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Healing words - emotional intelligence, the role of communication in the relationship with hypoacusic children

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Abstract. Wilbur Schramm understands by communication "the process of sending a message and transmitting it in a coded manner using a channel to a recipient for reception". All living bodies communicate with each other, and in society, communication is the paradigm of all human activities; everything that is subscribed to the human being has communicative and communicational connotations. The formation of the individual as a human being can be achieved only in his permanent interaction with others. This interaction is facilitated by the gregarious instinct of man, which is translated into a continuous search for the company of others.

Keywords. communication, empathy, emotional intelligence, socialization

Introduction

The idea that emotions are of a social nature, that they have their origin in social relations is today widely accepted in psychosociology. Obviously, the evaluation, the social construction of emotions is done in relation to social values and norms. It is also widely shared the conceptualization of emotions as responses to events (happenings) and social entities.

Sociological conceptualization of emotions:

In sociological "great theories", even if they are not always given a central place, emotions are not ignored. Theodore D. Kemper (1990, 3-23) organized the discourse on the sociology of emotions based on antinomies:

- ❖ *Approaching emotions at microsociological / macrosociological level.*
- ❖ *The use of quantitative / qualitative methods in the study of emotions.*
- ❖ *Positivist / antipositivist orientation.*
- ❖ *Interest in managing emotions / explaining emotions.*
- ❖ *The purpose of the studies is to predict / describe emotions.*
- ❖ *Biosocial approach / social-constructionist approach to emotions.*
- ❖ *Gender analysis.*
- ❖ *The political economy of emotions. [2]*

One of the oldest and most enduring forms of human association in time is the family. It is one of the fundamental structures of society because only through it can a correct and complete socialization of children be achieved. In the relationship with children, emotions,

empathy are very important. These ensure: survival, decision making, setting boundaries, communication.

All the more so when communication takes place with children with special needs. Our feelings help us communicate with others [3]. The expression on our face, for example, can express a wide range of feelings. If we look sad and hurt, we signal to others that we need their help. *If we are more skilled in the art of verbal communication, we will be able to express more of our emotional needs, thus having the opportunity to feel them better. If we manage to be as receptive as possible to other people's emotional problems, we are better able to make them feel important, understood, and loved.*

The researchers investigated the dimensions of emotional intelligence using adjacent concepts such as:

- *social skills,*
- *interpersonal competence,*
- *psychological maturity*
- *emotional awareness.*

Analyze

Concepts such as "social development", "social and emotional learning" and "personal intelligence" were researched, all with the aim of "increasing the level of social and emotional competence". Thus, the close links between emotional intelligence and other phenomena were revealed - leadership, group performance, individual performance, interpersonal social change, adaptation to change.

Emotional intelligence harmonizes us with the environment and with ourselves. 90 years ago, the emblem of Iasi and Romanian psychology, Vasile Pavelcu, published in the Annals of Psychology the study "The function of affectivity", in which he showed that "the world of values does not exist for someone who has lost his feelings, just as the world of colors does not exist for a blind person from birth, [...] and knowing others [...] is an act par excellence affective [4].

To talk especially about **emotional communication** [5], I chose to talk especially about children with special educational needs and especially about children with hearing loss. It is known that, in such situations, the context of communication is very important. *The context of communication* [6] represents the framework (physical and psychopedagogical) in which communication takes place.

Regarding the physical context, its impact on the didactic communication is obvious: thus, as we have already mentioned, an arrangement of the furniture in a certain way can allow or, on the contrary, make the communication difficult. However, regarding the psychopedagogical context (for example, the one created by a sender during a story and directly related to the message, imaginative context, but which intertwines with the real one, providing elements of authenticity to communication), things are more nuanced; this context may depend, to a much greater extent, on the communication actors or on the social conditions that anticipate the communication structures. As it is known, the forms of **nonverbal communication** used by people with hearing disabilities are: *sign language, dactyl system and communication support systems.*

Nonverbal communication can also be used as a component element of total communication, a form of communication specific to the pathological context of hearing loss. The evaluation of nonverbal communication skills can be done by evaluating each form of nonverbal communication for which the person with a hearing disability opts. Also, nonverbal communication can in itself be a way of assessing cognitive functioning in the context of

hearing impairment [7].

Considering the characteristics and particularities of the specific forms of nonverbal *communication in the context of hearing disability*, we consider that various informal tasks and tests can be elaborated through which the efficiency and functionality of this type of *communication can be established*. These tests must be developed according to the diagnostic and developmental characteristics of each case, which means that the individualized approach is recommended and supported.

