Moderné vzdelávanie pre vedomostnú spoločnosť
Projekt je spolufinancovaný zo zdrojov EÚ

OBČIANSKA NÁUKA BOA

VYBRANÉ KAPITOLY
Z PSYCHOLÓGIE

Učebné texty a pracovné listy

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1. SOCIAL COMMUNICATION

It is process in which people exchange with each other (transmit and receive) information (denotations)

Process of social communication is created by the following elements:

- **transmitter and recipient** - they are people. Person can be at the same time or later consequently transmitters of message and recipients of feedback
- **message** (they can be ideas, opinions, emotions, values, standpoints, requests,) In order to understand them they must be expressed in symbols - words, gestures, mimics
- **canals** – they represent manners of transmission of information. It can be sound, touch, script, picture, telephone
- **feedback** - information about fact if message was received and how it was understood
- **hum, rustle** - it is everything which prevents successful transmitting and receiving information. We can discern noises external (from the background for example noise, coldness,) and noises internal (inside human for example tiredness, lack of interest)

Semantic hums (rustles) are associated with difference between meaning which was inserted into message by transmitter and meaning to which was attributed by recipient (For example after the first date the girl tells the boy “I will call you“ because she does not want to meet him again and does not want him to call her. The boy, however, can understand it as taking over the initiative and her interest in continuation of the relationship

- **background** – communication is taken place in some background which influences its contents and form. For example conversation of boss with his subordinate has totally different character in the corridor and in the boss’s office

Social communication is characterized by:

- it perpetuates (if we do not speak, we transmit each other some signals)
- it is enacted in the present but it has its past and future as well (When I speak to someone, my conversation is influenced by my past experience with this person and by my expectations to the future
- it is role conditioned – In different ways I speak to my close friend, to my new classmate, to director of the school.

According to number of sharers and formality/informality we discern these types of communications:

- **intra personal communication** – when we speak to ourselves
- **inter personal communication** - informal communication of two people
- **interview** – formal conversation, succession of questions and answers
- **communication in small group** – smaller number of people try to agree on something or to solve out some problem
- **public communication** – speaking orator addresses his listeners, the audience
1. SOCIAL COMMUNICATION

1. **Link kinds of messages with suitable expressions:**

requests      gestures
opinions      written words
standpoints   Mimics
emotions      spoken words

2. **Add two examples to each kind of transmissions of information as canal:**

sound - .................................................................
touch - .................................................................
script - .................................................................
picture - .................................................................

3. **Set an example of semantic hum (rustle)**

.................................................................

4. **Set an example of background influencing the conversation**

.................................................................

5. **Add the right types of communications to these situations:**

the priest preaches to the people in the church - .................................................................
human resources employee asks some woman who wants to work in the company - .................................................................
represents of two firms want to conclude a contract - .................................................................
boy and girl are on a date in snack-bar - .................................................................

6. **Set an example of role conditioned communication**

.................................................................

7. **Fill the suitable words in these sentences:**

Communication is taken place in some .................. which influences its ...........and ............

Feed-back is information about fact if message was ..............and how it was ..............

Hum is everything which ............. successful ............and ............ information.

Person can be at the same time or later consequently .............. of message and .............. of feed-back
2. VERBAL COMMUNICATION

Verbal communication is exchange of meanings between people by means of the words. The words have a huge strength - they can bestir us, stop us, upraise but also destroy us. Words we use for denoting reality - they are symbols which represent objects and phenomena.

Language is aggregate of words and rules of their use and connection and use of language is speech. Speech is product of the individual person who decides how to handle the language. (If he uses literary language, non-literary language, slang expressions)

Relationship between word and object, which words denotes is a matter of convention (established, long-term practice)

Word is bearer of meaning and we exchange these meanings in communication. But meanings which is inserted into words by transmitter does not have to correspond to meanings which is identified by recipient.

