

Snezana Mirascieva¹

NON VIOLENT COMMUNICATION IN THE TEACHING IN A FUNCTION OF CREATION OF SIMULATIVE LEARNING ENVIRONMENT AND KEEPING THE LIFELONG LEARNING STYLE

Abstract: The today's power and the improvement of the social communities in the world are qualitatively and quantitatively measured according to their life styles. One of them relates to lifelong learning as a lifestyle in the 21st century. The need for and acceptance of lifelong learning as a lifestyle is necessary for each community and its members, especially community prefers civilization progress. The process of cultivation of this style starts in the first micro environment learning that develops individual and that is the classroom. In this sense it is more than creating such an environment that will be incentives for developing the ability to learn, an environment that will develop the need for continuous learning. There are several ways to create such a stimulating environment. One of them nonviolent communication in teaching. What is nonviolent communication, what are its characteristics and what is its function in the process of creating a stimulating learning environment is of concern to this paper. This paper is an attempt to promote communication without aggression which has strong influence in creating a learning environment that will stimulate student activities, independence, creativity and art, of course, within the scope of its abilities, interests and opportunities. This will not only provide quality education but will develop a style of life in the 21st century, and that is the style of lifelong learning.

Key words: non violent communication, teaching, simulative learning environment, lifelong learning

Introduction

The society in the 21 century dictates the changes in the width of those changes. In that sense, it determines the changes in education. The education in the 21st century

¹ Проф. Д-р Снежана Мирасчиева, Педагошки факултет, Универзитет „Гоце Делчев“Штип, snezana.mirascieva@ugd.edu.mk

changes from many aspects: from an aspect of the teaching strategies (the child in the center of attention), the curricula, the teaching technology, evaluation in the education and management of the learning environment. Starting from the determination of the content of education for the 21st century, the educational goals of the global focus on the process of creating life skills for the 21st century through appropriate content and creating so-called A framework for the 21st century learning. The framework for learning is a "mixture" of knowledge, skills and experiences. Or in other words, the teaching in the 21st century connects knowledge and skills such as critical thinking, learning through problem solving, communication and cooperation as essential skills for success in the world today. Developing these skills, among others, aims at fostering lifelong learning as a style of life in the 21st century. Namely, the need and acceptance of lifelong learning as a lifestyle is necessary for each community and its members, especially for community which prefers civilization progress. The process of cultivation of this style starts in the first micro learning that develops individual and that is the classroom. In this sense it is more than creating such an environment that will be incentives for developing the ability to learn, an environment that will develop the need for continuous learning. There are several ways to create such a stimulating environment. One of them is the nonviolent communication in teaching. Taking into account these findings and the concern of this paper, the text that follows will try to determine the concept and characteristics of nonviolent communication and its function in the process of creating a stimulating learning environment.

What is a non violent communication? What are its characteristics? What are the opportunities for application?

These issues are of concern in the text that follows. There are various definitions of the term communication. Thus, the communication in general is a process of sending and receiving messages that enable humans to share knowledge, attitudes, and skills. Although we usually identify communication with speech, communication is composed of two dimensions - verbal and nonverbal. Because it is not of a concern in this paper we will mention here the determination that "communication is a dynamic process flow of actions and specific form of social interaction" (Miraschieva, 2007.16). The concept of nonviolent communication based on language and communication skills that help an individual to preserve his humanity (Rosenberg,

2007.20). The nonviolent communication as a form of expression and questioning which gives them the opportunity to create the right feeling about ourselves as well as other individuals. Nonviolent communication expresses the natural condition of communicators in which no aggression and violence. The purpose of nonviolent communication is to remind what is the relationship of the individual and what relations to create the individual. Nonviolent communication actually directs how to change the manner of expression of communicators and the way the others listen. Subsequently it imposes terms that are not automated responses and scores but the habits become known and the selected assets that are closely related to what is perceived with what is felt and what we need individually. Nonviolent communication as the person learns to speak honestly and clearly and at the same time with respect and empathy to communicate with others. Thus any interaction develops the ability to determine its own needs and the needs of others. The nonviolent communication acquire knowledge and develops skills for careful observation of behavior and situations that affect themselves . Communication without aggression and violence in which the communication means absent reactions to criticism and objections is expressed as justification or attacks. When instead of a diagnosis and condemnation, the attention has focused on observation, feeling and needs, then the individual discovers the depth of compassion. In this way communication establishes relations of respect, attention and empathy among participants in the communication process. Nonviolent communication in its structure is based on the four basic components: sensing, feeling, need and application. Observation refers to the situation or behavior that requires great objectivity of the observer-communicator. In other words it means a neutral description of the situation event. The next step is the feeling that occurs in an observer-communicator. The feelings arise and the feelings and needs are closely linked. The fourth component is the expression of a particular application which expresses what communicator observer wants the other communicator. The observer-communicator refers to the other communicator application to perform specific actions that his life will be rich. These components can be expressed verbally or otherwise. It is actually one half of nonviolent communication. When the four components will become its actors in the communication act, then the foundations of two-directional communication where empathy emerges quite naturally. Framework for the application of nonviolent communication major. They do not affect the application in the classroom as the first

micro environment for learning. Here nonviolent communication takes place between teacher-students.

