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EFFICIENT COMMUNICATION WITH SENIORS IN LIFELONG LEARNING TO ENHANCE THEIR DIGITAL SKILLS AND ECONOMIC LITERACY

EFEKTÍVNA KOMUNIKÁCIA SO SENIORMI V CELOŽIVOTNOM VZDELÁVANÍ PRE ZVÝŠENIE ICH DIGITÁLNYCH ZRUČNOSTÍ A EKONOMICKEJ GRAMOTNOSTI

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Abstract

The paper deals with the problem concerning the importance innovative lifelong learning for seniors in the branch in economic questions and effective communication. The need to adapt and further effective training seniors for lifelong learning in the fields of economics questions and the use of new multimedia communication tools, together with a good mastery of information technology (ICT) are a current challenge, not only for academics but also for society.

Key words: Lifelong learning, effective communication, ICT, economics education, factor analysis

Abstrakt

Príspevok sa zaoberá problémom dôležitosti inovatívneho celoživotného vzdelávania pre seniorov v ekonomických otázkach a efektívnej komunikácii. Potreba prispôbiť a napomáhať efektívnemu vzdelávaniu seniorov pre celoživotné vzdelávanie v oblastiach ekonómie a využívání nových nástrojov multimedialnej komunikácie spolu s dobrou

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znalosťou informačných technológií (IKT) sú súčasťou výzvou nielen pre akademických pracovníkov, ale aj pre spoločnosť.

Kľúčové slová: vzdelávanie, efektívna komunikácia, IKT, ekonomické vzdelávanie, faktorová analýza

Introduction

If it is in the interests of society, in the care of the aging generation, to address the issues of mutual interaction, it is necessary to start from the knowledge of what is the meaning of life of the aging generation, what are the physical, mental and spiritual needs in this life period. What is typical for this period, where is the optimal place for the aging generation to live and how the aging generation perceives every spoken word. On the one hand, we live in a time that is forcing the younger generation to live hurried lives, lifestyles of young people are characterized by pursuit of money, career, social status, for many, fight for their lives in poverty and unemployment, in which little time is left for stopping and talking to their loved ones about their perception of the world today, their worries, problems and joys, their needs or sometimes just talking with them for a while (Bočák, 2006).

On the other hand, social changes, which greatly affect the life for senior citizens, such as increased burden or risk of health status deterioration requires a positive approach by social workers or staff correctness in expressing and preserving some "refinement" in communicating the necessary information. Even the most cruel information can be presented in a manner acceptable to the aging generation, for whom the very advanced age is not acceptable. This is reflected among other things in the increasing importance of complex sciences concerned with the care of the aging generation, which have to be proceeding towards deepening, improving and streamlining all articles and components forming a complex process of care for the elderly (Braln, 2004).

The need to adapt and further effective training seniors for lifelong learning in the fields of economics and the use of new multimedia communication tools, together with a good mastery of information technology (ICT) are a current challenge, not only for academics but also for society. In order to provide comprehensive assistance in these activities requires knowledge aggregation and analysis in communications with seniors so that they are set. In order to provide comprehensive assistance in these activities requires knowledge aggregation and analysis in communications with the elderly so as to set the gradual steps towards achieving the objectives and aims (Carnegie, 2010).

At present, it is important to pay attention to increasing ICT skills and their use in day-to-day communication with the surrounding area, but with authorities and institutions where seniors can provide the necessary documents online and obtain the necessary information. It is equally important in lifelong learning to acquire skills in economic matters, thereby supporting the development and economic literacy of seniors in the application of acquired digital skills (DeVito, 2001; Kopřiva, 2006; Paľun et al., 2015).

The importance of communication in lifelong learning in economics questions

Lifelong learning is also out of school each individual a very important part of everyone's life. What is the future of education, many of you ask. The Internet a whole range of ways to learn is such a form. Lifelong learning is about learning even after school. Learn even though they do not really need it. Learn so that we are improving. The whole history of mankind is that the winner is the one who had better information. Of course, if they are used. It was so always and to a large extent it will be so in the future. Why should we learn life? Learn therefore necessary that one of us became bigger people. Not volume, but the mind. And so that we know more quickly and easily solve problems that arise in life (Bellová, 1991; Bočák, 2006).

