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From the Desk of Managing Editor



Dear Readers,

This issue of the Journal is more significant for two reasons. First it has attracted thoughts from beyond national boundaries, Secondly, but more significantly because it addresses sociological impact of the current pandemic and deteriorating socio-economic situation. The study by Sashka Jovanovska, PhD, Assistant professor at the Department of English language and literature, Faculty of Philology, Goce Delchev University, North Macedonia has looked at one of the major challenges arising out of pandemic, ie., methods to make online education more efficient. The study concludes “Active Listening” is an integral component of the process to enhance learning or cognitive abilities. Another study by Jayashree M Wodeyar, of the impact of digitalization in the overall transformation of education system makes an find that there is an urgent need for redesigning the Knowledge Management System (KMS) to meet the emerging challenges consequent upon pandemic.

There are three or more important sociological issues studied in this edition. Deteriorating Human Rights of minorities in Islamic countries; Gender portrayal of Nigerian Women in Nollywood films; Direction of Editorial Contents in Nigerian New-print Media is a good beginning in the sense of identifying and authenticating social evil. Ecofeminist thinking is gaining momentum in modern contemporary literature. This is not new but ancient, as in Indian ethos both

feminine and environmental aspects are equalised and termed as “Prakruti” A review of poems by African-American writers by Sneha Das, a student of English Literature, from EFLU, Regional Campus, Shillong, is a commendable effort. One of the biggest challenges of Independent India is to remove various disparities, which it inherited from British legacy. In that Socio-economic disparities of citizens is a very important one. However, an effort to study reasons, causes for the socio-economic disparities in various states is to be made. This study by Dr. Pratibha. B. Desai specially looks into factors causing socio-economic disparities among urban and rural women in three out of five districts of Western Maharashtra. also this study has brought out some facts which needs to be further looked into through follow-up studies.

Innovation is key for development. In the world of Islamic finance, the first change was “Takaful” model in Insurance. Now a new social dimension has been added by the new CSR Model in Bangladeshi Bank, which is an eye opener for the rest of the world, as brought out by Md. Mekail Ahmad from Bangladesh. A study by Ms. Aditi Mahajan of Systematic Investment Plan shortly known as ‘SIP’ is another effort to revisit a phenomena which created revolution decades ago. But under falling interest rates, anticipation of a quick return by investors, a further re-look into this method would be essential.

Covid-19, though by its name started in 2019 has been controversial for many reasons. Origin and Objectives of its birth has been making noise even today, almost two years, since the name was first heard. The study by Ms. Shwetha S.M and Ms. Harshitha S , Research Scholars, Davangere University, Davangere, Karnataka, has looked into a subtle aspect of the economic consequences, ie. Impact on personal finances, not only by the consequences of pandemic itself, but also by the spiralling inflation. One of the interesting

conclusions drawn is “Personal financial management should be flexible or but not static” which requires emphasis in the economic circles.

Recent governance model in the country has adopted economic consolidation as an approach to make growth more realistic, competitive and sustainable. Merging of various public sector banks has been one part whereas strategic disinvestment and sale is the other. The findings of the current study by Shruthi. C, Assistant Professor, Department of Commerce, Government First Grade College, Hesaraghatta, reveal, in addition to the benefits of privatisation, also points out to the better regulation of loans and advances to avoid scams.

There are other writings included in this edition, which are significant in their own way. We thank all contributors and encourage more thinking, discussions and research to strengthen the human society first and foster sustainable development.

Dr. Wooday P Krishna

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ACTIVE LISTENING AND THEIR IMPLICATIONS IN THE EDUCATIONAL PROCESS

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Апстракт

Комуникацијата како еден од најсложените и најнеминовните процеси во секојдневното живеење на луѓето, честопати носи со себе низа недоразбирања, чии фактори се базираат на повеќе аспекти, но најчести се оние кои се однесуваат на недоволно внимателно слушање, од што произлегуваат недоразбирањата на соговорниците кои комуницираат. Многупати во комуникацијата имаме чувство дека соговорникот не е „присутен,, со мислите во комуникацијата, односно чувство дека тој воопшто не нè слуша. Анализирајќи ги тие ситуации, можеме да констатираме дека во такви случаи соговорниците не нè слушаат активно, туку само пасивно, што значи физички и делумно психички се присутни во комуникацијата, но тие размислуваат на нешто сосема друго и не ги восприемаат пораките кои ние ги праќаме. Вештината на „слушањето“ подразбира многу повеќе од способноста само да се „чуе пораката која се испраќа“¹. Тоа опфаќа разбирање на пораката, ситуациите, но и другите лица со кои комуницираме. На тој начин, им помагаме на соговорниците појасно да согледаат одреден проблем, но истовремено и да изградиме доверлив однос кој помага комуникацијата, да добие позитивен и конструктивен тек. Тоа значи, дека со активното слушање ги избегнуваме сите комуникациски бариери и ги почитуваме туѓите мислења.

