

Communication techniques in the counseling interview

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Abstract:

The importance of the current research comes in shedding light on the communication techniques in the counseling interview through verbal and non-verbal practices for their importance in the counseling process; the current research aims to identify some of the techniques of communication in the instructive interview. Among the most important conclusions reached: The use of communication techniques, both verbal and non-verbal appropriately, by the educational counselor in the school, acquires great importance during the counseling interview. There is also a need to pursue the scientific and technical qualification of mentors who are preparing to practice the profession of counseling, as well as mentors who actually practice the profession.

Key words: Communication; Informative Interview; Verbal Practices ; Non-verbal Practices.

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Introduction :

Knowing the ways of communicating and dealing with human nature is the goal of many studies that have been conducted and are still being conducted in the field of guidance and direction in the modern era, to improve the situation of the individual and make him more adaptable to himself and to others in the various fields of life. And that the language of communication between humans is a set of symbols that speakers get to know about the significance and meaning of each symbol and is used in understanding between them; And it is not limited to verbal symbols only, but it goes beyond it to looking, silence, pointing, facial emotions, and so on. ((Al-Tobji, B.T.: 27)

Bingham sees that the word is not the only way to communicate between two people, the characteristics of the voice, facial expressions and look.

The eyes, the posture, the gestures and the general behavior are all considered among the reasons for the success of the counseling interview (Al-Azza, 2001: 88).

One of the main functions of the counseling interview is to help students to modify their self- and often wrong skills in their self-evaluation of their potential, ambitions, and self-concept: they have, by means of the scientific method to identify the truth. (Patterson, 1981: 44)

The interview has a prominent role in collecting information and data to provide the counselor or the educational specialist with a comprehensive understanding of the situation, and the maximum

benefit can be achieved from the counseling interview, according to the skills and techniques of the educational counselor that support its conduct and work to push it towards achieving its goals.

The performance of the counseling interview with the desired professional competence achieves the intended meaning of the importance of its use, and then the counselors can be evaluated and their capabilities assessed on the scientific basis of studied psychological and educational measurement, and they can also be evaluated by observing their reactions to the educational counselor's questions and their way of inquiring about him.

The interview is considered the main axis around which the educational counseling process revolves. The interview is a dynamic relationship between the counselor and the counsellor, through which the counselor tries to find a solution to his problem, during which the counselor tries to provide technical assistance that he deems appropriate to the counselor's condition. And that success in the interview in this sense requires experience, knowledge and skill (Esawy, 1980: 138), and that success in the interview process depends mainly on the quality of the Interactive relations between the mentor and the mentee and the extent of their stability between the two parties, and that the mentee's basic needs must be taken care of, and that the main requirement of the mentee is not only the use of different skills and methods with him, but also looking at his personal condition in general through his speech, movements and activity. One of the

characteristics of good guiding relationships is the attention, respect and acceptance of the counsellor as he is through his verbal practices and the way his words or through his movements and physical and personal activity. (Waters, 1964: 410)

Communication between the mentor and the counselor is considered one of the main tools for good relations, and it is a tool for collecting information in addition to being a tool for influence used by all the parties to the interview and that people begin and end their relations with each other by communicating with each other, so communication is their way of influence and their automatic means of change (Fahmy, 1988: 150)

It must be noted that conducting the interview includes an inquiry to obtain information, and that the purpose of communication is to see the background information of the client enable him to convey personal meanings related to his problems and situations, it gives the guide the opportunity to express his point of view, and this requires creating the appropriate atmosphere for him to speak freely and express what he wants, and that language is a strong and effective factor in the emergence and modification of social behavior. People of different expressions it discloses their emotional moods and what they perceive from the gestures of the hands and the nodding of the head, and all these things may meet when people address each other (Zaidan, 1965: 79). The counselor, in addition to following up on the verbal interaction, notes the emotional dimensions in the interview situation and its reflections on facial expressions, body movements,

muscle tension, changes in the volume and type of voice or silence.
(Malika, 1977: 81)

The importance of the current research comes in shedding light on the communication techniques in the counseling interview through verbal and non-verbal practices because of their importance in the counseling process and their importance to the work of the educational counselor, without which counseling may lose one of its most important techniques and means. The importance of the current research can be summarized as follows:

- 1- The importance of communication.
- 2- The importance of the interview in the counseling process.
- 3- The importance of verbal and non-verbal practices in the counseling interview.

