

## TEACHERS ON ENCOURAGING STUDENTS' COMMUNICATIVE COMPETENCES IN TEACHING

UDC 316.77

**Branka Kovačević, Biserka Košarac**

Faculty of Philosophy, University of East Sarajevo, Pale, Bosnia and Herzegovina

**Abstract.** *The authors in this introductory part analyze problem of students' communicative competencies as well as possibilities for their abetment in teaching process. In this paper we have presented a review of previous tangent research of students' communicative competencies in teaching process. The aim of the research is to identify dimensions of teachers' role in encouraging of students' communication competences in teaching, based on the sample of 275 teachers. In the research we have applied the scale for assessment of teacher role in encouraging the development of students' communicative competence in teaching. The research results clearly show that the dimensions of teacher's role in encouraging the development of student's communicative competences are directed to: 1) encouraging cooperation and toleration in communication, 2) encouraging free thinking in teaching and learning process, and 3) encouraging empathy in communication. The authors in this paper do suggest that a team of experts should be involved (pedagogue, andragogue, psychologist, sociologist, communicologist) in the process of creation and realization of the unique program for teacher's continual professional training in the field of improvement of communication quality and improvement of exhortation development of student's communicative competences in the teaching process.*

**Key words:** *teacher, communicative competences, student*

### 1. INTRODUCTION

On the basis on the facts from the professional literature, some authors (Zlatic & Bjekić, 2007) point out that communicative competences have a very important place in the field of researches on person's characteristics in a social context. It has been stated that communicative competence is a narrower term than social competence, which means

---

Received February 27, 2018/Accepted April 17, 2018

**Corresponding author:** Branka Kovačević

Faculty of Philosophy, University of East Sarajevo, Alekse Šantića 1, 71420 Pale, Republic of Srpska, Bosnia and Herzegovina

Phone: +387 57 227 410 • E-mail: [branka.kovacevic@ffuis.edu.ba](mailto:branka.kovacevic@ffuis.edu.ba)

that communicative competence is in the centre of social competences. There are good reasons to question equation of social with communicative competences. According the above mentioned authors, equation of social and communicative competence is based on the fact that linguistic communication is helped by non-verbal signs of the most present social interaction. "A field of interpersonal relations is based on symbolic exchange, and this is why a communicative competence presents a central and the most researched aspect of social competences" (Zlatić & Bjekić, 2007, 127). Communicative competence is a narrower term than a term interactional competence which consists of larger number of different competence and dynamic dispositions – for example: knowledge, intellectual capacity, social intelligence, communicative ability, linguistic competence, interests, attitudes, values and so on (Havelka, 1994). So, every equation of social and communicative competence is not acceptable.

Communicative competence presents an ability of a participant in the social interaction to choose an adequate communicative behavior in order to successfully gain his/her own interpersonal aim, and at about the same time to maintain full contact with other participants within the limitation of situation (Wiemann, 1977); an ability of an individual to realize his/her goals to certain level foisted by social situation but without threatening their abilities to fulfill other subjectively more important goals (Parks, 1985); the ability of a communicator to behave and talk adequately with situation and at the about the same time successfully taking into account his/her individual and relational goals (Spitzberg & Cupach, 1998).

The analysis of the relevant sources has proved that a *communicative* competence is understood as a level of one' qualification to adjust his/her behavior to a situation and to realize his/her own individual and relational goals, i.e. the competence is a relative value, a variable everyone possesses on a certain level (Reardon, 1998). Communicative competence is determined as an individual's ability to communicate well with others, to realize exactness, clarity, comprehensiveness, coherence, expertness, effectiveness and adequacy in communication (Spitzberg & Cupach, 1998). According to Wilkinson (Wilkinson, 2001) communicative competence is an ability of language and non-verbal behaviour application in order to transfer meaning of the messages and realise meaningful communication within social relations. For Trenholm and Jensen (Trenholm & Jensen, 2004) communicative competence is an ability of an individual to communicate in an efficient and appropriate way, i.e. communicative competence implies appropriate behaviour and roles within the communicative situation.

