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## The Listening Behavior in the Didactic Activity

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### Abstract

Listening is one of the foundations of communication. Any improvement in the listening behavior of individuals brought about by the teaching of listening skills would indeed be of great value. The teaching of listening skills, however, may not be effective because we do not know enough about the listening process to be able to specify which aspects of it are teachable and what are the most effective methods of improving it.

In this paper, we have tried to underline the importance of communication in our society either individual or inside a group, while stressing out the listening component, and the possible means of improving its efficiency and productivity. The first part of the paper covers a theoretical presentation of communication and the second part covers the research we have conducted and the results consequently attained.

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*Keywords:* communication process, listening in view of getting informed, critical listening, emphatic or profound listening

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### 1. Problem statement

The approach of communication in the near or further future could foreshadow its transgression from the planetary level, perimeter where it is maximally realized nowadays, given the chances that in the future decades or

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centuries it could gain interplanetary dimensions or even intergalactic. Until then, though, the study of communication and its training should make noticeable progress, because, right now, despite the progress done by the study of the mere process from different perspectives, and the contributions brought from various disciplines, the necessary steps have not been taken yet, from an educational point of view, so that indeed, the communication could be realized at high efficiency quota and with maximum productivity.

This is the reason why, a scientific authority such Slama – Cazacu (1999) wonders “what do they teach in schools and universities about communication, so that the phenomenon would be known with its components and the way it functions”, which we must regard not from a purely evaluative perspective, but as a clear wish to sensitize the formative institutions to the problem of streamlining the communication. There is the risk and danger of creating a big gap between the progress attained in the study of communication as a process and product and its actual producing and manifesting in various contexts.

The continuous improvement of communication may be justified and demonstrated with arguments pertaining to its importance and objectives, whether one talks about a person as a separate entity, or regards the group as a group of persons, or even the whole society.

In an attempt of making an inventory of the main objectives connected with the communication, De Vito (2001) considers that among the most important ones we could name the following ones:

- a) the self discovery (as a result of interacting with others, we manage to know the others and ourselves, and finally to evaluate ourselves more accurately);
- b) the discovery of the external world (by communicating we obtain information about the objects and the things of the external world, and generally, about their meaning and their purpose);
- c) establishing meaningful relationships (by communicating we have the opportunity of building close relationships with others for the pleasure this offers);
- d) changing attitudes and behaviours (process which one cannot complete outside communicating, while strictly observing the mechanism which underlies this kind of acquisition and where the mass communication facilities as TV, radio, media, prevail, by means of efficiency and speed);
- e) play and fun (meaning that by communicating one may be the beneficent of moments of relaxation , of better organizing the loisir, etc)

Looking for other arguments to prove the importance of communication, we may find incidents where one person is concerned, as well as regarding the pertaining group or organization. Consequently, if we spot the importance of communication at the individual level, the following aspects should be mentioned:

- communication is important first and for most, for the realization of some “daily encounters”, as Goffman (1990) calls them which the individuals deliberately have, that is as a result of an explicit intentionality, or randomly, having as a common denominator the communication realized in various instances.
- communication is important for obtaining certain information, either rendering parameters related to the environment, or environmental requests interesting for the individual, so that he could adapt his behavior, and make a smooth and gradual adjustment;
- communication is maximally involved in systematically attaining knowledge from different domains of knowledge, plenary realized in the educational process, whose efficiency depends on the level and parameters the communication unfolds;
- communication is vital in the working process because, some aspects referring to activity planning , important decisions taking, execution of orders, synchronizing the actions, etc, cannot be conceived without an efficient and fast communication;
- communication may also play a therapeutic role, among others, especially in stressful situations , when one can discharge his accumulated energy – especially by confessing – regaining thus his balance and psychic comfort, an absolutely necessary state for unfolding an activity under safe and efficient conditions.

Very often, the successes as well as the failures which highlight our lives are not primarily instrumentally or motivational determined, as one may think, yet they are also conditioned, to a great extent, on the way the listening process took place in certain contexts or situations. For example, many times, the way we listen conditions passing or failing an exam, completion of certain tasks, avoiding potential perils, a better and faster orientation in a less familiar environment, decoding the message of a work of art, and the examples may go on. Listening is highly representative in the verbal communication frame, fact which can be demonstrated by its prevalence among the

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