Abstract

Communication, as one of the most complex and inevitable processes in people's daily lives, often brings with it a series of misunderstandings, whose factors are based on several aspects, but the most common are those related to insufficient listening, which results in misunderstandings of interlocutors. Many times in communication we have a feeling that the interlocutor is not "present" with the thoughts in the communication, ie a feeling that he does not listen to us at all. Analyzing these situations, we can conclude that in such cases the interlocutors do not listen to us actively, but only passively, which means they are physically

¹ 1N. Suzić, (2005). Pedagogija za XXI vijek, Banja Luka: TT-Centar, стр.185

and partially mentally present in the communication, but they think of something completely different and do not perceive the messages we send. The skill of "listening" means much more than just being able to "hear the message being sent." It involves understanding the message, the situations, but also the other people we communicate with. In that way, we help the interlocutors to see a certain problem more clearly, but at the same time to build a trusting relationship that helps the communication to get a positive and constructive flow. This means that by active listening we avoid all communication barriers and respect other people's opinions.

INTRODUCTION

Active listening, as a process, is especially important for the educational process. Mastering students' listening skills is crucial importance for understanding the messages they receive during the teaching process, for them understanding and assisting in the learning and teaching process. No matter what the skill of Listening is a basic and universal phenomenon, the educational process should be tailored to students (if they are the target group of recipients) to be more efficient and successful teaching, just as certain skills are needed and knowledge of anything else. Using only innate listening abilities, are often insufficient to successfully establish a proper interaction relationship between teachers and students, on which the learning process depends. In fact, the interaction relationship of the two communication subjects in the teaching, the teacher and the student is conditioned by the chess of active listening. If these two entities do not master the skill of active listening, we could not talk about establishing an interactive relationship between them, the communication flow will be one-way, which in no case should be allowed. That is why we emphasize that both teachers and students need to learn to master this skill in order to reach the maximum level of interaction, which would overcome all possible barriers and problems in this process.

1. DEFINITION OF DEFINITION

Before defining the term active listening, we would first like to do distinction between the terms listening which requires a good hearing aid and active listening that exceeds our ability to hear only what is being said. That covers the psychological aspects that must follow the hearing apparatus, as an organ. We are witnessing a large number of people who are not able to actively listen, but can hear, which stems from the basic reason that it requires a lot of effort, knowledge and adjustment. Of the total communication between people, as much as 45% belongs to

listening and that is why it is incomprehensible why it is unjustifiably given less meaning throughout life and education.

If we look at the graphic display No. 2 and compare the percentage of listening to speaking, reading and writing, we will notice that as much as 45% belongs to listening, 30% to speaking, 16% reading and only 9% writing. An imbalance is noticed and everything raises the question: Why during the education of the average person, are not pay due attention to these abilities? We witness that in life writing is used quite a bit, reading something more and most used speaking. In contrast, listening spends the most time during communication process, and the least attention is paid to developing this, so important communication ability. Recurrence of imbalance in use and in developing ability.

