CLASSROOM COMMUNICATION BEHAVIORS OF EDUCATIONAL ADMINISTRATORS

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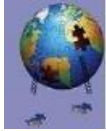flesinger@eul.edu.tr

Abstract

Evolutions in information and communication technologies have led to many differentiations in the needs of teachers and in the teaching styles of teachers. All of these evolutions have reduced providing the new trainees with the qualities appropriate to today's requirements, while expanding the roles of their missions with changing jobs and responsibilities. The classroom communication behaviors of educational administrators have a direct impact on the quality of education and the success of students. Effective communication builds trust between students and teachers, while administrators' supportive, open and empathetic attitude strengthens this process. Using clear language, providing regular feedback and active listening to understand teachers' needs makes the learning environment more productive. In conflict situations, administrators' assuming a conciliatory role and developing solution-oriented approaches positively affect classroom dynamics. Moreover, the effective use of technological tools and modern communication methods facilitates engagement, especially with younger generations. The communication behaviors of education managers are not limited to providing guidance, but also include fostering teamwork and interacting effectively with stakeholders. A good communication strategy improves teachers' performance while increasing student motivation. Thus, classroom communication behaviors enable educational administrators to play a critical role in supporting achievement and facilitating the attainment of educational goals.

Keywords: Classroom, communication, behavior, educational administrator.

INTRODUCTION

Teachers work for the successful implementation of the education they implement in the classrooms, for the correct delivery of the education that students receive and for a productive outcome. All teachers need to have an effective background in theory as well as classroom management skills. The classroom is a living space in which, in addition to teaching and learning, knowledge-based activities take place. Approximately 180 days of education, which is a large part of the 1-year study method, is carried out in the classroom (Kandil & Gülbahar, 2022).

In this process, teachers and students spend certain times of the day in the classroom in accordance with the goals and program set by the Ministry of National Education. Only teachers with well-developed skills can achieve the predetermined goals of education in the classroom in a way that is efficient in classroom management and appropriate to the learning level of the students. The teacher is responsible for transmitting knowledge to students. In other words, the teacher is responsible for classroom learning, the organization of the environment and the organization of education and orientation. It is therefore imperative that all lecturers are familiar with the ins and outs of successful

classroom management. In this way, they are more active, creative and useful in classroom teaching and learning (Ahmet & Çiçek, 2021:1).

In other words, successful classroom management is related to instructors' knowledge and sensitivity about human relations. The inability of teachers to maintain a certain distance from the students may have a negative impact on the success of classroom authority and classroom management. In this situation, the first thing that teachers must do is to create the necessary physical and positive psychological space in the classroom. In order to create such a space, they must first of all like their students, but liking them is not enough. The root cause of the problem is the complex and comprehensive nature of human relationships. Expectations and needs drive behavior. Accordingly, teaching can be abstracted as creating a permanent and sustained difference in attitude that meets the needs and expectations of students. When we look at this, classroom management enables students to be socialized and individualized in accordance with the values and theories of the society they belong to (Selvitopu & Köroğlu, 2022:51).

Today's societies expect people to acquire a great deal of knowledge on some issues and will provide people with qualities that mobilize the knowledge they have accumulated until today when needed and that are compatible with the situations they face while using this knowledge. Today's conditions are a time when information is needed and societies in this period are called information societies (Aktaş, 2020:1606).

Evolutions in information and communication technologies have led to many differentiations in the needs of teachers and their teaching styles. All these evolutions have decreased the importance of providing the newly trained people with the characteristics suitable for today's requirements, while expanding the roles in their missions with changing jobs and responsibilities (Boztepe & Demirtaş, 2018:327). These are new regulations that create universal characteristics that aim to provide lecturers with the knowledge or skills to cope with innovative roles or missions (Kır, 2020:140).
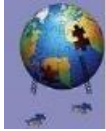
Teachers are the cornerstone of teaching and learning, today known not as knowledge givers or skill role models, but as the simplifying factor in reconfiguring the space available for learning and the learning phase. As well as being in constant communication with students, carrying out a harmonious program, ensuring the acquisition of the desired attitude (Demirci, 2019), managing and evaluating the process of education and training; teachers who are competent in many techniques, real ideas and impressive skills may not always provide sufficient efficiency while providing education. This is because, apart from the teachers' own wishes, the students around them, the classroom and similar things may limit the teachers' behaviors (Özdemir, 2018:46).