In the teaching process student's communicative competence is based on their qualification to communicate with a teacher and other students in an appropriate way, i.e. to adjust their behaviour and roles to a communicative situation, to realise their goals successfully in cooperation with others and, about the same time, to try not to endanger realisation of goals of other participants (teachers and students). New roles expected from a communicative competent student are: active listener, exhibitor, researcher, helper, the one who abets, summarizer, grader, examiner, cameraman, supervisor (Suzić, 2003). Student's communicative competence is an ability to improve efficient communication with knowledge, skills, habits, verbal and non-verbal communication, empathy, active listening, understanding and flexibility.

The level communicative competence development in case of some students deserve positive grade, while some students possess an immense ability to behave in accordance with forced situation. Communicative competence points out success with which one would realise

his/her individual and relational goals in an interaction (a qualification of an individual to try to help other participants in the interaction to gain certain amount of their satisfaction). It is important to emphasize that in an interaction with people, it is more important to realise and maintain relations than to realise one's own goals (Reardon, 1998).

After deeper insight into the relevant literature from pedagogy and psychology, we have concluded that notable number of researches is dedicated to the problem of communication in teaching process. During 1940s Anderson and associates (1945) researched interaction in teaching process (a contact between students and teachers) and concluded that teachers' behaviour in teaching influences the formation of atmosphere in the class. Dominant contacts between teachers and students cause distraction, turndown and pliability, while on the other hand integrative contacts lead to creativity initiative (Anderson, 1945, according to Ripplle, 1965). The results of the research carried out by Flanders (1949) point out that teacher's communication can be divided into two categories: indirect influence of teachers and direct influence of teachers. The direct influence of teachers is manifested through behaviour and teacher's communication, which constrains the freedom of students and make them inferior and dependant in relation to a teacher. The indirect influence of teachers is related to a teacher who permits students flexibility and expression of their thoughts, attitudes and beliefs (Flanders, 1949, according to Ripplle, 1965).

On the basis of the results of present pedagogical and psychological researches, the lack of interaction and communication in teaching process is evident, as well as domination of one-sided communication from teachers to students and the absence of communication between students. About 80% time spent in teaching process is spent for receptive-reproductive activities, i.e. for listening teacher's interpretation, watching pictures, reading lessons from the textbooks, and only about 5 or 10% of time is spent for productive-creative activities, i.e. planning and organizing their own work, searching for information in various sources and so on (Havelka, 2000). It is noted that even teachers spend more than 90% time for monological interpretation (Vlahović, 1995), while the results of the verbal communication research between teachers and students show that the most frequent model of communication can be reduced to one-sided, i.e. that more than 80% of class is spent on frontal work (Ševkušić-Mandić, 1991). The researches in the frame of the project ORACLE (Galton, Simon, & Croll, 1980) point out the disproportion between work and amount of speech of students and teachers. Teachers in primary schools dedicate 78% of time for verbal activities, while students linguistically and verbally do not participate in 84% of time (Neill, 1994).

We consider that the researches of Nenad Suzić (1995) and Mile Ilić (2000) are of special importance. On the basis of carried researches Nenad Suzić (1995) states six directions of communication: teacher-class, teacher-student, student-teacher, student-class, student-student, and student-lesson. Mile Ilić (2000) within the frame of the model of responsible teaching researches communication between students and teachers – this communication is marked with the establishment of mutual equality and egalitarianism of all actors in the teaching process.

Interaction as a teaching communication brings very good results on the plan of memorizing facts, selection between important and unimportant and schematic presentation, i.e. that our teaching is of very high quality, but that an interaction is an improvement so much needed in education (Suzić, 2002). The results of the research of the current communication in teaching process show that actors in the teaching process in most cases are not satisfied with the current communication, and that students and teachers' opinions on present communication in teaching process are statistically very different. While teachers give a slight

advantage to an answer that they are quite satisfied, majority of students' accent that they are not satisfied with the current communication (Jovanović, 2009). The research proves students' dissatisfaction with their school status – students complain that teachers do not understand them, to behave improperly towards them and that they are authoritarian (Zrilić, 2010).

