Importance of communication skills in education

By

Flor Vicky Ramírez Huamán
Universidad Cesar Vallejo, Perú – Lima
ORCID: 0000-0002-5525-3158
Email: Virahu25@gmail. com

Edward Huamán Hinostroza
Universidad Cesar Vallejo, Perú – Lima
ORCID: 0000-0001-5052-8020
Email: edward.doshh@gmail.com

Edwin Arturo Chuchón Luque
Universidad Cesar Vallejo, Perú – Lima
ORCID: 0000-0002-4745-2149
Email: pegasoazabache21@gmail.com

Yovana Acuña Quirova
Universidad Cesar Vallejo, Perú – Lima
ORCID: 0000-0002-2372-3418
yovanaquirova21@gmail.com

Abstract

The objective of the study was to synthesize the different studies on the relevance of communicative skills in education. The methodology used was the bibliographic review, considering to create a complex panorama of diverse theoretical elements, to analyze the scientific knowledge about the importance of communicative skills in education within five years, considering 50 articles. Part of the results infers that communicative competence focuses on the ability to use defined information for language processing. In the conclusion, it mentions that communication skills focus on the ability to use definite information for language processing. Currently, the development of information communication requires the presence of communicative skills.

Keywords: communicative competence; skill; learning; interaction.

Resumen

El objetivo del estudio fue sintetizar las diferentes investigaciones sobre la relevancia de las competencias comunicativas en la educación. Para la elaboración del informe de investigación, la metodología que se utilizó fue la revisión bibliográfica, considerando crear un panorama complejo de diversos elementos teóricos, con el fin de analizar el conocimiento científico sobre la importancia de las habilidades comunicativas en la educación dentro del periodo de los cinco años, considerando 50 artículos. Parte de los resultados infieren que la competencia comunicativa se centra en la capacidad de usar información definida para el procesamiento del lenguaje. En la conclusión menciona que las capacidades de comunicación se centran en la capacidad de utilizar información definida para el procesamiento del lenguaje. Actualmente, el desarrollo de la comunicación de la información requiere la presencia de habilidades comunicativas.

Palabras clave: Competencia comunicativa; habilidad; aprendizaje; interacción.

Resumo

The objective of the study was to synthesize the different studies on the relevance of communicative competence in education. For the elaboration of the research report, the methodology used was the literature review, considering the creation of a complex panorama of several theoretical elements, in order to analyze the scientific knowledge about the importance of communication skills in education during the period of study. The study was carried out over five years, considering 50 articles. Part of the results infer that communicative competence focuses on the ability to use defined information for language processing. In conclusion, he mentions that communication skills are focused on the ability to use information defined for language processing. Currently, the development of informational communication requires the presence of communication skills.

Key words: communicative competence; skill; learning; interaction.

Introduction

In principle, it should be pointed out that communication is a very important factor in the daily life of individuals. Man develops different forms of communication, which directly impact learning outcomes and seeks to develop aspects related to creativity and criticism. In the field of education, there are several descriptions of the terms of educational competence to strengthen the communicative skills of the teacher from his teaching method, as the capabilities, knowledge and skills that allow senders and receivers to establish an accurate message and achieve the expected results.

Worldwide, according to Unesco (2020), progress in education has been slow and insufficient to meet the goals long before the pandemic resulting from COVID-19. In recent years, the closure of educational institutions, universities and businesses is having devastating results for education systems, as communication skills such as reading and learning have long been in trouble. The organization estimates that about 105 million students have fallen below the minimum literacy level by 2020, children in grades one through six of primary school, due to the coronavirus. At this point, institutions must take relevance in the communicative capacity.

In education, the issue of educating, guiding and helping elementary students with a strategy offers the opportunity to work on various aspects of communicative competencies, including linguistic, grammatical, lexical, sociocultural, pragmatic, sociolinguistic, textual and discursive contents (Revuelta, 2018). Because they are relevant, communicative skills in educational contexts, depend on students and teachers, to a large extent on academic, intellectual and school performance, as a fundamental resource for interaction between participants in a communication (Espinoza et al., 2019).

