense).

The conclusion that Korzybski suggests is to accurately weigh the emotional meanings of the words and the purpose of expanding use of processes, imaginary maps as similar, if not identical, to the territories to which we refer. Thus, in case of persuasive language in conveying educational messages it should generate extensional careful, specific, concrete, when using words with emotional or abstract terms, bearing multiple meanings. But in reality, agents are

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unprincipled persuasive ethical and deliberately use words to achieve their manipulative goals. It has no sense to talk about effects in this context.

4. PERSUADING THE ACTIONAL IDENTIFICATION

Kenneth Burke who passed away in November 1994, was concerned with human symbolic behavior, in particular the study of language use as a means of persuading people to take action. He understands persuasion as "the use of language as a symbolic means of inducing cooperation between beings, by their nature, react to symbols" (1950, p. 43). He believes that the critical receptor persuasion should pay special attention to words, images and metaphors chosen by the persuasive agent to create identification. Identifying with others is achieved insofar as symbolic share beliefs, attitudes and values. We identify with those who have the same conception of life that we, same style, same type of activities etc. If we identify with persuasive agents, we tend to believe what they say and we have to follow the advice.

For Burke, the identification is equivalent to persuasion because he argues, most acts of persuasion tries to describe "our critical parts". All words have an emotional and revealing feelings, attitudes, values and judgments of the user. Therefore, psychological examination of persuasive language reveals a lot about ourselves and about persuasive agents who ask interest, help or commitment.

Therefore, we can appreciate that human insight into the relationship of symbols, their use and mystification helps in revealing the persuasive power of language in educational communication in particular. It should be noted the existence of the multitude of meanings revealed by critical analysis of the symbols persuasive verbal and non-verbal, and to discover persuasion discourse

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and the presentational to identify the means used to create a state identification like to highlight the discrepancy between the map and the territory, it takes time and psychological insight.

5. THE ROLE OF SYMBOLS PERSUASIVE VERBAL AND NONVERBAL COMMUNICATION

In any communication, we need to know exactly what are the words? what they mean ?, and especially how we feel the words? For this we must analyze the functional dimension, the semantic and the themed words. Regarding the first issue, for example, the expressions "leave me alone" or "Let it go sir" that may function? Obviously, tasks, functions or tasks are important for the size persuasive words of the language, especially in educational communication.

Referring to explain the nuances of meaning that they connote words, semantic load size, persuasive agents must choose the right word, proper semantic context, accounting for their load receptor to focus on the choices of terms. Thus, choosing a certain period provides valuable clues about the credibility of a source or hidden intentions. You must keep in mind, nominative power of words because those who communicate using persuasive language, might experiment with different words and ways subtle shade of meaning because their choice of language and semantic dimension (Balica, 2016).

Regarding thematic dimension of language - how we feel words - we must pay particular attention to both structure style agent persuasive, which is achieved using powerful metaphor, as did Winston Churchill, who used the metaphor archetypal light, being characterized on British soldiers and the darkness, when referring to the Nazis. In educational communication should be considered symbolic power of expression that can affect us physically and

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mentally, generating even dramatic effects. Symbols strengthen relationships within school groups, society and culture. Power functional dimensions, the symbols and thematic semantic reveals a number of reasons and at the same time, self-image, cultural ideals expressed or national character (Ch.U. Larson, p. 139).

6. INSTRUMENT ANALYSIS OF PERSUASIVE SYMBOLS

Besides the three dimensions of language, nonverbal symbols have a big role to becoming responsible receptors of persuasion.

Linguist Richard Weaver (1953) found two tools for analyzing the functional size of the symbols in the persuasive language: grammatical categories (types of sentences) and estimating consequences in word order sentence (or syntax).

The author noted warned that some type of preferred sentence by a person, the way they use information and how to reach a conclusion, offer clues about his perspective on the world. Not using simple sentences usually express a judgment and does not perceive the world as a complex phenomenon. Persuasive agent that uses such a sentence does nothing to highlight the subject and object to the verb: he sees the causes which act to reach an effect. In this case, we should aim at persuading the obvious, what effects and why the action takes place.

The composite process using persuasive phrases reveals tensions solved or not, for which most persuasive suggestions should identify completeness or symmetry.

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Those who use complex phrases usually sets out basic principles and relationships, portraying a composite world, causes and effects simultaneously and, as Weaver said, it "is serving a reflective minds" (1953, p. 121).

In terms of syntax, as an analytical tool, it can be concluded that some agents or surprising emotional persuasive words placed before the sentence to augment the impact of the following evidence. In this case, the public is alerted emotional call to focus on the details given evidence. Hence, we conclude that the functional dimension of language bears verbal and non-verbal ways, but most incorporate semantic meanings for most messages. For example use of ambiguity as the persuasive aims to complete the list of meanings or connotations personal of a word or symbol. Ambiguity is created by juxtaposition or combination of words and phrases in different ways or presenting issues in a new perspective.

There are two ways to avoid ambiguous language: first suggested by specialists in semantics, advises us to use specific and concrete terms instead of ambiguous; the second offered by specialists in semantics, supports the search of the meaning of persuasive texts, searching signifiers both verbal and non-verbal those to determine what is signified in fact.

Charles U. Larson stated that although thematic dimension of language is the quality of words to produce a certain sense, the most important aspect lies in the persuasive ability to create a mood, a feeling of enabling development (2003, p. 149) .

Mood can be generated by using a metaphorical style: repeat sounds and images in an appropriate setting, using archetypal metaphors light-dark dichotomy repeated use etc .; or a sensory language used by some lawyers in particular; or proliferation families terms, for example, related terms of God or the devil related terms.

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Finally, the pragmatic style used in persuading listeners do not support the view, trying to determine change of mind, only reinforce beliefs and style of unifying practiced where convictions have re-strengthened to raise the enthusiasm of attachment and encourage.

From the perspective of psychological aspects of persuasive language in educational communication bear in mind the following conclusions:

- It should be educated the attention paid to linguistic clues;
- Identify persuasive style and content of the plea persuasive language;
- Decoding and analysis persuasive psychoanalytic agents;
- Reporting to the language chosen by a persuasive agent;
- Consideration of the words chosen semantic connotations;
- Referral degree of ambiguity persuasive agent used;
- Applying semiotic approach in interpreting persuasive messages, identifying as many signifiers of messages of this kind.

Following these steps facilitates protection system that we find emotionally poured in cognitive behavior as an expression of the quality of the educational process effectively.

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