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1. KEY TERMS:

- Communication between humans, educational communication, didactical education, educational discourse, communicational efficiency, communicational competence, inadequate communication, barrier in didactical communication, blockings in didactical communication, overcoming communicational obstacles.

The PhD thesis with the title „**Barriers and blockings in didactical communication – methods of prevention and control**” aims at separating from a terminology and factual point of view barriers and blockings in didactical communication, in order to improve the communication specific to the instructive-educational activity. The correct identification of the degree of extension, of the implications which every category of communication obstacles might have and of how the relation between them may contribute to the improvement of didactical communication. In addition, we considered that the emphasis of these issues often representing causes and sources of the presence of barriers and blockings in communication within the class may lead to the identification of potential solutions in order to prevent or eliminate them.

2. THEME CHOOSING MOTIVATION

We were interested in approaching the issues of obstacles from didactical communication due to the fact that, in our century, the entire cultural universe starts to gravitate around communication, and, more precisely, around speech. We may speak of a generalized reduction to speech: the science has become a rigorous and systematic speech; art – a figurative speech; philosophy – an analysis of speech.

Taking into account the special significance of communication in the educational actions, the area of study and analysis must be extended to all general aspects of the process of communication, such as: models of communication, theories and perspectives of communication, features of the communication act, so on, without ignoring the research done in the field of semiotics which fills in the image of a scientific communication. Unfortunately, from a pragmatic point of view, there is a lack of ability of meditate on the instrument used in communication not only at the level of the simple person, but also at the level of the trained person, generally used to reflect on a variety of things, subjects or themes. The negligence of people towards the language used may come from the belief that speaking is less important than applying, than doing something. This view which exists at the level of common sense is not the only one evading the role of language in communication.

The social-cultural determination of the language induces a similar determination of communication, understood as a specifically human phenomenon. This classification of the language results in obstacles of any inter-human communication, as well as its progressive nature, the possibility to overcome step by step these obstacles. The concrete historical determination of language raises the issue of efficient communication

conditions of possibility. For most people the misunderstandings between them have to do with the linguistic incompetence of the speakers, or, in a more general plan, of their communicational incompetence which may be determined by ignorance, emotional states, unusual conjectures or situations, such as pathological cases.

Our research in the direction of overcoming these barriers aims at solving the following dilemma: if the human thought is not universal in its forms of manifestation, as Descartes thought and as all the representatives of the classical rationalism affirmed, how can the owners of various mental organizations, the bearers of cultural paradigms and the inhabitants of various reference points find a common language? And in all this complex horizon of communication what is the role school plays and how the best didactical communication may be ensured, in the context in which the existence of communication barriers and blockings is unquestionable?

The ability to communicate and the capacity to benefit from the effects of this process are very important abilities in a world of communication. View all that, the present work intends to approach the issues of communication phenomena within the education institutions, thus offering a general image on the place and role that the didactical communication has in the context of learning experiences, also emphasizing the obstacles that arise and manifest in the educational act, such as communication barriers and blockings.

The approach of the issue of educational communication in the context of school learning experiences must be related to the dynamic perspective on the changes characterizing the educational reality in the plan of education innovation. Subsequently, a pertinent analysis of this phenomenon is necessary, in order to bring the necessary reorganization in order to improve the activity in school, being known the fact that, as the communication becomes more elaborate, it becomes more efficient and productive.

In general, the present work intends to contribute in a concrete manner to the improvement of the educational relations between the professor and the student and to the improvement of the process of didactical communication which represents the fundament of the instructive-educational process and to the insurance of superior school performances. It is necessary to sensitize and educate the didactical staff in order to be capable to achieve an efficient communication, but, equally, it is necessary to make aware the students in the act of communication. The work also proposes the analysis of the degree of development of the communication competence at the level of didactical staff and students, but also its stimulation through applications, exercises, and reflections with the help of modern methods and techniques of intellectual work. The role of the didactical staff is to inform the students, to raise problems, to encourage and to motivate them to take part in the dialogue. The adequate use of all forms of language in educational context, the encouragement of interrogations from students, cooperation activities, increase of the degree of interaction and mutual knowledge between professor and student, magnification of the degree of development of common activities with the students beyond school „borders”, are only few of the elements which may simulate the intellectual activity of students, meant to support the didactical dialogue.

