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**MODERN CLASSROOMS: AN EFFECTIVE COMMUNICATION FOR EDUCATION****Prakash M. Rathod****Govt. High School Rummanagud, Tq: Chincholi,  
Dist: Kalaburagi-585324, Karnataka, India.****ABSTRACT**

*Correspondence from Latin impart, signifying "to share" is the demonstration of passing on proposed significance to another substance using commonly comprehended signs and semiotic standards. The basic steps of communication are the forming of communicative intent, message composition, message encoding, Transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient. Understanding" is the essence of communication. This only happens when there is an intention of understanding and being understood by those involved in a communication situation.*

**KEYWORDS:** *Communication, Teaching-learning, Classroom, Technology.*

**INTRODUCTION**

The role of communication is very important in classroom transaction. Successful teaching- learning depends on effective communication between teacher and students. Communication makes learning easier, helps students achieve goals, increase opportunities for expanded learning, strengthens the connection between student and teacher and creates an overall positive experience. This paper reflects the concept of communication, its elements and processes and suggested ways to make communication effective in teaching-learning. It also focuses on collaborate technology with communication for innovating learning .

**NON-VERBAL COMMUNICATION:**

Nonverbal communication describes the process of conveying meaning in the form of non -word messages. Instances of nonverbal correspondence incorporate haptic correspondence, chronemic correspondence, signals, non-verbal communication, outward appearance, eye contact, and how one locations. Nonverbal correspondence likewise identifies with aim of a message. Instances of purpose are willful, deliberate developments like shaking a hand or winking, and also automatic, for example, sweating.[2] Speech additionally contains nonverbal components known as paralanguage, e.g. musicality, sound, beat, and stress. There may even be a pheromone component. Research has shown that up to 55% of human communication may occur through non-verbal facial expressions, and a further 38% through para-language.

**VERBAL COMMUNICATION**

Verbal correspondence alludes to the utilization of sounds and dialect to hand-off a message. It fills in as a vehicle for communicating wants, thoughts and ideas and is imperative to the procedures of learning and instructing. In blend with nonverbal types of correspondence, verbal correspondence goes about as the essential device for articulation between at least two individuals.



## PROCESS OF COMMUNICATION STIMULUS

This is the originating point. It is the urge that necessitates communication for the purpose of satisfying that urge. The stronger the stimulus or the urge the greater is the need to communicate. The greater the need to communicate, the more the need is for effectiveness. In other words communication is a matter of effectiveness. Effectiveness is a measure of outcome. Effective communication therefore results in the form of desired outcome.

### • ENCODING MESSAGE

The urge to satisfy a need necessitates expression. This is done by using the different conventions. The expression can be through signs and symbols. Symbols here denote the verbal mode; or the use of words whereas the signs are non-verbal. Both symbols and signs together make the language we use to communicate. Language, both verbal and non-verbal, is thus employed to encode the message that is intended to be communicated. It is imperative that the encoding be done in a language that conveys or for that matter communicates. In other words encoding means that the intended idea, thought, desire, purpose etc. gets embedded in linguistic code viz.; a word, a sign or both and they make the message. Communication is a process that generally takes place sequentially but once initiated it creates its own logic of sequence and does not essentially follow a linear predictable path. In other words the processes involved in communication are actively engaged simultaneously in creating momentum meaning, and ultimate outcome. The ultimate outcome and the desired outcome and the gap between them would generally give an account of how successful the process has been. Encoding is generally done by the sender of the message. Sender is therefore the encoder of the message.

### CHANNEL

Channel is the means through which the encoded message travels or gets transmitted. The channel is the medium such as e-mail, face to face or phone conversation, letter, presentation.

The sending and feedback channels may not be necessarily the same. The type of communication viz. formal and informal communication is an important aspect in choosing the most appropriate channel for communicating effectively.

