

SOCIAL SCIENCES. Education & Educational Research
CASE STUDY

Using the Techniques of Reflexive and Non-Reflective Listening at the Stage of Testing Students' Knowledge During the Lesson

Authors' Contribution:

A – Study design;
B – Data collection;
C – Statistical analysis;
D – Data interpretation;
E – Manuscript preparation;
F – Literature search;
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Abstract
Background and
Aim of Study:

The article describes a model for the development of reflexive communication, using methods and forms of monitoring students' knowledge, especially oral questioning. The described forms and methods of knowledge control, listening techniques and psycho-emotional mechanisms that ensure the implementation of reflexive and non-reflexive listening.

The aim of the study: to reveal the relevance of studying the issue of reflexive and non-reflexive listening at the stage of testing students' knowledge during the course of the lesson.

Results:

The use of oral control contributes to the mastery of logical thinking, the development and development of skills to argue, to express their thoughts correctly, figuratively, emotionally, to defend their own opinions. The oral survey provided for the following sequence: formulation of questions (tasks) taking into account the specifics of the subject and the requirements of the program; preparing students for response and outlining knowledge.

Conclusions:

The use of reflexive and non-reflexive listening methods activates mental activity; develops the ability to speak and listen; develops analytical skills, the ability to highlight the most important and clearly express their thoughts; strengthening the perception of the information received, the ability to reproduce information and use it to solve practical problems used in professional activities; cleaning shyness and shyness.

Keywords:

reflexive, non-reflexive listening; oral survey; psycho-emotional mechanism; forms and methods of knowledge control.

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Introduction

The problem, its connection with important scientific and practical tasks. The problem lies in the effective use of methods and forms of monitoring students' knowledge, as well as the relevance of the oral survey in the classroom. This problem arises because, in preparing students for EIT (external independent testing), oral questioning has become an inadequate form of knowledge control, as well as the need for an objective and rational use of oral questioning techniques, taking into account aspects of reflexive and non-reflective listening in the classroom to consolidate and assimilate the material.

To manage an effective learning process, constant feedback with students is needed: how did they learn the new learning material, what problems arose? To do this, the following technological tools are needed, which could allow for the on-line monitoring of the quality of information received by students and the creation of optimal conditions for students to reflect.

Students learn to best prepare themselves for life, for further education. Therefore, both for them and for the teacher it is important to know how they mastered the training material. This is achieved through the test of knowledge and skills. Verification is an important tool not only to prevent forgetting, but also to better master knowledge. During the test, the teacher seeks to find out the fact of learning by the students, but also how correctly they perceive the material, they know how to think, remember. The teacher also establishes the attitude of the student to the material being studied, which influences the formation of his views and convictions. To achieve this goal, it is necessary to establish feedback with the student for the purpose of accuracy of information perception, and this communication provides reflexive listening, which is also called "active listening", since it involves the active use of verbal communication to confirm understanding of the information. Such a hearing helps to clarify the understanding of what was heard for his further criticism, clarifying the nuances of the material presented.

The aim of the study. To reveal the relevance of studying the issue of reflexive and non-reflexive listening at the stage of testing students' knowledge during the course of the lesson. For the development of the core competencies of the educational process, it is necessary to determine the educational value of the knowledge control system, where a positive or negative assessment encourages the student to work systematically and contributes to the development of diligence as an important trait of his character. Modern occupation, focused on the implementation of the competence-based approach to learning and has to solve a number of tasks:

- formation of students' skills to receive, interpret and use information;
- the ability to clearly, consistently and logically formulate the main theses;
- develop students' social and communicative abilities;
- effective and creative application of acquired knowledge and experience in practice, what.

Achieving this goal is possible with the use of psycho-emotional mechanisms of reflexive and non-reflexive listening, with the use of an oral survey, as a method and form of monitoring students' knowledge.

