INNOVATIVE TECHNIQUES FOR TEACHING COMMUNICATION SKILLS IN HIGHER EDUCATION SETTINGS

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Abstract:

The 21st century is a time of unprecedented innovation and upheaval in the world. India requires a significant number of highly educated workers. The traditional teaching and learning approach is now considered to be out of date; thus, it is necessary to determine the most effective ways for enhancing the requisite abilities of both teachers and pupils. In order to cultivate abilities that are both long-lasting and marketable, it is imperative that pedagogy shift away from fact-based, traditionally delivered lectures and toward more participatory methods of instruction. In order to find a solution to this issue, it has become necessary to implement innovative strategies in educational practises. The use of the many approaches and procedures that are described in the paper will be helpful in achieving the outcomes that are sought. This article discusses many forward-thinking instructional strategies that are now being utilised by educational institutions of a higher level in the country.

keywords: *Innovative , Teaching Communication, Higher Education*

INTRODUCTION

Education plays an absolutely essential part in the formation of a skilled labour force anywhere in the world. Education is absolutely necessary for the expansion and improvement of any community. It is responsible for creating human capital and is responsible for imparting information, skills, and inculcating values. It drives and sets the stage for technical innovation and economic progress. Information and knowledge stand out as highly crucial and vital inputs for the progress and survival of humans in the 21st century. Education is not only a method of accomplishing social development but also an engine of advancement in an information age powered by its wheels of knowledge and research. This is because education is the means by which social development may be achieved. The hallmark of an effective educator is the ability to shift pupils' worldviews and the manner in which they use their knowledge to solve challenges in the real world. Many studies used teaching effectiveness methodologies to evaluate traditional teaching methods, and their findings indicated that many students do not grasp the course information if it is taught in the traditional style, which is by lecturing. It has been shown that the majority of students do not grasp the information of the course to the degree that is desired when it is delivered using the approach of textbook lecture. As a result, it is essential to both advance the established strategies for teaching and learning as well as to develop and implement novel instructional strategies. It is now essential to locate the weaknesses in the teaching and learning process and to develop cutting-edge strategies for classroom instruction. Educationists from all around the world are arguing in favour of developing new ways of teaching and learning, as well as upgrading and modernising the traditional instructional approaches now in use. The use of creative new approaches to education by educators contributes to improved academic outcomes for students from a wide range of backgrounds (Naz & Murad, 2017). Students will require new skills and knowledge as a result of the exponential rate of change that is occurring in every facet of life, including the workplace, technology,

culture, lifestyle, and the environment. In spite of ongoing attempts, criticisms, and plans to eliminate it and replace it with other forms of academic instruction that are more effective, lecturing has so far managed to maintain its position as the most common type of academic instruction. Numerous institutions that provide higher education have made efforts to introduce and experiment with modifications in the teaching approach, and a great deal of research has been carried out in this subject. Ganyaupfu (2013) conducted research and found that the teacher-student interactive technique was a more successful form of instruction than the teacher-centered approach. These studies demonstrate that direct instruction is effective in the dissemination of information; yet, it is insufficient to foster deeper comprehension, innovative problem-solving, or creative thinking. The belief that each and every student have the potential to learn and achieve success in life serves as the foundation of creative teaching practises. According to Senthilkumar and Kannappa (2017), creative teaching approaches provide students more experience and help them deal with issues that arise in the workplace. A teacher should view each student as having distinctive personality traits that, via the use of original and cutting-edge instructional strategies, have the potential to become even more developed. It is highly useful for instructors to have a knowledge of the process of learning in order to detect the challenges that their pupils are going through. To ensure that maximum amounts of information are absorbed by all students in the shortest amount of time and with the least amount of effort possible, the primary goal of the development of innovative teaching and learning strategies is to ensure that all students in a given class participate and interact with one another during the course of the lesson, rather than simply listening and remaining sedentary throughout the presentation.