<table>
<thead>
<tr>
<th>transmitter</th>
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<tr>
<td>(speaking)</td>
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<table>
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<tr>
<th>intention of</th>
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<td>speaking</td>
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<table>
<thead>
<tr>
<th>factual content</th>
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<tbody>
<tr>
<td>denotation for the speaking</td>
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<table>
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<tr>
<th>effect on listening</th>
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<td>(listening)</td>
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| denotation for the listening |

For example: Wife tells his husband: " I will not reduce to fit in that old costume ! (because she wants to buy a new one and she needs money) Husband responds: " But you look perfect in it ! (Because he understood her wife´s notice as appeal to confirm her attraction.) If there is inaccurate decoding of meaning, we speak about pseudo communication.

The meaning of word has two aspects: denotation and connotation

Detonative meaning of the word is what this word denotes (objective meaning)

Connotative meaning of the word - they are thoughts, imaginations, emotions, attempts associating with the word by the individual person. (For example totally different connotative meaning has word “ home “ for person who grew up in the family and for the one who grew up in foster home.

Precision of communication, correct understanding of the meaning depends on:

- **verbal context** - arrangement, order of the words. (For example: “ The boy has a little knife “ and “ The little boy has a knife “)
- **non verbal context** - situation, circumstances of communication (For example exclamation: What a nice bat ! has different meaning for the one who is being in the cave and for the one who is being in the sports shop)
• **individual experience of communicating people** - for example speaking about love someone has in mind sexual contact, someone else deep emotional bond, the other care of beloved partner or another has spiritual relationship to God.

• **collective experience** - from which culture the person comes or in which society the person lives (for example meaning of democracy is differently understood by American and Cuban)

Between culture and language is mutual relationship. **Language is mirror of culture.** (For example English does not have many species of mushrooms, because in Anglo-Saxon countries it is not habit of mushrooming) **On the other hand language creates culture** (For example in Spanish " watch is going" and in English " watch is running" and this fact influences different relationship to the time in Hispanic and in Anglo-Saxon culture - time will not run away resp. it is necessary to chase it.
2. VERBAL COMMUNICATION

1. Link the following expressions to literary, non literary and slang language expressions

- special effects: non literary expression
- blockbuster: literary expressions
- I wanna be a doctor: slang expression
- I gotta little present for you: literary expression
- Mickey mouse movie: non literary expression
- roadside café: slang expression

2. Add short definitions to these slang expressions:

- shotgun wedding
- car-pool
- soap opera
- street walker
- jemmy
- mad money
- hot air
- shooting gallery

3. Write one example of pseudo communication:

4. Write one example of connotative meaning of the word:

5. Write one example of

- verb context
- non verbal context
- individual experience of communicating people
- collective experience

6. Write an example of mutual relationship of culture and language:
3. NON VERBAL COMMUNICATION

It is exchanging of information between people without words. From verbal communication it differs like this:

- it perpetuates - verbal is finished by spoken word, non verbal continues without further speaking
- it uses more canals - that is more manners of transmission (mimics, gesture, touch, tone of voice)
- it is less checked - meanwhile what we speak, we have under control, we are not aware of non verbal showings

When verbal and non verbal communications are contrary, we speak about paradox communication (For example after wife’s “You are not interested in me” follows husband’s “but I am” whereby he continues watching television without glancing at her)

Non verbal communication in relationship to verbal communication:

- refills it - for example “I am glad to see you” and smile and hug follow
- emphasizes it - for example “you are bad” and I cut cold, I leave
- replaces it - for example waving instead of saying good-bye

As the basic types or means of non verbal communication are denoted:

a) **para language** - it using of the voice (intensity and speed of speech, altitude and tone of voice, intervals, melodics of speech, accent)

b) **locomotions of body** - moves of all body (pantomimic), moves of hands (gesticulation) and moves of facial muscles (mimic)

c) **physical appearance and expression** - how the person looks, what is his carriage of body, what is his prevailing expression on face, how he gets dressed, embellishes himself/herself

d) **making use of territory and distance** - every person has his/her territory which considers as own and guards it. For example our territory can be our flat, room in it, work table, desk, locker or shelf. Our reaction to interfering with our territory speaks about our personality.