Nonetheless, although the universe of education permanently extends its limits, communication will always be positioned in its centre. Any aspect of school education experiences studied will undoubtedly take us to the conclusion that we should relate to the features of communication. This is the reason why we intended, through this work, to try to demonstrate the fact that, although the difficulties determined by the specific relation between the language and the human essence will always exist,

through exercise, study and rational analysis we may build common ways to elude the obstacles from communication, including from didactical communication.

3. THE PRESENT STAGE OF THE ISSUE APPROACHED. ORIGINAL CONTRIBUTIONS

The specialty literature emphasizes those aspects of communication which block the communication process itself, thus searching solutions for their prevention and for the neutralization of the generating factors or, at least, the diminishing of influences and their impact. In the works consulted, which indirectly approach the issue of the failure in communication, the terms of communication *obstacle*, *distortion* or *disturbance in communication* are frequently used. These terms actually gather any category of disturbing factors, which, through the impact on the communication determine the manifestation of difficulties in efficiently achieving it. The diversity of specialty opinions regarding the communication process deficiencies start from clarifying the concept of obstacle (in a generic manner) in communication, having as reference element the specific type of factors which have a negative impact on it. In this sense, the use of the terms of *barrier* or *blocking* in communication became of common use lately, without making a clear distinction of the two, their sense being often overlapped.

This is the reason why, in our work, we wished to make a clarification and separation of the terms of *barrier* or *blocking*, in order to identify easier those possibilities of prevention and overcoming each category of factors, established in agreement with the specificities of their area of manifestation and with the concrete effects on the communication specific to the instructive-educational process.

Thus, if in the first case, that of the barriers in communication, we can think of a possible overcoming of the obstacle, although, possible difficult, in the second case, that of blockings in communication, overcoming these elements which isolate, shut down or stop the functioning of communication under a certain aspect of it at least for the moment, it becomes more complicated, due to the fact that a fracture is caused, a separation at the level of communication, harder to remedy.

Irrespective of the modality in which the barriers and blockings are defined and perceived, we underlined the fact that we have to take into account the generating conditions, as well as the modalities to remedy them. Because the communication represents an open system, influenced by many factors, the concepts of *barrier* / *blocking* within the complex process of communication requires a process and especially progressive vision on these elements. Also, the concepts of *barrier* and *blocking* may be thought and understood only within a dynamic balance with the elements involving the efficiency/inefficiency of communication. We have to specify that the *barriers in communication* do not act isolated one from another. In the process of communication they are consecutive, related, they are mutually influenced, usually gather, and in certain combinations may lead to the serious distortion of data and to the damaging or even blockage of communication. Moreover, the *barriers and blockings* must be regarded in a tight relation of interdependence, understanding through this that the barriers may determine blockings in communication, and the blockings may impose new barriers, imposing a vicious circle, a circular

non-convergent causal relation, determining an irregularity and significant malfunction at the level of communication.

In conclusion, particularizing in the field of education, we may affirm that the terms of *barrier* and *blocking in didactical communication* means obstacles and interruptions in the communication flux professor – student, determined either by the external factors, (generating mainly barriers), or by internal factors, personal ones (determining mainly blockings). Irrespective of the nature of these factors, the effects are manifested at the level of efficiency of communication, which, as known, reflect the essence of the educational act. If we wish to improve the educational act in its whole, a point of reference must be permanently represented by the preoccupation for the prevention and elimination of barriers and blockings from the didactical communication. In order to obtain this result, it is necessary first to identify these conditions which may favour the occurrence of disturbances at the level of communication, and secondly to identify the concrete modalities through which we may unblock the communication process. In the context we are interested in, the term *unblocking* means the elimination of barriers hindering the achievement of information flux adequate to the education process and emotional states related to the communication message, translated into desirable behaviours.