In order to be useful in education, to be good teachers, there is training at the level of change: at the level of personality, environment, competence, ideas, attitudes, or duties. As a result of the acquired training, it is necessary to reveal the problem or the level at which the lecturer is or what is needed. A educator must comply with the above conditions (Çatal, 2019:58).

Teachers become aware of their personal identities within the framework of their education and need to change them to suit the environment. In this case, a change in teaching styles is a condition. The whole organization needs to make a professional effort together (Erman & Kara, 2019:28).

In the field of teaching, it is not only teachers who need to be professional, but the entire educational organization. Employees are also included in this order or working professionalism. Change as an organization and development within the scope of competence should be carried out by all those in the organization together (Yazçayır & Yıldırım, 2021:182).

For the development of teachers' teaching skills, the necessity of practice in the professional field is obvious. Teachers need to benefit not only from their own experiences but also from the experiences

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of others order to improve their own skills (Aygün & Taşkın, 2019). The quality and quantity of education is directly related to the quality and quantity of teachers. As a result, it is important that the faculty members who are assigned in the education service are adequately trained before and during the service process in terms of the high quality of the service (Kılınç et al., 2021: 79).

The training of the faculty member before the service provided is very important in terms of behavior at the stage of entering the profession. As a result of the rapid change in both economic and cultural structures brought about by technological developments in society, faculty members should train teachers who have learned to learn, who have learned to learn, and who have a certain infrastructure at the beginning of the education process in order to acquire a different and changed role (İbrahim & Köse, 2021: 447).

Pre-service and in-service training of teachers is carried out to a clarified and harmonized standard. In Turkey, conferences, meetings and projects on training to become a lecturer are all related to the standards of being a lecturer. Many varying events have a great impact on the clarification of situations. Much research has been done to determine the characteristics of effective teaching and as a result, many characteristics have emerged. Research has shown that it is not only sufficient for a lecturer to have knowledge of the field in which they will be teaching, but also to have a high level of knowledge about general culture, educational technology, and educational sciences. However, the characteristics of educators in Turkey have not been sufficiently revealed and educational organizations have not been sufficiently structured (Kocyigit & Egmir, 2019:320).

Aydeniz (2020) evaluates a successful instructor as an educator who provides the right relationship with students, takes into account students' problems and questions, and maintains seriousness. Success in the learning-teaching environment is related to the teacher's behavior and attitudes in the classroom (Aydeniz, 2020:209).

Some expert researchers argue that skills and methods have an impact on quality education, while others argue that personal qualities have an impact. However, there is a consensus that the personal qualities of teachers are a factor in classroom attitudes. On the other hand, it is difficult for new lecturers to gain the appropriate attitudes in the classroom and there is a common opinion that experienced teachers should reconsider these behaviors (Yüner, 2018:149; Yılmaz & Mehmet, 2019:847).

Most of the skills are acquired at school. Therefore, the attitudes and behaviors that individuals face in the education given at school have a great impact on the way individuals communicate. The healthy, clean and effective verbal and non-verbal communication used in the classroom has a great impact on the development of students' individual ideas and their ability to express them. Communication plays an important role in enabling students to express themselves and their thoughts properly in the face of a problem, situation, question or event (Memiş & Şentürk, 2023:239).