In Latin America, according to Unicef (2020) communication skills are essential in our lives, especially in achieving several important aspects of human development, such as learning, social inclusion and well-being. Therefore, it is essential to highlight that communication skills are essential for the knowledge society and are fostered through interactive teaching and learning methods, prioritizing active participation in contexts of freedom of expression and respect for diversity. Although, due to the different circumstances, it is necessary to strengthen communication skills in the early stages of education, it is recommended to strengthen them in the development stage because there are cases in which students do not show communication and control skills, which affects the development and learning of children.

At the national level, For Minedu (2020), communication skills are important because they aim to develop language to communicate with others, thus understanding and constructing reality. Moreover, communication skills are necessary to communicate and influence others. Meanwhile, García et al. (2018) the communicative ability is not carried out adequately, which only affects the student who is being formed personally, especially its development in the social sphere. Therefore, the basic skills that must be mastered for successful communication are: speaking, listening, writing and reading.

The education system in Peru is undergoing continuous improvement, although the outlook is worrisome because despite the efforts of several governments, it has not generated appreciable changes in education or in student learning, as it is at a low level of reading comprehension (Schleicher, 2019).

Likewise, the practical justification of the research allows students to develop and contribute skills, competencies and above all abilities necessary to improve text comprehension; in addition, it encourages decision-making, creativity, critical thinking and a new way of learning and understanding reading. The theoretical approach analyzes the objective factors of communicative skills. On the other hand, the social justification aims to help educators through meaningful and lasting learning activities, thus clarifying the country's reading deficiency as a problem with the institutions' teachers. In addition, to improve communicative competencies in future research that will contribute as a reference.

Therefore, communicative competencies are important for the development of students as part of their education. The review article aims to synthesize the different studies on the relevance of communicative competence in education.

Methodology

For the elaboration of the research report, the methodology used was the bibliographic review, considering creating a complex panorama of diverse theoretical elements to analyze the scientific knowledge about the importance of communicative skills in education within the five-year period.
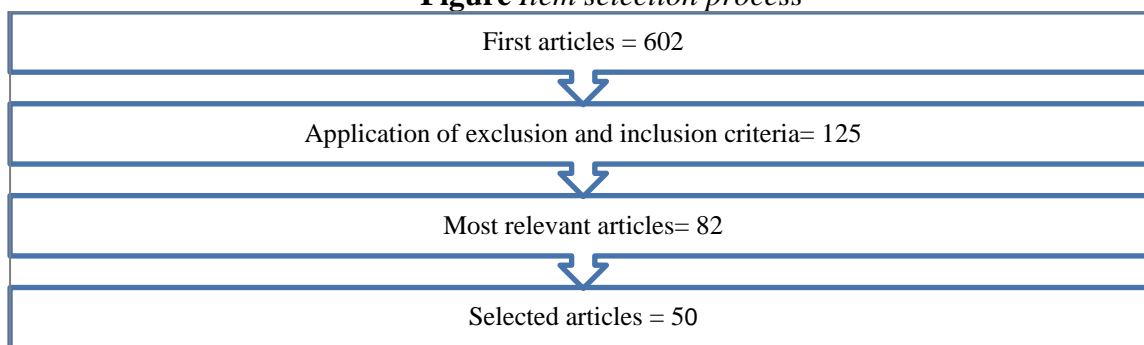
Bibliographic research is an important tool in knowledge services, using different models depending on the specific needs of users and the area of knowledge used to access important information to build understanding (Galvez, 2018). A review is a systematic process designed to find and store relevant information. Therefore, the bibliographic procedure will synthesize through different scientific and educational studies on the importance of communicative competence in education.