In the same context of clarification and differentiation of the concepts of barrier and blocking in communication we took into account various taxonomies of the communication obstacles, found in the specialty literature. Irrespective of the criteria found at the basis of these taxonomies, we must take into account also the conditions affecting the communication, allowing the occurrence of various barriers and blockings. Usually, these conditions are grouped into two categories: *internal* (containing also the most complex aspects and the most difficult to identify and quantize, some of them being present even before the moment of communication through the physical, psychological or social-cultural heritage of participants at the act of communication) and *external* (involving here an entire series of elements related to the environment, in the context of communication).

From here we emphasize an important dissociation of barriers and blockings, classified in two categories: internal and external. *The new internal barriers* were associated by us to the communication blockings; meanwhile the *external barriers* were included mostly within the communication barriers.

Due to the fact that specialty studies aiming at the issue of obstacles from communication do not obtain fundamental classifications on the obvious differentiation of communication barriers and blockings, as a personal contribution we offered a personal taxonomy, based on the dissociation between the two categories of obstacles present in the didactical context, although there is an obvious difficulty in their exact delimitation. We mention that this clarification is based on some delimitations found in the bibliography consulted, being completed and organized in a personal manner.

Thus, within the *barriers* were integrated mainly external obstacle aspects, which do not present the risk of definitive closing of communication. In contrast with these, the *blockings* from the didactical communication are of a subjective, internal manner, and determine the deterioration of the communicational situation, manifesting the risk of stopping the communication process.

Without pretending that the taxonomy proposed illustrates in the most correct and explicit manner the difference between the barriers and blockings from didactical communication (although hard to achieve), we consider that it represents a perfectible point of view in the elaboration of other models of classification.

In order to improve the didactical communication, we wished to classify also various modalities of manifestation of obstacles from communication. Thus, in initiating and developing any improvement action determined by the presence of obstacles in the way of an efficient communication, it is necessary to recognize in a correct manner the forms of manifestation of barriers/blockings, which are in relation of direct determination with their sources.

In the same time, we also identified possible modalities of prevention and elimination of barriers and blockings from didactical communication, in strict agreement with the provisions and forms of manifestation.

It is considered that an efficient human communication may be achieved through an adequate education. Thus, in the process of education of the capacity of communication we considered it is necessary to treat in an organized manner knowledge related to intercommunication and formation of necessary skills in order to intercommunicate. In the same time, we must systematically educate the capacity to correctly receive through a real listening and the favouring of best communication relations. Considered from this point of view, the communication also becomes object of instruction in school. In school, more than in other parts, we must develop and apply a science of communication which is acquired and improved through learning. The process of education through its specific features may become an inter-human communication experience, of co-operation, of elimination of obstacles in the way of communication between individuals.

From the specialty literature it results the fact that the diversity of theories and approaches of human communication in general and of the didactical communication as particular form of human communication has divergent points in the essential aspects, thus becoming possible to formulate new basic rules for an efficient communication. Thus, in the work elaborated, we presented also a series of indexes which might lead to an efficient communication, in the absence of barriers or blockings (at least major ones) from the didactical communication.

4. STRUCTURE AND ABSTRACT OF THE PhD THESIS

The PhD thesis entitled "Barriers and blockings in didactical communication – modalities of prevention and overcoming them" is structured into two important parts, respectively „Theoretical basis" and „The experiment performed".

In chapter I (Inter-human communication, educational communication, didactical communication – conceptualizations and terminology clarifications) we wanted to emphasize through the theoretical explanations, few of the general aspects of the communication process such as: definitions of inter-human communication, communication models, theories of communication, features of the communication act, so on, their particularization in the field of didactical communication. The diversity of perspectives of approach of inter-human communication determined us to analyze part of them, selecting which we considered representative for the clarification of the issue of efficient/inefficient communication within an educational frame.

