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Acting and Communication Skill in Teacher Training

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Abstract

Communication processes involves verbal, nonverbal and para verbal components and is designed to mediate student and teacher behaviour. The impact that partners exercised over others depends on the quality and depth of interaction. If long thought that working style of the teacher, the way they organize their speech is very important for the efficiency of its business, the focus now moving towards how partners are picking up mutual interaction and means which are co-participants. In order to develop communication skills in relation with the teaching process we must identify the future needs. That is why this article intend to established how important this process is and which are the implication of this action. Effective communication, especially in educational field is based on the ability to express your own ideas and views clearly, with confidence and concisely, permanently adapting your content and style to the class.

Keywords: Communication Skill, Teacher training, Teaching - Learning Process.

Introduction

Education in the 21st century emphasizes learner-centered approaches that promote creativity, critical thinking, and experiential learning. Traditional lecture methods often fail to engage learners effectively, leading to passive absorption of knowledge. In contrast, dramatic methods introduce an interactive dimension where learners actively participate in constructing knowledge through performance and expression. Dramatic methods include activities such as role-play, dramatization, improvisation, and simulation, which allow students to embody concepts and situations. This approach not only enhances academic understanding but also nurtures emotional intelligence, communication skills, and social awareness.

Objectives of the Study: The objectives of this paper are to examine the concept of Communication Skill, their role in enhancing teaching-learning processes To evaluate the role and importance of communication skills in the teaching-learning process.

Review of Related Literature: Several educational theorists have emphasized the importance of experiential learning. John Dewey advocated learning through experience, while Lev Vygotsky highlighted social interaction as a key factor in cognitive development. Modern pedagogical studies suggest that drama-based learning improves retention, engagement, and comprehension.

Teacher Perspective on Communication skills: The target group is build from teachers because they can best evaluate the way that initial training ensures the development of communication skills of graduates. Because on the one hand, the teaching-learning process is an act of communication, and a teacher is one of the two central factors of Educational communication.

The interview focused on inventory opinions of teachers / students on communication skills from he following perspectives: - the importance of developing communication skills for students - teaching style contribution to the development of communication skills; - Teaching-learning methodology used to develop these kinds of skills; - Ways to assess communication skills used in teaching.

Teaching-Learning Process: Dramatic methods enhance student engagement by making learning enjoyable and interactive. They improve communication skills, foster empathy, and develop social understanding. Complex and abstract concepts become easier to grasp when represented through performance. Additionally, these methods support holistic development by integrating cognitive, emotional, and psychomotor domains of learning.

Methodology: This paper is based on qualitative analysis of existing literature, educational theories, and classroom-based observations related to drama pedagogy. Secondary sources such as journals, books, and educational reports have been used to understand the effectiveness of dramatic methods in teaching-learning environments.

Role of Teacher: The teacher acts as a facilitator who designs activities, encourages participation, and ensures a supportive learning environment. Teachers must guide students while allowing creative freedom and provide constructive feedback to enhance learning outcomes.

Suggestions:Teacher training programs should include theatre pedagogy. Schools should establish drama clubs and value education workshops. Curriculum designers should integrate

theatre activities into moral education syllabi. Continuous assessment through reflective journals can be used.

Conclusion : Dramatic methods represent a powerful and effective pedagogical approach that enhances learning through experience and participation. They align with modern educational goals of holistic development and student-centered learning. With proper implementation, training, and support, dramatic methods can significantly improve the quality of education and learner outcomes.

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