INNOVATIVE TEACHING

Numerous institutions that provide higher education have made efforts to introduce and experiment with modifications in the teaching approach, and a great deal of research has been carried out in this subject. It is common knowledge that education is a powerful tool that may bring about positive social change and contribute to the individual advancement of every member of a community. However, the quality of education can only be improved by adopting innovative teaching approaches in order to make the contents attractive and to inspire the learners. This is the only way that the quality of education can be improved. Innovative Teaching is a style of education that integrates technology into traditional teaching practises in order to provide students with a more fulfilling educational experience and to enhance the teaching careers of faculty members (Khairnar,2015). As a result of the escalation of globalisation, educators are now expected to possess the capability to adjust to shifting technology standards and fulfil emerging demands to address difficult challenges. Active methods of teaching and learning are necessary to solve this difficulty. A special emphasis must be placed on forging the connection between theoretical frameworks and their practical applications, which enables students to better comprehend the material covered in the course. Students are required to evaluate project scenarios with a diverse range of external and internal variables that call for both technical and non-technical skills during the process of finding a solution when these active methods are used. These variables can be either external or internal to the project. Therefore, the employment of active techniques helps students understand fundamental ideas better, stimulates learning that is both in-depth and creative, and develops abilities in both cooperation and communication.

3. CONCEPT OF TEACHING COMMUNICATION SKILLS

Learning may be defined as the process by which a person brings about a change in their behaviour that is beneficial to society, whether this change was brought about without a set of instructions or with a set of instructions. The majority of the time, teachers will construct a certain atmosphere in order to facilitate a specific form of education. Teaching refers to the intentional shaping of an individual's learning

environment in order to better support the individual's learning process and achieve the learner's desired learning outcome.
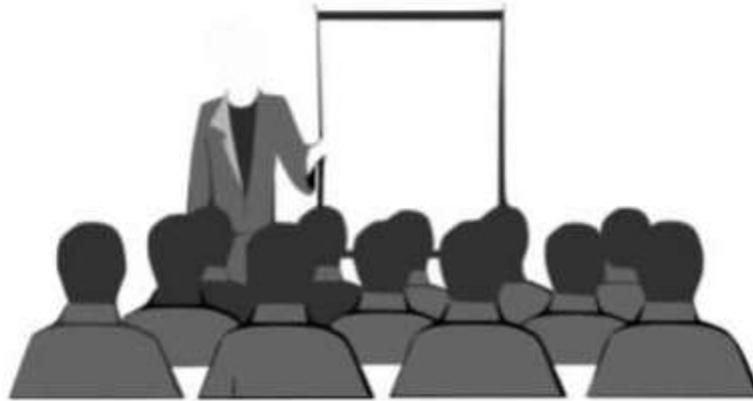
Figure 1: Communication Skills in Classroom Teaching

When seen from a more holistic perspective, the act of teaching include the comprehension and direction of pupils both as individuals and as members of groups. It involves offering the learning experiences that help learners to progress in a continuous and sequential direction towards their own role for future career opportunities. Teachers, in their role as instructional agents, have the ability to cultivate a favourable socio-psychological environment, one in which students are able to feel at ease and in which learning is aided. The learner is able to achieve the learning outcome through the teacher's manipulation and management of the information in a manner that is conducive to learning. Teaching people how to communicate effectively can be thought of in a broad sense as:

A dynamic interplay between the teacher and the student through the communication skills content.

The dynamism exists due to interaction between teacher"s behaviour and students" behaviour.

Due to this interaction, a special and purposeful environment is created. This creation of an environment is guided by some norms or standards.

The created environment helps students to make their learning process more effective. The effective learning process of students improves their communication skills achievement qualitatively.