During communication we keep some gap from the others and in this case we speak about distance zone. We discern four distance zones:

- **intimate zone** - we let only our closest friends enter it (for example dancing)
- **personal zone** - it is the most frequent distance in current informal communication between close people. The distance is on length of arm
- **social zone** - it is typical for formal talks (in the firm between boss and subordinate)
- **public zone** - it is distance between speaker and his audience

e) **touch**
• **functionally-professional** (for example doctor at examination)
• **social** - in welcoming, saying good-bye, making friends
• **friendly-hearted** - for example hugging around neck
• **kindly intimate** - for example hugging child by parent
• **sexually-emotional** – in lovers’ relationships
3. NON VERBAL COMMUNICATION

1. Set examples of non verbal communication by which verbal communication is:
   refilled - ........................................................................................................................................
   emphasized - ....................................................................................................................................
   replaced - ........................................................................................................................................

2. Set an example of paradox communication:
   ...................................................................................................................................................
   ...................................................................................................................................................

3. Add suitable of non verbal communication to these activities:
   lisping of six years old boy - ............................................................................................................
   mother’s frowning at her daughter - ...................................................................................................
   bearing an expressive make-up - ....................................................................................................... 
   bad pronunciation of some word - .....................................................................................................
   showing an obscene gesture - ...........................................................................................................
   patting on somebody’s shoulder - ......................................................................................................
   removing shoes of somebody’s else from the locker - ....................................................................

4. Link following activities with suitable kinds of distance zones:
   teacher speaks to his colleagues in the dining room  intimate zone
   two girls singing together in the celebration personal zone
   manager is talking to his deputy social zone
   priest has a sermon in the church public zone

5. Add suitable kind of touches to these activities:
   patting on shoulder as a symbol of encouraging - .................................................................
   embracing of girl by her mother - ..............................................................................................
   kissing girl by her boy at the date - ..............................................................................................
   shaving and cutting at the barber’s - .............................................................................................
   shaking hands in welcoming - ....................................................................................................

6. What activity is element of non verbal communication?
   reading from written letter - waving the hands - making a pause in speech - reporting in the
   radio - stretching the arms
4. EMOTIONS

Emotions, feelings are experiencing of evaluating relationship of man to the reality (to the world, people, to himself)

Every emotion has three mutually contiguous aspects:

- **internal experiencing** - it is accessible only to subject (for example what he feels as fear or joy)
- **physiological changes** - it is objectively detectable and loosely observable (for example turning pale, increased blood pressure)
- **external manifestations** – observable behaviour (for example weeping, laugh, hands trembling)

Emotions are evoked by:

**new situations** whatever that is unknown for us (for example for children “everything” is new for them

**unusual situations** whatever that is not natural for us although we had met it before (for example darkness)

**sudden situations** whatever that we do not expect (for example unexpected visit)

**excessive motivation** which could not be used, before performance (for example exam fever) or after some performance (for example stormy manifestation of player after scoring a goal)

**conflict, frustration, stress**

Every emotion has some intensity (strength) and takes some time. According to these basic qualities we discern three special emotional conditions:

- **affection** - it is very strong and short-time emotion, abrupt explosion (Person loses control over his behaviour. Affections can be positive or negative)

- **passion** - it is strong and long-term emotional relationship (It can take control of man, his mind or his behaviour for many years. It can be love or hate towards someone, collecting or gambling)

- **temper** - it is not so intensive emotional condition of variable length (from a few minutes to several days). Temper is not referred to something concrete, it has got no object.

Emotions can be discerned as pleasant or unpleasant. Among unpleasant emotions we rank the following ones:

- **fear** - it is what we experience when we face some threatening impulse. Fear is always objective (for example what I experience when pit bull without dog-lead is drawing near)
anxiety – it is uncertain, diffused fear. It is not referred to some certain object. We cannot say what we have fear of. (for example what I experience when I enter new workplace)

phobia – it is strong irrational fear of objects or situations. Although person realizes that his fear is unreasonable, he is not able to take control of it (for example claustrophobia – fear of closed spaces)

exam fever, stage fright – it is anticipated fear of failure when we are to show performance in front of the others
4. EMOTIONS

1. Link the following manifestations with the right emotional aspect:

- frowning: internal experiencing
- jealousy: physiological change
- turning red: external manifestation
- increased frequency of heart: internal experiencing
- running away: physiological change
- sadness: external manifestation
- clapping the hands: physiological change
- thinking of revenge in mind: external manifestation
- perspiring of the body: internal experiencing

2. Set two examples of situations which evoke emotions:

- new situations: ................................................................. ............................................................
- unusual situations: ................................................................. ............................................................
- sudden situations: ................................................................. ............................................................
- excessive motivation before some event: ................................................................. ............................................................
- excessive motivation after some event: ................................................................. ............................................................