Below are some defining characteristics of nonverbal forms of *communication*:

Sign language:

Travato (2013) quoted by Carolina B. Hațegan, in the volume coordinated by Adrian Roșan, [8] *argues that mimic-gestural language is the only chance by which the child with hearing disability can develop his innate potential, both cognitively and linguistically, precisely because this language is his mother tongue*. In the idea of protecting the rights of people with hearing impairments and equal opportunities, access to their mother tongue, sign language is the priority with the greatest impact on the community of people with hearing impairments. this type of sensory disability.[9]

- sign language is easily learned by the child with a hearing disability in his family environment, if he comes from a family in which there is a member with a hearing disability, a user of this means of communication, or from colleagues within specialized educational institutions in which they are included.
- the use of mimic-gestural language also involves the development of important lip-reading skills;

Unlike the Romanian mimetic-gestural language (in our case), the Romanian language in signs implies the realization of a translation of the verbal language into mimic-gestural language, respecting the syntax and grammar characteristics of the verbal language, sometimes even inventing a series of signs for the accurate expression of morphological and lexical endings. The Romanian sign language thus represents an instrument used in the educational process, and not an independent linguistic system. The schools in our country propose the use of this means of communication in order to facilitate the students' access to the taught contents. The translation from the verbal language into the mimic-gestural language is made by the interpreter in and from the mimic-gestural language.

Another way of manual, nonverbal communication is by using the *dactyl system*, also called the *manual alphabet*, which represents specific configurations of the right hand, in Romanian, corresponding to the graphemes in the verbal linguistic system (*31 configurations of the hand for Romanian, 26 configurations for English language*). The configurations of the hand are also doubled by movement, in the case of six typescripts (J, î, Z, Ș, Ț, Q). It can be noticed that there is not a relationship even of 1: 1 between the phonemes from the Romanian language and the corresponding typescripts. For example, there is no typescript for the sounds "c" and "g". Despite this aspect, the dactyl system is used in the process of learning to read and write in the context of hearing impairment, facilitating the structuring of phonetic-phonological processing skills [10].

Total communication:

Total communication is a concept that designates more recent concerns in the field of developing communication skills, as well as the language option, for children with *hearing disabilities*. Classical literature delimits advantages and disadvantages of the overbidding of oralism, to the detriment of gesturalism, or of the overbidding of gesturalism to the detriment

of oralism, leaving the parents / relatives the responsibility of the final decision.

Under these conditions, there was a need for a reconciling perspective in the field of educational and linguistic choice for the child with hearing impairment, a perspective born out of the principle of equal opportunities for people with disabilities, a perspective called total communication.

Thus, according to Lepot-Froment and Clerebaut, "every child with a hearing disability must be helped to develop ways of communication that suit him and that meet the demands of his living environment." [11]. Therefore, total communication postulates that different modes of communication can alternate or be used simultaneously, depending on the person's communication needs, relative to a certain communication context.

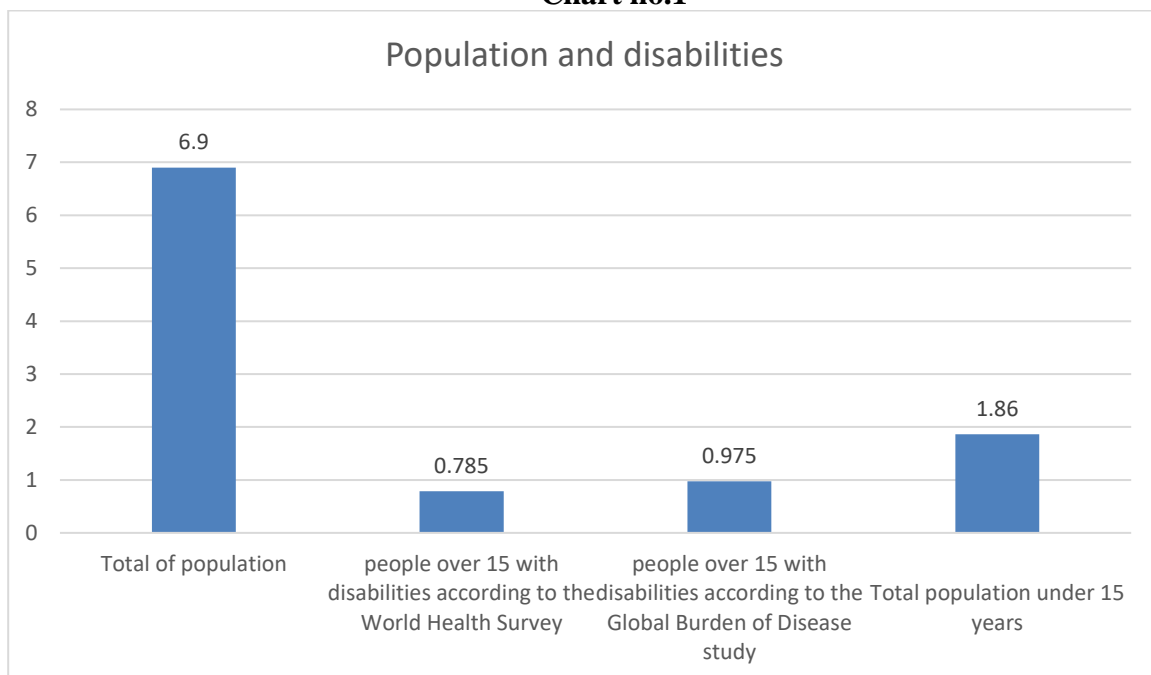
It is important to mention that the total communication method does not involve disturbing the child with hearing impairment by using several ways of expression simultaneously, but involves the judicious selection of that optimal way of expression of the child, in relation to the communication situation, the target learning. This selection cannot be made in the absence of very good knowledge of the particularities of age, development and diagnosis of each case.[12]