The very nature of communication competences is not sufficiently researched, especially when it comes to the role of teachers in encouragement of students' communicative competences. The way and the quality of teachers' and students' communication has an immense influence on their characters, on the outmost learning outcome as well as the development of communicative competencies. Modern teaching and educational activities are characterised by learning based on different communicative systems of subjects whose main creator is a teacher. The functioning of this system and its constituent parts influence transference, reception, understanding and acquisition of information (Pedagoški leksikon, 1996). This is why tasks and demands teachers give have to be tailored to students' age and intellectual abilities; teachers' and students' communication and their relation in general must be pedagogically articulated and highly ethic, based on acceptance and understanding of students and respect for dignity of their personality (Jovanović, 2005).

Democratic pedagogical leading teacher should improve interactive students' abilities and nourish non-violent verbal communication, help students in understanding and applying skills of active listening and negotiation, discussing and alternate participation in solving issues of school and afterschool activities, organization of the other school activities and the development of the spirit of skills of non-violent communication (Ilić, 2004). The teacher's role in encouragement of communicative competences is directed towards thoughtful, emotional and communicative involvement of students, development of mutual understanding climate, respect and an adequate communication between teachers and students.

## 2. METHODOLOGY

The aim of the research is to identify the dimensions of the teacher's role in encouraging the development of student's communicative competencies in teaching process.

Sample in the research. The research is realised on the sample of 275 teachers in the Sarajevo region. The sample has characteristics of group and convenience sampling.

Methods and techniques used in the research. In the paper we have used the following methods: survey method and the method of theoretical analysis and synthesis. In the research we have used the scaling technique.

The instruments of the research. In the research we have used the scale for assessment of teacher's role in encouraging the development of the student's communicative competences which we have created. The scale is a kind of Likert scale (always, frequently, sometimes, rarely, never). Metric characteristics of the scale are satisfactory (entries in the scale have satisfactory discrimination – values of correlation of every entry is bigger than 0,35 and this provides diagnostic validity of the scale).

By counting Cronbach's alpha coefficient we have provided the coefficient of reliability  $r = 0,78$ , which can be considered a satisfactory reliability.

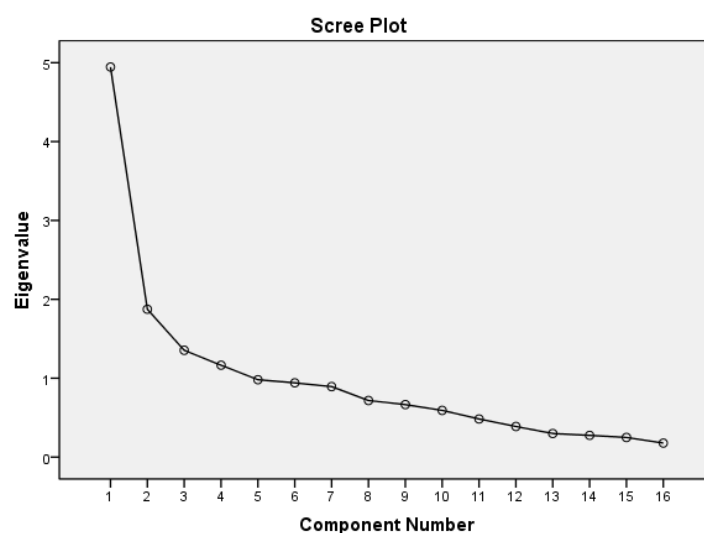
Statistical data processing. The used statistical method is computing factor analysis. In the process of data computing we have used a statistical program SPSS 20 for Windows.

