

Social Representations Of Instructors In Rural Education About The Role Of Communication In The Mediation Of Learning

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Abstract:

Background: *This Paper Aims To Investigate The Social Representations Of Instructors In Rural Education About The Role Of Communication In Mediating Learning. Communication Is Essential In The Educational Process, Especially In Rural Settings, Where Interaction Between Instructors And Students Plays A Crucial Role.*

Materials And Methods: *A Qualitative Research Was Conducted, Using Interviews And Free Word Association Techniques To Collect Instructors' Perceptions. Responses Were Analyzed And Categorized To Identify Key Themes And Social Representations Related To Communication In Learning Mediation With Bardin's (2016) Discourse Analysis*

Results: *The Results Revealed That Instructors Perceive Communication As An Essential Human Skill, Involving The Transmission Of Information, Exchange Of Ideas, And Development Of Empathy. Clarity In Message Transmission And Interaction Were Highlighted As Fundamental Elements Of Communication. In Addition, Communication Was Seen As A Dynamic And Participatory Process, Capable Of Transforming Ideas.*

Conclusion: *Based On The Instructors' Social Representations, It Is Concluded That Communication Plays A Key Role In Mediating Learning In Rural Education. Understanding Instructors' Perceptions Of Communication Can Contribute To The Improvement Of Educational Practices And Promote A More Effective Learning Environment.*

Keywords: *Social Representations, Instructors, Rural Education, Communication, Learning Mediation.*

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I. Introduction

Rural education presents remarkable particularities, such as cultural diversity, resource limitations, and geographical distance, which demand adequate and effective pedagogical approaches. In this context, communication plays a fundamental role by enabling the interaction among educational actors and the collective construction of knowledge. As Gomes (2008) and Kenski (2008) state, "communication is essential in education, being the main instrument of social interaction and a facilitator for the acquisition of knowledge.

This study aim to analyze the social representations of instructors in rural education about the role of communication in mediating learning. Social representations are mental constructions shared by members of a social group, reflecting their beliefs, values, and knowledge. According to Moscovici (2005), "social representations are a practical knowledge that allows us to understand and make sense of the social world." Therefore, understanding how rural instructors perceive and value communication as a mediator of learning is fundamental to understand their pedagogical practices and promote quality education.

It is important to consider that the social representations of instructors in rural education are constructed in a specific sociocultural and historical context. Authors such as Vygotsky (1978) emphasize the importance of social interaction and language in the educational process, pointing out that communication plays a central role in the construction of knowledge. Furthermore, Paulo Freire's Educational Communication Theory (1970) highlights that communication goes beyond the transmission of information, being a communicative practice that promotes critical reflection and social transformation. Thus, understanding the social representations of instructors in rural education about communication in the mediation of learning will allow the identification of educators' perceptions and practices, subsidizing the development of more adequate and contextualized educational strategies.

The article is organized in five sections. The first section is the introduction, where a contextualization of rural education and its characteristics is made. The second section approaches the theoretical foundation, highlighting the importance of communication in the mediation of learning and presenting the objective of the study about the social representations of instructors in rural education. The third section describes the methodology used, being the present research characterized as basic and descriptive-exploratory, with the application of the Free Word Association technique (TALP). The fourth section presents the research results and promotes their discussion. Finally, the fifth section includes the study's final considerations, followed by the bibliographical references used throughout the article.

In the next section, the theoretical basis that supports the importance of communication in the mediation of learning in the rural environment will be addressed, as well as the relevance of the instructors' social representations in this context. The contributions of theorists such as Vygotsky and Paulo Freire, who emphasize the role of communication in the construction of knowledge and in social transformation, will be explored. Moreover, the characteristics and functions of social representations will be discussed, highlighting their role in the understanding of the social world and in the formation of individual and collective identity.

II. Theoretical foundation

The role of communication in mediating learning in the rural environment

Communication plays a fundamental role in education, being essential to the process of knowledge construction and the cognitive development of students. According to Vygotsky's Sociocultural Theory, language and social interaction are central elements in this process. Vygotsky emphasizes the importance of verbal communication and social mediation to promote learning. According to the author, "language is the main instrument of social interaction and plays a crucial role in the acquisition of knowledge" (Vygotsky, 1978). Through communication, students have the opportunity to share ideas, express their perspectives, and collectively construct meaning. Social interaction provides an enabling environment for the development of cognitive skills, such as problem solving and critical reflection (Vygotsky, 1986). Thus, communication is a key facilitator for students' intellectual growth.