In addition, search techniques have been applied in various databases to provide greater scientific support to the communicative competencies through systematic review, considering that search engines such as Scopus, Redalyc, Google Scholar, Researchgate and Scielo, are related to the objective search for information. Some logical operators AND, NOT, OR have been considered.

In the review, the search words "communication skills in education" and "importance communication skills." Part of the criteria for inclusion (educational articles, 5 years, English and Spanish language) and exclusion (different type of format, duplicates, studies unrelated to the topic) were considered. A total of 602 initial articles were reviewed in the search process; applying the inclusion and exclusion criteria, 50 final articles were obtained.

The research is carried out by collecting data from educational, scientific articles that will help to know the current status of the selected topic or problem; then a conceptual analysis is performed, followed by elaborated, discussed and concluded results on the importance of communication skills in education. On the other hand, to limit the information, the inclusion and exclusion criteria were maintained. Finally, the information collected was categorized into: communicative competencies in social development, origin, teacher's work, students, and in the face of education.

Figure *Item selection process*

| First articles = 602 |
| --- |
| Application of exclusion and inclusion criteria= 125 |
| Most relevant articles= 82 |
| Selected articles = 50 |

Source: *Own elaboration*

Results

During the analysis of 50 articles, to identify the data, the information was classified into five categories according to characteristics such as theoretical analysis, summaries, results, among others. The first will deal with communicative competencies in social development, origin, teacher's work, students and, finally, in education.

Figure 1 *Classification of articles on communication skills*
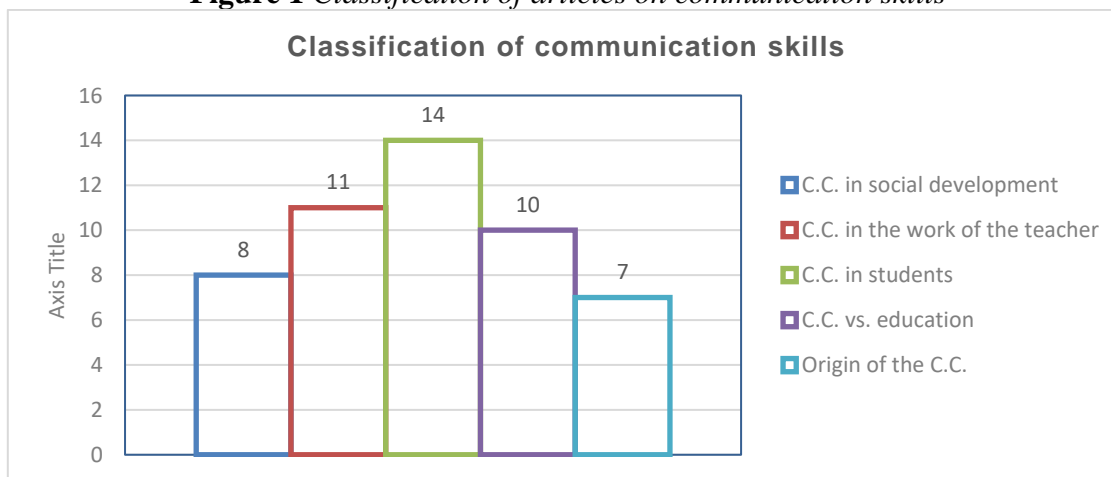
Origin of communicative competences

Communicative competence can communicate efficiently and effectively in a vernacular language group, in groups that speak the same language. For Canton & Pérez (2017), communicative competence is based on using language as a means of communication, both orally and in writing, to present, interpret and understand reality.

There is relevance of communicative competencies based on basic, general and transfer skills focusing on communication, planning and programming to assess learning in integrated communication and verbal expressions (García & Dafonte, 2021). Torres et al. (2020) state that the development of communicative skills will increase the connection of school practice, starting from basic skills.