Today, when we are in the age of communication, we can say that people can communicate with each other regardless of where we are in the world through mass , regardless of space and time, and that there is more effective communication. In addition, we talk about communication between parents, husband and wife, students and teachers. In summary, we state that we are surrounded by an important communication relationship throughout our lives and that we are in a state of communication and connection with other people and objects in our lives and that we form bonds (Özkan, 2021:69)

Contact

Communication is a conscious or unconscious process of transmission and feedback. This is
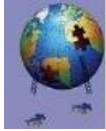
sometimes the translation of feelings and attitudes, and sometimes the translation of information that we try to hide through body language. In this case, what needs to be determined is the purpose of conscious communication (Kavut, 2019:1)

Communication is a person's attempt to influence the other person through and symbols (Karaca, 2018). In this case, education is an independent communication system. The effective realization of this action is definitely related to the communication between teachers and students (Gülnar & Öztat, 2020:31).

Purpose of Communication

The main purpose of communication is to influence and direct the target audience inside and the organization in order for administrators and institutions to express themselves more and clearly. It is also to exhibit the acquired behavior in a different way. As can be understood from this, the main purpose is to create cognitive, emotional and material differences in the person to whom the message is communicated (Ertekin, Ilgın, & Yengin, 2018:297).

Basic Elements of Communication

There are four basic elements in communication: source (transmitter), target (receiver), message delivery and channel. The above elements of the communication procedure are expressed by the model of interactive communication given below. The model is a representation of the main elements of any organization or business and the relationships established between these elements. This model shows the progress of communication of individuals, the main elements of this progress and the relationships established between the elements (Peler & Öznacar, 2017:123).

Source and Target:

In the process of interpersonal communication, it is essential to address the whole purpose. The fact that the source and target have been examined separately in research on communication is a mirror of the communication habit. Because, in general, with the message transmitted from the limited source in mass communication, it is tried to influence the other, to differentiate ideas, needs and desires, behaviors and attitudes. It is not a matter of mutual communication between the sources of mass communication and the target. For example, it is possible to come across this in advertisements or political propaganda. In advertisements, it is aimed to differentiate the habitual behavior of the masses and to increase the predisposition towards the promoted product. Political propaganda, on the other hand, aims to change the political views and expectations of communities (Bekman and Soncu, 2020:191).

Advertisements and propaganda are examples of one-way communication. If the demand for the promoted product increases after the advertisements, it is thought that the desired goal has been achieved and feedback is given. The source is the sender of the message between people, and the receiver of the message is the target. The message transmitted from the source is opened, interpreted and a new message is created in response. The message is then sent back to the target, so that the person to whom the data was transmitted has become the target. As long as communication continues, the source and the target remain durable. The source is the transmitter of the message and the target is the receiver, and these roles do not show continuity and change in communication between individuals (Karaca & Çakı, 2018:55).

Message - Message

A message is the thatthe source and the target and expresses meanings during communication. It contains the expressions desired to be carried from the source to the target. All of the information, thoughts and feelings desired to be transmitted are called messages. Messages have content and structure; the content consists of the meanings expressed, while the structure consists of the symbols
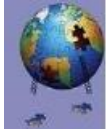
or codes used. The message expresses the meanings that the transmitter wants to share with the receiver, but the other party may not always understand what the sender wants to convey or may not attribute the same expression (Wekesa, 2109:183).

Channel
During communication, the message to be conveyed can be transmitted between sources through multiple means. These may consist of speech, writing or other means. The tools through which messages are transmitted during communication are channels. These channels are verbal, written, pictorial or body language in interpersonal communication; television, newspapers, radio channels, cinema, internet, etc. in mass communication (Caleffi & Cacciapuoti, 2020: 575).

Buyer
A receiver is a person or group of people who give approving comments and verbal or vocal responses to the intended recipients of messages transmitted by individuals (Bulut, 2019). The person who perceives the message sent is the receiver and shows that they perceive it. The receiver may consist of one person or groups. The receiver evaluates the message according to his/her own values and culture, decisions and the way he/she wants to understand it. The receiver is usually the listening party. When feedback is transmitted, it becomes a source. Usually, sources are only concerned with sending the message. But for the message to be considered communication, the receiver needs to understand the source, otherwise communication cannot take place. Communication will be efficient if the receiver has something in common. Common language is definitely an indicator of how effective communication is (Bekman and Soncu, 2020:191).