So far, education has served to people from nurturing uncontroversial subjects, the average population that will obey authority (teacher - it starts there) and took the children free time - to not take drugs, and the like. Why not sufficient college and need lifelong learning? Because development goes forward so quickly that until someone graduated from high school, so the information will be outdated. Because according to surveys at work today we use 90 % of the totally different skills than those which gives us formal education (Hagarová et al., 2015).

There have been numerous adults who are lifetime learners. They are experts in their fields. Successful, smart people who are a model and admire them. Have you ever heard someone talk about one of Adult Education? Even if they do, only in cases excellent a creativities personalities. But many talked about that they have become experts because of that that the information found on the Internet and e- books they have purchased - have educated ourselves. During the time on the Internet, there were a huge number of books for free that can be legally copied and also some books that are available for sale. It may not be only a book, but also videos, audio books, webinars, lectures and all those we store in their folders, exactly as it would be doing all of us. Lifelong learning each subject is an important task of all mankind, which is primarily conditional on proper communication (Gazdíková, 2011).

Important in lifelong learning and in seniors' education is an accessible way to inform, explain questions about general economic knowledge, e.g. economic concepts and categories, to understand the relationships among them in business economics, in internal and foreign trade, in the payment system, customs, tax system, banking, insurance, in a financial market in marketing and management, in entrepreneurship. It describes the nature and components of enterprise, business forms, establishment and formation of a company, cancellation and termination of a company, supply, manufacture, marketing activities, staffing business activities, the economic aspect of business activities with a link to financial management (Gruber, 2009; Kozík, 2015).

The activity of an enterprise is linked to the understanding of the nature and role of management and marketing in the control of the enterprise, also financial management of the enterprise includes knowledge of the tax system and the classification of taxes. Furthermore, the content standard administers characteristics of commerce and points out the common and different features of wholesale and retail trade, internal and external trade, deals

with various forms of trade, with work processes in business, management of commercial enterprises, conditions and possibilities of trading with foreign countries, knowledge of commercial contracts and trade agreements (Hagarová et al., 2015).

Communication styles with the aging generation for more effective lifelong learning

We can divide the communication with the aging generation according to different criteria, aims, purpose, equality, relation and direction. According to the scientific literature and our own experience with the aging generation considering the aims, we can talk about the communication aimed at (Paľun et al., 2015):

- *Informing* - provides necessary information to the aging generation, the more information we provide to the senior, the greater assumption of effective decision making.
- *Commanding* – is effort to change the behavior of old people in order to influence them for acting in terms of the necessities for their content old age.
- *Motivating* – we observe a certain specific change in the behavior of the aging generation.
- *Searching* - the aim is to communicate with one another.

Each contact with the aging generation has some purpose and function, we can use more than one: to form, modify, strengthen or confirm the relationship, to get information, to order, to persuade, apply for something, to present oneself or to have fun. If we want to fulfill the intent and purpose of the communication with the old person, it is necessary to communicate in a certain way.

According to GORDON, the designation of "communication style" connects purpose, methods and circumstances of communicating with seniors. We can distinguish five styles which are based on the scientific literature and our experience, according to the purpose and the course of communication with the aging generation (in Kopřiva, 2006; :

- *Conventional style* - the purpose is to communicate with the older generation. Communication is short, in the form of exchanging greetings and phrases without obligation.

- *Conversational style* - belongs to the basis of a healthy communication with the aging generation. We exchange information and opinions during the conversation or if it is common conversation, we just talk with each other.

- *Operative style* - is realized in the communication process with the aging generation when it is dominated, in the foreground, by the complementary position of the social worker. It is a purposeful and a clear allocation of roles, positions and responsibilities, which the communicator performs in a superior role and the member of the older generation in a inferior role.

- *Negotiation style* – presents an **important communicative education** from the perspective of the communication. The communicator and also the communicant, who is the senior, are in balance, i.e., in the same positions of power.

- *Personal style* – is different from other styles in way that it is about the very way of satisfying the necessities and desires of the aging generation. The most important characteristics are the emotions that do not play such a big role in any other communication style. Intimacy implies and requires trust, art of listening, empathy and acceptance.