Communicative skills require constant practice and link communicative behavior (what people do) to the following three factors: the purpose of the communicative encounter, the locational identities of the actors, and the different forms of knowledge they bring to the practice (Touloumakos, 2022). Hoff (2020) states that it is important to examine the state of communication in the physical world, as this can lead to the development of different languages as part of teaching and learning

Communicative competence focuses on the ability to use defined information for language processing; generally, people do not know this information or do not know how to obtain it literally. However, the development of information communication requires the presence of communicative skills among speakers, where the analysis of communicative skills is based on the tools provided for speech analysis, which encompasses many different aspects of communication culture, such as pragmatics, conversational analysis and grammar.

As the main part of the teacher's approach in the difference between a teacher who "knows how to teach" and a teacher who does not "know how to teach" is in the field of communication skills, it is, therefore, important to apply communication skills and adopt the appropriate communication approach taking into account cultural aspects (Gonzalez, 2021). This view suggests that communication skills are temporary and difficult (transferable and applicable). This evidence-based concept is important for studying, understanding and developing soft skills.

Communicative competence refers to the use of language, such as communicating, presenting, interpreting, understanding and perceiving knowledge, constructing and communicating, organizing and reflecting, feeling, emotions and behavior (Femke et al., 2019). The term proficiency is one of the most contested conditions in linguistics and general applications. Linguistic communication competence refers to the use of languages, as a communication, explanation, representation, understanding and knowledge.

Communicative competencies in students

Communication is the ability to express oneself, understand and relate to others, and to know how to plan these processes to build students' relationships, including paying attention, reading, speaking and writing. Litvinova (2021) & Carmack & Harville (2019) assert that students with communicative competencies develop listening, commenting and socializing skills, as demonstrated by emphasizing information.

In education, to help students become competitive and effective, the development of efforts to improve social, public and private skills should be taught (Huiju, 2021). Therefore, students' communication skills are considered critical to the development of student's communication skills, effective communication skills in a variety of forms and the promotion of self-efficacy and things in themselves for students' good performance.

For Tong et al. (2021) & Maulana et al. (2020), teaching communication should be allowed to develop students' communication skills in listening and speaking with full

competence. Fernandez et al. (2021) state that in instrumental learning, students should strengthen their motivation to read and improve their thinking, communication, and reading skills.

In recent years, the attention of listening skills and how to develop them among students has increased, learning discoveries and skills have been prioritized. In this sense, Wen et al. (2017) state that communicative competence arises from meaningful interactions and the ability to communicate through meaningful social interactions regarding knowledge, attitudes and skill levels.

On the other hand, technological advances have transformed the ways of communication and interaction in society and in education, where communication skills are essential for all people (Garcia et al., 2020), highlighting the need to rethink the intrinsic functions, where the type of training will intervene in the development of students and teacher. According to Yazici & McKenzie (2020), teachers use methods to support the development of social interaction and communication of students in educational settings, as part of the strategies focus on art, sports, learning, school and classroom design, learning style, language and vocabulary, among others.

In this reality, Martinez et al. (2018) & Vonkova (2022) assert that students lack the necessary communication needs when they graduate from high school, which affects communication skills and the ability to deal with what he sees. Therefore, students manifest communication skills regularly, due to the pedagogical methodology acquired in their educational development. Therefore, a program that establishes communication and development at the appropriate level of communication should be implemented.

Fabre et al. (2017) also say that, for the most part, this problem stems from poor development of students' communication and pronunciation skills, developing a low level of pronunciation and confidence when communicating orally in a real-life setting. Meanwhile, for Wang & Milton (2019), part of the learning process is to understand intercultural competence, as it can explain more than 30% of a student's academic performance at the end of the school year.

There is a need to build relationships with peers and support students who can improve the community, measure equity and value in both the environment in which they live and in which they live and work creatively on people based on the value that the communication process uses to accomplish the task. These efforts go beyond the question, so everyone should be prepared to learn the skills necessary to become professionals.

Intercultural communication skills constitute interpretation skills and interpersonal relationships; they are interactive processes, and attitudes such as curiosity and orientation (Tapia, 2020). It is worth mentioning that students pay attention to verbal and nonverbal messages from their teachers and classify their actions as good or bad for teaching due to the manipulation of content, teaching strategies and especially the environment that surrounds them as humans.