### THIS PROCESS WORKS AS FOLLOWS:

The messenger has an urge a need that requires being satisfied. In order to make that happen, it has to be in a form and format that conveys the intent in the best possible manner. This is done through creating a message that is meant to be sent. This message is encapsulated in the linguistic conventions such as symbols i.e., words besides signs that can be referred to as non-verbal language. The messenger encodes the message in verbal and/or non-verbal language that is considered to best communicate the message according to the intent. The message will go through a channel, a means of communication such as e-mail, face to face or phone conversation, letter, presentation etc. The receiver will then decode the message using conventions, cultural or contextual background, and language skills. The message that is received or interpreted might or might not be the same as the sent one and may not necessarily meet the intent of the messenger.

### COMPONENTS OF EFFECTIVE COMMUNICATION PROCESS

1. Use standard terminology when communicating information.
2. Request and provide clarification when needed.
3. Ensure statements are direct and unambiguous.
4. Inform the appropriate individuals when the mission or plans change.
5. Communicate all information needed by those individuals or teams external to the team.

6. Use nonverbal communication appropriately.
7. Use proper order when communicating information.

### TRAITS

Four communication traits despite of numerous traits known to influence how group members communicate. The four traits are as follows:-

### COMMUNICATION APPREHENSION

Correspondence Apprehension portrays a person's dimension of dread or tension related with either genuine or foreseen correspondence with someone else or people". An individual can be positioned high, moderate, or low in correspondence trepidation. A person who is high in correspondence trepidation quite often feels uneasy about speaking with other individuals while a person who is low in correspondence, anxiety barely ever feels anxious about speaking with other individuals. A person who is moderate in correspondence anxiety falls somewhere close to being very frightful and not being dreadful by any means, and will in general be progressively adaptable in managing correspondence worry consistently.

### COMMUNICATOR STYLE

1. Friendly individuals, by and large viewed as kind and minding, remember others emphatically.
2. The impression leaving communicate using a memorable style.
3. Relaxed communicators appear anxiety-free, calm, and at ease when engaged in interactions with others.
4. Contentious people like to contend and may appear to be bellicose now and again.
5. Attentive communicators, worried about understanding others, listen viably.
6. Precise communicators attempt to be entirely exact, utilizing very much characterized contentions and explicit verification or proof to clear up their positions.
7. Animated communicators use eye contact, facial expressions, gestures, body movement, and posture to exaggerate content.
8. Dramatic communicators use stylistic devices (e.g., exaggerations, rhythm, stories) to underscore content.
9. Open communicators are straightforward and do not have problems directly communicating their thoughts or emotions.
10. Prevailing communicators "assume responsibility" of the circumstance by talking more intense, longer, and more much of the time than others.

### ARGUMENTATIVENESS

Argumentativeness comprises an individual's ability to defend his position on a controversial as more enjoyable (Rancer, Kosberg, & Baukus, 1992) than minimally argumentative individuals. Exceptionally pugnacious individuals likewise regularly develop progressively engaged with cooperations, and those with whom they connect see them as more solid than negligibly factious individuals (Onyekwere, Rubin, and Infante, 1991).

From this definition, an argumentative individual rationally discusses a topic and does not engage in personal attacks against others. People high in argumentativeness are more likely to initiate an argument and less likely to back away from an argument than people low in argumentativeness. Highly argumentative individuals feel more motivated to argue (Rancer & Infante, 1985), have a greater number of positive beliefs about arguing (Rancer, Baukus, & Infante, 1985).

### VERBAL AGGRESSIVENESS

Verbal forcefulness, or the inclination for a person to assault the self-idea of another person to inflict mental damage (Infante and Wigley, 1986), is a type of emblematic hostility. From this definition, a verbally forceful individual does not assault the point or the issue; rather, a verbally forceful individual assaults some characteristic of an individual (Infante, 1987; Kinney, 1994). These qualities are recorded beneath: 1. Making

disparaging remarks about a gathering part's character or skill 2. Making harsh remarks about a gathering part's experience or physical.

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