

# DEVELOPING EFFECTIVE COMMUNICATION SKILLS IN STUDENTS

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## ABSTRACT

Correspondence assumes a significant part in our regular daily existence. Great correspondence is hence indispensable for viable working in the workplace. There is overpowering proof that capability in relational abilities can make any individual more adaptable, and in this way more cutthroat in the working environment. Correspondence is a mode, which helps all of us to move our messages, considerations, sentiments, thinking, creative mind and thoughts. This is a capacity pre-introduced or normally exists in each individual to show his/her reality by language. Hence, every understudy surely needs compelling and noteworthy relational abilities. Subsequently, there are developing assumptions from instructive establishments to cater the necessities of the working environment. One of the significant issues we need to address incorporates, what measures ought to be taken to make the understudies work prepared'? In this point of view, Teachers play a significant part to play in upgrading the relational abilities among understudies. Thinking about the variety in the homeroom, there is a developing interest to utilize inventive techniques and systems, including outlining great quality educational assets to upgrade different sub-abilities of correspondence among our understudies. An endeavor is made in this article, to add to the continuous conversation in the changing settings of relational abilities according to the point of view of setting up our understudies to confront future difficulties. The paper shares thoughts on upgrading the four center components of Communication abilities, including tuning in, talking, perusing and composing abilities to get an edge up in the opposition for work and business.

Keywords: Communication Skills, Education, Classroom Practises

## 1. INTRODUCTION

The instructive foundations are fundamentally associated with creating graduates in different fields to satisfy the labour prerequisites according to the business needs. During this movement, it is crucial not exclusively to zero in on scholarly accomplishment, yet additionally on "Relational abilities" to set up our understudies for contending in the work market and work places. At Present, businesses place more prominent significance on Communication abilities and character in picking their future representatives. As per the Concise Oxford Dictionary the word correspondence implies „the demonstration of giving, particularly news“, or „the science and practice of communicating information“. These definitions plainly show the connection among „teaching“ and „communication“: instructors are continually granting new information, or sending data. Relational abilities are the fundamental abilities, in spite of the fact that it includes a few components, like tuning in, talking, perusing and composed abilities. Considering new alumni typically tried on their relational abilities during prospective employee meetings, every one of the instructive organizations should guarantee that understudies are exceptional with the capacity to convey unmistakably and viably. In this point of view, this article shares a couple of inventive thoughts and approaches for homeroom practices to foster relational abilities among understudies during their visit in the grounds.

## **2. LITERATURE REVIEW**

For the subject, pertinent writing was looked into to familiarize with the work previously done in the field in regards to the meaning of relational abilities, too, as what it means for the educating rehearses. The survey of writing fundamentally incorporates research work and studies identified with subject inside India and Abroad.

According to audit, correspondence mostly includes the trading of thoughts, conclusions and data with a particular goal. Comprehensively, it is characterized as a course of trading data, from the individual giving the data through verbal and non-verbal techniques, to the individual getting the data. The most widely recognized procedure of correspondence is verbal, utilizing a particular language where it is a two-way measure, with input on the message got. Aside from oral correspondence, data can likewise be traded utilizing images or signage.

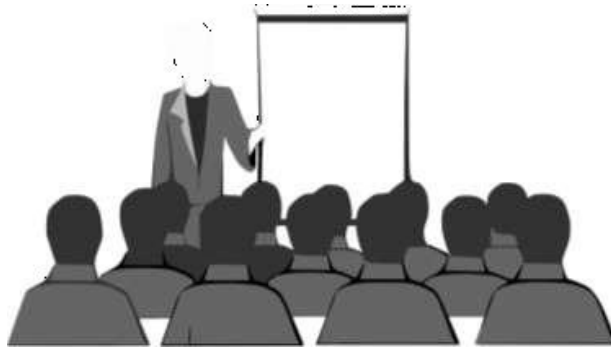
According to Seiler and Beall (2005), Communication is characterized as sharing and giving importance happening simultaneously through emblematic collaborations. Sulaiman Masri (1997) said that Communication begins when a message or data is moved from the sender (the speaker, essayist) to the collector (audience, the peruser) through an instrument or channel, and followed by the recipient giving criticism through coding and deciphering the

data. A few specialists characterized correspondence as verbal correspondence, composed correspondence, non-verbal correspondence, tuning in and giving criticism (Najmuddin, 2010). In like manner, Rodiah Idris (2010) suggests that correspondence as a non-verbal expertise, giving criticism, introducing thoughts verbally and in composed structure, doing introductions and haggling to accomplish an objective and getting support/arrangement.