Conclusion

There are between 785 (15.6% according to the World Health Survey) and 975 (19.4% according to the Global Burden of Disease study) of millions of people over 15 living with disabilities, based on 2010 population estimates (6.9 billion by 1.86 billion under 15 years).

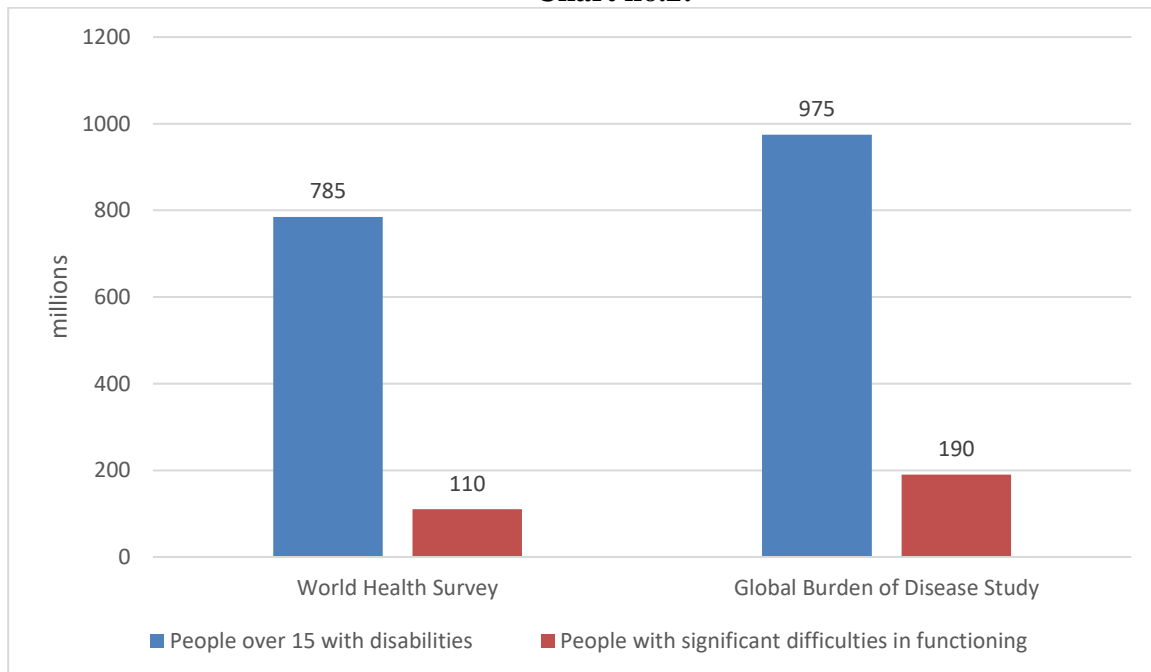
Of these, the World Health Survey estimates that 110 million people (2.2%) have significant difficulty functioning, while the Global Burden of Disease study estimates that 190 million (3.8%) have "severe disabilities" - the equivalent of disability. presumed for conditions such as tetraplegia, severe depression, blindness, hearing loss. It is estimated that, with children, over one billion people (or about 15% of the world's population) live with disabilities [13].

Chart no.1



Source: ¹<https://apps.who.int/iris/bitstream/handle> : *World Disability Report, 2012*, pp45-46

Chart no.2:

