Factors That Influence the Formation of the Communication Skills of Docents and Students at a Military Educational Institution

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Abstract. Docents and students at the military educational institution are officers with a special service rank, and their activity is regulated by the Law, which determines subordination and hierarchy and hence communication “subject – object”, which is to be observed in service. The paper deals with the situations of communication in professional training process. Communication and studying process cannot be implemented without the interaction of docents and students. This determines a need for research promoting factors that influence the formation of the communication skills of docents and students. The objectives of the paper are to analyse the specific roles of a docent and a student and their interaction and to determine communication barriers and factors promoting communication in a specific environment of military educational institution. In order to explore the existing situation, questionnaires for the docents and students were created and factors that influence the formation of the communication skills of docents and students at a military educational institution were detected. The conducted survey creates a necessity for further research on the influence of communication barriers on the studying process at a military educational institution.

Introduction

Life in the knowledge society of the 21st century requires educated and competent persons who are able to apply the existing knowledge and are ready for further development which includes the idea of improvement and progressive changes [1]. Pursuant to opinions of R. Powell & D. Powell [2], the learning process is related to student abilities, student motivation and classroom communication.

Militarized educational institutions are specific by the fact that they are working on the basis of principle of one man management; therefore the communication is influenced and regulated by professional rules and regulations. The main specific nature of military educational institutions is expressed in the circumstance that the staff that implements the studying process and the staff acquiring it are in a service relationship. The main attention is paid to acquisition of knowledge and person’s identity is not being developed. In contradistinction to vocational education institutions, teacher in militarized educational institution performs specific roles as a result of service relationship. The notion “service” is to be understood as relationships that are regulated by special normative acts; therefore the dominating type of the communication process at such educational institutions is communication “subject – object”, which makes the formation of the communication skills of docents and students as well as the achievement of such learning aims as development of an all – round personality of a student more difficult.

The student at the military educational institution in the perception of docents is first of all a subordinate rather than a personality; where as the docent has the social role of a chief whose orders according to the requirements of normative acts are to be obligatory executed. This circumstance creates several specific communication barriers between docents and students in the studying process at military educational institution, thus making the development of a future border guard inspector’s and commander’s individuality and personality, including professional and communication skills, in the studying process difficult to achieve. This determines an objective need for research on factors that influence the formation of the communication skills of docents and students at a military educational institution with the aim to improve the communication and professional training process of the specialized (military) pedagogical process. In order to explore
the existing situation and the needs of students in the field of communication at a military educational institution with the aim to determine factors influencing the formation of the communication skills, questionnaires for the docents and students were created. Data were obtained and the results were summarized, analyzed and interpreted.

**Factors Influencing Formation of Communication at a Military Educational Institution**

Analysis of works of different authors [3,4,5] shows that the specific character of interrelationships and communication of the members involved in the education process is closely related to the leadership style employed at the institution: democratic or authoritarian. At a military educational institution, mainly traditional approach to education is applied, employing communication and relationship “subject – object” between the docent and the student in the studying process, which is mainly implemented in the form of orders. But a system, where pedagogue only transfers information and the student – receives it, could not be called as independent-personality developing [6].

Humane pedagogy is characterized by not only the content of the course but also the way of passing the new knowledge. Thus it can be implemented using communication and “subject – subject”, based on dialogue in the process of interaction. Humane pedagogy and creation of a positive emotional environment in the auditorium at military educational institutions during the implementation of the aims of the studying process are limited due to the requirements of authoritarianism, existing hierarchy and special normative acts. But such militarized educational institution characterizing factors as “subject – object” relationships, authoritarian style of leadership, discipline, monologue and orders build up a barrier between teaching staff and students and negative impact on all communication skills criteria for the formation and development of the communication in the study process [7].

![Diagram](image)

**Figure 1. Communication and interrelationship during the studying process at a military educational institution.**

In research the specific character of interrelationships of the participants involved in the studying process at a military educational institution, the leadership style employed at the institution and in
the studying process, and the pedagogical approach applied are analyzed in order to determine the possibility of integrating communication and relationship “subject – subject” in the existing hierarchical environment of a military educational institution. Communication and interrelationship during the studying process at a military educational institution are shown in Figure 1.

As a result of the analysis, it was found that humane pedagogy, creation of a positive emotional environment in the auditorium and democratic leadership style are not implemented at military educational institutions during the implementation of the aims of the studying process due to the specific hierarchy, the principle of autocracy and the requirements of special normative acts; nevertheless, it is possible to integrate communication and relationship “subject – subject” in the specific environment of a military educational institution. This possibility is implemented by the subjects of the pedagogical process each in their specific function and by expressing attitudes in interpersonal communication: the readiness of the docent to integrate the relationship “subject – subject” in the studying process and the ability of the student to cooperate.