EFFECTIVE TEACHING OF COMMUNICATION SKILLS

The efficacy is evaluated with regard to the objectives of instruction. It's possible that a lecture that's brilliantly delivered but just has the intention of sharing knowledge about people's communication abilities might be judged beneficial. If the objective is to encourage students to increase their talents, then a nicely presented lecture may not be the best method to accomplish this objective. According to Brown and Atkins (1999), "it is preferable to educate clearly and stimulate the students to think by directing their attention to particular concerns than it is to purposely confuse them." [Citation needed] To be a successful teacher of Communication Abilities, one must first understand that I effective teaching is a work that is difficult, both academically and socially, and (ii) good teaching consists of a set of skills that may be gained, developed, and expanded through time. For a teacher to be successful, they need to be well-versed in their field and understand how pupils acquire knowledge. And how should one instruct? The following are some of the

required abilities that every teacher should have in order to engage appropriately with their students and to ensure that they are able to effectively teach communication skills to their pupils.
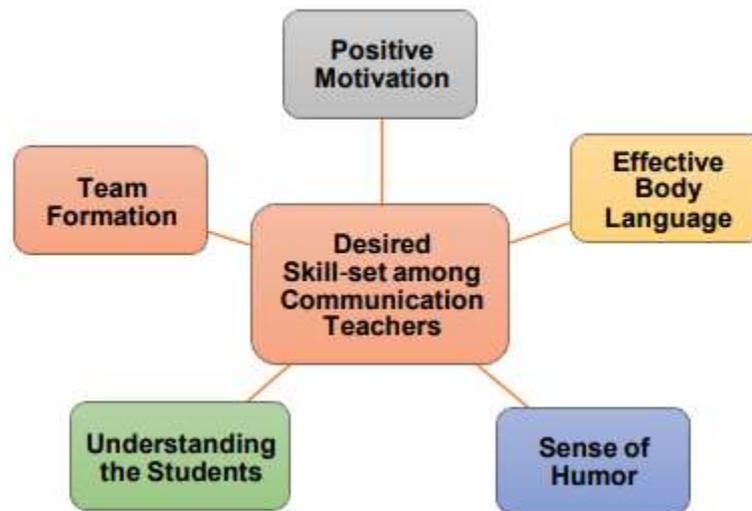
Figure 3: Desired Skill-set among Communication Teachers

Positive Motivation: It is essential for a teacher to have this quality, as it is one of the most crucial aspects of their job. When it comes to the topic of communication skills, pupils in a classroom almost always have a wide variety of tastes and preferences. Therefore, it is the responsibility of the instructor to instil excitement and interest in the minds of the pupils in regard to the topic at hand. It is also the responsibility of a teacher to allay any concerns or inhibitions that a student could have with regard to the topic at hand.

Effective Body Language: This is the most important and useful form of communication ability that a teacher should have. A persuasive body language and strong verbal abilities are necessary components of effective presenting skills. This has the potential to leave a deep and meaningful imprint on the brains of the children. Because of this, the students' participation will certainly increase, and they will find the lectures to be more fascinating. A lecture requires a teacher to keep the same volume, tone, and rhythm of their voice during the whole presentation.

Sense of Humor: The significance of this aspect has, on several occasions, been drastically underrated. The pupils remain engaged and interested in the teacher's lesson when the instructor has a good sense of humour. A teacher who is gloomy and humourless does not make a positive contribution to the pupils' health and happiness as a whole.

Understanding the Students: The teachers should encourage the kids to speak with one another in an open manner. The development of a conversation, as opposed to just one-sided speech, need to be given priority. When attempting to find solutions to any sort of issue that may arise in the classroom, it is always a good idea to solicit the feedback of the students.

Team Formation: This is an excellent way in which you may split the classroom into small teams and urge the students to practise a variety of communication skills, as well as to solve issues or complete assignments. Not only will this activity enhance interaction amongst the students themselves, but it will also increase interaction between the teacher and the students.