The relationship between the communicator and the communicant, in terms of equality, can be symmetrical or asymmetrical. Symmetrical relationship emphasizes the equality of relationships between the social worker and the senior. Both of them have equal rights, opportunities and freedom of expression in the communication process (Kocianová, 2003).

The role of the speaker and the listener is accordingly substituting. They communicate on the same level, not only verbally but also non-verbally. Asymmetrical relationship expresses in contrary relational inequality, and dependence of the communicant and the communicator while the communicator has more active and critical role. The communication is dominated by commands, prohibitions and recommendations that raise dominance in the interaction.

Access to communication with seniors should be focused on inducing seniors' activities, this means that the seniors do not fulfill only the role of passive receivers of social services. Social assistance will be effective only when we fulfill conditions of a synergetic relation between them in a mutual interaction (Tubbs, 1997; Sadala, 2007; Bočák, 2006).

Synergy is a manifestation of mutual cooperation, therefore, it was and it is the most effective mean of ensuring the survival of a person. Synergy is a part of the collective consciousness which is a result of mutual interaction, what it means is that an essential element of this relationship is "coherence" and not "incoherence". The mutual relation is built on the knowledge of the importance of the relationship with seniors in all stages of social assistance. The relation is built on the human holistic principle (Braln, 2004; Hagara et al., 2015).

Ageing generation and modern communication

Present revolution of information technologies has introduced new communication paradigms. Massive expansion of the internet creates new communication environment offering the ageing generation possibility to use the communication methods needing and reflecting the present needs.

It is an element of modern technology serving both for absorption and offering of information. The new communicational era of e-mails, mobile phones and SMS messages allows real-time communication in form affordable and technically available to the ageing generation. However, its inability and principally dismissive attitude to these new technologies challenge their use. Communication technologies are changing the form of communication; it is not a domain of solely academic field any more. Neotechnocratism starts addressing also the ageing generation, even though with small problems. Lives of many seniors who stayed alone without their relatives would be unthinkable without mobile phones, computers and connections to social networks. This modern way of communication should be gradually implemented in the Social Service Centres in way enabling effective connection with relatives also from these areas (DeVito, 2001; Paľun et al., 2015).

Modern communication is highly actual, discussed and broad topic. Considering interest of seniors in this form of communication, the following three areas are certainly worth mentioning – phone conversation, on-line communication and communication on social networks (Gruber, 2009).

Research part – Methods of analysis

The general objective of our survey was to map the current situation in the field of communication in relationships between social workers - the aging generation with regard to communication skills of social workers and the awareness of the need for empathy, active listening in lifelong learning. At the same time we evaluation effectiveness communication of seniors in lifelong learning for improve skills in economic questions and digital skills using modern information and communication techniques. From the own extensive analysis, we present partial results and research issues, deals with factors of efficient communication with to enhance their digital skills.

The filling up of the questionnaires was done by assistants in the field. The respondents were made aware of their voluntariness in completing and maintaining anonymity.

200 questionnaires were distributed for the research and 168 completed questionnaires were returned to us, representing a return of 84 %. We emphasize that a high percentage of return was mainly the result of the fact that our assistants come from those places, that is, they had some informal contacts in those premises.

The processing of empirical data

As already mentioned above in the text, the empirical data processing was carried out using mathematical-statistical program for processing the collected empirical data of social researches - SPSS 18. (Statistical Package for the Social Sciences). Given the possibilities of the software, we offer univariate, bivariate and multivariate (in this case the factor) analysis of the empirical data in the text below (Hebák a kol., 2005).

The method of survey: We chose the questionnaire method considering the subject of the survey, which are the opinions and views on selected aspects of communication with the aging generation.

The characteristics of the survey sample: Our sample consisted of 168 workers in direct contact with the aging generation aged 20 to about 50 years. Respondents were chosen into the survey on the basis of available choice.

Application of statistics methods for evaluation of various factor of communication for seniors in lifelong learning

In our analysis we chose the *Exploratory factor analysis*, because of the correlation analysis of more measurable respectively of manifest variables, and based on this analysis we determined the group of solid variables which statistically "belong together", that is which were backed by a common factor i.e. a latent variable.