L. Dubkevičs [8] believes that the communication and the cooperation between docent and student in the educational institution are influenced by various factors:

- physical environment (distance, location);
- social environment (for example, social norms);
- physiological factors and outward (for example, gender and clothing);
- psychological factors (motives, prejudices, partner's attractiveness, etc.).

Therefore in docent and student interaction process may arise communication barriers. Communication barriers are factors which interfere with transmission and reception of information during communication process and reduce the efficiency of this process. R. Luise [9] defines following barriers:

- personality barriers, which means the psychological incompatibility between the communication actors because of a different temperament, character, level of education, gender, listening to the world;
- cultural barriers related to nationality, traditions, norms of behavior, religion or ethics for representatives of different countries;
- physical barriers (noise, distance, emergency situation);
- language barriers (insufficient vocabulary, inadequate speech style, foreign language);
- semantic barrier due to the lack of necessary knowledge in the fields of professional terminology;
- organizational barriers (arising from organizational structures and procedures).

In militarizes educational institution may arise new or combined barriers, which follows from specificity of the organization of such institutions and the existing communication model.

Table 1. Factors influencing formation of communication at a military educational institution.

<table>
<thead>
<tr>
<th>COMMUNICATION BARRIERS</th>
<th>FACTORS PROMOTING COMMUNICATION</th>
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<tbody>
<tr>
<td>Physical environment</td>
<td></td>
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<tr>
<td>Hierarchical system with traditional educational approach and specific communication model</td>
<td>Creation of positive emotional environment with humane educational approach in the educational process and integration in the hierarchical system</td>
</tr>
<tr>
<td>Social environment</td>
<td></td>
</tr>
<tr>
<td>Docent’s role as a superior and commander</td>
<td>Docent’s role as a lecturer and motivator</td>
</tr>
<tr>
<td>Implementation of docents’ power</td>
<td>Creation of the relationship of cooperation and interaction</td>
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<tr>
<td>Service relationship</td>
<td></td>
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<tr>
<td>Physiological factors</td>
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<tr>
<td>Uniform as an attribute of the docent’s implementation of power</td>
<td>Use of civil clothing during the studying process</td>
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<tr>
<td>Psychological factors</td>
<td></td>
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<tr>
<td>Docent’s personality (unwillingness to communicate)</td>
<td>Docent’s personality (creates a desire to communicate)</td>
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</tbody>
</table>
Since communication and the studying process cannot be implemented without the interaction of docents and students, the specific character of formation of the communication skills, interaction of a student and a docent in the specific environment and communication barriers and promoting factors that influence the formation of the communication skills of docents and students at a military educational institution are determined. The conducted research on the course of the studying process and the analysis of the questionnaires for the docents and students at a military educational institution allowed summarizing and determining factors that influence communication in the specific environment of a military educational institution (see Table 1).

Analysis of the research allowed finding factors influencing formation of docents and students communication and determining the possibilities of improving the communication in the studying process at a military educational institution. Complete integration of communication and relationship “subject – subject” in military educational institution is impossible due to the requirements of the normative acts that regulate the course of the service career. In the implementation of the educational process, in the acquisition of general education courses, the traditional educational approach with communication and relationships “subject – object” needs to be replaced with humane pedagogical approach with the democratic leadership style, creating communication and relationships “subject – subject” during the studying process thus promoting formation of the communication skills.

At a military educational institution it is necessary to encourage the docents’ desire to improve the quality of their pedagogical activity and develop the communication skills, as well as motivate the staff to acquire pedagogical education. In the studying process it is necessary to decrease communication barriers, thus promoting development of the communication skills in the specific environment of a military educational institution. Topics that will promote formation of the docents’ and students’ communication skills as well as ways and methods of learning them need to be developed and included in the courses conveyed at military educational institution.

The conducted survey of docents and students on the existing situation in the field of communication at military educational institutions creates a necessity for further research on the influence of communication barriers on the studying process at a military educational institution, and on formation of the communication skills in the hierarchical system of a military educational institution.

Summary

The dominating communication type at a military educational institution is communication “subject – object”, which manifests as the superiors giving orders. This type of communication has a significant drawback – there is no feedback, which is a significant component of successful communication. Specific communication barriers exist at military educational institutions – hierarchical system with a traditional educational approach and a specific communication model, the docent’s role of a superior and commander, implementation of the docents’ power, service relationships, the docent’s uniform and such personality of the docent that does not create a desire to communicate, which stem from the specific nature of work organization of such institutions.

Since communication and the studying process cannot be implemented without the interaction of docents and students, it is necessary to define promoting factors that influence the formation of the communication skills of docents and students at a military educational institution. In research the following factors promoting communication were identified: creation of a positive emotional environment using the humane educational approach to the studying process and integration in the hierarchical system, the role of the docent lecturer as a motivator in the creation of a cooperative relationship and interaction, the use of civil clothing in the studying process and such personality of a docent that creates a desire to communicate.
References