According to these definitions, components of correspondence incorporate individual giving data, the data and input by the collector and redundancy of these cycles makes information improvement. The course of correspondence for the most part includes four components, which are the speaker, the collector, correspondence channel and criticism. Correspondence is more compelling, if the collector (of the data) can comprehend and rehearse the center abilities. Further, correspondence will be more significant, if the physical and social elements are considered during the correspondence cycle. A positive correspondence climate gives great freedoms to understudies to figure out how to impart and hence have better relational abilities. In the Indian setting, students' achievement in the nearby enlistment is chiefly founded on their showing of relational abilities. As per Karnik, Former President, NASSCOM (National Association of Software and Services Company), just 25% of graduates are reasonable for work in the re-appropriating industry due to their absence of capacities to talk or compose well in English. (Karnik, 2007 as referred to in P. Rayan 2008:1). Relational abilities are sorted in various ways. Extensively, it includes four center components such tuning in, talking, perusing and composed abilities. Therefore, during Classroom collaborations, understudies should be offered enough chances to convey, to be more ready for the work market after their finish of the investigations.

### **3. CONCEPT OF TEACHING COMMUNICATION SKILLS**

A change in the behaviour of an individual, desirable to society, which has been brought without or with a set of instructions, is termed as learning. So often, the teachers create a particular type of environment to bring a particular learning. Such a deliberate manipulation of environment to facilitate the learning process of an individual to have a desired learning outcome is called teaching.



**Figure 1: Communication Skills in Classroom Teaching**

In a more extensive view, the demonstration of showing implies understanding and directing of understudies as people and as gatherings. It implies giving the learning encounters that empower students to develop constantly and consecutively towards their own job for the future positions. The instructors being educational specialists can establish a good socio-mental environment, in which the student feels great and learning is worked with. The instructor controls and controls the substance in the ways that work with figuring out how to understand the learning result. Extensively, showing the relational abilities can be seen as:

- A dynamic interchange between the educator and the understudy through the relational abilities content.
- The dynamism exists because of association between teacher's conduct and students' conduct.
- Due to this association, an uncommon and deliberate climate is made. This production of a climate is directed by certain standards or norms.
- The established climate assists understudies with making their learning interaction more powerful. The successful learning interaction of understudies further develops their relational abilities accomplishment subjectively.

#### **4. METHODS OF TEACHING COMMUNICATION SKILLS**

Educating is viewed as giving freedoms to understudies to learn. It is intuitive cycle just as a deliberate movement. The term showing technique alludes to the overall standards, teaching method and the board systems utilized for homeroom guidance. The decision of the showing techniques relies upon what fits an educator for example their instructive way of thinking, homeroom segment, branches of knowledge and the statement of purpose of the foundation. The showing hypotheses might be set comprehensively into two classifications or approaches, in particular the educator focused and understudy focused.

##### **Methods of Teaching Communication Skills**

- Teacher Centered

- Student Centered

In educator focused methodology the instructor is the power. Understudies are considered as unfilled vessels, whose essential obligation is to passively get data with a target of testing and evaluation. Here, the main job of the educator is to pass information and data about relational abilities onto their understudies. The student's learning is estimated through impartially scored tests and appraisals.

In understudy focused methodology the educators are fundamentally worried about the training and working with the students' learning and by and large understanding of the relational abilities content. The learning of the understudies can be estimated through both formal and casual methods of evaluation, including bunch projects, understudy portfolios, and class cooperation. Instructors survey ceaseless the learning results of understudies.

## 5. ENHANCING COMMUNICATION SKILLS

Improving relational abilities are tied in with perceiving and causing unequivocal what we do currently in our courses by causing students' to notice the relational abilities and results they are creating as a feature of their review. This implies:

- i. Raising mindfulness regarding how the educational program creates relational abilities.
- ii. Explicitly connecting learning results with correspondence.
- iii. Enhancing students' comprehension of the worth of study past their nearby branch of knowledge.
- iv. Giving understudies a language to impart all the more adequately with bosses about their abilities, information and profession potential.

Given underneath in Figure 2 is the between linkages in creating relational abilities among understudies.