3. Underline example of affection from the following emotions:

- outburst of rage - gambling - bad mood - philanthropy - standing ovation - collecting the stamps - applause - racial envy - long-term support of favourite team

4. Link suitable kinds of unpleasant emotions to the following situations:

- some shy girl is transferring to the other school: fear
- woman screams with horror when she sees spiders: anxiety
- pair of old people is attacked by gang of teenagers: stage fright
- nervous student at the university is revising for written test: phobia
- employee is afraid of loss of his job because of planned dismissal: anxiety
- young widow with two small children does not know what will be her future: fear
- new actor is preparing for his role before the premier performance: phobia
- timid woman is afraid of conversation with unknown people: exam fever
5. LISTENING

Among the basic communication capabilities rank speaking, listening, writing and reading. The man in average during his life listens most. If we take all these activities as an aggregate, 53% is represented by listening, 17% by reading, 16% by speaking and 14% by writing.

Process of listening includes the following stages:

1. **Receiving of the signal** - that is what we are able to intercept by ear
2. **Paying attention** - out of the multitude of various sounds, we can pay attention to the only one
3. **Determination of the meaning** - we compare information, rang it among our experiences and knowledge, we evaluate it and we try to understand it
4. **Memorizing** - what and in what form we keep an information

There are obstacles which prevent from effective listening. They could be:
- physiological defects (weakened hearing)
- noise
- momentary condition (for example fatigue)
- mental setting (for example disinterest)
- attitude to the speaker (for example I do not like him, I do not accept him)

We discern the following kinds of listening:

1. **Listening for information** - it is one of the ways how we acquire knowledge, inquiries, orientation in space
2. **Critical listening** - we do not only receive information but we take an own stance to this information (for example we listen to friend who claims that there is no better investment for our money) Critical listening can means that:
   - **to find out motive** of the person who persuades us (what intention has our friend, insurance agent, promotion, politician)
   - **re-evaluate validity** of his/her ideas (where he/she has it from, he/she uses trustworthy resources, he/she does not read something out of context)
   - **to discern facts from opinions** (Fact can be verified by us for example the team whose winning I tip is on the first place meanwhile its rival is on the eighth place. Opinion is somebody’s persuasion for example that team is better than its rival)
   - **to be aware of own distortions** - (what my standpoint is, if I have some prejudices or previous experiences)
   - **what we have just heard** (we do not decide immediately but we keep time for reconsidering)
3. **Emphatic listening** - it means that we try to understand what the other person experiences. We exert all our efforts to put himself/herself in the place of the other.

4. **Listening for amusement** – we only listen to what we want to listen to. And we also remember it very well.
5. LISTENING

1. Try to link the following wrong habits with the right kind of listeners:

<table>
<thead>
<tr>
<th>Listener does nothing, does not turn over in his mind</th>
<th>Listener focused on details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listener only listens at the time when it is spoken about him</td>
<td>“It´s my turn “ listener</td>
</tr>
<tr>
<td>Listener who is not able to concentrate on what it is spoken to him because he is worried about what he will tell</td>
<td>“Lazy“ listener</td>
</tr>
<tr>
<td>Listener who does not listen to the other, he only waits for the moment when he will speak again</td>
<td>Anxious listener</td>
</tr>
<tr>
<td>Listener who understands the communication as the competition, he does not listen properly but he thinks about overcoming rival</td>
<td>Listener focused on himself</td>
</tr>
<tr>
<td>Listener who does not follow the essence</td>
<td>Competitory listener</td>
</tr>
</tbody>
</table>

2. Try to fill the right kind of listening in the following situations:

We decided to attend the meeting of our preferred political party and we were listening to the candidate who was informing us about the programme of his party after successful parliamentary elections. (It was.........................listening)

We are sitting in the plane and listening to the flight attendant who is giving instructions for emergency situations during flight (It is ..................listening)

