

THE TEACHER-STUDENT RELATIONSHIP - CHANGES IN UNIVERSITY EDUCATION

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Summary: *The success of adapting the teacher's behavior to the course and communication with students doesn't come from superficiality and training. Therefore, the movements of the teacher, his posture and gestures, the setting and orientation of the view, along with countless clues, some almost subtle are contributing greatly with the achievement of the communicative performance. Attractive, eloquent and inspired presentations, dynamic, consistent and constructive learning meetings are the fruit of experience and training, self-motivation and permanent self-evaluation.*

In this relationship the most important is the affective climate and the types of behaviors in the class. If this climate is loaded with positive elements the results of knowing the students, self-knowledge and professional affirmation and formation, motivation, will be very good. Focusing on the relationship aspects it's raising the statut and the image of the teacher by accentuating formative valences of the educational process and didactic communication.

Today, this scenario is focused on the continuous progress of the teacher and his preoccupation to train students in consistent, challenging and attractive conversational interactions in which the teacher accomplishes the role of resource and the student accomplishes the role of an explorer, partner, builder of his own progress. The relationship between student and teacher depends also of the teacher's capacity to motivate students to acquire their ideas, convictions and values of taught courses. Certain is that the dialogue which both educational actors is exerting one upon the other depends of the quality and the depth of that relationship built between then the relationship influenced by verbal communication competence, nonverbal and paraverbal competence of the teacher but also of the students.

Key words: *university education, change, adaptation, student-teacher relationship, dialogue.*

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