

## CONTEMPORARY EDUCATIONAL METHODS FOR COMMUNICATION: PSYCHOLOGICAL IMPACTS

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### Abstract

Education is directly concerned with psychology but use of psychology in educational methods is not sufficiency. This study discusses requirements of contemporary education methods and evaluates psychological impacts on communication education and emphasizes productivity of psychological impacts on communication education. Modern age develops on many different dynamics and on a modern economical model and people live in high rhythm lives and in anxious psychological situations. Contemporary conditions affect all components of modern life and all approaches and behaviors and requirements change due to contemporary developments. Education methods naturally change and contemporary methods require modern conditions and modern approaches. Psychology is especially regarded in business and in education because of contemporary conditions and it is noticed that psychology affected productivity. Psychology is used as a positive impact to increase productivity in education in some countries and they get success and respect.

**Keywords:** Education methods, communication, psychological impacts, contemporary education.

### INTRODUCTION

Education method is a problem for governments and for educational organizations because of contemporary conditions. Many countries try to adapt their policies for contemporary conditions and change their programs. Over the last few decades, in Europe, the United States, the United Kingdom and Australia, increasing numbers of higher education teachers and researchers have been concentrating on how to improve the quality of teaching and learning. Innovative experimental work has resulted in the formulation of a number of teaching and learning theories, strategies and approaches (Yue, 2004: 12). New approaches and strategies concentrated on human and psychology. Education is concerned with many different components and education requires special conditions and special instruments. Behavioural models of learning focus on observable outcomes of learning as influenced predominately by the key principles of reinforcement theory in different learning contexts. This theory considers all behaviour is learned according to rules which shape, change or sustain it. Cognitive-behavioural approaches take account of the capacity of individuals to understand and reflect on their behaviour (Davis and Florian, 2004: 8). Education is art of teaching and changing behaviors and creating awareness. To create expected effect in education requires physical conditions and also psychological conditions and educators use human psychology in education (Allin, 2014: 98). Productivity in education is directly concerned with effecting psychology and conduct psychology.

Communication is psychological need of man and someone can not stand without communication and can survive his life on the base of communication. Basic communication is learnt in cultural ambience from the childhood and old generations teach requirements of communication in daily behaviors. Communication is a natural action and people conduct their lives via communication and create civilization on communication base (Yeager and Walton, 2011: 288). Education is planning and arrangement and persuasion process and educator has to use realistic data and moderate approach. Educators firstly have to comprehend human psychology and teach politely and persuade with faith. Education absolutely requires to address psychology and to effect psychology (Song and Herman, 2010: 366). Psychology creates and arranges emotions and provides energy for human.

Contemporary education methods are reorganized due to contemporary conditions and due to what modern dynamics require. Technology is absolutely used in education and modern approaches are naturally used in education. Modern educators think requirements of the age and expectations of the world and plan the most efficient methods for education (Shochet and Chiang, 2011: 338). Contemporary communication education is planned by the help of approaches that are concerned with psychology and sociology and anthropology and some other social sciences. Communication is a social action and changes people into society via its complicated impacts (Popolovcan, 2012: 207). Communication is message transfer and beside this it is human need and psychological therapy.

## **CHARACTER OF COMMUNICATION**

Everyone seeks an opportunity to greet someone in the morning and he is very happy when someone greets him. This is communication need and power of communication. Everyone need to tell his opinion or his feelings and looks for another one to share them. This is a primary humanitarian need. Communication is concerned with all life from family relations to social matters and also to wars (Mason and Falk, 2016: 177). Communication is a condition of being a society.

Communication is a message transfer between sender and receiver and contains message, media and feedback. It is not only a transfer but also a humanistic need and a social action that organizes the society (Napoli and Friedland, 2016: 54). Communication provides people to convey knowledge and opinions and it also ensures that people learn everything. People have been communicated for thousands years from the beginning and they left numerous messages in different ways to next generations. People shared their knowledge and opinions via communication and had civilization via communication (Hogan and Shepherd, 2015: 23). Communication provides numerous message and numerous facilities for people.

Communication scientists and medical staff accept that people who can not communicate are unhealthy. Communication is a kind of information but communication is mutual information. Information behavior may be understood as "the totality of human behavior in relation to sources and channels of information, including both active and passive information seeking, and information use" (Wahl and Grimm, 2016: 3). Communication brings people closer together and makes people feel good because of message sharing. People convey what they want to tell via communication and people can learn what they want to know.

Communication, derived from the Latin word 'Communicare' which means, to share; is the process of transmitting information and understanding. It is the transference of meaning between individuals and the means of reaching, understanding and influencing others. Skill to communicate depends on the capacity of an individual to convey ideas and feelings to another to evoke a desired response. In management, communication is a mixture of personal attributes and organizational aspects. People have used different technics and different media to convey their messages and technology provided numerous facilities for communication in modern age (Webb, 2016: 467). Communication help people for many need of people.