The theoretical approach continues in chapter II (Barriers and blockings in didactical communication) with the presentation of considerations related to the terminology and factual determination between barriers in didactical communication and blockings

in didactical communication, which had as basis theories present in the specialty literature, as well as personal points of view, resulted after the personal study and research. In this way, we elaborated a criterion of conceptual separation of the terms of “barrier” and “blocking” in communication, starting from their generating factors, respectively factors of a predominantly external nature and factors of an internal nature, subjective in the case of blockings. In the same time, we made a distinction between the degree of influence on the didactical communication by the two categories of obstacles, emphasizing a relatively lower impact in case of barriers and a higher degree of impact in case of blockings. Meanwhile the barriers are distorting the didactical act, the blockings are obstructing it. From the analysis of the specificities of manifestation of the two categories of obstacles in a didactical context we deduced also the relation of mutual influence and derivation, so that from the barriers ignored or solved in an incorrect/incomplete manner and overcome we may reach to blockings in communication, which, in their turn, may generate new barriers if they are not eliminated and overcome in an adequate manner.

In order to clarify from a theoretical and practical manner the meaning of the two terms, we elaborated a personal taxonomy of the specific types of barriers and respectively blockings which may act distorting the instructive-educational process. This classification derives from the idea related to the elements of specific differentiation of the modality of appearance and level of manifestation of the two types of obstacles in didactical communication.

The part of theoretical basis establishes thus the framework in which the didactical communication might acquire the qualification of efficient, through the clarification of the features characteristic to obstacles named barriers and to those defined as communication blockings, of the causes and specific forms of manifestation, so that the corrective intervention of the didactical staff should be oriented towards its vulnerable points.

The second section of the work starts with chapter III (Ascertaining phase of the enquiry). The ascertaining study had as purpose the emphasis (through students, as well as didactical staff) of those aspects of didactical communication which currently represent causes and sources of the presence of barriers and blockings in communication from class, trying in the same time to identify potential solutions in order to prevent or eliminate them. The data obtained with this occasion were used in projecting the experimental discourse, combining ideas resulted from the opinion of those investigated with personal opinions related to the concrete modalities of intervention into the didactical act, which may contribute to the improvement of didactical communication through the prevention and overcoming of barriers and blockings manifested.

Chapter IV of the work (Experiment regarding the possibilities of prevention and overcoming of barriers and blockings from didactical communication) presents the experiment performed in order to improve the didactical communication, starting from the conclusions of the ascertaining study, by introducing specific organization elements of the didactical activity and certain modalities of intellectual work related especially to students. In general, the experiment intended to contribute in a clear manner not only to the improvement of the didactical communication process which represents the basis of the instructive-educational process, but implicitly of the improvement of the educational relations between the professor and the student and at the insurance of superior school performances.

The experimental and control lots which were involved in our research were represented by students of the grades X-XII, with different specializations: School masters - educators, Animators - instructors, Mathematics – computer science and Social sciences. The pre-test, which was represented by a questionnaire related to the barriers and obstacles felt by students in

the context of didactical activities demonstrated the fact that at the initial moment of the research done by us no significant differences were registered between the results (interpreted with the help of statistical analysis instruments) obtained by the two categories of lots.

In order to reach the previously established purposes and to verify the general hypothesis and the hypothesis specific of the experiment, we started from reconsidering the role and place taken by the communication competence in the context of the actions of prevention and overcoming of obstacles from didactical communication. The communication and conceptual competence manifested simultaneously may determine the communication performance intended through a didactical speech. The performance of such speech is done at a maximum level in the situations in which the receiver assimilates the speech shot, the concept, the issue, in the significance meant by the author of the speech. Moreover, the receiver demonstrates that he has the capacity to present different manners of conceptual involvement, to build and ask questions and give answers related to the ideas used in the didactical context and to assume new ideas.