This highlights the importance of this research in the field of educational guidance.

Research goal:

The current research aims to identify some communication techniques in the indicative interview and is limited to the reality of verbal and non-verbal practices in them and through the following question:

What is the reality of verbal and non-verbal practices in the counseling interview?

Search limits:

The current research is limited to a sample of counseling and guidance counselors affiliated with some of the Saida state high schools and their averages for the academic year 2020/2021, from both sexes.

Define terms:

Communication:

Al-Tobji (2018) defined it as the process or method by which knowledge is transferred from one person to another until it becomes common between them and leads to understanding between these two or more persons. (Al-Tobji, 2018: 25)

Advising interview:

Strang, 1949 defined it as the heart of counseling and it includes a number of techniques that contribute to its success, and that it is a dynamic face-to-face relationship between the mentor who is able to provide assistance and the mentor who seeks help to develop his insight and self-realization. (Omar, 1985: 48)

Jalal (1967) also defined it as a relationship based on confrontation and that the basis in it is a face-to-face conversation between the mentor and the mentor, and in which the mentor tries to help the mentor to solve his problems (Jalal, 1968: 247)

Barakat and others (2012) defined it as the main axis around which the counseling process revolves, and it is a dynamic relationship between the counselor and the counsellor, during which

the counselor provides technical assistance that he deems appropriate for the case, whether this assistance is direct or indirect, and may obtain through it the necessary information for the counseling process. (Barakat, 2012: 22)

Al-Azza (2001) defined it as an effective means of communication between the mentor and the mentor in order to help him understand himself.(Al-Azza, 2001: 24)

The researcher defined the counseling interview as a process of communication between the counselor and the counselor in a suitable place and for a specified period of time, between them a mutual conversation takes place according to technical methods that the counselor is interested in in order to provide possible assistance to the counselor.

Verbal practices:

The researcher knows in this research:

They are the verbal symbols that refer to the phrases or words used during the interview that the counselor is interested in to assure the counselor that he is listening and interacting with him.

Non-verbal practices:

In this research, the researcher defines it as the different physiological expressions of the face, head and body movements, and hand signals that the counselor is interested in during the counseling interview with the counsellor, and it helps the counselor urge the

counselor to continue interacting with him and answering his questions.

Chapter Two: Theoretical Background

The term interview at first sight denotes the occurrence and confrontation between two people face to face, and the clear fact that the interview includes a link between two people is called a professional conversation and some problems may occur when the advisor confronts the client. A document between him and the guide so that the guide reveals the necessary facts about his condition and which enables the guide to be more successful in providing him with assistance. This was confirmed by Crocs' study (Qroccia, 1979) and Lavella's study (Lavella, 1979). (Garrett, 1957:10)

Communication in the interview is not limited to linguistic communication, for non-linguistic communication is extremely important, just like linguistic communication, hence the necessity of a face-to-face interview, as attention began to be given to the value of signs, signs, objects, sounds, tactiles and smells in communication between individuals. (here, 1977: 134)

The role of the mentor in the interview with the client is to teach him or help him to learn to understand himself and that he needs a kind of control and commitment to modify his motives and behavior thanks to his membership in the group and that there must be reciprocal relations with others and thanks to this interaction with others he learns to understand himself and through his presence With the mentor during the mentoring interview, he can see himself and he

feels it in a friendly way and without threatening his security, and then he is ready to transfer these skills and factors of trust to the world of external relations that presuppose compatibility with external standards and principles guiding social behavior. (Severin, 2012: 471)

What is interesting is that the social connection between people does not depend on verbal language only, but derives its components from what we observe on people's faces from different expressions that express their moods and emotional states, and this is something that has been confirmed by studies and scientific research, including Marlow's study (Marlow, 1970) and Lee's study (1981). (Lee, 1974) and Law's study (Law, 1981).

