

*Actividades metodológicas a utilizar para mejorar
la habilidad de escucha en el proceso comunicativo profesor
alumno*
*Methodological activities to be used to improve listening
skills in the student teacher communication process*

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Resumen

La necesidad de la formación del profesor como especial comunicador y la influencia de este en la preparación básica de sus alumnos, para el logro de una competencia comunicativa como la que se necesita y espera. La elaboración de estas actividades centra su fundamento a partir del análisis de presupuestos teóricos que se corresponden con una revisión actualizada de la temática en la literatura científica que recoge los resultados de autores cubanos y extranjeros que abordan este tema. Se analiza cómo se ha venido dando respuesta a las diferentes interrogantes acerca del tema en el profesional de la Cultura Física.

Palabras Clave: Actividades metodológicas; Habilidad de escucha; Competencia comunicativa; Canal auditivo; Sentido de la escucha

Abstract

The need for teacher training as a special communicator and the influence of this on the basic preparation of their students, for the achievement of a communicative competence such as is needed and expected. The development of these activities is based on the analysis of theoretical assumptions that correspond to an updated review of the subject in the scientific literature that includes the results of

Cuban and foreign authors who address this issue. It is analyzed how it has been giving answer to the different questions about the subject in the professional of the Physical Culture.

Keywords: Methodological activities; Listening ability; Communicative competence; Sense of listening

Introduction

Understanding meanings or decoding is done through two ways: auditory and visual. When the auditory route is used, the sender is a speaker who transmits his message through the oral language and the receiver is a listener or listener, when the visual route is used, the sender is a writer who constructs his message by using the language written and the receiver is a reader. Listening, speaking, reading and writing are fundamental communication skills to possess communicative competence and be efficient communicators; hence its development constitutes a first order task in the teaching - educational process, which is, in turn, a communicative process.

Children learn to speak the mother tongue by imitation, because they listen to their parents and others around them before starting the school stage. After school, emphasis is placed on the development of reading, writing, speaking skills; however, the ability to listen is not given much importance, although if we think well, students must remain a significant part of the class by listening, and in fact, acquire multiple knowledge through listening.

For many of us the terms listen and hear mean the same; however, currently the educational teaching process enhances its value and it is an essential objective to develop students' communicative competence, so we must pause and reflect in this regard: Is listening the same as hearing? Hearing refers to the physical reception of sound waves through the ear. Listening, on the other hand, also includes hearing, the ability to receive and respond to physical stimulation and to use the information captured through the ear canal. In that sense, listening could be defined as the process by which spoken language becomes meaning in the mind of the recipient.

Studies have shown that of communication skills, the most practiced is listening, but contradictory in school is not exercised sufficiently, when it should be the opposite. The ability to know how to listen is an indicator of great value in the behavior of a good communicator, since good listening or careful listening requires:

The ability to feel, to perceive sensually what another person transmits, to interpret, to understand the captured message, an aspect that requires awareness of the possibilities of misrepresentation of the messages and try to differentiate the facts from the assumptions and opinions. In addition, the ability to

evaluate, to decide the importance and validity in a given context of what is heard and to respond to the message of the interlocutor is needed.

In oral communication, fundamentally during the teaching-educational process, these actions must be fulfilled both in students and teachers, if the communication process is not altered, which sometimes occurs, because the information is not effectively understood or not the transmitted message is interpreted correctly, or the content is not valued with the necessary depth.

It happens then that the desired response does not occur and communication is hindered, it is therefore essential to teach the subjects of the teaching-educational process to listen effectively. Knowing how to listen is not a passive act, but an active one. Those who know how to listen are patient in the communicative activity.

Being a good listener is not so easy, because in the frontal communication there are also nonverbal resources that qualify the information and, sometimes, are decisive in the mutual communication. We could also say that listening consciously is the best show of respect and tolerance that we would show for our fellow men.