- a) Cultivating correspondence and connections between work prerequisites to make a more clear bearing for understudy learning.
- b) Creating the educational plan content more applicable to current and future requirements of work and foundations.
- c) Confining homeroom teaching method so it fuses fundamental correspondence expertise credits.
- d) Inspiring understudies get the required ability ascribes through an organized and all around arranged program, class projects, association with understudy and expert associations.
- e) Systematizing and making fundamental relational abilities training obligatory in the instructive educational plan.

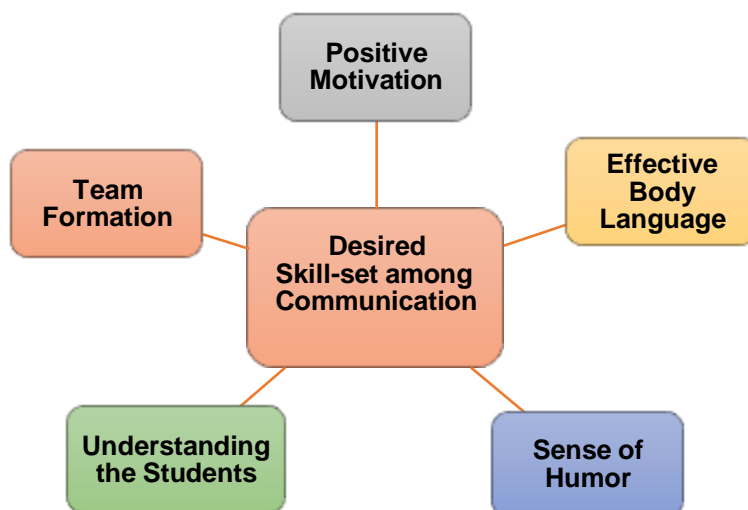
In the resulting sections, a couple of ideas are given to upgrade relational abilities among the understudies.

## 6. EFFECTIVE TEACHING OF COMMUNICATION SKILLS

The adequacy is assessed regarding the objectives of instructing. A delightfully introduced address, which just plans to pass on the data about the relational abilities, might be considered successful. On the off chance that the objective is to animate the understudies to foster the abilities, delightfully introduced talk might be respected inadequate. As per Brown and Atkins (1999) "it is smarter to educate unmistakably and animate the understudies to think by causing them to notice specific issues than it is to be purposely confounding."

To be viable in showing Communication Skills one ought to understand that (I) successful instructing is a complex, mentally requesting and socially testing assignment, and (ii) viable showing comprises of a bunch of abilities that can be procured, improved, and expanded. To instruct adequately, an instructor should know his/her subject, how understudies learn? Furthermore, how to instruct?

To adequately show relational abilities, given underneath are a portion of the essential abilities that each instructor should have so they communicate appropriately with the understudies.



**Figure 2: Desired Skill-set among Communication Teachers**

**Positive Motivation:** This is one of the significant things that an instructor should have. In a class, understudies consistently have various types of taste and inclinations over relational abilities subject. So it is the work of the educator to make excitement and interest in the personalities of the understudies towards this subject. It is likewise a teacher's job to eliminate any dread and restraints, which an understudy might have towards the subject.

Successful Body Language: This is the most remarkable correspondence ability that an educator should have. Great show abilities incorporate an incredible non-verbal communication upheld by verbal abilities. This can make an enduring impression in the personalities of the understudies. Subsequently, the talks will definitely turn out to be more intelligent and intriguing for the understudies. Plus, an educator ought to keep up with the volume, tone and cadence of their voice during a talk. Awareness of what's actually funny: The significance of this factor has been consistently belittled. A capable of humor keeps the understudies dynamic and inspired by the teacher's class. An instructor who is grim and needs humor doesn't add to the general prosperity of the understudies.

Understanding the Students: Teachers ought to urge understudies to convey transparently. There ought to be accentuation on developing an exchange instead of a speech. So while tackling any sort of issues in the homeroom, it is consistently savvy to get the thoughts of the understudies moreover. Group Formation: This is a decent strategy where you can separate the homeroom into little groups and request that they practice diverse relational abilities or tackle issues or complete tasks. This training will increment the collaboration among the understudies, yet in addition among the educator and understudies.

