

Chapter 6

Communication in the Context of COVID: Online Communication and Motivation

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ABSTRACT

Effective communication in the context of COVID-19 is the key element that underlies school success, consisting of a complex repertoire of intentional actions capable of producing positive changes or transformations in the field of cognition, affect, and behavior, on the personality as a whole. The communication aims to be convincing by students taking over an idea, behavior, or attitude based on arguments, realistic evidence, and to determine involvement, trust, openness, and dedication in achieving the goal and persuasive through the ability to change certain ideas or behaviors through logos, pathos, and ethos. The teacher has not only the role of information, but also to communicate with the children in his class about values, ideals, attitudes with a role in their formation and development. Feedback becomes effective when students show intrinsic involvement in learning tasks.

INTRODUCTION

When discussing effective communication strategies in the context of Covid 19 it is essential to define the concept of communication. Asking someone why they communicate may seem like an unnecessary question, because we all know that it is almost impossible and even frustrating not to interact with each other. The current educational process is undergoing a continuous series of changes. Therefore, it is necessary to develop a significantly efficient communication process. The communication process is a two-way, interactive and knowledge process, useful in all areas of activity, but especially in the field of education.

Any act of educational communication is a psychological, pedagogical and sociological process with implications for mutual stimulation and motivation, managing to produce influences for each participant in the discussion. Often in the educational process, communication is seen only from the perspective of

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the teacher, considering that only the teacher is the one who influences the student's behavior. Therefore, the communication process that takes place in the dynamics and underlies human interaction includes in a complex way an exchange of emotions, behaviors and attitudes, often generating positive effects and consequences. This comes from two sources: the intersubjective specificity of the interaction, involving elements, processes and psychic states that appear spontaneously and the dynamic specificity of motivation in social life.

BACKGROUND

Motivation refers to influencing people through the information and knowledge that builds a person's requirement. This strategy involves planning, training and specializing the one who wants to influence. Reasoning is considered to be the most powerful influence technique (Davis, 2015).

The friendship strategy aims at convincing the person by appealing to sympathy, to characteristics similar to the person to be influenced, by interpersonal attraction. The collaboration strategy involves the involvement of the crowd, if several people ask for the same things and take the same actions, it is very likely that the target person will not resist such a request and meet the requirement.

Assertiveness is used to influence others through strong actions. This strategy includes techniques that involve affectivity, displaying emotions as a pressure strategy. The appeal to the authority is based on the command principle. The influencer makes use of the power of those at the higher levels of the hierarchy in the organization. In this strategy, other people and external powers are used to influence the person. The strategy of using sanction involves the principle of reward and punishment in influencing others, the sanction involving both desirable gains and undesirable consequences. The effective use of this strategy depends on the influencer's access to punishment and reward, as well as their implementation.

The teacher's communication regarding the student's competence and involvement can lead to the emergence of self-determination only insofar as this relationship takes place in a context built on autonomy and mutual support. Confidence and attractiveness are the two elements that determine an increase in the interlocutor's motivation to listen and perceive messages. Communication skills develop faster when the receiver has high self-esteem and manages to build an attractive perception of himself.

As a social phenomenon, communication involves people with their entire mental load, so when we communicate it is said that we achieve social interactions and they are supported by social communication skills. Having social skills means communicating effectively with other people and being actively active in supporting the needs of those involved in the interaction. The need to belong is one of the fundamental needs of the human being, each of us has the need to seek, preserve and ensure solid and deep social relationships. The main challenge that teachers face in the classroom during the teaching activities is the optimal formulation of tasks and questions. They must be adapted to the age and individual characteristics of the students. Teachers need to find appropriate teaching and discursive strategies.

The management of teaching strategies could be focused on encouraging students to learn actively-participatively and to be responsible in their own development. Responsible involvement of students in their own training can also be achieved through the model of responsible involvement displayed by the teacher.

Empathy is a significant social skill and a communication strategy at the same time. To be empathetic means to understand and accept the emotional feelings of the interlocutor but also the needs that underlie these feelings. An empathic response actually means "putting yourself in the other person's shoes."

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