Therefore, the counselor must pay attention to good speech and clear language during his interviews with the students so that his words are effective and understood by the counsellors, appropriate to their moods and emotional states so that they accept them with confidence. The mentor only, but extends to all his other problems and various aspects of his personality, and that it is not limited to providing the required assistance, but expands to become an educational position, and then it does not give a picture of the mentor's technical and professional skill only, but also tries to draw an accurate picture of his philosophy in life and his view of the human being. (Esawy, 1980: 137)

Success factors for the induction interview:

Moore and other scholars have suggested some rules that a successful counselor should follow to ensure the success of the counseling interview and the achievement of its objectives. These factors include:

1- Clarity of the purpose of the interview in the mind of the specialist, the topics that aim to shed light on them, and the development of a plan to determine the course of the interview.

2- The specialist's success in creating the relationship (trust) necessary to achieve his goal, as it is necessary to provide a psychological atmosphere that allows the emergence of this mutual relationship. This principle must:

- a. Emphasis on the principle of confidentiality and honesty.
- b. Seeking to establish a spirit of mutual trust in order to be truthful in speech.
- c. Transferring feelings of interest, warmth and acceptance to the guide.
- d. The mentor should be a good listener and encourage the mentor to continue talking about the useful topic.
- e. The formulation of the questions should be clear and the counselor should be encouraged to go further in his speech, and the counselor should begin with general questions, before entering into the specific questions, and this means gradual questioning so that the counselor ensures the counselor's cooperation with him.

f. That the specialist tries to fully understand the client and not only understand the reality, but he must also understand the trends that have arisen in him about these facts, that these trends explain the way of his personal view of these facts and the way he responds to them. Sometimes the specialist may face cases of violent emotions in the client, such as screaming Crying, and therefore it is preferable to contain it calmly because it is considered as a release from his feelings and emotions. (Al-Azza, 2001: 104)

3- Avoid suggesting, i.e. avoiding asking questions that suggest a positive response to the counsellor, as well as avoiding asking questions that are tainted by the opinions and feelings of the specialist, because such a character pushes the counselor to give formal answers.

4- Maintaining a sense of humor, if appropriate.

5- Recording the most important and essential matters that take place in the interview, whether recording from memory after the end of the interview, written recording, or using audio or video recording devices if the applicant agrees to use them.

6- Observing the guide's behavior, speech, movements and changes in his facial features.

With all these procedures, the success of the interview depends mainly on the personality of the guide and his psychological and social characteristics, in addition to his skills, preparations,

professional training, scientific experience, and familiarity with human knowledge. (Moreno, 1990 : 20)

Objectives of the orientation interview:

The objectives of the indicative interview are summarized in the following aspects:

1. The counseling interview aims to establish a human relationship between the counselor and the counsellor, and this relationship shows understanding and respect between them. This relationship is achieved on the part of the counselor if he feels comfortable and if he has the trust factors of the counselor and if he feels free, he will reveal to the counselor his emotions and the facts related to his problem. As for the guide, the relationship is achieved if he can respect the guide as a human being and respect his feelings and thoughts and the feelings and feelings he expresses.

As for the hesitation, inability, or contradiction that appears towards some of the questions, they are matters that should be paid attention to. The relationship is also achieved if the counselor is able to use questions, answers, instructions, or gestures as means to resort to in the interest of the counsellor and not as ways to express his emotions, judgments, or values.