The police investigator is questioning suspicious person in effort to find out where he had been in the time of burglary (It is .........................listening)

We visited our ill friend in the hospital and we listened to his feelings and experiences after successful operation (It was......................listening)

Students in the classroom have been bored by the multitude of maths examples. Maths teacher is aware of this fact and therefore he wants to make better atmosphere in class by the joke. Attention of all students is concentrated on teacher´s telling the joke. (It is .......................listening)

Teacher summoned the student who failed from final examination and he got to know that student could not have prepared for the examinations because of bad situation in his family. Teacher understands adverse situation of student and proposes him a second attempt. (It was .........................listening)
6. NEGATIVE TENDENCIES IN FAMILY UPBRINGING

A) Open damaging of physical and psychical development of child – it includes acts which are regulated by Penal Code

1. Cruelty to children - it can have two forms: physical (biffs, slaps, beats, kicks) and psychical (continuous criticizing, comparison with the others, humiliating, constant dissatisfaction with behaviour or school results of child, emotional misuse, psychical terror, bullying.)

2. Abuse of children - it can be in forms of exploitation for work, prostitution, pornography, committing criminal activity, sexual harassment,

3. Malpractice of children - shortcomings in secure of child’s needs – food, clothing, hygiene, housing, health condition, education.

B) Not open, more latent errors in upbringing of child - these errors come into existence because some natural aspect of relationship of parent to child is exaggerated.

1. Formation of insecure, anxious relationship of child to himself/herself – it can be rooted in excessive fear of parents that their child is constantly threatened or in excessive fastidiousness about his/her performances at school, in sport, in hobbies, in social life.

2. Excessive directivity, strictness - child needs certain rules but problem arises when parents dictate everything to their child, they make decisions instead of him/her, they do not take into account their needs, interests, opinions. Or when child feels strong control and all his/her faults are strictly or inadequately punished,

3. Projection of unfulfilled parent’s intentions, plans and wishes - Problem is when parents intrude their children what they had wanted themselves but they did not achieve it. Regardless of their interests and abilities or despite of them.

4. Perfectionism - It is good to teach children to be demanding on themselves. But it is not sound when parents place increased demands on their children and want them to be the best in all what they do.

5. Protectionism (incessant protection) - Parents must provide protection to their children but it is not mean solving all their problems instead of them or removing all obstacles in their way of life.

6. Inconsistency - It means “absence of upbringing” There are no fixed requirements, rules of behaviour, principles of mutual relationships. Child does whatever wants.
6. NEGATIVE TENDENCIES IN FAMILY UPBRINGING

1. Link the following situations with suitable form open damaging of physical and psychical development of child

1. Father after divorce forces his 12 years old daughter to live with him otherwise he will commit suicide. (…..)
2. Parent dissatisfied with the school results of his son, orders him to kneel on peas (…..)
3. Father is unemployed and in effort to gain money without work, he instructs his 7 years old son to beg money on the street. (….)
4. Mother does not send her children to school and justifies their absence by alleged illnesses although they have not health problems (….)

a - physical cruelty
c - malpractice of children
b - psychical cruelty
d - abuse of children

2. Fill the right form of wrong errors in upbringing of child to the following situations:

Mother forces her daughter to study medicine because she wanted to be a doctor but she had not been admitted to the University
( ................................................. ................................................... .................................... )

Father as an ex-officer regularly checks punctual placing of children’s shoes on the floor and by ruler he measures distance from the wall and in case of bad placing, he is able to make a rumble in family ( ................................ ................................................... ........................ )

The only daughter has constant problems with her peers, teachers and neighbours, but in every situation her mother intervenes and tries to solve everything instead of her daughter.
( ................................................. ................................................... .................................... )

14 years old child shall take part in swimming course run by school. Because this boy has never been to similar event organized by school, his parents are worried and therefore they want to excuse their son because of health reasons.
( ................................................. ................................................... .................................... )

Parents notice that their son watches doubtful websites and therefore they ban him further watching Internet. For a few days they check their ban but after some time everything is the same as before the ban
( .................................................................................................... .................................... )

Daughter has very good results in almost every subject at school but her mother wants her to be the best in all subjects.
( .................................................................................................... .................................... )