In addition, Paulo Freire's Educational Communication Theory highlights the transformative role of communication in education. Freire argues that communication goes beyond the transmission of information, being a process of awareness and social transformation. According to Freire, "education is a form of intervention in the world, a communicative practice that allows for critical reflection and transformative action" (Freire, 1970). Through critical dialogue, students are encouraged to question power structures and reflect on their reality, promoting meaningful learning. Communication, in this approach, is seen as a tool for empowerment, allowing students to become active agents in the construction of knowledge and the transformation of their reality.

Communication is an important element in mediating learning in rural education. According to Freire (2005), communication is an essential element for the construction of an educational environment that promotes the active participation of students and the collective construction of knowledge. Through dialogue, instructors can engage students in meaningful discussions, stimulating critical reflection and the exchange of experiences. Moreover, Saviani (2009) points out that communication is responsible for connecting curricular contents to students' reality, making them more relevant and contextualized. Thus, communication plays a central role in mediating learning in rural education, providing an environment conducive to engagement and knowledge construction.

In rural education, where socioeconomic and cultural conditions may be different from urban areas, communication assumes an even more relevant role. According to Gasparin (2005), communication is a process of social interaction that allows rural students to express their experiences and local knowledge. By valuing communication as a two-way street, instructors can promote a more inclusive and respectful education of the cultural and social diversity present in rural communities. Moreover, Nóvoa (2002) emphasizes that communication is fundamental to establish a relationship of trust between instructors and rural students, creating a safe and welcoming environment that favors the learning process.

Besides facilitating the connection between curriculum content and students' reality, communication plays an important role in mediating knowledge in rural education. As highlighted by Libâneo (2007), communication is a means by which students construct meanings and attribute meaning to the content learned.

Through dialogues, debates, and collaborative activities, instructors can mediate knowledge, providing rural students with the opportunity to relate what they learn to their daily experiences. Thus, communication becomes a channel for interaction and reflection, stimulating critical thinking and the construction of knowledge in a contextualized and meaningful way.

Social representations

Social representations are mental constructions that reflect the knowledge, beliefs, values, and attitudes shared by a given social group. According to Moscovici (2005), these representations are a product of the interaction between individuals and society, and are influenced by sociocultural and historical contexts. They play a fundamental role in the way we perceive, interpret, and attribute meaning to the phenomena and objects that surround us. Social representations are collectively constructed and shared within a given group, influencing our perceptions and behavior.

Social representations have been widely studied in several areas of knowledge, such as social psychology, sociology, and anthropology. For Jodelet (2001), social representations are a form of practical knowledge that allows us to understand and make sense of the social world in which we live. They are constructed and shared through communication and social interaction, shaping our worldviews, individual and collective identities, and influencing our social practices and behaviors.

One of the characteristics of social representations is their function of providing coherence and stability to social reality. According to Abric (2001), social representations serve as guides for the understanding and interpretation of social phenomena, establishing norms, values, and standards that guide the actions of individuals within a given group. They are constructed from individual and collective experiences, from contact with different sources of information, and from social interactions, reflecting both objective and subjective aspects of reality.

Furthermore, social representations play an important role in the construction of social identity and in building a sense of belonging. For Moscovici (2005), social representations are a central element in the formation and maintenance of social cohesion, since they define the boundaries between "us" and "them" and establish individual and collective identities. They are shared within a social group and contribute to the construction of a sense of identity and belonging, strengthening social ties and reinforcing group cohesion.

The next methodology section presents a basic, descriptive-exploratory approach. We used a sample of 60 instructors of improvement courses in rural education in Ceará. Data were collected using an online form and the Free Word Association Technique (TALP) and semi-structured interviews were applied. Data analysis was performed using the content analysis proposed by Bardin (2016), following the established ethical guidelines.

III. Materials and Methods

The present research is characterized as basic and descriptive-exploratory. According to Minayo (2021), its objective is to contribute to the development of new and useful knowledge for the advancement of science, without necessarily seeking an immediate practical application. The descriptive-exploratory approach adopted in this study has a flexible planning, allowing the description of the observed phenomena, emphasizing their causes and relationships with other facts, as well as the analysis and interpretation of the data collected.

For the analyses performed, we favored the qualitative approach, which considers the existence of a dynamic relationship between the real world and the subject, that is, an inseparable link between the objective world and the subjectivity of the subject, which cannot be translated into numbers. In this context, the interpretation of phenomena and the attribution of meanings are fundamental elements in the qualitative research process.