Feedback
We can understand that the progress of communication through feedback. The source can understand through feedback that the message conveyed can reach its intended destination. Feedback is audited and followed up in communication (Bilbil & Kasar, 2019). "As it is understood, the agreement is not complete until a combination of two-sided messages is transmitted, for this reason, the transmitted message must be actively broadcast, which is only possible with the feedback of the listeners." (Kasar, 2020:134).

Perception and Evaluation:
It is called the way of comprehending and evaluating the emotions, messages and information that a person receives from the environment. It is the process of evaluating and performing incoming messages with the sense organs. It is influenced by factors such as the perceivers' thoughts, environmental elements and emotions. While the source creates the message, it will filter its own knowledge and wishes and translate them into the target and its own understanding. It will see what it wants to see and understand what it wants to perceive. During communication, the person to whom the message is communicated interprets the message in away and understands it by adding their own expressions, whereas there may be messages that we want to convey. If teachers want to make sure that what they want to tell is understood correctly, they need to make evaluations about how and in what way what is said is understood and receive feedback (Sungur, 2018:126).

Noise
Noise is a condition that reduces the accuracy and quality standard of communication. If the messenger does not feel adequate in the expression and coding of the message, if the meaning cannot be expressed in the symbols needed, there is a possibility of noise. Problems in the message or channel can lead to misperception of what is intended to be communicated. The receiver may understand the message with incorrect meanings. The first is called channel noise and the second is
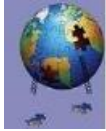
called noise caused by the individual's own personal qualities (Batar, 2020:417)

Functions of Communication

The functions of communication are as follows (Sisk et al., 2020:256);

1.The main function of communication is the exchange of information needed for the socialization of the individual or for the realization of a harmonious relationship with the individuals around him/her.

2.The function of communication is to unite and coordinate. It is through communication that people can maintain their mutual connection and bonds.

3.Expressions and meanings in the bonds between individuals are conveyed through communication.

4.When communication mutual influence, the source tries to stimulate or differentiate the behavior of the person to whom the message is communicated.

5.Another essential element of communication is feedback. In order to maintain healthy communication, feedback should be expressed in a way that is understandable to the other person.

6.Communication, which has the task of conveying news, is also used as a learning tool.

If we explain communication comprehensively, it is functional in the form of learning, socializing people and also as a harmonizing tool incontacts. Communication types are generally divided into three as Verbal, Nonverbal and Written.

Types of Communication Oral Communication

Body language is the expression of a message through words. In this type of communication, the power of language to use words cannot always be expected to convey the communication needed. In addition to words, it is necessary to support the expression with gestures and mimics, symbols and pictures. Attention-grabbing and stimulating tools alone serve as a method of communication and provide a more effective expression than words. During the expression supported by verbal and objective symbols, the perceptual renewals in the learning attitude of the person to whom the information is transmitted are affected and reveal the specific comprehension power (Çalışır & Gonca, 2018:9).

Nonverbal Communication

Of all communication channels, communicationwords is the weakest because people communicate with their body. There is more confidence in the meaning conveyed by bodily gestures, and although there is a silent language, what is being expressed is much more powerful. Non-verbal messages can supplement, modify or completely replace verbal messages. The non-verbal part of communication is therefore much more important than the verbal part. Words are lower in volume than behaviors; behaviors always have a higher tone. Body language consists of facial expressions and gestures. Mimics are the movements of the facial muscles that reveal thoughts and emotions and take shape accordingly. Gesture is the name given to the whole of hand, arm and head movements (Sarı, 2021:659).

Written Communication

Written communication consists of communication tools such as letters, books, newspapers, magazines, posters, etc. Written communication requires a long process and lacks the opportunity for feedback. However, the fact that information has a source of evidence and can be recorded is a great advantage over communication.