As follows, starting from the idea to valorise accordingly the communication competence of students, we projected an operation-action model in didactical context, applicable to the instructive-educational activity unfolded at the level of high school classes.

The essential directions of this action were represented by the following action models:

1. an implicit action model of development of communication competences, involving an intervention on the level of cognitive floor of students, in the context of exercising the ability to communicate the knowledge within various instructive-affective activities related to the subjects studied;

2. an explicit action model of development of communication skills, regarding an intervention at the level of non-cognitive floor, insisting on the elements of self-knowledge, education and self-education of control of emotions, self-appreciation and realistic appreciation, overcoming the obstacles of a relational-value nature, so on. All these elements were targeted in the context of the lessons of Counselling and orientation, as within extra-curricular activities.

Meanwhile the first action model followed the intervention with priority purpose to prevent the occurrence and manifestation of the communication barriers, the second action model was mainly oriented towards the prevention and manifestation of blockings from didactical communication.

The concrete landmarks of the action specific to these models were related to aspects such as:

- inclusion into the didactical activity of the methods based of the social co-operation relations (as the work in groups or in team), being created the necessary framework of manifestation of the natural tendency of students to communicate with one another;

- the training of students into debate activities and argument/counter-argument in order to develop the ability to express an opinion, exercising the judgments and forming the spirit to discern;

- the exercise of psycho-social skills of students, such as communication an empathy, the capacity to efficiently relate with others, the ability to adapt the behaviour and communication style to the specific of the situation at a certain point;

- the extension of the degree of relation professor-student in non-formal contexts, facilitating the mutual knowledge and positively influencing the communication behaviour of the student.

In agreement with the first action model, the structure of formative schedule was based on the lessons from the subjects selected from the content sample, emphasizing group projects finalized with their presentation, through appealing at personal points of view and through debates derived from the idea contents sustained. In this way, the development of communication abilities of students was pursued, as well as the systematization of their theoretical and practical knowledge.

The use of these working modalities had as basis issues related to the possibility to track deficiencies in the written or oral expression of certain students, training of communication skills, formation of skills related to the requirements of argumentation or counter-argumentation, of the capacity to formulate and express personal judgments. All these elements are related to the actions of prevention and overcoming of barriers from didactical communication, mainly due to the elements of language and to the lack of involvement/action in performing the didactical act.

The second direction of action of our pedagogical research supposed two components with focus on an explicit intervention in order to prevent the occurrence of blockings in didactical communication. The two components of the explicit intervention are represented by:

- Organization of lessons within the Classes of orientation and counselling, which should have the goal to educate the personality of the student – action which aimed to correct the negative attitudes of students determined by the lack of self-knowledge, but also the formation or development of personality components considered to have a potential role in improving the inter-human communication;
- Systematic organization of different extra-curricular activities – having the role to encourage the open expression of students in relation to the didactical staff, in order to favour socializing, strengthening the relation with colleagues, close knowledge of persons with which current social contacts are established in an educational and extra-educational context.

In conclusion, the adequate use of all forms of language in the educational context, encouragement of interrogations from students, involvement in work activities through co-operation, emphasis of the degree of interaction and mutual knowledge professor-student, enlargement of the framework of development of common activities with the students beyond the school „borders”, represented only few of the elements appreciated by us as being factors which may stimulate the intellectual activity of students and support the didactical dialogue.

The two action models were unfolded simultaneously, being emphasized a relation of independence and complementary character between the actions and expectations related to the results registered.

Chapter V of the thesis (Analysis and interpretation of experimental data) initially concerned the analysis of performances registered by students in the context of the three regular assessments done on the projects elaborated and sustained at the general knowledge and specialty subjects. The elements of contents, presentation, efficiency of collaboration/work in group and the capacity of students to evaluate/self-evaluate their own performances were analyzed.