We adopted elements of a research-action, as described by Minayo (2021), whose objective is the transformation of the living conditions of the people involved in the research, through participation and joint action between researchers and subjects. This approach enables the construction of scientific and socially relevant knowledge, from the analysis and interpretation of the data collected together with the research participants.

According to Minayo (2021), action research is a type of investigation that involves the active participation of the researched subjects in the research process, combining the way of interrelating research and actions in a particular field selected by the researcher. In this approach, both the researcher and the participants are cooperatively engaged in the research work, which allows for the joint construction of scientific and socially relevant knowledge.

The sample of this research is composed of 60 instructors of improvement courses in rural education in the state of Ceará. To ensure the participants' anonymity, alphanumeric identifications were assigned to each of them, being represented as I1, I2, I3, I4, and so on.

The research design was conducted through data collection using a Google Forms form, applied on April 3, 2023. The participants were selected based on the criterion that their answers were related to communication techniques in learning mediation. This selection aimed to obtain specific and relevant information for the study, considering the instructors' expertise in this specific area.

The instrument used in this research was the Free Word Association Technique (TALP), a method widely used in studies in the field of education. According to Vasconcelos (2015), the goal of TALP is to obtain information about the cognitive structure of individuals and the mental associations they make between words or concepts. In this technique, participants are asked to provide the first word that comes to mind when they hear a target word, usually determined by the researcher. From the responses obtained, it is possible to perform statistical and content analyses that help to understand patterns and mental associations of participants in relation to certain concepts or themes.

The research also included conducting semi-structured interviews with three open-ended questions. According to Lüdke and André (2013), the semi-structured interview is a technique that allows obtaining deep and detailed information about the experiences and opinions of the participants. In this type of interview, the researcher presents a script with open-ended questions that should be explored flexibly and adapted to the interviewees' answers. In this way, it is possible to obtain rich and complex information about the themes studied.

For the analysis of the data collected in this study, elements of the content analysis proposed by Bardin (2016) were used. This approach consists of a set of systematic and objective techniques for the description of the content of messages, in order to infer knowledge about the conditions of production. Content analysis occurs in three phases: preliminary analysis, material exploration and treatment of results.

In the preliminary analysis phase, the data collected in the research form were selected, organized and studied. In the material exploration phase, the data were coded and characterized for the definition of the analysis categories, which were: (i) definition of communication techniques; (ii) communication with the reality of the classroom; (iii) challenges encountered in the development of good communication. In the results treatment phase, the data were analyzed and interpreted in the light of the theoretical precepts, seeking to understand the perception and representations of the subjects about the characteristics of the theme "communication in learning mediation".

The ethical guidelines established by Resolution No. 510, dated April 7, 2016, were followed, as well as by the regulations and legal provisions of Law No. 8,080, dated September 19, 1990, and Law No. 8,142, dated December 28, 1990, as determined by Decree No. 5,839, dated July 11, 2006, which deal with ethics in research involving human beings (Brazil, 2016). Participants were duly informed about the justification, objectives, methods, and benefits of the study, as well as about their right to withdraw from participation at any time. All participants were asked to sign the Informed Consent Form (ICF), thus ensuring compliance with ethical principles and respect for the autonomy and well-being of those involved in the research.

The next section presents the results and discussion with an analysis of the instructors' perceptions of the role of communication in mediating learning.

IV. Result

In this section, an analysis of the contributions of the instructors who participated in the training was carried out, with the purpose of interpreting the perceptions of these individuals about the role of communication in the mediation of the instructors' learning. For the analysis of the data collected in the interview form, the content analysis methodology was used (Bardin, 2016), being presented the analyses of each category previously defined in the exploratory phase of the material.

Perceptions of transversality and TALP

Using the Free Word Association technique (FWAP), we analyzed the words evoked by the participants in relation to the phrase "communication is...". The answers reveal the participants' perception of this fundamental concept. Communication is described as an essential human ability, involving the transmission of information, the exchange of ideas, and the development of empathy. It is seen as a means of interaction and mutual understanding that promotes knowledge sharing, problem solving, and building strong relationships.

Participants highlight the importance of clarity in conveying messages, emphasizing the need to communicate clearly and objectively. In addition, communication is perceived as a dynamic and participatory process that requires the ability to listen actively and be open to the exchange of opinions. Interaction is considered an essential element of communication, allowing individuals to connect and share experiences.

Another relevant aspect mentioned by the participants is the transforming function of communication. Through it, it is possible to learn, evolve, and transform ideas. Communication is seen as a tool for personal and social development, enabling the dissemination of information and the collective construction of knowledge, as we can see in figure 1.