## **7. USING INNOVATIVE TEACHING STRATEGIES FOR DEVELOPING EFFECTIVE COMMUNICATION SKILLS AMONG STUDENT**

For cultivating the Communication capacities among understudies, occupation of educator is essential as their start to finish data on the particular subject, which they instruct. There is need that all of the teachers should think about the meaning of social capacities in ordinary training. They ought to comprehend that all understudies have different levels of characteristics and deficiencies. It is simply through social capacities that an instructor can familiarize creative and amazing courses of action with the issues of the understudies. In like manner, an instructor can further develop the dominating framework for making social capacities. A review lobby environment relies overwhelmingly upon the idea of correspondence happening inside it. The educator should gain ground towards additional fostering the social capacities of understudies will contribute determinedly towards homeroom climate. Understudies with incredible social capacities will undoubtedly add to class discussions, will be more valuable members' in-pack projects, and will ultimately gain from their contribution with class. In like way, it is similarly critical that teachers should be up to date in regards to all the latest appearance helps like PCs, video conferencing and

especially the usage of the web. This will moreover assist the understudies with keeping up their premium in the learning framework.

## 8. INSTRUCTIONAL METHODS

### a) Discussion Method:

A few logicians accept that information emerges inside the understudies and not from outer sources. In a study hall, understudies share their insight; thus, conversation happens. Conversation is a methodical course of eye to eye collaboration in which members trade thoughts regarding an issue for tackling an issue, addressing an inquiry, upgrading their learning or settling on a choice. Here understudies assume control over the relational abilities subject according to different perspectives and with the assistance of addressing and replying. In this strategy for instructing, educator goes about as a mediator. This is a proper strategy for showing relational abilities subject, which is social in nature.

Extensions (1998) properly recommended that to trade a thought, a conversation should meet the accompanying conditions: a) group should converse with each other; b) individuals should pay attention to each other; c) individuals should react to each other; d) they should be advanced more than one perspective; and e) they should have the expectation of fostering their insight, comprehension or judgment of the issue being talked about.

Utilizing conversation is viewed as a co-employable reasoning interaction. During the course, understudies are relied upon to share their musings, as they examine scholarly issues, conversation is both dynamic and profoundly supportive in students' inward learning.



**Figure 3: Improving Communication Skills Teaching using Discussion Method**

Discussion method for teaching Communication skills can be used in many different innovative ways, either as part of a lesson, as a whole lesson, or integrated with one or more



other teaching methods. A discussion can likewise be used for solving communication problems or to focus on exploring open-ended related issues. A teacher can organize classroom discussion when:

- Students are required to develop a sense of ownership over their new knowledge and responsibility for their own learning.
- Students are supposed to think critically about the topic to develop their communication skills of analysis, synthesis and evaluation rather than memorizing the facts.
- Students are required to develop their understanding by drawing on their prior knowledge and experiences.

#### **b) Role Playing Method:**

The Oxford word reference characterizes pretending as "the changing of one's conduct to satisfy a social job." Role-playing alludes to the changing of one's conduct to expect a job, either unwittingly to fill a social job, or deliberately to go about as an embraced job. Term pretending is utilized in four viewpoints. They are:

- i. The playing of jobs commonly in theater or instructive setting
- ii. Taking a job of a current person or individual and acting it out with an accomplice taking another person job, frequently including various kinds of training
- iii. Refers to a wide scope of games incorporates pretending computer game, etc.
- iv. Refer uncommonly to pretending games with regards to giving work circumstance

Pretending may likewise allude to the job preparing, where understudies can practice circumstances in planning of a future presentation and to work on their capacities inside a job. The most widely recognized models are word related preparing pretends, instructive pretend activities, and certain tactical conflict games.

With the assistance of pretending an understudy might achieve a reasonable comprehension of how he/she is fit for influencing the practices of others. He/she can know the reason for others' conduct towards him/her. Having such mindfulness, he/she might have the option to roll out helpful improvements in his/her conduct for the improvement in his/her social connection and feeling about himself as well as other people.

In pretending procedure the educator places the understudies in circumstances regarding which he/she needs to instruct them. He/she likewise trains them to communicate in the manner if truly they have been placed in that circumstance. The responses shown by them might be particularly closer to the genuine circumstance. Truth be told, pretending calls for understudies venturing outside the acclimated job that he/she plays throughout everyday life. The understudy is needed for surrendering his/her standard examples of practices in return for

the job and examples of someone else. This other job might be that of a genuine individual or might be anecdotal.