### 3. RESULTS OF RESEARCH AND DISCUSSION

Factor analysis has determined the factors which are in the basis of variables' mutual connection, as well as their connection with other factors. Larger number of manifested variables is reduced to a smaller number of latent factors which explain majority part of variance of perceived variables. Correlation matrix with unities in the basic diagonal has been used for factor analysis, we have used method of principal components analysis (thanks to this method it is possible to single out factors with characteristic values – a root, and determine the percent of involvement if separated factors in the total variance. The value KMO (0,75) is statistically significant on the level 0,01, which means that it is possible to apply the analysis of major components. *Kaiser–Guttman* criterion has suggested five-factor solution, but after the analysis of interpretability of several different factor solutions decided to keep three-factor solution. According to this criterion the first component explains the largest proportion of total variance (the smallest component has a value of a characteristic root larger than 1), and this is why three separated factors explain the maximal amount of total variance, which means that these three factors explain 16 manifest variables of estimation of the teacher's role in encouraging student's communicative competences. The value of the characteristic root for every factor and an explanation of each factor contribution explain 51,08% of the total variance (Table 1 and Graph 1).

**Table 1** Matrix of factor participation

	Initiative solution			Rotated solution
	Eigenvalues	% variance	Cumulative % variance	Eigenvalues
1	4,95	30,91	30,91	3,73
2	1,87	11,71	42,62	3,01
3	1,35	8,46	51,08	3,37



**Graph 1** Matrix of factor participation

The results lead to the conclusion that the first factor participates with 30,91 % of the total variable, the second one with 11,71 %, and the third one with 8,46 %. The latent structure of manifestational variables in the estimation of the teacher's role in encouraging the development of the student's communicative competences is dominated by the first factor, which is also evident in the matrix of factorial participation of the given parameters.

**Table 2** Manifestational variables for the first factor

Parameters	r
Communication between me and the students is based on tolerance	0,84
I encourage friendly relationship among the students	0,68
I encourage friendly relationship with the students	0,65
In communication with the students, I do not insist on absolute obedience	0,61
I encourage mutual respect among the students	0,56
I encourage open communication with the students	0,43
I encourage cooperation with the students	0,33

We labelled the first relevant factor *The teacher's role in encouraging cooperation and tolerance in communication*.

**Table 3** Manifestational variables for the first factor

Parameters	r
I encourage the students to ask questions	0,75
I respect opinions of the students	0,70
I encourage the students to give their own opinion	0,70
I encourage the students to discuss about the curricula	0,61
The students feel free to express different opinion	0,48

The second relevant factor we labelled *The teacher's role in encouraging the freedom of thought in the teaching process*.

**Table 4** Manifestational variables for the third factor

Parameters	r
I do not ignore the students' needs and emotions in communication	0,93
I empathise with the students' problems	0,82
I encourage the students to show understanding for other students' problems in communication	0,69
I encourage the students to empathise with other students' problems	0,48

We labelled the third factor *The teacher's role in encouraging empathy in communication*.

The factor *The teacher's role in encouraging cooperation and tolerance in communication* positively correlates with *the teacher's role directed towards encouraging freedom of thought in the teaching process* ( $r = 0,26$ ), and with *the teacher's role in encouraging empathy in communication* ( $r = 0,40$ ). The factors *the teacher's role directed towards encouraging freedom of thought in the teaching process* and *The teacher's role in encouraging empathy in communication* correlate with a relatively high and positive rate ( $r = 0,50$ ).

The teacher-student relation in the teaching process is based on emotional bonds and mutual appeal, which gives a special encouragement in further building up of these emotions and their preservation. However, establishing a successful communication in the teaching process is considerably influenced if the student himself is less active and tends to act a passive role (Nikolić, 2004). What is, therefore, expected from the teacher in the teaching process is to apply the methods and means that encourage the students and entice them to be active in the teaching process.