The counseling interview should be characterized by a human relationship based on mutual trust between them, and the counselor can create this relationship when he cares about the counselor. His sympathy for him. (Omar, 1958: 39)

2. The interview aims to collect new information or expand what is available from it and explain it, and the goal of the interview must be clear in the mind of the counselor, that the counseling methods cannot provide all the necessary information to the counselor, as the means cannot reach the emotional aspects of the counselor during the interview, such as movements, gestures and emotions in addition to To obtain information about the trends of the client and what is related to his private life. (Al Maarouf, 1937: 39)

3. The interview aims to help the counselor express himself and his problem, and the counselor listens to him with appreciation and respect.

The interview is an opportunity for the counselor to express his feelings and thoughts in the presence of someone who listens to him and gives importance to these thoughts and emotions as a real expression of value to the counselor. (here, 1959: 387)

Omar (1985) sees that silence is closely related to communications, as the individual is silent in order to listen well to the person speaking to him, so one of them must be silent when the other speaks so that silence is positive and useful to release the freedom of the speaker to express his opinion without confusion. (Omar, 1985: 41)

Components of a mentoring interview:

The orientation interview contains the basic elements:

1- Human confrontation:

The interview does not take place without a confrontation between the parties concerned, represented by the psychological counselor and the counselors, face to face. It does not represent a phone call between these parties to inquire about something.

2- The exact location:

It is self-evident that the interview takes place in a specific, fixed place that does not change from time to time, so that it is known to both the psychological counselor and the counselors who frequent him.

3- The time period:

Determining the time period that the counseling interview takes is very important in that it helps the psychological counselor to plan the counseling strategy according to it in each interview. It also organizes successive interviews with him, so that an interview with a mentor does not dominate over another interview with another client, which causes him to waste time.

4- Special Objectives:

The counseling interview is not conducted just for empty chatter or chatter in general, but rather in order to define specific, clear and predetermined goals related to helping the counsellors: those who frequent the psychological counselor. (The Glory, 2001: 88)

Chapter Three: Research Procedures

Research community:

The original community of this research consisted of 22 counselors and counselors for school and vocational guidance who represent the counselors community in the Directorate of Education of the State of Saida.

Search sample:

The researcher intentionally chose the directorate of education for the state of Saida, as it is concerned with school and vocational guidance and direction, which included 22 advisors for school and vocational guidance and direction, so that a random sample of 12 advisors and advisors for school and vocational guidance and guidance was chosen.

Search tool:

The researcher adopted the questionnaire directed to school and vocational guidance counselors as a tool for research, and its paragraphs were formulated through an exploratory questionnaire distributed by the researcher to a number of specialists*, and by reviewing the relevant literature, and the validity of the tool was confirmed, whose number of paragraphs reached (20) paragraphs. (10) paragraphs, including non-verbal practices, and (10) paragraphs of verbal practices by means of content validity by presenting the questionnaire to a group of experts in education sciences.

As for the reliability, the retest method was used, where the questionnaire was applied with an interval of (20) days, and the

Pearson correlation coefficient was used, so the reliability coefficient was (0.76).

Final application:

After confirming the validity of the questionnaire, it was applied to the research sample of (12) individuals from counselors and advisors for school and vocational guidance and direction.

Supported statistical methods:

Use the following statistical methods:-

1. Pearson correlation coefficient to extract the reliability coefficient.
2. The percentage weight to describe each paragraph of the questionnaire and to know the degree of its strength.

Search results and discussion:

This aspect of the research includes the presentation and discussion of the results. The weighted mean and the percentage weight have been adopted to distinguish between the verified and unrealized paragraphs. If the weighted mean of the paragraph is more than (-2.0) and its weight percentage is (66.67), the paragraph is considered valid for its scope; If it is less than this level, the paragraph is considered unfulfilled for its scope, and the results will be presented according to the two fields of research, which are the field of non-verbal practices and the field of verbal practices in the indicative interview. The following question:

What is the reality of verbal and non-verbal practices in the counseling interview?

The following is a presentation and discussion of the results for each paragraph of the two fields of research, and the paragraphs in each field were arranged in descending order according to the weighted mean and percentage weight as in Tables (1) and (2).