While oral communication has the possibility of being forgotten over a certain period of time, this will not happen in written communication (Mikail & Yanık, 2021:723). In addition to some advantages of written communication, there are also some disadvantages. In oral communication, feelings can be expressed more clearly with the help of gestures and facial expressions, and what
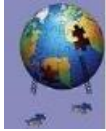
will be expressed with body language can be better understood, while the emphasis in the voice, the dose of the tone and the pitch mobilize the recipient's feelings, none of these can be seen in written expression. In written expression, there is always the prejudice that the text shows outside its target. In addition, the language used in written expression is longer than the language used in oral expression and this is a disadvantage for written expression (Sakallı & Bahadıroğlu, 2018:126).

Communication in terms of Learning and Teaching Process

Communication in the functioning of the learning, teaching and education process; adopting thoughts, sensations, common sense, knowledge and skills is to create differences in behavior. An important part of the learning-teaching phase takes place in the classroom. In order to maintain this, first of all, the classroom environment should be well organized in every field. In order to create a good environment, good ties students must be. The first stage here is the introduction activities (Yinal et al., 2019). The beginning of communication in the classroom occurs with the encounter. First of all, teachers should introduce themselves and show that they are happy to be with the students. From the teacher's point of view, this is a good opportunity to get to know the students and to eliminate tension in the classroom. From the students' side, it is one of the best ways to feel valued and build self-confidence (Maheady et al., 2019:23).

Communication is the most important element in effective classroom management and in establishing a good bond between teachers and students. Most of the reasons for the problems that exist between teachers and students are inadequate communication between them. This situation places a great deal of responsibility on the teacher. The teacher should always be open to being in contact with the student and providing him/her with confidence can ensure that any problems that may arise can be solved in a short period of time. In order for the teacher to communicate positively with the students, he/she should not have prejudices about the students (Koçyiğit, 2019:56).

In order to communicate actively with students, the teacher must first of all have a sincere and moderate approach, the ability to grasp their feelings and ideas, and the ability to provide an environment in which students can feel them. The important elements that determine the relationship between teacher and student are the teacher's non-verbal gestures, characteristics and student qualities. Teachers' non-verbal gestures include gestures, posture and facial expressions, touching and eye contact. Some physical and characteristic qualities of the teacher, such as the teacher's behavior, are also important in the bond between students and teachers (Cemaloğlu & Koçak, 2020:143).

If the teacher is attentive, tolerant, intelligent, harmonious and humorous, and if he/she is self-confident, the relationship between students and teachers will be positive. Whether communication or not depends on whether the "transmitted message" is equal to the "perceived message". In other words, the picture in the mind of the source may not be equal to the picture perceived by the receiver (Zacarian and Silverstone, 2020:165).

The teacher should create an atmosphere of interaction in the classroom in order to create a positive teaching- learning atmosphere. The teacher should not be overly strict with the students, on the contrary, he/she should motivate and encourage them to be enthusiastic. Teachers and students who love each other, understand each other, build strong bonds and have full mutual trust create a good teacher-student interaction (Deveci, 2019:39).

As can be understood, classroom communication is the mutual communication of individuals. A strong interpersonal communication means a strong educational framework. According to many studies, sensitivity, tolerance, being within the framework of mutual respect and the friendliness of the teacher are proof that it is important for education. A careless spoken word, an incorrect attitude or gesture can have unfavorable consequences for the student's self and learning (Jabbarov,
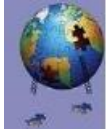
2020:38). For this reason, the teacher must show great care and attention to every behavior.

It has been revealed that students are most affected by the teacher's physical movements, voice and speech qualities, and verbal attitudes in their communication with the teacher (Paranduk & Karisi, 2020:140). As an instructional leader, it is his/her mission to communicate effectively with the staff, students and parents at school (Lesinger & Şenol, 2018:137). We can say that the teacher's effective communication with students increases class participation and positive behaviors.