Communication skills in social development

In carrying out education efforts, the cost of the education process must be determined, as well as the lack of communication to identify the problems that each person or student needs to improve in their relationship and better develop their social skills, reflecting a good ability to communicate.

The evaluation of communication skills through self-assessment allows educators to identify the intellectual capacity of each learner to manage communication with staff without difficulty and understand their needs, taking into account the place to improve and establish effective business planning, characterized by the concept of competency skills (Escribano et al., 2022).

In the growth of communication and social skills, it has been recognized that when properly trained, communication skills are promoted and in turn become essential for social development. While the development of communication skills favors students' social development, the involvement of teachers, students and families are necessary to develop this process.

According to Soto et al. (2020), the immersive approach to communication skills considers different contexts; although communication skills are more social and expression skills, they are developed as long as they have strengthened the capacity above. Tulviste & Urm (2021) & Gómez (2022) encourage active learning, teamwork, socialization, motivation, and other aspects that help improve communication skills.

For Ping (2020), Guo et al. (2020) & Bahulkar et al. (2022), the development of social and cognitive skills, and the understanding of linguistic systems are part of the development of communication skills. Therefore, only when these two aspects are considered can people have access to traditional quality communication, then social and expressive relationships are part of the communication that a student can develop during the different stages of his life.

On the other hand, good communication and writing skills are required, and these skills, in turn, are a prerequisite for effective teaching. The relational communication skills of future teachers are tested when they teach because they do not have the ability or the courage to speak. Therefore, future communication skills are tested when they teach and demonstrate their social and communicative skills.

Communicative skills as a fundamental element in social and communication development, in addition, the condition of people who achieve greater development of these skills, social development, is achieved only when the skills are properly trained. In this sense, Valdez & Perez (2021) state that communicative skills are improved and become a fundamental factor for social development.

In the context of the current era, knowledge and ability play a key role in addressing the challenges of uncertainty in education and society. The linguistic, creative and production skills to excel in the field of communication and other levels of education. Therefore, the teaching resource should be strengthened to establish pedagogical strategies in the development of communication skills, student cognition, thus strengthening social development.

Communicative competencies in the teacher's work

Communicative competence is now part of most school programs, where the teacher's communication skills are essential to create a rich environment to help students learn the program's content in a way that builds and develops their language.

The training of teachers will include the development of communicative skills due to their fundamental character as a tool for communication, creation, a transformation of knowledge and improvement of academic performance, as a promoter power of critical

thinking, but in the study itself and its next professional project (Gràcia et al., 2021; Padua & González, 2020; and Vargas & Apablaza, 2019). It is thought that teachers' communicative competence in relation to the different subjects is associated with oral and written communication elements, which means that the professional capacity is general and not specific.

Teachers should use the process to transform the classroom into a forum for students to participate, ask questions, monitor and reflect on the language to improve their communication skills. Communication skills are considered to be associated with the factors of oral and written communication to be developed by each expert.

Mostafaei & Nosrati (2017) suggest that, as key players in language teaching, teachers must be able to differentiate cultures and understand to create communication. Shun et al. (2018) also highlight the importance of communication and mediation skills and provides valuable guidance to promote citizenship while educators become instructors in students' development. Finally, for Özçinar (2020), part of communicative competence involves teachers as parents, which will support student development.

According to Kyrpychenko et al. (2021), language is designed for the development of communicative skills, it is to determine the level of formation of all its components, conditions for success, knowledge capacity, skills and abilities. Indah (2021) & Sasnal et al. (2021) also state that the development of communicative skills is important for students and teachers and has proved to be an effective tool.

The teacher constantly improves the learning process to create conditions that allow information communication to effectively access reading, listening, and social skills. Heeyoung et al. (2022) communication and evaluation skills training require a flexible and comprehensive process, including responsive practice, where information communication skills have been based on integrity, which has been instrumental in providing valuable feedback to students.

