

ABSTRACT

This thesis deals with the matter of listening skill as part of the communication key competence. The author does not target situations when the pupil listens to the teacher's speech, but situations when the elementary school classmates listen to each other. It is based on a long-term scientific discourse on the subject.

The aim of this thesis is to first theoretically present the communication activity of listening as a fairly demanding process which, although requiring the same amount of attention and training as other communication activities, has been quite neglected on a global scale in the school curriculum. At the same time, the theoretical section puts forward specific proposals on how the listening skill of the elementary-school class collective can be supported and developed.

The practical part, pedagogical action research, is based on theoretical knowledge. It aims to observe progress in communication focusing on listening skills between third-grade pupils, in a class where the author acts as a teacher's assistant. In total three periods of action research maintain a cyclical pattern of problem description, action plan, action and analysis. The research is supported by didactic games designed so that the skill of listening can be studied and developed by the pupils themselves. At the same time, through reflective comments, the author continuously evaluates the process of the action research and the pupils' progress in it.

The findings of the action research confirm the theoretical statement: Listening as a skill is not gained automatically. It should be developed systematically regarding the age and experience of the pupils.

KEYWORDS

listening, key competencies, communication competency, action research, elementary school