It is known that body language is very important in influencing people and their emotions. The teacher can affect the students mostly through body language. It is important for the teacher to use body language in the most effective and best way in the classroom atmosphere in order to communicate. For example, it is observed that although a similar subject is expressed with almost the same words in the classroom or in training seminars, while the participation is quite positive in some, in others silence prevails or they persistently defend behaviors that are contrary to the main messages to be conveyed. When investigated, it is determined that the main reason for these different behaviors is the speaker or teacher who uses body language differently (En, 2022:64).

Elements that the teacher should be attentive to when using body language:
-While building communication with students, the teacher should create effects that increase the students' sense of self by giving the message that I and what I tell are worth listening to, by making eye contact with the student with a body posture that leans towards the student and a necessary expression on the face
-When the teacher directs a question to a student, he/she should establish eye contact with that student for a few seconds and then turn his/her gaze to the whole class in order to ensure that the answering time is sufficient and that the attention of the student to whom the question is directed is not interrupted. The teacher should avoid standing at the head of the student who will answer the question and constantly looking at him/her (Şahoğlu et al., 2017:877).
messages are given from the beginning to the end of communication, but they are not always understood as they are sent. There can be a lot of misconceptions. For example, a student who is asked a question by a teacher to get his/her opinion or to give him/her the opportunity to express himself/herself may think that the teacher is directing a question to humiliate him/her. This may be due to the target's inability to adapt his/her feelings and attitudes to the appropriate communication method, his/her nervousness, the recipient's inability to understand the message being sent, etc. This is an indication that the two parties lack effective communication skills (Güdek, 2018:47). For this reason, the parties can provide communication in the simplest way by helping each other.
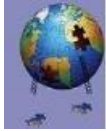
Oku et al. (2017:1) list the elements that simplify communication as follows;
Passive Listening (Silence): This method may not meet the communication needs of individuals, but it encourages them to continue talking after they have started. In addition, the student cannot see the fact that the teacher listens and understands him/her (Yılmaz, 2019:278).

Acceptance Reactions: It is more effective than the passive method in showing that the teacher is listening to the student. It shows that the teacher's attention is on him/her and with co-sensory messages, but these cannot prove that the teacher clearly perceives and accepts (Altun & Filiz, 2020:1).

Door Openers and Invitations to Talk: The overuse of this method can be tiresome, but it is very useful, especially after catching an indication from the student that he or she has a problem. It will also be very effective to prove to the students that the teacher is listening to them, understands them and wants to guide them (Sevinç, 2021:45)

Active Listening: Active listening gives students the feeling that their ideas are respected and

acknowledged. It encourages students to keep the communication going. It proves to students that their feelings are natural and develops a sense of friendship. However, if trust, empathy, approval and evaluation are not sincere, there is a risk that effective listening is not genuine. One of the important factors affecting the communication process is the position in the classroom. The teacher should be the center of authority in the classroom with his/her appearance and behavior as well as his/her knowledge. His/her posture, gestures and facial expressions should show this authority (Durmuşoğlu & Yamak, 2022:353).

The teacher should have an angle of at least two meters away with a proportional stance that allows him/her to dominate the whole class. Assuming that he/she has to see all students, he/she should try to maintain students' interest in the lesson by making eye contact with them. In general, the teacher should not be in intensive contact with a single student or a group of students and should communicate with all students. The teacher should select a student who shows a positive gesture and make sure that other students perceive that they are being addressed.

Being conscious when using body language strengthens students' bond with their teachers (Bozan & Ekinci, 2020:137).
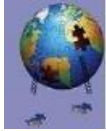
Barriers to Communication

In order tocommunication, it is importantmessage transmitted and the message given form idea. Abstract messages are perceived more easily than concrete data, but some problems may occur if the correct communication method is not followed (Kızıldemir, 2023:68).