Communication skills should be treated as physical links as the teacher reviews communication skills. Tkavashvili (2021) didactics instructor application of communication skills is ideal for developing critical thinking, information communication and professional maturity.

Communication generates happiness and well-being for students and directly impacts personal life planning, so it is necessary to prepare teachers for competencies. In addition, they have basic skills related to understanding, teaching and concepts, as well as the use of words in a variety of contexts and in many forms of communication and as a tool for speaking, writing, learning and communicating.

Communicative competences vs. education

Education focuses on the development and qualification of competencies for professional practice under the guidance of the current curriculum, which recognizes teachers as professionals who must know, know and be, know how to practice and know how to exist, perform well and be different wherever they have the opportunity to learn.

Communication skills in the education sector are fundamental to the value, the scope of schools and academia based on it; they are important for the relationship between teacher

and students, the relationship between members (Espinoza et al., 2019). Meanwhile, Del Moral et al. (2017) affirm that the ability to communicate in early childhood education, manifesting in expression (speaking and communicating), understanding of contemporary thinking, showing greater interest in engaging and developing the story collaboratively, promotes the empowerment of expression and communication of students.

Likewise, Tumansery & Munden (2020), Zapana (2021) the educational model focuses on skills developed through communication. Contreras (2020) specifically the area of pedagogical communication should consider considering the treatise of all official languages: Spanish, Quechua and Amarag, don language to develop clear communication skills. Therefore, institutions should develop programs focused on improving these skills for future educators. However, part of strengthening communicative and cognitive competencies is challenging for teachers, which may be due to different conditions or factors.

For many years, information and communication technologies (ICT) have been considered a tool to improve teaching and learning, where students and teachers can learn and build relationships. However, primary school students still have many communication problems affecting their reading and writing development.

Communication skills have many implications beyond the student's ability to improve their speaking skills (Yunyao,2022; Mayo & Barrioluengo 2017). For Bobarin (2021), these skills promote students to engage in active and participatory reading and writing processes.

It is also about learning and using communicative skills based on language and personal communication principles, promoting development, and speaking several languages and cultures. Rodero & Rodríguez (2021) teachers believe that the art of teaching the arts has changed and should be given even greater importance. This teaching method aims to overcome the high level of communication of the traditional teaching system and, therefore, contributes to promoting students' full potential in the target language (Martinez, 2019).

The teacher's participation is important since he/she is the resource that has direct contact with the student and participates in his/her development; in addition, teachers mention that students spend the same percentage of time writing and talking but not listening. This may mean that they do not adequately develop their communicative skills.

Conclusions

Communication skills represent a variety of skills, including literacy, essential for social interaction, language learning and other areas of the curriculum, including the ability to understand all types of writing. Hence, the importance of knowing the tools and methods of different aspects of communication, where the importance of the effectiveness of your information, i.e., your content, your experience and your knowledge is expressed.

The concept of communication is a component related to a person's ability to use different languages and cultural contexts. Communication skills focus on the ability to use defined information for language processing. Currently, the development of information communication requires the presence of communication skills.

Communication skills in students are considered very important to improve communication for the success of students' development, strengthening good communication in many ways, self-efficacy, social skills and performance.

Communication skills are integral to intelligence and personal development, focusing on knowledge, experience and capabilities that enable students and teachers to build relationships that provide and receive. The development of communication skills favors the social development of students; therefore, the involvement of teachers, students and families is necessary to develop this process.

The communicative competencies in the work of the teacher are becoming increasingly important as a means of transmitting knowledge, skills and attitudes, and therefore, in the process, the image of the teacher becomes a mediator, a manager of support in learning and social support, including the support of social interactions, words, expressions and even objects.

In education, the importance of skills acquired through communication is emphasized, as well as the learning and use of communication skills, grammatical rules and personal growth.

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