Someone can participate in social structure via communication and gets social role via communication and conducts his relations via communication too. Social relations provide individual to have an identity and ease his works. Communication can solve all problems and provides people peace ambience (Walter, 2016: 34). Communication present people numerous facilities for their physical need and for their spiritual need and make them more energetic and happier.

People can easily get physical needs and also spiritual needs. Communication is one of the main ways to answer spiritual needs because of character of communication. Communication provide people to share all spiritual accumulation and spiritual presence and their opinions. Communication is like spiritual therapy and communication makes people happy (Clement and Obar, 2016: 214). Because of this, the most common human action is conversation for thousands years.

## EDUCATION METHODS

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers (Acca and Aicwa, 2015: 14). "Education is a learning process which deals with unknown outcomes, with circumstances which require a complex synthesis of knowledge, skills and experience to solve problems which are often one off problems....education refers its questions and actions to principles and values rather than merely standards and criteria". In mainstream education, training can be defined as "a learning process with known outcomes, often dealing in repetitive skills and uniform performances which are expressed as standards or criteria" (McKimm and Jollie, 2007: 8). Education includes many different components and many different approaches.

Education is a traditional process in traditional age in which people used to live in rural areas and were farming and used to take care of traditions. Education was a responsibility of old generations and life-long learning was the main method for people. People generally used to use traditional values and traditional rules to educate next generations and everybody used to accept the method. Almost all people used to work and produce and live in traditional values and were educated by adult people (Gurzynski-Weiss and others, 2015: 69). People generally did not used to technological facilities because of conditions.

Education is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other tools; learning language; and acquiring the values, behaviour, and religious rites or practices of a given culture. Before the invention of reading and writing, people lived in an environment in which they struggled to survive against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns (Fidoic, 2010). Firstly missionaries and many others need modern education to convey their messages and to persuade people and try to improve modern methods and approaches for modern education. Age changed and modern age requires modern methods and modern approaches for education. Traditional methods are invalid in modern conditions and approaches of people also changed in change of age (Sarma, 1996: 32). Traditional methods also changed rapidly.

The world is changing rapidly, for example, consider technological development, and the information explosion. According to the Review of Australian Higher Education 'students face a world in which much of the work they will do has not yet even been imagined. The pace of technological change and the growing access to new technologies means that individuals will constantly need to reinvent themselves'. In other words, students are asked to have the ability to fit into and push social development (Yue, 2004:13). Beside this, humanistic features come to the forefront in education.

Physical conditions changed in modern education and spiritual approaches naturally changed too. Not only teacher but pupils conduct lesson together in modern education and psychologies of pupils and teachers are absolutely regarded because of productivity of education (Nazzal: 2017). Learning is a mind work and also concerned with psychology.

Psychology is one part of human existence and conducts almost all life of people beside mind. People often decide about their business or about their lives via their mood and their psychology has important role for their actions and for their decisions. Psychology is an active factor in business process and in family relations and also in educational process. Success of pupils is depend on psychology of pupils (Idris, 2009: 108). Psychology is a factor that can affect all existence of man and his life.

## **PSYCHOLOGICAL IMPACTS in CONTEMPORARY EDUCATION**

In some studies, cross-sectional data are used to draw the learning progression map by the RSM analysis. Despite that longitudinal data is not collected to validate the learning paths, the established learning progression map is potentially useful and helpful for practitioners. Some researchers pointed out that there is more than one path for learning progressions (Chen and Xin, 2016: 137). In recent years, there has been increasing interest in understanding the relationship between cognition and emotion in educational and psychological contexts underlining how the interrelation between cognitive and emotional processing affects social and academic adjustment. Child development at the intersection of emotion and cognition (Martinez-Monteaquedo and others, 2016: 241). Education is directly concerned with psychology.

Psychology of a student in a group is also discussed for productivity of education and group education was reorganized in some educational organizations. Group discussions are, as previously indicated, a significant part of group learning and they have been defined as a group of individuals that come together for verbal communication to make decisions or simply share knowledge. In an educational context, the teacher often introduces concepts or questions to discuss, or the group analyses a problem or carries out an assigned task. Hence, group discussions are viewed within the context that the learning takes place when completing a well-defined task (Stenlund and others, 2016: 148). Education and psychology are interdependent. One psychologist said that I did not understand how a teacher could teach without the knowledge of education Psychology. Psychology had changed the spirit of education and it gives new meaning to learning in classroom. Psychology also changed the old concept of education where only upper class had the ability and right to learn. Psychology gives education the theory of individual differences that every child has different mental ability and learns with different pace. Today in modern era, education psychology is the foundation of education. Psychology effect education in every field of teaching learning process (Nezhad and Vahedi, 2011: 330). Modern educators can not plan an educational method without psychology.