USING INNOVATIVE TEACHING STRATEGIES FOR DEVELOPING EFFECTIVE COMMUNICATION SKILLS AMONG STUDENT

The role of the teacher is highly crucial for the development of communication skills among pupils, and it is just as necessary that teachers have an in-depth understanding of the subjects that they teach. There is a pressing need for all educators to be aware of the significance that effective communication skills have in the day-to-day delivery of instruction. They will have to accept the fact that the levels of both their talents and shortcomings vary from student to student. The only way for a teacher to offer original and helpful answers to the issues that are being faced by their pupils is for them to have strong communication skills. As a result, the process of learning and developing communication skills may be facilitated better by a teacher. The effectiveness of the communication that takes place inside a classroom setting is critical to its overall success. The instructor has to take action in order to improve the students' communication abilities, since this will have a beneficial impact on the overall atmosphere in the classroom. Students who are able to communicate effectively will have a greater opportunity to participate in classroom discussions, will make more valuable contributions to the work done in their study groups, and will ultimately take away more knowledge from their time spent in school. In a similar vein, it is essential that educators remain current with all of the most recent advancements in educational technologies, such as computers, video conferencing, and most importantly, the utilisation of the internet. Maintaining the pupils' interest in the process of learning will also be facilitated as a result of this.

The following is a list of a few unique teaching tactics and suggesting approaches that may be employed to develop students' communication abilities, with the intention of increasing the classroom learning experiences overall.

Using Innovative Instructional Methods & Techniques — **Adopting New Digital Media in Teaching-Learning** — **Using Apps for Enhancing Communication Skills**

IMPORTANT INNOVATIVE TEACHING METHODS

Application of Multimedia tools

In this day and age of digital technology, the most effective mode of communication is multimedia. It has been shown that using a combination of many sorts of digital media, such as text, images, audio, and video, to teach pupils is a method that is highly successful for the transfer of knowledge. More and more teachers are adopting this method in their classrooms. Because of the ways that education has traditionally been delivered, there is a mismatch between what is taught to students and what is demanded of workers in the workforce. Problem-based learning is something that many educational establishments of higher learning have started doing because they believe it helps students improve their analytical and creative problem-solving skills. Learning that is centred on solving problems is effectively assisted by various forms of

multimedia technology and has a positive influence on educational settings. The use of multimedia technology enables the instructor to convey information in a more meaningful manner (Jayashree,2017). The presentations of course material are prepared with the assistance of various multimedia tools in accordance with the requirements, and the audio-visual presentation is created in such a way that the students comprehend the material, are motivated to pay attention to the material that is being presented, and remember the information for a longer period of time. A Power Point presentation, instructional videos on YouTube, a Gyan Darshan broadcast, NPTEL video lectures, SWAYAM courses, MOOC, and other similar technologies are examples of several types of multimedia technology.

Role Playing

When students participate in role playing, they are put in the position of a decision maker who must make a choice with reference to the creation of policy and the optimal allocation of resources. This provides students with the opportunity to directly apply the knowledge they have learned. This method is a fantastic instrument for engaging kids and allowing them to interact with their classmates as they strive to fulfil the work that has been allocated to them in the specific role that they have been given. When using role playing as a method of instruction, it is possible to more effectively meet learning objectives since students will have a deeper understanding of the material. Because of this, the kids are able to work together more effectively in groups and cooperate. Through the use of the role playing method of teaching and learning, many issues that arise in the classroom may be resolved, and interpersonal relationships can be strengthened. Playing a role allows one to learn about a topic in a manner that is both realistic and simple at the same time. Students benefit from increased academic knowledge as a result of their increased personal participation in role playing. In the classroom, many educators have found success in using role acting as a tool to assist in the resolution of interpersonal conflicts and to teach skills related to human interactions. The dramatisation of events through role playing may be an excellent method for explaining not only works of literature but also current and historical events. Students benefit from having an easier time developing interpersonal relationships when they play roles. (b) Conduct in social situations. (c) his assessment of both himself and the way he lives his life, and (d) the ways in which academic content may be applicable to the activities he does on a daily basis. Many educational institutions, including universities, have found that using role playing to facilitate learning and improve communication among students, teachers, and administrators is an effective way to achieve these goals. In universities and research institutions, social scientists have utilised various types of role playing in order to convey national and worldwide issues.