The types of analysis done on the data registered are written into the category of the quantitative ones, being registered an obvious progress as we advanced in performing the experiment. As follows, we appreciated that the systematic introduction into the didactical activities of the group work strategies requiring the use of all forms of communication and training the communication abilities of students, as well as the cognitive ones favour the establishment of a climate adequate to the efficient communication. This will be protected in relation to the occurrence of communication barriers generated by malfunctions at the

level of the language and of a climate of work without motivation and activism from the students.

In relation to these first elements of analysis, quantitative assessments of results of debates focused on the speech of argumentative type were done, having the role to assess the degree of emphasis of the quality of textual, linguistic and discourse dimensions characteristic to the argumentative speech, but also of the presence of related elements indicating a logical thinking, of the type cause-effect. The quantitative analysis of results obtained revealed during the intermediate assessments and the final one a net evolution regarding the capacity of students to relate to elements specific to the argumentative speech, correctly structured and expressed, so that the abilities of communication of students were emphasized in a relevant manner.

In the same time the mentions of students related to the work in group/team abilities were analyzed through the list of verification of the work in group. Following the results registered it was demonstrated that the constant growth of the degree in which the students learned the particular rules of an efficient co-operation work, context in which the communication fulfilled an important role.

Referring to all these issues, we could affirm that the first specific hypothesis of the research initiated by us was verified, so that the correlation of data obtained within the formative experiment with those of the pre-test and respectively of the post-test emphasized the fact that the students appreciated positively the contribution of labour activities in groups of the type of projects and debates centred on the argumentative type speech on the development of their communication skills, as well on the assimilation of knowledge. The opinions expressed regarding the existence and manifestation of barriers in didactical communication revealed in post-test a lower degree of emphasize at the students benefiting from the experimental intervention, which comes to confirm the fact that the activities developed in the context of formative experiment with the classes from the experimental sample brought their contribution to the prevention, as well as to overcoming large categories of barriers from the didactical communication.

In which concerns the second experimental direction, the organization and performance of lessons within the classes of Counselling and orientation, as well as of extra-curricular activities had as goal the education of the student's personality, correction of negative attitudes determined by not knowing oneself, formation and exercise of abilities (mainly on a communication nature), improvement of the interpersonal relations and acquiring of behaviour models facilitating the psycho-social integration of the individual.

Among the instruments used in the investigation were registered: questionnaires "Who am I and how do I express myself" and "What communication competences do I have", whose data represented the object of a quantitative analysis of the capacity of students to self-analyze from the perspective of the features of personal experience fields, as well as of the communication expression field. The results of this analysis represented a source of significant data related to the capacity of students to self-analyze in an objective manner and to self-motivate for behaviour-communication change in the situation in which they become aware of their own deficiencies and their impact on the success in activity. It was confirmed the fact that training of students in activities favoring knowledge and self-knowledge may lead to an objective personal image and to a realistic relation to concrete situations in which they are involved, so that the failure or the fear of failure, as well as the negative feelings generated by them should not affect the behaviour and balance of the individual.

Together with these instruments of counselling destined to the quantitative analysis were also used a series of inventories

representing the object of the longitudinal analysis of the progress registered by students during the formative intervention: The scale of efficiency of conversation (adaptation after Canary & Spitzberg, 1989), The inventory of anxiety in communication (adaptation after Booth-Butterfield&Gould, 1986) and The scale of communication competence (adaptation after Spitzberg, B.H., 1988). The instruments mentioned earlier measured various aspects of the personality of students, associated to the abilities of communication, so that the following were aimed: the capacity to control a conversation and to increase its rated capacity, the capacity to dialogue, to communicate within the small group in public and the competence to relate and establish connections based on communication.

The comparative data of a qualitative and quantitative type registered in the context of analysis during the unfolding of steps of assessment corresponding to each instrument applied led to the conclusion that the exercises and trainings destined to personal knowledge/self-knowledge, especially of those related to communication behaviour, determine the increase of capacity of students to face successfully various communication situations, of the type of dialogue, communication within a small group and even communication in public. In this last situation the progress of students way less emphasized, aspect proving the complexity and difficulty of communication in large circles, requiring special competences, but also long training, aspect which cannot be ensured during our intervention.