Figure 1- Cloud of evoked words



Source: Prepared by the authors (2023)

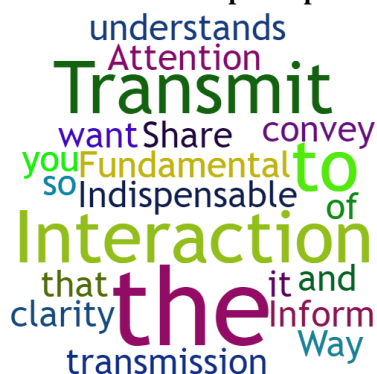
Analysis of the words evoked by participants in response to the phrase "communication is..." reveals some recurring patterns. The word "information" appears several times, demonstrating the importance of communication as a means of transmitting and receiving information. This exchange of information is considered indispensable and fundamental, highlighting the need to share knowledge and transmit messages clearly.

The word "interaction" is also frequently mentioned, underscoring the dynamic, two-way nature of communication. Interaction between sender and receiver is seen as an essential element for mutual understanding and the creation of strong relationships. In addition, clarity is valued as a fundamental aspect of communication, emphasizing the importance of conveying messages carefully so that the receiver understands them clearly.

Other terms such as "essential," "transmit," "dynamism," "understanding," and "communication" reinforce the idea that communication is a vital process that involves exchange, relationship, and the search for mutual understanding. The repeated presence of the word "clarity" highlights the importance of expressing ideas and information in a clear and understandable way.

When asked, of the 3 words evoked which they consider most important, the coordinators highlight the word information most frequently, as we can see in figure 2.

Figure 2- Cloud of evoked words that the participants found most important



Source: Prepared by the authors (2023)

That said, the crucial importance of the teacher's role in the mediation process through communication is evident. The words evoked by the participants point to the need for a careful handling of information and an adequate methodology to ensure an effective transmission of knowledge. Moreover, these words suggest that the teacher must adopt a critical and reflective posture in relation to knowledge and educational practices.

Communication plays a key role in the construction of knowledge and the development of students' skills. The teacher, as a mediator in this process, must be able to convey information in a clear and understandable way, adapting his language and strategies according to the students' needs and characteristics. In addition, it is essential that the teacher promotes an effective interaction, stimulating the active participation of students and creating a favorable environment for dialogue and the exchange of ideas.

For you, what are Communication Techniques?

When analyzing the trainers' speeches about communication techniques, we can identify different categories that cover the significant aspects mentioned by them.

Regarding the importance and purpose of communication techniques, the instructors emphasize that these techniques are fundamental to the development of the most important human capacity (I1). In addition, they highlight the need for comprehension strategies (I6), objectivity (I9), skills (I8), and the ability to convey information about technical processes or specific audiences through digital or print media (I3).

Another category refers to the process and elements of communication. The instructors mention that communication techniques are methodologies that mediate the message from the sender to the receiver (I4) and are ways to integrate the sender and receiver, avoiding noise in the message transmission (I5). They also point out that communication techniques involve the way the message is presented and transmitted (I7) and that they are means of propagating teaching-learning (I10).

Clarity, understanding, and effectiveness in communication are aspects addressed in another category. The instructors emphasize the importance of being objective and clear (I34) and using techniques that facilitate understanding and learning (I26). They also highlight the need for clear and objective ways to pass on information (I36) and to use techniques that allow interaction between sender and receiver (I30).

The last category encompasses the means and resources of communication. The instructors mention resources such as oral and written speech, videos, writing, gestures, and drawings (I23, I24). In addition, they highlight the importance of using technological resources, such as digital tools, to facilitate communication (I47). They also emphasize the need to select the best ways to present issues, taking into account the context and the audience (I18).

About these lines we highlight:

Something fundamental to develop the most important human capacity.(I1)

Ways to integrate receiver and sender the message that should be transmitted avoiding noise (I5)

Methods to facilitate information sharing (I20)

Issuing information in a language accessible to all (I21)

The content passed to the participants should be within the content expected by the participants.

used to express a content or what one wants to say (I28)

Communicate with the public, content of interest purpose (I29)

Tools to be applied to give us favorable results.(I41)

Ways to effectively get information to those who should receive it (I46)

are didactics worked in a clear and objective way to reach a goal through communication. (I54)

The role of communication techniques as tools to express content, ideas, and purposes is also emphasized (I28, I29). These techniques should be applied objectively and clearly, aiming to achieve favorable results and reach specific goals (I41, I54).