The study of the problem of reflexive and non-reflective listening is based on a long tradition of reflection of thinking, consciousness, self-awareness, self-knowledge, self-esteem, self-analysis, reflection, reflection on their actions, life choices, etc. For the first time the term reflection was applied by Lokk (1960). Also, the problem of psychological, pedagogical and social work with adolescents, the creation of conditions for the full physical, mental and social development of children, their successful socialization, overcoming personal problems and maladjustment in society, at the expense of reflexive listening is considered by Lazarenko (n.d.). A special place, reflection, occupies in modern psychology this problem is most represented in the research of methods of structuring information, feedback in communication Andreeva, Bogomolova, and Petrovskaja (2001). The group of teaching methods is well-founded and described by the authors, first of all it concerns the methods of problem-based learning. At the same time, Lerner (1981) and Skatkin (1982), quite legitimately defending the indicated methods, took an irreconcilable position in relation to other groups of teaching methods. In the opinion of Lerner (1981), the five methods of instruction mentioned above fully provide for the achievement of the goal of instruction in the national school. It is difficult to agree with such a position. The authors, perhaps without themselves noticing this, absolutize one group of teaching methods. A variety of learning goals and objectives can not be achieved by three to five methods. The general system of methods at school can only be determined on the basis of multi-level assessment, based on various scientific ideas, theories, classifications. The most common in the didactics of recent years, as the analysis shows, is the classification of teaching methods, suggests an outstanding didactic Babanskii (1983). Makhmutov (1985) for the basis of the classification of teaching and learning methods took the level of complexity of acquired knowledge and the level of efficiency of teaching, highlighting, respectively, teaching methods and teaching methods. Hence the name-binary methods. Methods of teaching: informational and generalizing, explaining, instructive and practical, explanatory and stimulating; and relevant teaching methods: executive, reproductive, productive and practical, partly exploratory, exploratory.

The problem of reflexive communication is investigated in the works on the preservation of the psychological health of Argail (2002). The scientific interest in the problem of reflection in the interaction of participants in the educational process is traced by Haponenko (2009); the use of reflective communication in teacher training is reflected by Uruskyi (2005). The innovative activity is a stimulus to creativity both at the level of an individual teacher or teaching staff and at the national level of the education system of Ukraine. But in order to achieve a pedagogical goal, Demydenko (2004) believes, such an

activity should be combined with traditional pedagogical activity. However, it is necessary to pay attention to the fact that today there are no conceptual provisions for the development of reflective communication in the system of training future specialists.

Material and methods

The presentation of the main material. The ability to communicate effectively is one of the main success factors in any area of modern life. It is impossible to build a career, make reliable friends, arrange your personal life, achieve success and recognition without the ability to communicate effectively.

The process of social perception involves, above all, the presence of listening skills. Numerous studies show that the majority of educators do not have sufficient hearing skills and this has a negative effect on the process of learning and communication with students. Communicative competence is a solid foundation for healthy interpersonal relationships and professional success. Improving interpersonal skills can open up new opportunities. When we correctly and accurately express our thoughts, our position becomes clear to other people. Therefore, it is likely that we will be able to reach an understanding.

Studying the communication of people, psychologists and educators came to the conclusion that the reaction of understanding is the most important for establishing relationships of trust and maintaining a dialogue between the teacher and the students. The teacher understands that adolescents during a conversation with him may be hampered by such disadvantages as aggression or hostility, unwillingness to understand the usefulness of the knowledge gained, the lack of contact interaction, the desire to prevent interference in personal space.

Teenagers have a supernatural ability to pretend that they are listening, while their thoughts are busy with completely different things. Yes, it may end with time, but it is important to help children develop the ability to listen to others, and this will have a favorable effect when they learn new educational material. Being able to hear others will prepare her for a successful career. Therefore, the task of any teacher, above all, is to ensure contact with the adolescent, to inspire confidence in him, to ensure that the student becomes open, he has a desire to speak out and accept the advice of the teacher. It is only after establishing contact that the teacher can try to start implementing a purposeful pedagogical influence.

If the teacher was able to establish contact with his interlocutor, his further main task is to analyze the problem and help the student to find and formulate his own solution.

When communicating with a teenager, the teacher should always demonstrate an understanding and comfort reaction, a positive attitude, acceptance and a desire to help. In the manifestation of the reaction of understanding it is important to use the technique of active listening (Ziaziun, 2004).

Recently, the topic of active listening has become very relevant. Listening to teens helps the teacher to become more productive. It allows:

- better understand the expectations of adolescents;
- to establish contact with children, since each person wants to be heard and understood;
- demonstrate your support for others;
- work better in a team;
- solve problems with adolescents;
- meaning fully answer questions;
- understand the true meaning of what others are saying.

So, hearing is a process during which connections are established between people, there is a feeling of mutual understanding that makes any communication effective.