The non violent communication and creation of simulative learning environment in a function of keeping the style of lifelong learning

Starting from the essential characteristics of nonviolent communication, we appreciate that there is an enormous role in creating a stimulating learning environment. When speaking about a stimulating learning environment, primarily we think of an environment that encourages independence, inventiveness, action and creativity. In the setting of a stimulating environment the basic learning principles are: lack of tables (tables create barriers and reduce the quality of reflection in the dialogue), rich colorful decor (the colors support creative thinking), wide choice of tutors for learning, visual " assistants and music. Even in the best created stimulating learning environment one does not realize one's job if there is an absent of nonviolent communication. In this environment of learning nonviolent communication not only provides duality but receives dimension, symmetric, in directivity,partnership and democracy. The stimulative learning environment is a positive environment.Positive learning environments support the developmental needs of students not only academically but also socially and personally. These are places, such as classrooms, where children feel comfortable with themselves, safe amongst their peers and motivated to learn. Since students are unique individuals and come from a variety of backgrounds and experience, a positive environment may not occur naturally but require careful nurturing from the teacher or adult in charge. Rules and expectations that promote positive learning environments in the classroom are a way to help create an environment of respect and learning.Rules and expectations stated with positive language are a first step to creating a positive environment for learning. These rules should be applied fairly to all and be achievable for the age group. An expectation that students will "raise a hand if in need of assistance" is positive when compared to informing students that they "do not call out answers." Using rules and expectations to promote a positive learning environment means making sure all students are aware of these rules. In some situations, students in the class might be involved in creating the rules, thus providing a sense of ownership in the classroom environment. Other situations might call for the rules to be stated clearly and then an

activity or game used to make sure each child understands them. Determining exactly what students expect from us and what we expect from them is a key to creating a positive classroom environment. The "old school" model of discipline/classroom management suggested that the teacher had to get control at the beginning of the school year and impose his or her expectations, rules, and punishments on students because an orderly environment today is a prerequisite for helping kids to take responsibility and become empowered tomorrow. Rarely does the one in control give up control. And even more rarely do students who need to develop maturity in decision making about behaving, learning or solving problems improve if denied the opportunity to practice. Rewards and punishments are really two sides of the same coin (Kohn, 1995). And notice how different either one is from what we'd like children to be thinking about: "What kind of person do I want to be?" or "What kind of classroom do we want to have?" (Kohn, 1995). To help kids engage in such reflection, we must work with them rather than doing things to them. We have to bring them in on the process of making decisions about their learning and their lives together in the classroom. Children learn to make good choices and good decisions by having the chance to choose and to decide, not by always following directions from the teacher. Communication without violence, filled with empathy in a positive stimulating learning environment creates conditions for social, intellectual, physical and emotional development of the personality. Such a situation is learning motivation and spiritual progress and adaptation of life as a promoter and a new style of living and lifelong learning. The above stated findings point to the conclusion that nonviolent communication has a major role in creating a stimulating learning environment. On the other hand such a learning environment that continually promotes and develops activity, independence, critical thinking, creativity, initiative, dedication, inventiveness of someone who teaches. These are essential prerequisites for developing lifelong learning skills that are necessary for development of each individual in the community in the 21st century.

What can we conclude?!

Rows of words expressed as propositions, theoretically and empirically confirmed, through long centuries of scientific development are not sufficient to confirm, prove and justify the importance of communication in human life. Our

intention is not to repeat what is said for so many times. Therefore, eventually we will just say: the world is what you make of it. If ruthless, that's because we are made to be such. If we change ourselves, we can change the world, and our change begins by changing the language and communication ways. We appreciate that the last written lines are another modest contribution to the importance of communication for community life.

Literature:

Kohn, A. (1995) *Beyond discipline*, Boston: ASCD

Kohn, A. (2004) *What Does It Mean To Be Well Educated? And More Essays on Standards, Grading, and Other Follies*, Boston: Beacon Press

Mirascieva, S.(2007) *Komunikacijata megu nastavnikot I ucenikot vo osnovnoto uciliste*, Stip: Pedagoski fakultet "Goce Delcev"

Paul, A.(1990) *Options in the classroom*, Tuscon: University of Arizona Press

Розенберг, М.(2007) *Ненасилствена комуникация*, София: КРЪГОЗОР

Positive Learning Environment: Promoting Classroom Rules that Motivate Students to Learn http://classroom-management-tips.suite101.com/article.cfm/positive_learning_environment#ixzz0jAt07uWt