Through these techniques, it is possible to take the information effectively to the target audience, ensuring that the contents transmitted are within the expectations of the participants (I46). Proper communication with the audience and the use of didactic strategies are also mentioned as essential elements (I29, I54).

Thus, by applying communication techniques appropriately, trainers can establish effective communication, promoting understanding, engagement, and learning in a clear and objective manner

How do you relate the communication process to the classroom reality?

By analyzing the instructors' speeches based on Bardin's (2016) discourse analysis, we can identify some categories that emerge from the speeches related to the communication process in the classroom. These categories are:

1.Importance of communication: Several speeches highlight the importance of communication in the classroom context, emphasizing that it is through this process that learning is guaranteed (I12, I26, I30, I37). Communication is considered essential to integrate students, promote dialogue and unify knowledge (I20, I24, I38, I40).

2.Language and comprehension: Language adequacy is highlighted as fundamental in communication, aiming at the understanding of all participants (I5, I9, I25, I27, I28, I34, I41, I43). Clarity and objectivity in communication are highlighted as important to avoid misinterpretation of the teachings (I42, I47). In addition, there is mention of the need to adapt the language according to the reality of each course or training (I16, I31).

3.Interactivity and knowledge exchange: Communication is seen as a dynamic process that involves interaction, sharing and exchange of knowledge between instructor and students (I10, I18, I35, I36, I54). The importance of communication that is participatory, friendly and conflict-free is highlighted (I25, I45). Communication is considered a means of creating bonds and establishing a positive relationship between those involved (I38).

4.Means and techniques of communication: Several forms of communication are mentioned, such as verbal, visual, auditory communication, use of audiovisual resources, in addition to means such as Whatsapp, e-mail and Instagram (I31, I44, I56, I57). The importance of using different types of communication is highlighted

to avoid it becoming something uninteresting (I48). The instructors mention the need to use tools and techniques that facilitate the transfer of content and achieve the proposed objectives (I41, I55, I58).

By grouping the speeches in categories, it is possible to perceive the relevance attributed to communication as a key element for the teaching-learning process. The discourse analysis allows us to identify the main themes and meanings present in the instructors' speeches, offering a deeper insight into the importance and different dimensions of communication in the classroom.

About this issue we highlight the speeches of:

It is very important because it is through this process that we guarantee learning.

Of fundamental importance for the smooth running of the course (I26)

Many times we come across a communication failure that interferes with the student's learning, such as lack of objectivity, inadequate tone of voice, monologues and inappropriate language. (I27)

Knowing how to express yourself in both professional and personal life (I41)

Through good communication we can exchange knowledge and build new knowledge (I36)

so that you can bring the trainee to the center of the process that he can be the agent of development of the learning process. (I54)

All available means that will facilitate and achieve the objectives (I58)

Based on what the instructors said, we can conclude that communication plays a fundamental role in the classroom context and in the teaching-learning process. Through this process, it is possible to guarantee the students' learning (I12) and to contribute to the good course progress (I26). However, it is important to highlight that we often face failures in communication that may interfere in the students' learning, such as lack of objectivity, inadequate tone of voice, monologues and inappropriate language (I27).

In addition, verbal and non-verbal expression skills are valuable in both professional and personal life (I41). Good communication allows the exchange of knowledge and the construction of new knowledge (I36), enabling a meaningful interaction between instructors and students. It is necessary to involve students in this process, bringing them to the center of the learning process, so that they become active agents in their own development (I54).

To achieve the proposed objectives, it is important to use all available means that facilitate communication and reach the diversity of learners present in the classroom (I58). This includes the use of different techniques, audiovisual resources, and means of communication, appropriate to the reality of each course or training.

What challenges have you encountered, as an instructor, in developing good communication?

Based on Bardin's (2016) discourse analysis, the instructors' speeches can be grouped into different categories related to the challenges encountered in developing good communication. These categories are:

1.Noises: The instructors mention the presence of noises in communication, such as side conversations (I3), different types of communication (I10), language of the region (I11), and lack of material for other forms of communication (I48). They recognize the importance of decreasing these noises to improve the effectiveness of communication (I7).

2.Clarity: Clarity is highlighted as an important challenge in communication. The instructors mention the need to transmit knowledge slowly and clearly (I13), adapt the language according to each participant (I26), use technical and common language (I30), be clear and didactic (I36), speak clearly (I50), and ensure clarity in information to avoid dispersion (I51).