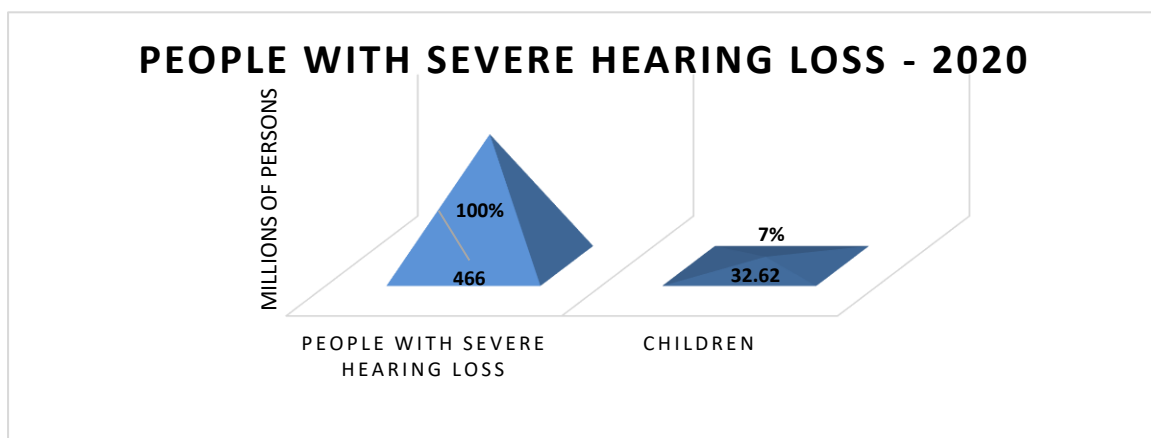


Source: ¹<https://apps.who.int/iris/bitstream/handle> : *World Disability Report, 2012*, pp45-46

According to the National Agency for Public Health, at the beginning of 2020, internationally, the number of those who suffered severe hearing loss amounted to about 466 million people, of which a percentage of just over 7% is children. By 2050, the number of these people is likely to reach 900 million, meaning one in 10 people will have hearing difficulties.

In Romania in 2019, the number of people experiencing hearing problems were over 2 million, half of them under the age of 65, many young people and children, while 3 out of 1000 babies were born with permanent hearing problems. These statistics are unknown and remain far from our daily concerns, as long as we have no contact with the phenomenon of hearing loss on a personal level or through loved ones in our lives.

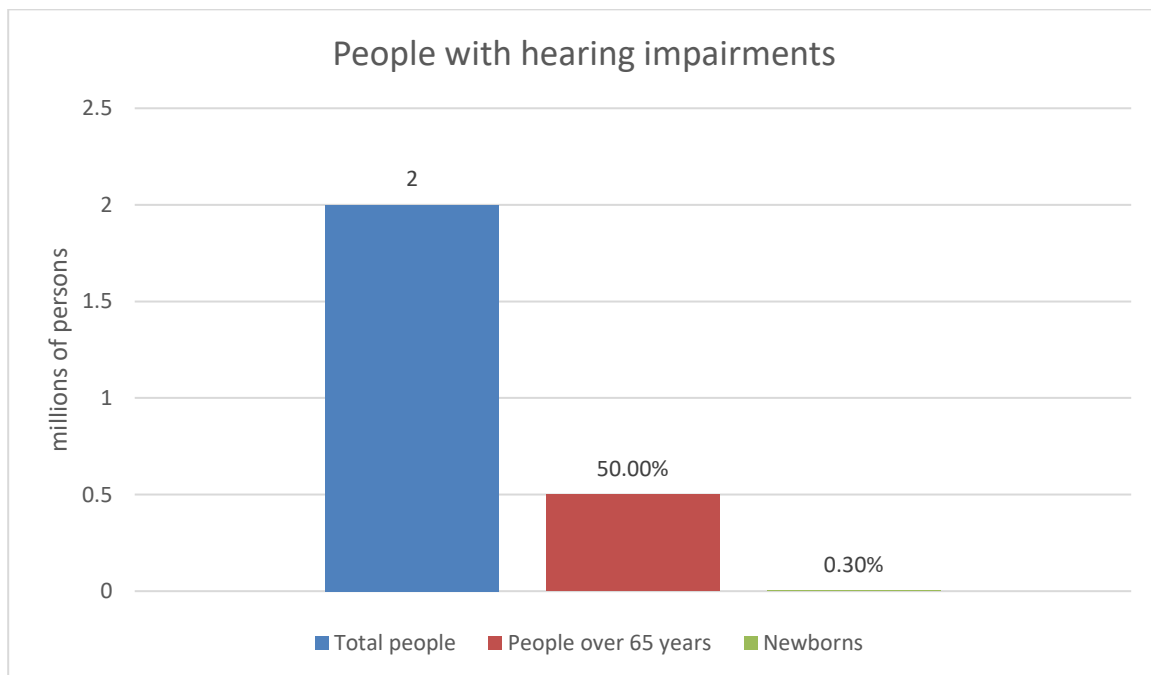
Chart no.3



Source: ¹<https://apps.who.int/iris/bitstream/handle> : *World Disability Report, 2012*, pp45-46

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Chart no.4



Source: ¹<https://apps.who.int/iris/bitstream/handle> : *World Disability Report*,2012, pp45-46

There are many issues to be addressed about communication and the role of emotional intelligence. In the context presented above, however, the problem remains with each of us. That is why, if we ask ourselves questions such as: “How should I communicate with such a person? Do we know how to communicate through healing words? What would we answer ?! ”

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