Active listening is a special technique that enables the interlocutor to understand how his condition and behavior is perceived (Ziaziun, 2004) and is an indispensable condition for effective communication. It includes concentration, understanding, memorization and critical analysis.

The most common techniques that characterize active listening are constant clarifications of the understanding of the information that the interviewee wants to convey. It is necessary to avoid haste in conclusions, the use of non-categorical formulations and soft tones to give the interlocutor an idea of how you understood him, and push him to talk about what his words seem important to you (Stoliarenko, 2006).

The essence of active listening is to provide support for communication and communication. A positive factor in active listening is often that the teacher can notice many important details about teens in conversation, and feel their real feelings.

In turn, active listening is carried out in two forms: reflexive and non-reflexive.

In particular, non-reflective – this hearing, gives the interlocutor the opportunity to speak, and is the ability to remain silent. The interlocutor wants to express himself to be heard, and he is least interested in the comments of other participants. During the conversation, you need to look at your partner, posture, gestures and facial expressions, expressing attention and readiness to listen, record important moments of the conversation. In other words, this is a hearing without interference, without reflection of sensations.

A type of hearing, in which the reflection, clarification of information comes to the fore, “helps to connect certain fragments of the story, as a result of which understanding is realized” (Volkov and Volkova, 2008), the verbal form is actively used, called reflexive or active listening.

For all types of communication: it happens for the first time or has been going on for a long time, - the skill of reflexive and non-reflexive listening is important.

Psycho-emotional mechanisms that ensure the implementation of reflexive and non-reflexive listening are reflexion, empathy, tact, observation, knowledge of techniques that allow you to effectively show your understanding and support, and identification (Pykhtina, 2013).

The teacher must learn to anticipate the reaction of the interlocutor and in time to change the style of communication, if it is not effective enough.

To master the art of listening, any teacher should develop appropriate listening skills and techniques, namely:

- maintenance of attention - focus and sustainability of attention, eye contact,
- the use of elements of non-verbal communication – look, posture, gestures, speech of interpersonal space, changing the pitch of voice and intonation;
- remarks and questions;
- the presence of developed personal formations – understanding, sympathy, approval.

As for the non-reflective hearing, its essence lies in the ability to carefully remain silent, without interfering with the interlocutor's speech with his own comments. Neutral, in fact insignificant phrases ("Yes!", "How is it?", "I understand you ...", "What?"). Are the basic and simplest answers that allow you to meaningfully continue the conversation and invite the interlocutor to a free spontaneous conversation.

Often, given the posture or facial expression, use the so-called "buffer" phrases: "Do you have a kind of happy person", "Do you care about something?", "I understand", "Did something happen?", "It's nice to hear that".

Studies have shown that a simple neutral replica encourages the interlocutor and makes him want to continue the conversation.

A non-reflexive hearing is inappropriate when it contradicts the interests of the interlocutor and interferes with his self-realization.

This hearing can be abused by people who like to talk a lot, do not perceive the needs of others, and tend to control others with their language.

If non-reflective listening methods are not enough, you need to use reflexive listening methods.

Reflexive listening is an objective feedback with the speaker, used as a control of the accuracy of the perception of what was heard (used in situations where the speaker needs not so much emotional support as help in solving certain problems). In this case, the feedback is given to the listeners in speech form through the following techniques: setting open and closed questions on the topic of conversation (clarification), rephrasing the interlocutor's words, which allows you to put the same thought in other words (paraphrase), displaying feelings and summarizing – a statement of intermediate and final conclusions on the conversation (usually used in long conversations) (Morozov, 2000).

If feedback is possible, the communication process is simplified. Customer feedback is an important communication factor. Feedback clarifies and clears the element of communication from interference. It performs the following functions:

1. Received from others feedback, gives to student, information about how he was perceived in the process of communicating to others, contributes to the acquisition of his own "I".

2. Processing feedback in accordance with internal dispositions complements the idea of interlocutors.

3. Constructive feedback, determining self-regulation, causes further adjustment of behavior, replacing it with more effective.

For the teacher or the colleague to communicate with the teacher, the adequacy of feedback is the need of both partners – an important and necessary condition for establishing trust relationship. This is achieved when your interlocutor is confident that a person who communicates with him who shares his problems and experiences and is able to help him.

Feedback refers to the technique and methods of obtaining information about a communication partner used by interlocutors to correct their own behavior in the process of communication. Feedback includes conscious control of communicative actions, observation of a partner and evaluation of his reactions, further change, in accordance with this, and behavior.