All factors that prevent the durability of communication are called communication barriers (Getmez, 2018:90). factors in the communication process may not always result in the direction we want. Personal, physical, semantics, time pressure, selectivity in perception, etc. There are many factors that make communication difficult. Personal goals, intentions and feelings affect the perception of the message received, while on the other hand, they can lead to negative attitudes towards messages from other sources. Sound pollution and technical deficiencies are obvious examples of physical factors that cause miscommunication. The barriers caused by semantics are also due to the fact that some symbols have different meanings and that these symbols produce different perceptions for individuals. Communication sometimes needs to be concluded within a certain time frame. In order for this to happen, some of the people who need to take part in the communication may deviate from the path, but this will hinder the establishment of full communication. Selectivity in perception can also have negative consequences for the maintenance of communication. For example, if the parties have prejudices about a person, the message conveyed by that individual will either not be perceived at all or will be perceived in a different way than the transmitter wants to express (Ersan, 2019:64). Çaybaş (2021:49) divides communication barriers into two:

A.Selective Perception: Our brain perceives the messages that it wants to choose from, the ones that are useful to it, and treats the rest of the messages as if they do not exist. Because of this, we are often not active listeners. In order to be an active listener, the receiver tries to understand the feelings and ideas of the person delivering the message and the message that is intended to be conveyed. A good listener:
-It should make the narrator feel comfortable,
-It must show a willingness to listen,
-They must empathize,
-They should be patient and not interrupt the speaker,
-He has to keep his anger under control, he has to know that his anger interferes with his communication
-It should not be debated (Özkirişci, 2020:251).

B.Emotional Weather: Emotions such as anger, hostility, distrust cause us not to think correctly, and this may result in a different understanding of the intended message. This can lead to a major obstacle in communication (Dinç, 2019:78).

Yağcı et al. state the factors that hinder classroom communication as follows: Educator or student;
-Not knowing what the purpose of communication is
-Physical or psychological to fulfill their priority needs such as shelter and nutrition
-Trust
-Lack of a secure future atmosphere
-Lack of common living spaces
-Lack of love and disrespect Education; knowing the students well of sufficient knowledge and experience in the field
-Lack of attractiveness and reliability according to students to class unprepared the lesson with boring expressions
-Failure to take into account the student's levels to use methods to focus students' attention Student;
-Not knowing the reason for being in the classroom
-Living in a dream world
-Not finding the course topics attractive to him/her and not finding them suitable for his/her interests
-Education does not respond to your messages Classroom environment;
-The seating concept is not comfortable enough
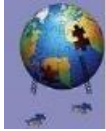-Not airy enough, damp, dirty, temperature unbalanced

Tools and Equipment;
-Inappropriate for student level
-Poor image quality and poor of sound
-Too defective be used
-Insufficient numbers (Yağci, Seydioğlu and Serarslan, 2023:189).

According to Çetintaş (2019:169), the communication barriers that hinder, prevent or completely destroy the two-way communication that should be done in solving the problems that prevent the student's learning, which is assumed as the language of non-acceptance, are as follows;

1.To direct by giving orders,
2.To warn, to frighten,
3.Moral warning,
4.Advising, finding solutions and making suggestions, 5.Teaching, lecturing, presenting logical ideas,
6.To judge, criticize, accuse, accuse, disagree,
7.Name-calling, mocking,
8.Commenting, analyzing, diagnosing,
9.To praise, to agree with, to put in a good light,
10.Provide reassurance, support, comfort, share feelings, 11.Questioning, testing, interrogating, cross-examining,
12.To go back on one's word, to keep waiting, to show a playful demeanor, to take the subject in a different direction.

These barriers to communication prevent obtaining the desired efficiency from education and training, the instructor's non-positive approach causes the student to feel unpositive emotions, loneliness and distrust, to feel worthless, and the desired cannot be achieved in education and training. Therefore, a method should be found to deal with communication barriers (Koşar & Aslan,

2020:1799).