1- Part one: The field of non-verbal practices

The percentage weights and the weighted mean of the answers for the paragraphs of this field varied, the ratios ranged between an upper limit of the weighted mean (97.2) and the weighted percentage (3.99) and a minimum of the weighted mean (91.1) and the weighted percentage (88.63).

It is evident from Table (1) that all the paragraphs of this field are verified from the counselors' point of view in guidance and direction (the counselors) with the exception of two items (the counselor uses intermittent sounds such as mm, hum during the interview) and (the counselor refrains from shaking his head when the counselor does not follow up on the subject of the interview). The weighted mean for them was (1.97) (1.91) and the weight percentile for them was (65.22) (63.88), respectively. The following is a presentation and analysis of the paragraphs of this field by looking at Table (1), which shows the following:

Table (1) shows the order of the paragraphs of the field of non-verbal practices in descending order according to the weighted mean and the weight percentile

T	Paragraphs	The Middle Likely	Weight Percentile	Arrange -ment
1	The counselor makes some facial expressions, such as a smile, at the beginning of the interview.	2.98	99.3	1
2	The guide shows a physical condition away from the state of tension and discomfort.	2.80	93.48	2
3	The guide commits an appropriate time to the process of silence.	2.65	88.41	3
4	The mentor is obligated to communicate with the mentor.	2.46	81.88	4
5	The guide performs some gestures and movements with his hands during the interview.	2.28	76.09	5
6	The guide performs some gestures and movements with his hands during the interview.	2.21	76.26	6
7	The counselor uses some emotions such as anger, boredom and joy during the interview.	2.18	76.26	7
8	The guide shows choppy head movements from top to bottom and from side to side.	2.02	67.29	8
9	The guide uses intermittent sounds (hmm, hum...) during the interview.	1.96	67.22	9
10	The counselor refrains from shaking his head when the counselor does not	1.91	63.77	10

First practice:

The guide shows some facial expressions, such as a smile at the beginning of the interview. The reason for this may be

attributed to the guides' welcoming of the guides, because this has a good effect in attracting them and helps to maintain this.

The relationship between them, so the guide's friendly and calm expressions make the nervous guides able to talk about their own problems, and through them the guide can enter their own world and can provide the required assistance to them, and the result is agreed

With the result of Croxi study (1979), which emphasized the nature and importance of the interaction between the counselor and the client, which affects the verbal and non-verbal behavior of the counselor with the client.

Second practice:

The guide shows a physical condition away from the state of tension and discomfort, and the reason for this may be that the guide is not expected to conduct a successful interview if he is angry, tense or tired. This result agreed with the result of Ali's study (1969), which emphasized the importance of sitting quietly and comfortably.

Third practice:

The guide is obliged to make eye contact with the guide, and this may be due to the great importance of visual contact in the process of conversation between people, where the person feels important when looking at him, and therefore the guide feels that he is a desirable person, and this gives him hope and optimism and that he is a valued person who deserves help, which instills He has a sense of reassurance and develops his self-confidence.

Fourth practice:

The counselor gives an appropriate time for the process of silence, and the counselors have pointed out the importance of

giving an appropriate time for the counselor's silence periods, and this may be due to their sense of its importance in the interview, because the periods of silence have a role and importance in the interview process, because the counselor, during the periods of silence, collects and organizes his thoughts and is more insightful about his problem. Adna's (1985) study confirmed the importance of silence in the counseling interaction process.

Fifth practice:

The guide performs some gestures and movements with his hands during the interview, and the hand movements indicate different directions from top to bottom or from one side to another with how they are used and their intensity on the factors of support, rejection, taking or reluctance to do something. The counselors are working to implement this role through their guiding tasks to make the interview process successful and gain the counselors' satisfaction.

Sixth practice:

The counselor moves forward or backward to encourage the counselors to speak, as the forward or backward process indicates that there is activity and interest within the interview process, which prompts the counselor to speak frankly so that he feels that the counselor is attentive to his ideas and clearly understands them during the interview. In addition, these movements can eliminate the process of silence or boredom that may prevail in the atmosphere of the interview.