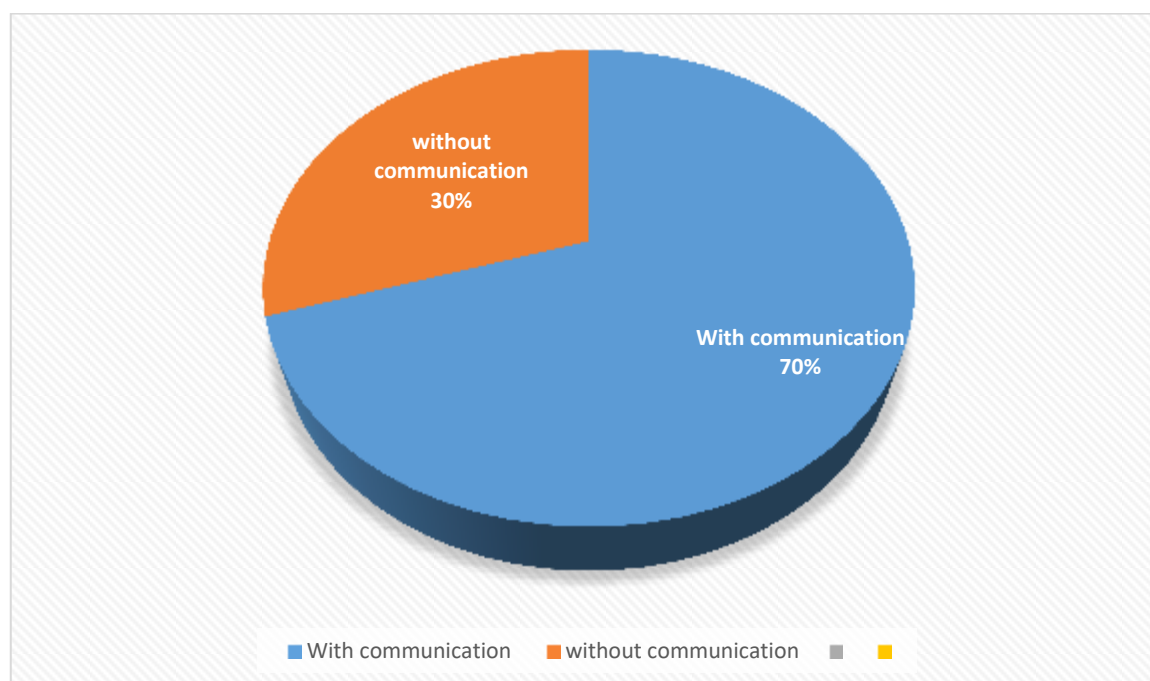


Chart 1

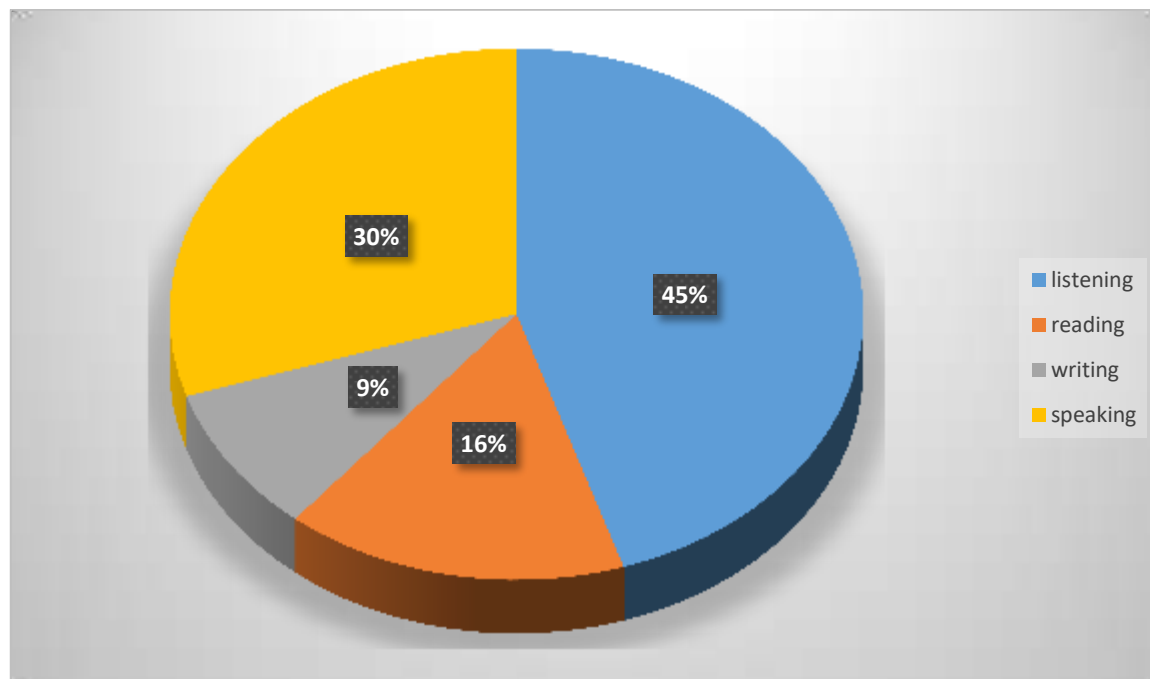


Chart 2

Active listening

To become a good listener, one must have a great desire to understand others people, to put effort and attention in communication. After all, the active listening presupposes minimizing all communication barriers and respecting other people's opinions, attitudes and feelings, in other words - respect for the integrity of the person being heard. If the ability to actively listen develops, if they are understand and empathize with what the other person is saying (or reading), communicating between the two interlocutors will always be efficient and effective.

One of the most important things in active listening is the interlocutor listen, make the first decision that he wants to listen (be motivated to communicate and listening), while paying attention to the basic principles of active listening, such as looking straight in the eye, silence and of course, listening. If these principles do not meet in the process of active listening, it will be incomplete and will not is active listening, but will only be "listening", which unfortunately is not always the case constructively, with understanding, with compassion.