Modern education is oriented towards student motivation and provide energy for pupils. Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them (Ryan and Deci, 2000: 54). Beside motivation, self-efficacy has emerged as a highly effective predictor of students' motivation and learning. As a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers have succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices, effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement (Zimmerman, 2000:5). Modern education is firstly trying to bring people.

Psychology is shaped by race, culture, environment and many other factors and family relations directly effect psychology. All factors that shape psychology also affect education and modern education is planned due to psychological factors (McInerney and, Flowerday, 2016: 1). Methods of education vary from community collection and any community teach and learn differently. The differences are regarded in education policies and apply in education practice (Rosario and others, 2015: 88). Initial psychological effects begin with acclimatization to the student's adaptation and then student's school love is provided. Everything in an education organization is arranged due to students

and the character of the student determines the whole system in modern education (Kaplan and Flum, 2012: 173). The student is in the center of the educational system in modern age.

### **PSYCHOLOGICAL IMPACTS in CONTEMPORARY COMMUNICATION EDUCATION**

Some economical or educational organizations began to employment psychologist, trainers, facilitators, assessors, coaches and consultants recently. Managers were aware of spiritual factors and started to use psychological effects for productivity (National College for Teaching & Leadership, 2017). Productivity in economy and in education requires some physical and psychological conditions and development in education is concerned with psychological impacts in education. Education and also communication are spiritual issues and require using psychological items (Kirk-Kuwaye and Sano-Franchini, 2015: 102). Communication education organizations also employment psychologist to get high productivity.

There are many factors which can enhance the development and the democratization process in society. Communication education is one such factor. There is a crucial link between communication, development and the democratization of society. The question of communication education is one of manpower training and development. This problem exists at all levels in all sectors of society. The issue of manpower development is more acute in developing countries than in the developed world. The shortage of qualified manpower is one of the major characteristics of underdevelopment (Chimutengwende, 1988: 33). Character of communication education method determines development of a community.

Understanding how people use messages to generate meaning within and across various contexts, cultures, channels, and media is an issue of vital importance in contemporary society. Scholars outside of the communication discipline bear witness to the centrality of communication education (Morreale and Pearson, 2008: 224). The modern communication education is based on contemporary requirements and the method requires research-based approach. Communication education has to include more details and lot of information and desk-research of existing information, interviews, questionnaires, web surveys, focus groups and expert interviews for modern age. Often a combination of methods is used (Hesselink and others: 243). Scientists and educators tell that pupils absolutely need high technology and well-designed classrooms due to student psychology to learn in modern age (Roekel, 2012: 32). Modern age is based on capital and consumption but all sectors target human psychology due to contemporary conditions.

Peer education, support groups, counselling and interpersonal communication are important components of a reproductive health programme. Peer education allows for dissemination of information and discussion about specific topics by members of a person's own age or social group. It often provides the most comfortable atmosphere for dialogue around sensitive issues. In peer education situations, the lead peer educator has been trained not only in interpersonal skills but also in the content area upon which the education focuses. Support groups provide mutual assistance among members who share a common situation or problem. Such groups often provide a special form of social support that may be lacking in other networks. Support groups are recognized to have particular benefits for women, including improved psychological well-being, increased community participation, and greater message comprehension (Hamill, 2001: 11). Education is now a field that covers all the factors: Gender, race, culture, differences, energy and all psychological situations.

Communication education is vital to the development of the whole person. Educators and researchers expressed concern that, as young people develop in contemporary society, they may not be learning the critical language, verbal, and oral skills that they will need. These concerns were related to the development of an array of communication abilities by young people of all ages and at all grade levels, including those with disabilities. Communication education helps to develop the ability to communicate with an array of different types of people in different situations including peers, parents, and teachers. Communication training also aids in the development of self-confidence and

people and human relation skills (Morreale and Pearson, 2008: 230). Communication education is important because it covers a very wide area.

## CONCLUSION

Education is a need of people for thousands years and people have developed different methods and instruments for education. People have had too much accumulation and information and they wanted to convey them to next generations. Information transfer and change of behaviors of next generations is education. Education is a serious social matter and all people and also administrators try to provide available education facilities for next generations.

People used many different methods for education and they tried to get the most productive results. They tried to present the best instruments and the best physical conditions and psychological ambiances for education. Success of education depends on many different conditions and education is affected by all kinds of factors, from policy or economy or daily life.

Age changed and contemporary conditions present people modern style and people arrange their lives due to contemporary conditions. Administrators also arrange their policies and works due to modern conditions and education is also arranged due to contemporary conditions. Modern classrooms and technological facilities and well-educated teachers and modern approaches are the components of modern education.

One of the requirements of modern education is psychological factor and to regard psychology in education. All styles of education need psychological factor but communication education especially need psychology. Because communication is a spiritual need and psychological factor has absolutely to be regarded because of productivity of education.

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