The number of factors we found was reduced to a minimum acceptable number, by which we achieved that the observed dependences could be clarified in the simplest way. After finding and naming a common factor we created a new variable we used in further analysis in place of the original variables.

To assess whether it makes sense to do the factor analysis or not was found out easily by examining variables suitable for factor analysis and then we tested the null hypothesis.

The example of selected factors communication (Fig.1):

F1 – Knowledge of the techniques of active listening

F2 – Barriers IIa *Verbalization – adequate vocabulary

IIb *(Expression) Awareness of production of communication barriers

F3 – Appreciation of the aging generation for expressions of confidence

F4 – Empathy a deeper understanding of ideas

F5 – Summary of the main ideas of communication

Variable	Reproduced Correlations Extraction: Principal components														
	ot7	ot 8	ot 9	ot 10	ot 11	ot 12	ot 13	ot14	ot 15	ot16	ot 17	ot 18	ot 19	ot 20	ot 21
ot7	1,00	-0,27	0,59	0,57	0,16	0,30	-0,30	-0,25	-0,28	0,48	0,30	0,09	0,13	0,26	0,26
ot 8	-0,27	1,00	-0,20	-0,67	-0,38	0,08	-0,11	0,54	0,34	-0,11	-0,09	0,11	-0,35	-0,48	-0,48
ot 9	0,59	-0,20	1,00	0,56	0,23	0,05	-0,11	0,17	0,17	-0,09	0,44	-0,28	0,31	0,30	0,30
ot 10	0,57	-0,67	0,56	1,00	0,39	-0,04	0,05	-0,46	-0,32	0,15	0,22	-0,13	0,37	0,50	0,50
ot 11	0,16	-0,38	0,23	0,39	1,00	0,49	0,33	-0,09	-0,07	-0,23	0,18	-0,65	0,57	0,50	0,50
ot 12	0,30	0,08	0,05	-0,04	0,49	1,00	0,11	0,01	-0,25	0,22	-0,04	-0,20	0,05	-0,01	-0,01
ot 13	-0,30	-0,11	-0,11	0,05	0,33	0,11	1,00	0,02	-0,26	-0,38	-0,58	-0,22	-0,24	-0,37	-0,37
ot14	-0,25	0,54	0,17	-0,46	-0,09	0,01	0,02	1,00	0,67	-0,54	0,18	-0,34	-0,00	-0,23	-0,23
ot 15	-0,28	0,34	0,17	-0,32	-0,07	-0,25	-0,26	0,67	1,00	-0,58	0,51	-0,42	0,37	0,20	0,20
ot16	0,48	-0,11	-0,09	0,15	-0,23	0,22	-0,38	-0,54	-0,58	1,00	-0,10	0,59	-0,27	-0,05	-0,05
ot 17	0,30	-0,09	0,44	0,22	0,18	-0,04	-0,58	0,18	0,51	-0,10	1,00	-0,37	0,68	0,68	0,68
ot 18	0,09	0,11	-0,28	-0,13	-0,65	-0,20	-0,22	-0,34	-0,42	0,59	-0,37	1,00	-0,62	-0,45	-0,45
ot 19	0,13	-0,35	0,31	0,37	0,57	0,05	-0,24	-0,00	0,37	-0,27	0,68	-0,62	1,00	0,86	0,86
ot 20	0,26	-0,48	0,30	0,50	0,50	-0,01	-0,37	-0,23	0,20	-0,05	0,68	-0,45	0,86	1,00	0,93
ot 21	0,26	-0,48	0,30	0,50	0,50	-0,01	-0,37	-0,23	0,20	-0,05	0,68	-0,45	0,86	0,93	1,00

Tab. 1 The basic correlation matrix

Source: Source: Paľun, M., Hagara, V., Ružinská, E., Jakúbek, P., 2015

Interpretation of Tab. 1:

- The data in the table show that on the diagonal there are ones (1,00).
- Thus, the correlation coefficients between the variables are not zero.
- The basic precondition for the use of factor analysis is thus fulfilled.

The following bonds are created after rotation based on the high correlations of the factors of other variables: in the Fig. 2 we can see the example of application statistical methods for evaluating various factor determined the effective communication with seniors following their lifelong learning.