In the same framework of the second model of action destined to the development of communication skills of students were also registered the extra-curricular activities organized in order to conceptualize and formalize certain behaviours in agreement with the situation context, as well as the flexibility of the relation behaviour of students, being encouraged attitudes of opening and interaction of students in relation to the teaching staff and colleagues.

The analysis done on the progress registered by the experimental classes regarding the positive interaction between participants, the overflowing communication, the positive relation staff-student or student-student and the manifestation of elements of knowledge between professor and student demonstrated the fact that the extension of formative activities from school in a non-formal framework increases the quality of relations of inter-human nature situated at the level of school group, so that the communication of a didactical nature is implicitly favoured.

During the three sequences of unfolding of the intervention (pre-test, post-test and re-test) we noticed a significant modification of opinions of students from the experimental lots, questioned regarding the presence and manifestation of barriers and blockings in didactical communication, so that the decrease of the number of distinctions of a high degree of influence by the barriers or blockings in communication, noticed in the final of the research led to the conclusion that the formative experiment done by us reached its goal, representing an element to improve the educational communication.

In the conclusions of the work we enumerated the results obtained following the experiment unfolded, in strict relation with the decrease of occurrence of barriers and blockings from the education communication, as effect of our intervention.

The thesis is finished with a glossary, thought as a working instrument for those interested to additionally document regarding various aspects specific to the inter-human communication, to the didactical communication, efficient or failed communication. As follows, we established for each term explained within the glossary and a minimal bibliography list, with reference to the sources approaching mainly the issue related to the term illustrated.

The bibliography extended, used as source of information in elaboration of the thesis is presented at the end, next to the

addendums. The latter contain the questionnaires used in various steps of the research, the working instruments of the type of inventories, applied in the context of counselling activities, as well as the monitoring questions of the progress of students or data tables resulted following the application of statistical instruments of processing of data obtained during the experiment.

5. GENERAL CONCLUSIONS

Following the results registered in the context of the analysis of qualitative and quantitative order, as on the basis of theoretical elements sustained in present by the theories on inter-human communication in general and of the didactical communication in particular, we may formulate a series of final conclusions:

- * At the level of the didactical staff, the elements which can bring a very important contribution to the increase of efficiency of the teaching-learning process include the preoccupations towards the ability to project, manage and achieve the instructive-educational process as an act of communication;

- * The measures of prevention and overcoming of obstacles from didactical communication must be directly related to the formation and development of communication ability and skills necessary to an efficient communication;

- * Stimulation of the adequate use of all forms of language in the educational and didactical context, emphasis on the degree of interaction student-student by engaging in activities of work through co-operation, exploration of issues, encouraging of expression of opinions and interrogations from them represent factors which may stimulate the intellectual activity of students and may support the didactical dialogue.

- * The use of modalities of training the students for activities of work in group, based on collaboration favour the formation of communication skills and abilities, helping to learn and improve them, taking into account the fact that the exploration and manipulation of knowledge is strictly related to the communication abilities of students;

- * The development of ability to formulate arguments and counter-arguments, as well as to structure them in a coherent discourse system involves the exercise of the communication ability and determines the favouring of communication by prevention of occurrence of barriers linked to the language and logical thinking;

- * Training for activities of personal development may contribute to the improvement of didactical communication through the prevention and overcoming of blockings determined by lack of self-knowledge, impression of incompetence, lack of involvement and motivation in activity;

- * Self-knowledge, realistic self-assessment but also the control of emotions represent elements which may contribute to overcoming large categories of blockings in the interpersonal communication;

- * The educational-formative measures focused on the valorisation of personal capacities and availabilities of students, among which we also find those related to communication must represent a preoccupation of counsellors and class masters, being known their importance in the plan of an efficient didactical communication;

- * The enlargement of the framework of development of common activities with students in non-formal contexts, activities of mutual knowledge professor-student and the formation of skills associated to a good inter-relation allow the improvement of

didactical communication, especially through the possibility to prevent and overcome the blockings generated by the features of individual-group relations;

* The positive psycho-affective climate established at the level of educational relations, facilitating the receptivity and expression of student represent a determining factor of a didactical communication without significant disturbances;

* Identification and application of concrete modalities of motivation, stimulation and involvement of students in unfolding of training-educational activities may create the adequate framework adequate to sustaining a didactical communication free of disturbing factors.