3.Diversity and appropriateness: Trainers face the challenge of dealing with the diversity of contexts, cultures and education levels of the participants. They mention the need to equalize different contexts within the same group (I5), be clear in different realities (I6), identify different cultures present (I16), tailor language to the audience (I20, I52), and level participants' knowledge (I24, I45, I55).

4.Trust and motivation: The trainers emphasize the importance of establishing trust with the participants to improve communication (I4, I8) and mention the need to motivate students (I22) and mobilize them for a fruitful course (I25). They also mention the shyness of some participants as a challenge (I19) and the importance of encouraging active participation (I54).

5.Resources and mediation: The instructors mention the need to insert new tools (I28), use multimedia resources in an intelligent way (I57) and look for different ways to pass on the content (I29, I49). They also mention the importance of participants' attention and concentration (I34) and the challenge of dealing with the resistance to information and low education of some students (I58).

Henceforth, challenges mentioned by instructors include communication noise, the need for clarity, the diversity of audiences and the appropriateness of communication, establishing trust and motivation, and the appropriate use of resources and mediation. Becoming aware of these challenges can help instructors develop more effective communication strategies and promote a more inclusive and participatory learning environment.

On this issue we highlight the speeches:

Parallel conversations (noise) (I3)

The language of the region (I11)

Conveying the knowledge slowly and very clearly for the good understanding of the trainees. good (I13)

Clarity in the information and avoid dispersion of the participants (I51)

Adequacy in the way you communicate with different participants.(I20)

The leveling of knowledge among the participants (I45)

Fit the class (I14)

Have greater insight. (I18)

The adequacy seeking to fit between technical and common language (I30)

For many, resistance to information and low education (I58)

Based on what the instructors said, we can conclude that the development of good communication presents challenges that affect the process of transmitting and understanding knowledge. Among these challenges, we highlight the presence of parallel conversations and noises that interfere with effective communication (I3), the influence of regional language on comprehension (I11), and the importance of transmitting knowledge in a slow and clear way to guarantee a good understanding of the trainees (I13).

In addition, clarity of information and the need to avoid dispersion of the participants are essential aspects for successful communication (I51). The adequacy in the way to communicate with different participants is also a challenge mentioned by the instructors (I20), because each group has its own characteristics that demand an adaptation in the language and communication style.

The leveling of knowledge among the participants (I45) is another relevant issue, because instructors deal with groups that have different levels of knowledge and it is necessary to look for strategies so that everyone can follow the learning process in an equitable way.

The adequacy between technical language and common language is a concern mentioned by the instructors (I30), because it is necessary to find a balance that allows to transmit the knowledge in an accessible and understandable way, without compromising the precision and quality of the information.

Finally, resistance to information and the low education of some participants are challenges faced by instructors (I58), requiring tailored approaches and specific strategies to overcome these barriers and ensure that everyone has access to the content in a meaningful way.

Thus, the conclusion is that developing good communication requires attention to the challenges mentioned by instructors, including minimizing noise and dispersion, adapting to the diversity of participants, being clear in conveying information, using appropriate language, and overcoming obstacles such as resistance to information and low education. By addressing these challenges with appropriate strategies, instructors have the potential to foster a more inclusive, participatory, and effective learning environment.

In the concluding remarks below, the study highlights the importance of effective communication between instructors and students in rural education.

V. Conclusion

This study aimed to investigate the importance of the instructor's role in rural education in the mediation process through communication. In this sense, we sought to understand how the communicative approach requires careful information, an adequate methodology, and a critical and reflective posture in relation to knowledge and educational practices.

We found that effective communication between instructor and student is fundamental to promote learning and engagement. We identified the importance of clarity in conveying the message, as well as the receiver's attention for proper comprehension.

In discussing the implications, we highlight that the study reinforces the need for effective communication in the educational context. These findings have practical implications for improving the quality of education, both in developing teaching strategies and in promoting constructive classroom interactions.

This work did not intend to exhaust the subject and it is recognized the need to further investigate other dimensions of communication in the mediation process. We suggest that future research explore different methodological approaches and consider the influence of contextual factors in the communicative process.

These results can help educators, educational policy makers, and researchers to improve their practices and promote a more effective learning environment.

Ultimately, this study reinforces the relevance of communication in education and highlights the importance of the teacher's role as mediator. Effective communication strengthens the relationship between educator and student, facilitates understanding, and promotes an enriching learning environment. It is essential that educators adopt a critical and reflective posture in relation to their communicative practice, constantly seeking to improve their mediation skills to improve the quality of the education offered.

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