Ways to Overcome Communication Barriers

Completely barrier-free communication is very unlikely, but it is possible to minimize barriers. When sending the message, we should empathize with the student and express it in words and pronunciation that the student can perceive. We need to take control of our feelings and thoughts about the message before we say anything.

The message should start with a door-opening statement such as "I would like to chat with you about something". Eye contact should be established with the student, and the message should be given with a clear expression, speaking slowly and one by one. The important thing is to emphasize the information, not the person, but the practice (Güven & İşleyen, 2018)

We can list the systems for improving communication as follows
1. Similar description of symbols, symbols should be expressed and presented in the same way between individuals in communication. The levels of good and bad in a positive or negative educator statement should be the same for both parties.
2. The source should be able to make the recipients perceive the message as it is perceived by itself.
3. Active listening, reading and perceiving quickly, noticing and observing details, reading a lot are important in communication.
4. The word and gesture harmony of the source should be mutually equivalent.
5. The repeated topic should be brief and concise so as not to overwhelm the audience and to be understood.
6. Create a trusted environment in which the target audience can express their feelings and opinions without reservation.
7. Three different egos can be observed in each individual. Parental ego; the individual exhibits authoritarian father behavior. Child ego; the existing individual shows childish behaviors. Adult ego; the existing individual is consistent and conscious.
8. Juhari window: This window has four eyes (Cobb et al., 2019:603; Holik and Sand, 2020:20).

Arena: The most appropriate space for effective communication is called the arena, and when it expands, communication increases. In order to establish communication, parties need to share similar feelings, knowledge and skills.

Blind Spot It can be mentioned that the information that exists in one of the individuals communicating from the blind spot does not exist in the other. The individual cannot understand the behavior and attitudes of the person on the other side.

False Face: Communication will not be effective if the individual does not share the truth about himself/herself with other people and tries to build a false and casual relationship.

Unknown Space It is impossible to communicate effectively in the unknown. Neither the source nor the receiver has any idea.

-The Arena, where communication is most active, can be expanded in two ways;

Opening up: The person takes a risk and enters into communication by giving up the behaviors that cause the unreal face to form.

Feedback The person can reduce his/her blind spot with feedback from the other person (Saltik, 2021:73).

In education and training, as well as in other areas of life, communication is the fundamental foundation of interpersonal relationships. A life without communication is unthinkable and the

communication that should be realized cannot be realized, accordingly, it is important that we find an answer to the point of how to establish solid communication. This is how the process works. Communication takes place when the source is delivered to the receiver through a certain channel and the message that the receiver attributes a certain meaning is sent back to the source as feedback (Taptık, 2019:92).

Some obstacles may be encountered in this process. An efficient communication is realized as a result of the smooth progress of the process, which is expressed by overcoming the obstacles that occur. Communication serves to bring individuals into society, to create reasons between individuals and to learn. We divide communication into three as verbal, non-verbal and communication. In verbal communication, features such as the content of the words preferred by the speaker, tone of voice, accent, and speed of speech are important elements as well as a good listener. In non-verbal communication, on the other hand, it is important "with which behaviors" the speaker expresses the words (Uşen & Dalkıran, 2021:184).

Non-verbal communication can be categorized as face and physique (facial expressions and gestures), field use, tone of voice, physical contact, equipment and image. In nonverbal communication we use our face and physique to a large extent. With more than 700,000 meanings, body language attitudes can be categorized as facial expressions (eyes, lips, gestures and mimics), head movements, hand-arm movements, posture (Düzgün & Selçuk, 2018:771).

From the perspective of the education and training process, we can see that communication is more important in the classroom where learning takes place than in other educational fields. Classroom communication is generally realized in the form of teacher-student or student-student. The teacher's positive communication with the students will increase the effectiveness and good attitudes of the students during the lesson. The most important factor that distinguishes a good teacher from a teacher is the ability to use communication skills in the best way. For an efficient communication, the teacher should know the effects that simplify communication, communication barriers and ways of dealing with communication barriers. If the development of communication is well directed, the communication to be established will result in a quality education.

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