The teachers estimate their role in encouraging the development of the students' communicative competences to be directed towards the equality of all the participants in communication, mutual acquaintinng, trust and understanding, tolerance and respect. In this way, a positive psycho-social atmosphere has been created in the teaching process, along with the encouragement of the students' communicative competences. In addition to these results goes the argument that the communication between the teacher and students is not something that happens on its own. On the contrary, it always represents the result of a complex combination of various skills which have to be gradually developed, practiced, encouraged and conformed to different circumstances. To establish a successful and efficient communication in classroom is a genuine artistry in itself, because both the teacher and the students have to be real artists on the task. The Teacher is an artist who creates the atmosphere, activities, and prepare teaching materials (prepares everything needed for the class before the students enter classroom). However, the moment 30 artists more enter the classroom, all of them different, with their own ideas, imagination and good will to create something new, every class can become a new artistic work (Jašin-Mojse, 2006).

The teacher-student relation needs to be established at an interpersonal level of the sort that implies the teacher and the student to see themselves as self-determined persons who respect the rules. If the teacher shows respect towards the student's needs, interests and capabilities, he actually contributes to the creation of a successful mutual communication. The teacher is expected to act a role of an active initiator in the process of socialisation, to motivate the students to learn and express the socially acceptable behaviour, thus providing the students with the conditions for increasing their sense of competence and effectivity in school (Brophy, 1970; Deci et al., 1991; Woolfolk, 1995). The teacher is a model for communicative models of behaviour acquisition, and is responsible for the quality of communication in the teaching process and the intensity of interaction of all the participants in the teaching process.

Making the entrance in the classroom, the teacher establishes interaction with the students first of all through non-verbal signs such as smile, look, gesticulation, walking, the dress style etc. It is highly important if the students can discern the teacher's calmness, benevolence, enthusiasm, interest, the good will to help, brightness and eagerness to teach them something new, or the non-verbal signs tell quite the opposite. The teacher establishes the interaction with the students both consciously and unconsciously, through his thoughts and feelings, desire to help and expectations (the shine of joy in teacher' eyes, spreading hands towards students, slightly bent forward, relaxed face and body, positive vibrations emanating benevolence) encourage brightness and create the atmosphere of mutual trust (Bratanić, 2002). In such conditions, the teacher's credibility is more influential and appealing.

## 4. CONCLUSION

Modern pedagogists emphasize that school is not efficient enough and still sticks to traditional teaching, traditional position of the students, that is still overburdened with various organizational and material problems, with a large number of students, insufficient didactic-methodical and pedagogical-psychological skillfulness of the teachers (Nikolić, 2004).

The results of the research show that the teachers estimate their role to be in providing the students the space to freely ask questions, do research, think and conclude, help the students to socialize according to their special interests and all the relevant rules and obligations. In all the phases of the teaching process, the teacher needs to tend to the control of the behaviour in classroom, to the responsibility for the purpose of well-being of all participants in a conversation, to tolerance and respect of different opinion, individual differences, to prompt cooperation and a diplomatic resolving of possible disagreements. The organization of contemporary teaching seeks from both the teacher and the students to be ready to communicate freely, offer new ideas, teaching and learning with respect to social, cultural and ethnic differences.

The abundant pedagogical bibliography offers various models, procedures, workshops and other modes for the development of communicative competences in the teaching process. Nevertheless, it is necessary to consolidate these modes with the specificities of the social, cultural and pedagogical surrounding. The development of the students' communicative competences cannot be fully understood, researched and achieved without putting it in the context of the system of educational aims and processes (Jovanović, 2006). It is clear that the teacher has to have the leading role in the teaching process, that his attitudes and behaviour with the students, consciously or unconsciously determine the role and position of the students in their relation. The teachers act as behavioural models and the students identify with them, acquiring their modes of behaviour permanently (Ševkušić-Mandić, 1991). The greatest part of responsibility for the organization of successful communication in the educational process lays on the teacher.

The teacher's role in encouraging the development of the students' communicative competences depends on the teacher's pedagogical and psychological competences. This implies the team work of the professionals (such as pedagogists, andragogists, psychologists, sociologists, communicologists) engaged in the process of planning, programming, realization and evaluation of the teachers' continuous professional education, with the purpose of raising the level of the students' communicative competences.