In agreement with the conclusions mentioned earlier may be elaborated also few educational suggestions related to aspects of didactical communication, having the purpose to orient the activity of didactical staff towards the identification of new possibilities of formative intervention leading to the prevention or elimination of obstacles from communication, irrespective if these are registered in the category of barriers or blockings:

- next to the purchase and manipulation of theoretical knowledge the exercise of communication skills of students should be imposed, in order to prevent obstacles of a communication nature within the didactical act, as well as to ensure their best social integration;

- promotion of a set of curricular contents which should be focused on the training of communication skills of the students;

- training of the functions of thinking and transfer of knowledge through exercises and applications with emphasis on language and metalanguage;

- re-dimensioning of the status of counselling classes and association of their specific activities (aiming to increase the degree of knowledge/self-knowledge and development/ personal self-development), with the measures following to ensure an increased control on the personal communication behaviour;

- the analysis of factors specific to the intra-psycho floor of the individual, through which the main springs of communication may be noticed;

- the systematic inclusion of extra-curricular activities in the assembly of educational-formative activities in order to increase the psycho-affective congruence between the actors of didactical communication and the development of capacity of positive relation with the others;

- the insurance of a permanent control related to the specialty language used in transmitting data, so that the students should exercise, in agreement with the class specialization, communication with scientific character, demonstrating communication abilities, as well as gathering knowledge;

- the knowledge by the staff of the techniques of improvement through didactical speech, taking into account the distinct individualities of speakers and the values accepted by them in order to cause adhesion to what is affirmed or in order to determine the availability of assimilation or action, in agreement to the theme and objectives proposed.

As limits of the research intended, we may mention the fact than the measures to separate in a clear manner the communication barriers of communication blockings are perfectible, because the difficulty of separation of the two categories of

obstacles is very difficult and has numerous dissociations.

Secondly, the progress of students in which concerns the public communication was less emphasized, aspect which also underlines the complexity and difficulty of communication within large circles, requiring special abilities, but also long, aspect which cannot be endured within our intervention.

Last but not least, we mention another investigated aspect, but with unclear, ambiguous results. This is represented by the emphasis of the existence of a relation between the manifestation of barriers in didactical communication and specialty subjects, respectively of general knowledge. This relation would suppose that the barriers appear more frequently at the specialty subjects rather than at other subjects studied or vice-versa. As follows, the questioning of students from both lots, in pre-test, as well as in post-test regarding this aspect did not emphasize clear data which may be correlated with the formative aspects of the experiment. Thus, we have a reserved attitude related to the possibility of establishing a significant correlation between certain indexes of the education activity sustained at a certain category by the learning subjects (specialty or not) and the presence of specific communication malfunctions, of the type of barriers in communication.

As a consequence, through the theoretical aspects presented in the present work, as well as through the experimental intervention at the level of classes involved in the research, certain relevant aspects of the efficient didactical communication could be emphasized and verified, protected from the negative aspects of manifestation of communication barriers and blockings limiting performances in instruction and education.

By making a correlation of these aspects with the conclusions drawn from the action measures, we may conclude that we have to clearly separate the barriers and blockings in communication from the didactical and non-formal context, as well as to become aware of the factors which may determine and overcome the two types of obstacles, which dictates a pedagogical orientation towards the intensification of the degree of presence of the monitoring and adjustment behaviours of the act of communication.