The categorization of these "incomplete listening "is diverse throughout the literature, but we will mention them as the most basic:² Pseudo-listening - when the listener shows reactions as if listening (speech of the body "convinces" the interlocutor that it listens), but in fact thinks of

² Suzic, (2005, str.185)

something completely different, that is, he does not listen to the interlocutor at all. It is an imitation of the real listening.

The pseudo-listener sends "signals" to the communicator that are recognizable to active listening; looks the speaker in the eye, confirms with head movements, and even can also ask questions. But behind that "image" that they are interested, it happens something completely different - they use decent "facades" to hide the opinions they have had (completely different thoughts, misunderstandings, disagreements, etc.) that have nothing to do with it what the communicator is saying.

One-way listening - when the listener perceives only one type of communication, that is, it pays attention only to the verbal or non-verbal, while neglecting the other kind of communication.

Selective listening - when the listener hears only what he is pointing to interest, only parts that he thinks are important. Selective listeners correspond only to certain parts - notes from the communicator (only to those who interested), rejecting what is not in the domain of their interest.

Selective rejection - when the listener expects what he wants to hear and when he hears what he is interested in as information, he stops listening.

Stolen word - when the listener is looking forward to taking the word. Insensitive listening - insensitive listeners are listeners who do not receive messages clearly from the communicators. They are simply not capable of "reading between the lines" about what they are hearing or reading the non-verbal movements of the communicator. This type of listener is not able to listen to the "hidden messages" sent by the communicator.

Defensive listening - the listener experiences all sent messages as an attack on his person and therefore needs to constantly defend or attack. Aggressive listening - when the listener listens to the interlocutor, waiting for a moment to attack him. Such listeners listen carefully but only to gather information to attack the communicator, for what he is saying. All these "hearings" are destructive to communication and therefore cannot be called active listening. If we want to talk about real active listening, it should be aimed at understanding the interlocutor and there should be a desire to help him solve his "problems" and meet his needs. To achieve this, we would have to emphasize the basic principles on which it is based.³

³ Brdar, (2006), str.36.

The first principle is based on motivation for listening. Both the communicator and the recipient, regardless of the role of the interlocutor, should know how to "stop talking", listening. As the famous writer Mark Twain put it: "If people were to speak more than to listen, they would have two languages and one ear."

The second principle refers to the preparation for listening, focusing the interlocutor on what is being heard. As we have already stated, techniques are needed to master and improve this skill. The third principle is based on encouraging the interlocutors to listen, to master the non-verbal body expressions, which would encourage the speaker to continue (maintaining eye contact, showing that he actively listens and understands what is being said...)

The fourth principle of active listening is the removal of any possible obstacles that would defocus the attention of the listeners, such as: uniformity in the color of the voice, not introducing emotions in speaking (reading), conspicuous appearance of the speaker and so on. The fifth principle refers to the ability of the speaker to identify with the people who listen to him, to see from their perspective, so that he can understand their needs, opportunities, etc. The sixth principle of active listening is the patience of the interlocutors (B, 2020).

Everyone should have developed the ability to listen to the end (not to react to pauses) and not to interrupt the interlocutor. The seventh principle refers to the avoidance of personal prejudices when expressing the content, in order to exert a more positive influence on the interlocutor and to perceive and understand the message. The eighth principle indicates attention to the dynamics and tone of speech, which directly affect the process of active listening, focus or defocus the listener from what he hears. Adhering to these principles of active listening, communication always results in a positive flow, understanding, receiving the messages that are heard and receiving communication feedback (communication feedback).

The process of developing active listening is long-lasting, continuously evolving and results in improving the interpersonal relationships of the interlocutors, with maximum understanding and always positive communication. This process is explained in the graphic representation no.3: as can be seen, active listening directly affects the change in the behavior of the individual, which emphasizes the importance of learning and application in the educational process. The development of this process is especially important in teaching, in the teacher-student relationship. Teachers must respect these principles, but also enable students to do the same.

Only in that case can active listening in teaching be ensured, which will result in efficient and effective learning by the students.

CONCLUSION

Active listening is especially important in teaching, when realizing the educational process, to achieve all the teaching goals that teachers set. Given the complexity of the communication process, the most important thing is that teachers should enable students to actively listen, which would facilitate the process of learning and cognition. Seemingly easy, but in practice a difficult role for teachers, because they too are always ready to actively listen to students. This paper elaborates on the problem of active listening in teaching, on the teacher-student relationship, alternately, when these two communication entities change their roles of communicators and recipients. This means that this research should find ways to improve the process of active listening in both subjects, which would result in a better realization of the educational process, by raising the level of understanding and learning.

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