It is the teacher's duty to contribute to their students practice active listening, to achieve this it is a necessity to teach them to listen based on personal example as an efficient communicator model that has a full command of their language and communication skills, propose activities that favor learning adequate to develop the ability to listen and make it a habit.

During the class, the constant motivation to achieve full attention is essential, that the teacher-student dialogue is encouraged and among the students themselves, favoring the participation of all; He must accustom them to keep silent when others speak, not to interrupt, to ask for the floor and wait for their turn to express themselves, to show attention and interest in what others say. Active listening implies that the listener is trying to understand the speaker, he needs to capture the central idea, ask questions to make sure he has understood what the interlocutor meant.

In the field of Physical Culture and sports, without a doubt, consciously cultivating the ability to listen, is of great importance both in the relationship established between student trainer, and in the one that must exist at work so that a team works successfully or in the proper teaching work. That is why we consider that the treatment to it, should not be exclusive of a subject, much less only of Spanish, since the others that our students receive, also need their development within the educational teaching process. In the diagnosis applied, some deficiencies in the student teacher communication process could be detected, which in one way or another affect the quality of the communication even when the aspiration of our educational policy.

In order to solve this problem, it is proposed to develop methodological activities that facilitate the improvement of listening skills in the communicative process student - teacher of the San Justo Sports Base Institution in Guantánamo municipality.

Development

Proposal of methodological activities To improve communication between the teacher and the student

In agreement with the exposed elements and in order to fulfill the proposed objective, the author proposes activities in order to eradicate the detected problems, since the results obtained in the diagnosis showed that there are difficulties that affect the teacher - student communication.

These activities will be aimed at both students and teachers taking into consideration that if they are not prepared they cannot carry out the activities with the required quality, so we propose that the following objectives be taken into account:

- To strengthen communication, fundamentally, the ability to listen in the Pedagogical Process of the Sports Institution of Combined Sports Base of San Justo in the Guantánamo municipality.
- Provoke changes in the way of thinking, feeling and acting of students and teachers in their interpersonal relationships.
- To manage to establish adequate teacher-student communication through selected activities.
- Prepare the faculty staff on issues associated with communication so that they can then influence their students.

Activities for teachers:

Activity 1

Workshop: "Communication: a real challenge".

Objectives: to provide more information to teachers, so that a sufficient level of knowledge is promoted in order to establish a correct and effective communication with their students.

From the analysis of the following sentence, the topics to be taught in this workshop are introduced. "(...) Schools, (...) where the warmth of love that aggravates in the students the will the aptitude to learn is not perceived among teachers and students, and they remain sweetly in the soul as a

vision of paradise, which comforts them and brightens the route in the forced failures of life "José Martí.

Aspects to discuss:

- _ Communication skills and abilities.
- _ Most frequent communication errors.
- _ Key to establish good communication.

This workshop was intended as a previous training for teachers, as a preparation to later assume the application of the activities proposed in this research.

It is suggested that the analysis of the phrase proposed by the workshop be conducted and directed by a specialist, a Spanish language teacher, or otherwise, someone well prepared in this regard. Peer assessments will be debated; this will serve to literally state, in a manner of speaking, the problem detected in this investigation, its causes and how far it can be done in order to eradicate it.

Activity 2

This activity is named: "Help me and count on me." The teachers will perform unexpectedly among themselves. When a teacher is teaching, others will observe their development, this will be done without him knowing.

When you finish and everyone is in the department they will let you know what was observed and they will tell you the difficulties you had in communication throughout the class, the teacher who was observed should take notes and work on the basis of the difficulties observed.

Activity 3

Workshop: Communication: our educational weapon and for life.

Objective: to provide more information to teachers so that a sufficient level of knowledge is promoted to establish a correct and affective communication with their students.

How is it done?

Orientation and dissemination of the activity by the management of the center.

-Delivery of bibliographies for the preparation of personnel so as to guarantee the quality of the activity.

-The activity will begin with the following situation within the communicative process is growing; to grow it is necessary to establish it.

Aspects to discuss:

-Elements that facilitate and discuss proper communication.