Seventh practice:

The counselor uses some emotions such as anger, boredom and joy during the interview.

The process of paying attention to emotions may be due to the fact that the counselor is safe and reassuring, far from boredom, characterized by softness and gentleness, and who is confident in himself. He tries to understand what the counselor wants, as this has a great impact on the atmosphere of the interview and the process of its success or failure, and accepting the counselor's problem as it is increases the counselor's confidence. guide and increase his faith in him and his reassurance.

Eighth practice:

The guide shows intermittent head movements from top to bottom and from one side to the other, and this may be explained by the fact that there is adequate support for the guide in the head movements by the guide, and the head movements of the guide can indicate to the guide that the guide hears him and is paying attention to him, in addition to the use of head movements from time to time Without exaggeration, he assures the mentor of the presence of the mentor with him, which encourages him to continue talking during the interview period.

Ninth practice:

The guide uses intermittent sounds, such as (hm-hum) during the interview.

This paragraph has been ranked late in this field and that it is not achieved by the guides, and this may be due to the guides' lack of experience in using such voices, which have an impact on the process of the guide continuing to speak, and this may be due to the guides' weak faith in the use of such artistic voices.

Tenth practice:

The mentor refrains from shaking his head when the mentor does not follow up on the subject of the interview.

This paragraph came last in this field and was not verified by the guides; The process of communicating with the counselor is preferable to continue with him when he continues or does not continue talking because this may return to his psychological state and he may recall some things or reorganize his thoughts, and the process of shaking the head during that helps to continue the interview process.

2- Part Two: The field of verbal practices

It is evident from Table (2) that all the paragraphs of this field are verified from the counselors' point of view, which indicates their importance on their part. The weights percentile and the weighted mean for answering these paragraphs ranged between an upper limit of the weighted mean (2.78) and the weight percentile (96.75) to a minimum of reached Weighted mean (2.41) and weight percentile (80.43), and the following is a presentation and analysis of the paragraphs of this field by looking at Table (2), the following shows:

Table (2) shows the order of the paragraphs of the field of verbal practices in descending order according to the weighted mean and the weight percentile

T	Paragraphs	The Middle Likely	Weight Percentile	Arrange -ment
1	The guide hears the guide's voice clearly.	2.78	92.75	1
2	The guide speaks slowly so that the guide can understand.	2.72	90.60	2
3	Most of the guide's words are complete sentences or meaningful phrases.	2.67	89.13	3
4	The mentor uses some words of sympathy or lamentation with the mentor.	2.65	88.41	4
5	The guide gives clear comments after the guide's words.	2.57	85.51	5
6	The guide talks about general matters as an introduction to the topic of the interview.	2.57	85.51	6
7	The mentor's verbal statements are brief and relevant to the topic.	2.48	82.61	7
8	The guide refrains from repetition in verbal statements.	2.48	82.81	8
9	The guide gives examples of himself during the conversation as an example to the guide.	2.43	81.16	9
10	The guide's statements directed to the guide are called by his name or by the pronoun you.	2.41	80.43	10

First practice:

The guide hears the guide's voice correctly.

Paying attention to the process of sound in the conversation is of great importance, especially in the interview with the counsellor, and it can be explained that listening is important and has a great role because it helps the counselor to express himself and his problem, and the counselor listens to him with appreciation and respect. importance of his ideas.

Second practice:

The guide speaks slowly so that the guide can understand it.

The correct speaking process and clarity of words and meaning have a major role in the guiding speaking process, and this helps the advisor's effective contribution to the interview. In addition, the advisor's frankness and clarity in his thoughts and feelings towards the client removes ambiguity and doubt in the psyche of the client, which has a clear impact on the client's success in the interview.