Feedback implies the ability to see oneself from the side and correctly judge how a partner perceives himself in communication. Inexperienced interlocutors often forget about feedback and do not know how to use it.

The feedback mechanism implies the ability of the teacher to relate his reactions to the assessments of his own actions and to conclude that he was the cause of a certain reaction of the interlocutor to the words spoken.

The ability to use feedback in communication is one of the most important moments that are part of the communication process and the structure of human communication skills.

The content and goals of communication are its constant components, depending on the needs of the person, and are not always amenable to conscious control. The same can be said about the various means of communication.

This can be learned, but to a much lesser extent than the techniques and methods of communication. Under the means of communication refers to the way in which a person implements a specific content and purpose of communication. They depend on human culture, level of development, upbringing and education. When talking about the development of a person's abilities, skills, and communication skills, first of all, they have in mind the techniques and means of communication.

Results

When studying this issue, sociological studies of students' work in the classroom were conducted, the material was aimed at the use of reflexive and non-reflexive listening, during which the following methods were used: oral control, written, test, graphic, programmable control, practical testing, as well as self-control methods and self-esteem.

When processing data as a result of an oral survey, the dynamics of the growth of material perception were found to be 30-40% than with a written frontal survey.

The use of oral control contributes to the mastery of logical thinking, the development and development of skills to argue, to express their thoughts correctly, figuratively, emotionally, to defend their own opinions.

It is carried out at seminars, practical and laboratory classes, as well as colloquiums, lectures and consultations.

The oral survey provided for the following sequence: formulation of questions (tasks) taking into account the specifics of the subject and the requirements of the program; preparing students for response and outlining knowledge; adjustments to the knowledge contained in the response process; analysis and evaluation of the response.

During the study, the following advantages and disadvantages of this control method were identified:

The advantages of the oral survey:

- More flexible than writing.
- Allows you to maintain contact with students, adjust their thoughts.
- Develops oral speech (monologue, dialogic).
- Develops performance skills in front of an audience.
- Makes you work at a fast pace.

Disadvantages of the oral survey:

- Requires careful preparation, both from the teacher and from the students. Often there are difficulties with the selection of material, the choice of questions.
- Does not exclude the pressure of the authority of the teacher.
- Leaves some students passive.
- It takes a lot of time.

Conclusions

In the course of work on the consideration of the use of the techniques of reflexive and non-reflective listening at the stage of testing students' knowledge during the lesson, the following conclusions were made:

1. The use of reflexive and non-reflective listening methods activates mental activity;
2. Develops the ability to speak and listen;
3. Develops analytical skills, the ability to highlight the most important and clearly express their thoughts;
4. Strengthening the perception of the information received, the ability to reproduce information and use it to solve practical problems used in professional activities;
5. Cleaning shyness and shyness.

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Використання прийомів рефлексивного й не рефлексивного слухання на етапі перевірки знань студентів під час проведення занять

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Анотація

Вступ: У статті розглянута модель розвитку рефлексивного спілкування, при використанні методів і форм контролю знань студентів, особливо – усного опитування. Описані форми і методи контролю знань, прийоми слухання та психоемоційні механізми, що забезпечують здійснення рефлексивного та нереліксивного слухання. **Мета дослідження:** Виявити актуальність вивчення питання рефлексивного і нереліксивного прослуховування на етапі тестування знань учнів в ході уроку. **Результати:** Використання усного контролю сприяє оволодінню логічним мисленням, розвитку і розвитку навичок, щоб сперечатися, висловлювати свої думки правильно, образно, емоційно, захищати свої власні думки. Усне опитування передбачає наступну послідовність: формулювання питань (завдань) з урахуванням специфіки предмета і вимог програми; підготовка студентів до відповіді і опис знань. **Висновки:** Використання рефлексивних і неотражаючих методів прослуховування активує розумову діяльність; розвиває здатність говорити і слухати, розвиває аналітичні навички, здатність виділяти найбільш важливі і чітко висловлювати свої думки, зміцнювати сприйняття отриманої інформації, здатність відтворювати інформацію і використовувати її для вирішення практичних проблем, які використовуються у професійній діяльності; чиста сором'язливість і сором'язливість. **Ключові слова:** рефлексивне, нереліксивне слухання; усне опитування; психоемоційний механізм; форми, методи контролю знань.

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