-Structural components of communication and its expression in the educational teaching process.

Activity 4

Seminar: Exchange of experiences.

Objective: to know the knowledge reached by teachers.

How is it done?

_ A seminar is organized 10 days in advance where they should take the activities.

1 Distribute among them the roles of teacher and student.

_ Discuss assuming these roles, solving a problem (lack of interest in sports training, absence).

2 List all those factors that in your opinion could cause a coach's persuasive action to fail in front of a group of students.

3 Describe what extra verbal indicators you would use to realize that a student is sad, bored, fearful or confident.

Activity 5

Practical lesson:

Objective: Contribute to the development of pedagogical oral communication.

How is it done?

A sports training class is observed using video recording technology, written texts are built on the positive and negative aspects as established and concluded this part, the impressions regarding the communication situations occurred in the class are presented verbally.

Activities for students

Activity 1

Game: Speak clearly and correctly.

Objective: correct the oral expression of children.

Materials: Cardboard, paperboard box, colored pencils, whistle.

Organization: Students formed in rows, in two teams will be placed behind the starting line, at the sound of the whistle they will run to look for one of the cards that are in the boxes at a distance of five meters, these are turned, because children will not know what word they will read until they turn it over, they will try to read it as quickly, clearly and correctly as possible. The student who arrives first will read the word and the others must be attentive to the word that their classmate reads, the next one will wait for the one who arrived before to finish reading it. The team wins that its members read as many words correctly and remember as many as possible.

Activity 2

Respect my space.

Objective: to demonstrate how, based on the respect we can have for each person's spaces and limits, better communication can be established.

Organization:

- The teacher will apply before the debate, an old, but very efficient technique; these are his steps:
- It will form in two rows, facing each other, the whole group; the distance among them must be between one and three meters depending on the space available in the area.
- Couples can be established, female - male, female - female, male - male. In case it is an odd number, the teacher can participate, otherwise he will direct the activity.
- The teacher will explain that when he warns, the formed couples should approach as far as they can bear the closeness of the other, always looking into each other's eyes.

Some may get very close without difficulty, but for others it is almost torture to do so. Once the students realize this, the teacher will start the debate.

Activity 3

Contest: How to communicate more efficiently.

How is it done?

- Dissemination of the activity through questions

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- Submit call.
 - Reception and review of works.

Activity 4

Practical class: Words with greater semantic load.

Objective: to enhance the development of oral expression and select keywords in the activity.

How is it done?

- Students propose keywords treated in a teaching activity. These words are recorded and with them the students have the opportunity to contribute speeches accurately and will express it orally, evidencing the impact they cause in their sports training.

Activity 5

Conference: What I can remember.

Objective: develop the communication skills of observation and oral expression.

How is it done?

- The teacher is helped by the declared materials in which different communication situations occur in the physical activity of sports training. Students observe, analyze and finally must verbally expose what was happening in that communication situation and for this will be based on the following question

.What topic are you talking about?

What is happening?

What do you perceive about the communication situation?

The user criteria (Annex 8) were applied to verify the feasibility of the proposed activities and the results showed that 94.5% of the respondents agreed that they considered it to be quite adequate.

Conclusions

The results of the research carried out have allowed us to fulfill the objective set, thus concluding that:

The study of the historical antecedents allowed to deepen the origins of the communication.

The analysis of current communication trends, specifically of listening skills, has allowed us to state that it requires improvement in the current moments in accordance with the transformations required by the current Cuban school specifically in sport.

The result of the diagnosis found the inadequacies in the problem under investigation in relation to communication, essentially with the ability to listen.

The elaborated activities contribute to improving the teacher-student communication at the San Justo Sports Combined Base Institution in the Guantánamo municipality, which achieves the development of the personality of the schoolchildren in correspondence with the current demands of the educational revolution that It is taking place in Cuba. The user criterion was applied to verify the feasibility of the proposed actions and the respondents agreed that they considered it quite adequate.

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