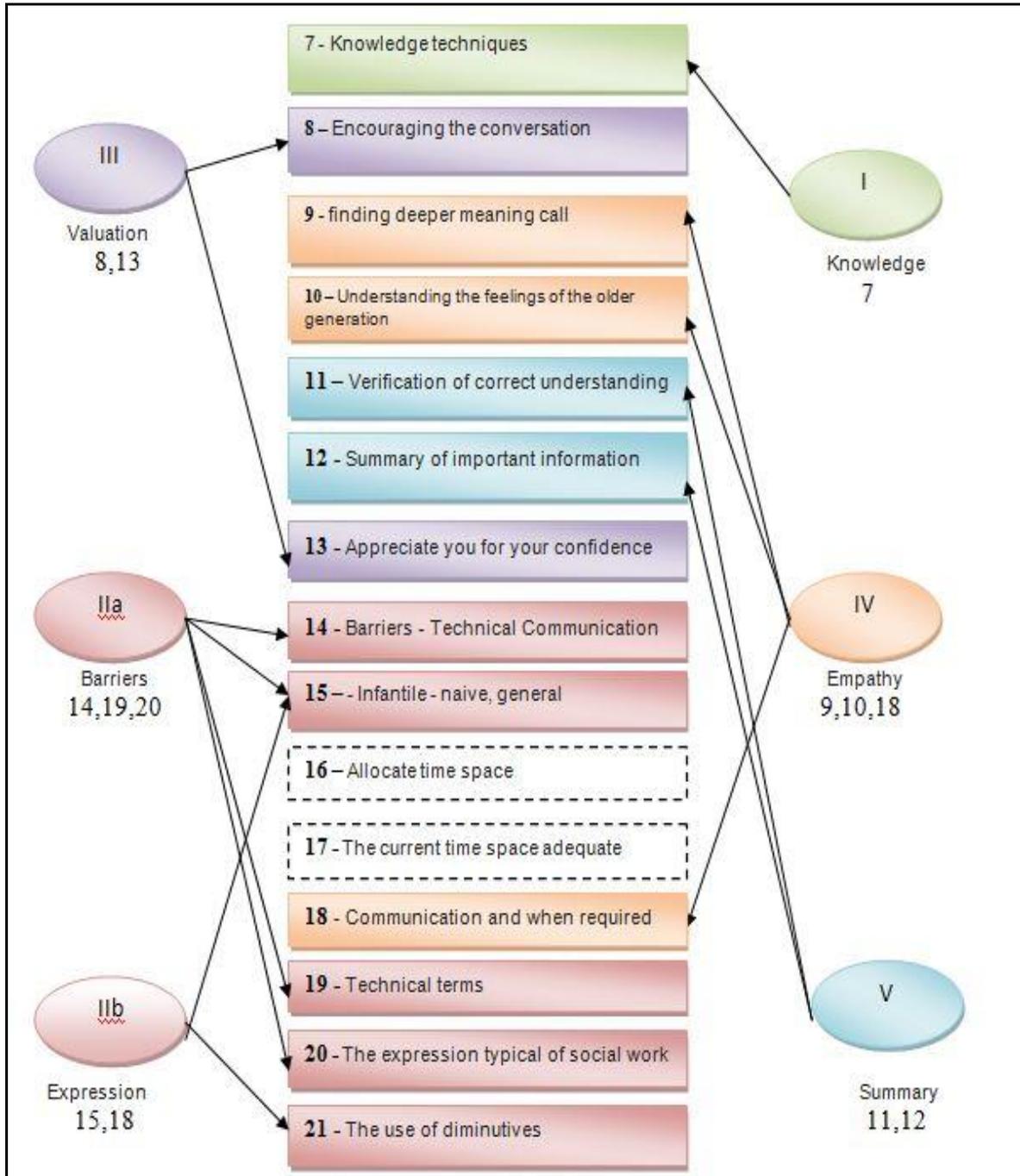


Fig. 1 Naming of variables in factor analysis

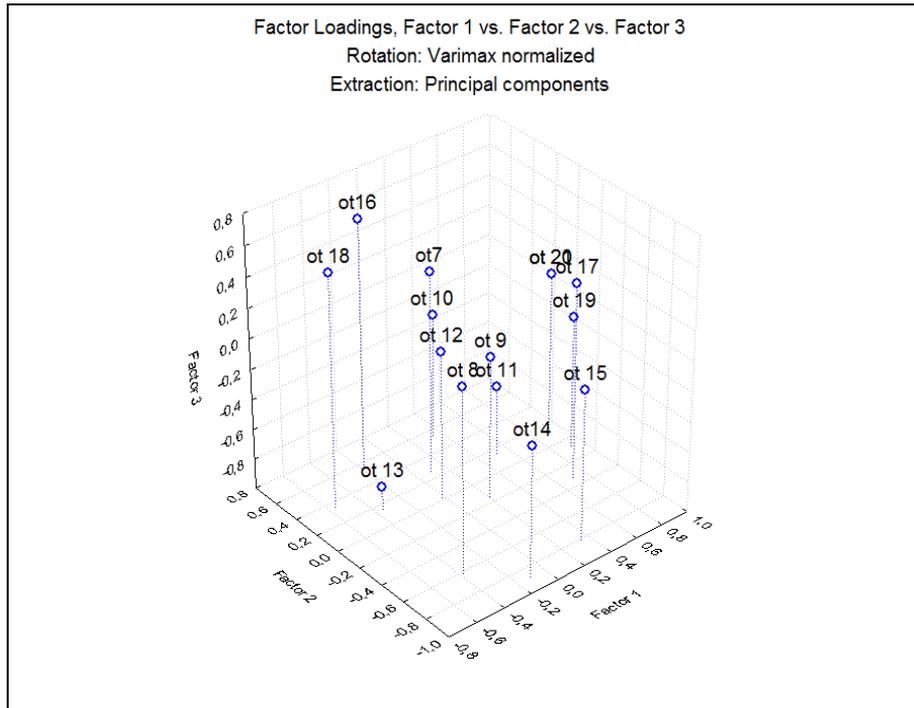


Fig. 2 Relation of F1, F2, F3 variables

Description:

The graph represents the interaction of individual factors for the variables/ questions. Thus the higher the value of the variable, in this case the question 16, the value of which is about 0.8 on the "z" axis, the greater the influence of the variable to factor 3, on the other hand, the same variable has a high value for factor 2 - the value is 0.6, but for factor 1 the value of the third coordinate is only 0.2.

Interpretation:

- Factor 1 is saturated mainly by variables "We need the devote adequate time to communication", "Awareness of restrictions of using technical terms" and also "Awareness of restrictions of using terms specific to social work".
- Factor 2 is saturated mainly by variable "The need to devote adequate time to communication".
- Factor 3 is saturated mainly by variable "The need to communicate with the aging generation at a time when they need it most".
- In our opinion, the method of maximum likelihood and generalized method of least squares clarified that the importance of a factor 1 is within the ability of expressing oneself, in a way that first of all the elderly understand a social worker.
- These are capabilities that the worker needs to have to be able to efficiently communicate with the aging generation. It thus means that social workers are aware of the need to express themselves using intentions understandable by the aging generation, otherwise the communication would not succeed.

- Factor 2 falls under the allocation of the time needed for communication, it means that social workers are aware of allocating adequate time for it to reach the satisfaction of the aging generation in an ongoing conversation.
- Factor 3 falls within the knowledge of the social workers to communicate with the aging generation at a time when they need it for effective lifelong learning and for and to help them with learning, to use adequate information and communication tools to address general economic skills issues

Conclusion

The selected issue of the mutual interaction with the aging generation is recently an excessively current topic. Everyday contact with the aging generation constantly brings new situations which should be handled by involved parties.

We analyzed within the general theory of communication an often discussed barriers arising in the communication process, such as misunderstandings and implemented active listening in practice, verifying a proper understanding of important information, valuation of expressed confidence on the part of the aging generation, the need for allocation of adequate time for a good communication with the aging generation and not least the correct timing of the conversation i.e., the course of communication when the aging generation requires it.

At present, it is important to pay attention to increasing ICT skills and their use in day-to-day communication with the surrounding area, but with authorities and institutions where seniors can provide the necessary documents online and obtain the necessary information. It is equally important in lifelong learning to acquire skills in economic matters, thereby supporting the development and economic literacy of seniors in the application of acquired digital skills.

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