Third practice:

Most of the guide's words are complete sentences or meaningful phrases. This may be explained because the counselor feels the importance of the words that have a clear meaning and this may give a sufficient opportunity for the counselor to express his feelings and may have a direct relationship with his problems, which helps the counselor to diagnose more accurately the counselor's problems and give him more appropriate solutions.

Fourth practice:

The guide uses some words of sympathy or lamentation with the guide. It is clear by responding to this paragraph that the nature of work in this profession requires the counselor to be in harmony with the counselor with his words and feelings, in addition to his sense of participation with the counselor for his problems by emphasizing what the counselor says and respecting what he shows through warm verbal responses Which is a reflection of his inner feelings, which is a kind

of participation with the mentor. This study agrees with the result of Lee (1967) study, which confirmed the effect of warm and cold behavior on the client's attraction towards the mentor.

Fifth practice:

The guide gives clear comments after the guide's words. The clear comment and brief explanation in a simplified and easy manner can help the counselor to obtain more information related to the client's problem so that his explanation is consistent with the awareness and capabilities of the client, which is an important issue in the guiding interview process.

Sixth practice:

The guide talks about general matters as an introduction to the interview topic.

Talking about general matters as an introduction, but in a brief form, may help prepare the interview with the advisor because he needs more reassurance so that he is in a comfortable position to understand from the advisor what is said to him during the interview.

Seventh practice:

The guide's verbal statements are brief and relevant to the topic. Brief statements and the formulation of clear and basic questions around which the interview process revolves are of great importance so that they are brief and that they are given simply and without



shame or embarrassment, because this helps the interviewee to have the courage and speak more frankly.

Eighth practice:

The guide refrains from repetition in his verbal statements.

The repetition of verbal statements for several times by the counselor may make the counseling session boring or make its information limited, which makes the counselor feel frustrated at obtaining some information. As for the repetition on the part of the counsellor, it indicates that there is something that the counselor has to give importance to, and it may be related to the counselor's problem.

Ninth practice:

The guide gives examples of himself during the conversation as an example to the guide. The fulfillment of this paragraph with the counsellors indicates that they talk about matters that pertain to them during the interview, but it is correct that they are concerned with the counsellors' basic problems, which is the reason for their coming to the counselor, so they must be taken care of without other matters that are not related or related to the counsellor's problem.

Tenth practice:

The guide's statements directed to the guide are called by his name and the pronoun you.

The guides' attention to this paragraph during communicating with the guides and directing questions to them by their names gently and calmly, and this may be due to the guide's acceptance of the guide

with his qualities and characteristics suggesting to him that he is a desirable person and that he is a valued human being, which instills a spirit of safety, confidence and confidence in himself and his future and which confirms the That is the noble verse in Surah

Chambers: “And do not defame yourselves, and do not call each other by name. Evil is a bad name after faith.”

Chapter Four: Conclusions, Recommendations and Suggestions

Conclusions:

Through the current research, the following conclusions can be reached:

1. The use of communication techniques, both verbal and non-verbal, by the educational counselor in the school acquires great importance during the counseling interview.
2. The educational counselors in the current research sample use the verbal and non-verbal communication techniques in the counseling interview appropriately.
3. There is a need to follow up the scientific and technical qualification of counselors who are preparing to practice the counseling profession, as well as counselors who actually practice the profession.

Recommendations:

1. Focusing on the optimal use of the voice during the instructive interview and the diversity of technical methods in this field
2. Focus on the necessity of the guides' mastery of the different movements, whether they are from the head, hands or the rest of the body parts because of its importance in helping the guide to continue the activity, which is a basic source of attracting the guide.
3. The necessity of including educational counselors in specialized training courses to help them develop and develop their capabilities for the optimal use of communication techniques in the counseling interview, especially verbal and non-verbal practices.

Suggestions:

1. Conducting a study that deals with the most important techniques that the counselor needs in the counseling interview.
2. Conducting continuous studies aimed at diagnosing students' problems and using appropriate methods and methods to address them.
3. Conducting a study that deals with the most appropriate aids to establish friendly relations with students.

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