The fact that role playing is an active form of education is the activity's primary selling point as a teaching method. Participants will debate new ways of behaving and alternative methods of role playing in addition to theoretical issues pertaining to behaviour, which will be covered throughout the course. As a result, there is an emphasis placed on engaging in active learning, which ultimately improves the learning process. In the classroom, the required connection between understanding a theory and putting that understanding into practise may be achieved through the use of role playing. The simple act of adding more material does not address interpersonal difficulties in the classroom nor does it teach new social relations. Interpersonal problems in the classroom are only resolved when either the students or the teachers begin to behave differently. Therefore, it is possible to see role acting as one of the methods included in an educational procedure that is geared toward the scientific development of classroom learning and the conduct of students in social settings. A method like this presupposes that learning must occur through participation in real-world activities. In the classroom, concepts are materialised into actions, and theoretical understanding is

turned into real-world application. It has the potential to become a laboratory for the identification of problems, for the gathering of experiences and data, and for the drawing of conclusions.

Flipped Class Room

Learning is based on a type of instruction known as didactic teaching when it is carried out in a regular classroom or other learning setting. The lesson begins with the instructor standing at the front of the class and delivering a lecture. Following the lecture, students go home and do their homework and problem-solving tasks. The traditional lecture-style format is inverted, or "flipped," in a flipped classroom. The student is able to access the educational material and instructional content that has been presented online in the form of lectures, videos, or readings before the start of the class session for them to study at their own leisure. After that, the class period is devoted to more active learning processes, including interactive application of information through problem solving, case-based scenarios, or interactive debates; all of these activities take place under the direction of the instructor. When students participate in conventional forms of learning, such as doing their homework or applying what they have learned in class, they often do it at home. They are unable to receive assistance from an instructor in the event that they have a query. In contrast, when students are applying new information and ideas in a flipped learning environment, the instructor or another professional educator is available to answer questions since the work is being done in the classroom. This allows for a more interactive learning experience. Students are able to examine lecture materials at their own leisure, and they can review and replay segments of the lecture as many times as they need to. This is another advantage of using a flipped classroom model. Students who were absent from class can still access the material that was presented thanks to this feature.

Active Learning

Because active learning is not centred on the instructor but rather the student, it involves more than simply listening to a lecture. Active engagement, involvement, contribution, and attention are all required of each and every student in order for active learning to be successful. Students are able to improve their critical thinking and creative abilities through active learning. For example, when working on a project, students can reflect on the tasks they are performing as well as the reasons why they are performing those tasks. Students engage in active learning when they interact with the educational content in any way that can promote active thought, which encourages them to think about the material rather than just transcribe the content. Active learning can be achieved when students interact with the educational content in any way that can promote active thought. Active learning encompasses a wide variety of different approaches to education. Active learning may be included into already planned lectures, which is its simplest form of use. As a result, it is suitable for use in situations as expansive as huge lecture halls. It is a method for analysing what the individual has read, written, thought about, and learnt. Active learning refers to any activity that is conducted in the classroom that is linked to the subject being studied and goes beyond merely observing, listening, and taking notes. Students need to be responsible for their own planning and preparation of the learning process, as well as for actively participating in it, regulating, controlling, and remembering the activities associated with their education in order to obtain the best possible outcomes.

CONCLUSION

In the past twenty years, there have been several shifts in approach to teaching in higher education. Although many educational institutions continue to use traditional methods of instruction, an increasing number of educational institutions are embracing new ways of instructing and educating students. Because it has come

to be understood that originality and creativity are the driving forces behind learning, educators are now more likely than ever to embrace more contemporary modes of pedagogy. Many researchers have come to the conclusion that the implementation of novel approaches to teaching and learning has led to significant improvements in student performance. In addition, a number of educational institutions have reported that classroom attendance has also increased as a result of these novel approaches. The responses that students and educators have given about novel pedagogical practises are quite encouraging. The process of innovation is ongoing, and members of the teaching staff are implementing innovative teaching strategies to improve the overall quality of education in order to cultivate people's creative potential, give them more agency, and ultimately raise the human development index of our nation.

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