**Figure 4: Using Role-Play for Improving Students Performance**

Role plays can vary from highly structured mainly scripted, through to semi-structured, to very spontaneous performances. Role-play has four major steps:

- i. Setting the scene
- ii. Organizing the setting
- iii. Enacting
- iv. Debriefing, discussing and summarizing

Role-plays are highly effective for developing communication skills, as well as practicing problem solving in social situations. This method can be used at various levels. To make a role play to be effective, it is important that:

- The classroom environment is warm, supportive and secure.
- Students need a considerable amount of practice in developing speaking and listening skills, decision-making and reflection.
- A role-play is chosen that is suited to the age, gender, ability level and interests of the students.
- Progress should be simple, highly structured role-plays to more complex, open ended ones.
- The requirements of the role-play should be clearly understood by the students.
- Before being presented to the class, the role-play should be rehearsed and worked in groups.

**c) Demonstration Method:**

Another interesting way to teach communication skills to students is by using demonstration. In this method, the teacher displays or shows or exhibits something. It may be a model human behaviour, objects, or models. Demonstration method can be used in highlighting of various sub-skills of communication skills that could be demonstrated by the teacher during practice session. Students can also perform demonstrations individually or in groups.

**d) Group Work Method:**

Working in a small group may be a means of deeper learning concepts of communication. According to many educators, allowing students to work in a group is also an effective teaching strategy. Like discussion method, group work relies on input from students. In group work, students are required to work together with no direct intervention by the teacher. The main reason for using this method is that the students when they work in a group get greater opportunities for learning, which is not possible, when work in the whole class teaching. However, it does not mean that group work should always be preferred. It is advisable that teachers should use a combination of both.

When, there is use of group work the teacher should have control over some parts of the lesson. The teacher should create the learning situation for a specific aspect of communication and then allow the students to complete the tasks. Rather than directing the leaning teacher monitors it.

The group work as a teaching method can be very effective in the following conditions:

- i. Students are required to exchange ideas and learn from one another
- ii. To enhance students' motivation and to increase their active participation in learning
- iii. When a teacher is required to concentrate to make efforts of a small group of students who are supposed to participate actively



**Figure 5: Group Work for Solving Real World Communication Problems**

## **9. Adopting New Digital Media in Teaching-Learning**

A significant component in showing relational abilities is the utilization of educational media or instructing helps. We have all heard the colloquialism: „What I hear, I neglect; what I see, I recall; what I do, I know“. Pictures, composed banners and pragmatic exhibitions further develop correspondence and we should utilize them however much as could reasonably be expected. A large portion of us approach paper, banners, a blackboard, or LCD projector. We can utilize these to plan informative associates for our examples: synopses of significant realities, or pictures and charts. Today, educational media envelops every one of the materials

and actual means, an educator and instructor may use to carry out guidance and work with students' accomplishment of informative goals. This might incorporate customary materials like blackboards, freebees, diagrams, slides, overheads, genuine articles, streak card and tape or film, also more current materials and techniques like PCs, DVDs, CD-ROMs, the Internet, and intelligent video conferencing. With the new improvements in ICT, it has made many new types of advanced media in the educational framework. There are many new types of computerized media going into the instructing learning measure. By and by, numerous advanced education foundations are on a quick way to incorporate learning advances into study hall practice. There are a few benefits of utilizing computerized media in the educating learning measure. It incorporates; a) builds the learners' inspiration; b) stay away from the students getting exhausted, c) make the students straightforward the ideas; and d) make the showing learning measure more precise. Informative media assist with adding components of the real world - for example, remembering pictures or profoundly elaborate virtual experiences for a talk. In our locale, numerous organizations are progressively focusing on computerized media innovation as. Today, educators can utilize an assortment of ICT apparatuses, for example, Blended Learning, Web-Based Learning, LMS like MOOC, Podcasting, Blogs, Wiki, e-learning, m-learning, u-learning, digital books, Social Networking, and so forth being incorporated and embraced differently into the current instruction framework.

## **10. CONCLUSION**

The paper talked about a wide assortment of showing techniques and new advanced media that can be utilized for compelling educating - learning with regards to relational abilities. The choice of techniques relies upon the meeting educational destinations. An endeavor ought to be made to advance dynamic learning in the study hall. Trusting that rehearsing educators will think about each of the ideas in the paper considering their training styles and characters and endeavor to take on a couple of them in the course they instruct, and afterward maybe a couple more in the course after that. The utilization of fitting techniques and media of instructing has the reason to work fair and square of relational abilities and include understudies in the instructive cycle. While it will be hard to foresee the degree to which the methods will prevail with regards to accomplishing the learning destinations, we can say with extraordinary certainty that their utilization will work on the nature of discovering that happens in the classes.

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