## REFERENCES

- Anderson H., & Brewer, J. (1945). *Studies of Teachers' Classroom Personalities*. Applied Psychological Monographs, No. 6.
- Bratanić, M. (2002). *Paradoks odgoja [The paradox of upbringing]*. Zagreb: Hrvatska sveučilišna naklada.
- Brophy, J. E., & Good, T. L. (1970). Teachers communication of differential expectations or children classroom performance: some behavioral data. *Journal of Educational Psychology*, 61(5), 365-374.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26 (3-4), 325-346.
- Galton, M., Simon, B., & Croll, P. (1980). *Inside the Primary Classroom*, London: Routledge and Kegan Paul.
- Retrieved October 5, 2015, from World Wide Web: <http://www.arasite.org/educationstudies/oracle.html>.
- Havelka, N. (1994). *Socijalna percepcija [Social perception]*. Beograd: Zavod za udžbenike i nastavna sredstva.



- Havelka, N. (2000). *Učenik i nastavnik u obrazovnom procesu [Student and teacher in the teaching process]*. Beograd: Zavod za udžbenike i nastavna sredstva.
- Ilić, M. (2000). *Responsibilna nastava [Responsive teaching]*. Banja Luka: Univerzitet u Banjoj Luci.
- Ilić, M. (2004). Obučavanje nastavnika i učenika za nenasilno i pedagoški stimulatívno komuniciranje u nastavi [The teacher's and student's training for non-violent and pedagogically stimulative communication in the teaching process]. U *Komunikacija i mediji u savremenoj nastavi [Communication and media in contemporary teaching process]* (str. 112-123). Jagodina: Učiteljski fakultet u Jagodini i Institut za pedagoška istraživanja u Beogradu.
- Jašin-Mojse, T. (2006). Komunikacija u učionici [Communication in classroom]. U *Razvijanje komunikacionih kompetencija nastavnika i učenika [The development of communicative competence of the teachers and students]* (str. 379-396). Jagodina: Pedagoški fakultet u Jagodini i Institut za pedagoška istraživanja u Beogradu.
- Jovanović, B. (2006). Metodološko-teorijske varijante i determinante razvijanja komunikacionih kompetencija nastavnika i učenika [Methodological and theoretical variants and determinants of the development of teachers' and students' communicative competence]. U *Razvijanje komunikacionih kompetencija nastavnika i učenika [The development of teachers' and students' communicative competence]* (str. 61-70). Jagodina: Pedagoški fakultet u Jagodini i Institut za pedagoška istraživanja u Beogradu.
- Jovanović, M. (2009). O postojećoj komunikaciji u nastavi i o neophodnim promenama [On current communication in teaching process and necessary changes]. *Nastava i vaspitanje [Teaching and education]*, 2, 201-215.
- Neil, S. (1994). *Neverbalna komunikacija u razredu [Non-verbal communication in classroom]*. Zagreb: Eduka.
- Nikolić, R. (2004). Mogućnost savremene škole u razvijanju komunikativnih sposobnosti učenika [Possibilities of modern school in developing students' communicative abilities]. U *Komunikacija i mediji u savremenoj nastavi [Communication and media in contemporary teaching]* (str. 191-198). Jagodina: Učiteljski fakultet u Jagodini i Institut za pedagoška istraživanja u Beogradu.
- Parks, R. M. (1994). Communication Competence and Interpersonal Control. In Knapp, M.L., Miller, G. R. (Eds.), *Handbook of Interpersonal Communication* (pp. 589-621). London-New Delhi: Sage Publications.
- Pedagoški leksikon [Pedagogical lexicon]* (1996). Beograd: Zavod za udžbenike i nastavna sredstva.
- Reardon, K. K. (1998). *Interpersonalna komunikacija [Interpersonal communication]*. Zagreb: Alinea.
- Ripple, R. E. (1965). *Affective Factors Influence Classroom Learning*. Retrived October 16, 2016, from World Wide Web: [http://ascd.com/ASCD/pdf/journals/ed\\_lead/el\\_196504\\_ripple.pdf](http://ascd.com/ASCD/pdf/journals/ed_lead/el_196504_ripple.pdf)
- Spitzberg, B. H. & Cupach, W. R. (1989). *Handbook of Interpersonal Competence Research, Recent Research in Psychology*. Springer – Verlag: Publisher.
- Suzić, N. (1995). *Osobine nastavnika i odnos učenika prema nastavi [Teacher's personality and students' attitude towards the teaching process]*. Banja Luka: TT-Centar.
- Suzić, N. (2002). Efikasnost interaktivnog učenja u nastavi: eksperimentalna provjera [Effectiveness of interactive teaching: Experimental assessment]. *Obrazovna tehnologija [Educational technology]*, 2, 13-45.
- Suzić, N. (2003). Efikasna pedagoška komunikacija [Efficient pedagogical communication]. *Nastava i vaspitanje [Teaching process and education]*, 2-3, 254-273.
- Ševkušić-Mandić, S. (1991). Oblici verbalne komunikacije između učitelja i učenika [Modes of verbal communication between the teacher and students]. *Zbornik Instituta za pedagoška istraživanja [Proceedings of the Pedagogical Research Institute]*, 23, 232-260
- Trenholm, S., & Jensen, A. (2004). *Interpersonal communication*. New York: Oxford University Press.
- Vlahović, B. (1995). Pedagoška interakcija (komunikacija) – proces u kome se događa savremeno vaspitanje [The pedagogical interaction – the process of contemporary education]. *Učitelj*, No. 47-50, 19-26.
- Wilkinson, C. L. (2001). Socijalna inteligencija i razvoj komunikacione kompetentnosti [The social Intelligence and development of communicative competence]. *Psihologija u svet [Psychology in the world]*, VI(1), 45-60.
- Wiemann, J. M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3, 195-213.
- Woolfolk, A. E. (1995). *Educational psychology*. Boston: Allyn and Bacon.
- Zlatić, L., & Bjekić, D. (2007). Istorijski osvrt na teorijske i praktične okvire razvoja komunikacione kompetentnosti nastavnika [Historical reflection on theoretical and practical factors of the development of the teacher's communicative competence]. U K. Špijunović (Ur.), *Obrazovanje i savršavanje nastavnika – Istorijski aspekt [Continuous education of the teacher – Historical aspect]* (str. 117-134). Užice: Učiteljski fakultet
- Zrilić, S. (2010). Kvaliteta komunikacije i socijalni odnosi u razredu [The quality of communication and social relations in classroom]. *Pedagogijska istraživanja [Pedagogical research]*, 7(2), 231-242.

## **NASTAVNICI O PODSTICANJU KOMUNIKACIONIH KOMPETENCIJA UČENIKA U NASTAVI**

*Autori u uvodnom delu rada analiziraju problematiku komunikacionih kompetencija učenika, te mogućnosti njihovog podsticanja u nastavi. U radu je predstavljen osvrt na prethodna tangenta istraživanja problematike komunikacionih kompetencija učenika u nastavi. Cilj istraživanja bio je da se na uzorku od 275 nastavnika identifikuju dimenzije uloge nastavnika u podsticanju razvoja komunikacionih kompetencija učenika u nastavi. U istraživanju je primenjena Skala procjene uloge nastavnika u podsticanju razvoja komunikacionih kompetencija učenika u nastavi. Dobijeni rezultati istraživanja ukazuju na to da su dimenzije uloge nastavnika u podsticanju razvoja komunikacionih kompetencija učenika usmerene na: 1) podsticanje saradnje i tolerancije u komunikaciji, 2) podsticanje slobode mišljenja u nastavi i 3) podsticanje empatije u komunikaciji. Autori u radu predlažu uključivanje tima stručnjaka (pedagog, andragog, psiholog, sociolog, komunikolog) u izradu i realizaciju jedinstvenog programa kontinuiranog stručnog usavršavanja nastavnika iz oblasti podizanja kvaliteta komunikacije i podsticanja razvoja komunikacionih kompetencija učenika u nastavi.*

**Ključne reči:** *nastavnik, komunikacione kompetencije, učenik*