

A STUDY ON COMMUNICATION AND SOFT SKILL IN INDIA WITH REFERENCE TO CREATIVITY AND PERSONALITY

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Abstract

The present paper deals with the traits and skills of communication which mentioned the personality development and creativity of an individual. English language is second language in India. English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for connecting Peoples having different tongues.

In considering the position of English language in India, the outstanding consideration in the English is the language of the government public administration, the legislature and law courts. It is the language of commerce and business. It is the medium of communication between two Persons and between various language areas.

Keywords: Creativity, Communication and Soft Skill, Personality.

Introduction

Communication and soft skills are the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read and hear. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. Communication and soft skills are defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

The National Reading Panel noted that comprehension strategy instruction is difficult for many teachers as well as for students, particularly because they were not taught this way and because it is a very cognitively demanding task. They suggested that professional development can increase teachers/students willingness to use reading strategies but admitted that much remains to be done in this area. The directed listening and thinking activity are a technique available to teachers to aid students in learning how to un-read

and reading comprehension. It is also difficult for students that are new. There is often some debate when considering the relationship between reading fluency and reading comprehension. There is evidence of a direct correlation that fluency and comprehension lead to better understanding of the written material, across all ages. However, it is unclear if fluency is a result of the comprehension or if this separate learned task.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise?

Review of Literature

Evans (2010) discusses the contribution of the organizational context to workplace learning and argues that systematically utilizing all the skills and knowledge of workers, including the tacit, is more likely to be effective in "democratic" as opposed to "technocratic" models of the learning society. These models are differentiated primarily along the spectrum of participation, involvement, and ownership of decisions taken in workplaces and in society as a whole. For Evans, the key concept (and practical goal of training and education) is transferability of skills and knowledge between different contexts. She argues that the greater the tacit dimension of these skills and knowledge (all knowledge has both tacit and explicit dimensions), then the more transfer has to involve high levels of social interaction. She cites research which

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suggests that for the purposes of genuine transferability of skills and knowledge, demonstration, manuals and written accounts are of little help.

Fuller and Unwin (2012) focus on how people learn from and teach others about work tasks. They argue that the act of learning to do one's job in the workplace is worthy of close attention, and that much of this learning takes place through explicit pockets of activity which make use of a range of pedagogical methods. It also argues that pedagogical skills can be found in all types of workplaces, at all levels in an organization, and that they are not restricted by age. The paper thus challenges the traditional conceptions of novice and expert generally associated with models of skills formation, and in particular, apprenticeship. The paper focuses deliberately on the term pedagogies to counter both the experiential learning tradition which sees workplace learning as almost entirely informal, and the HRD tradition which is concerned mostly with improving the effectiveness of off the job training, often through the use of new technology. Both these traditions play down the role of pedagogy, which, research drawn on in this paper shows, continues to be a salient part of working life. This study too, therefore, highlights the significance for effective formal and informal learning, of the way training, development, and transfer of skills is seen by managers in organization, whatever the intentions of teachers or trainers. Both factors make a difference to the degree to which social interactions can benefit learning.

Black et al., (2002), assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs.

Reading Comprehension Levels

Communication and soft skills involve two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated

sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart.

Brain Region Activation

Comprehension levels can now be observed through the use of a FMRI, functional magnetic resonance imaging. FMRI's are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.

Conclusion

The teacher must know the aims of teaching a particular subject and to do full justice to it is his responsibility. The teacher who does not know the aims of teaching his subject does not what he is doing and also does not realize why he is doing, or the purpose of doing it. And hence the knowledge of the aims of teaching a subject is of paramount importance for the teacher. He must know what he is trying achieve, decide whether the procedure that he follows in the classroom or the method that he adopts and the devices that he resorts to are proper or not, "The aim should usually be decided upon when beginning to prepare a lesson".

English plays a key role in our educational system and national life. The British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce, what Lord Macaulay called: "a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." So long as the British ruled over India, English could not be displaced from the position of predominance given it by Lord Macaulay. British came here as traders and their first attention was on trade. At first, they did not concentrate their attention on teaching of English. English helped the growth of nationalism which ultimately freed India from foreign fetters.

English is rich in literature and culture. English served as a great unifying force in India's freedom struggle. English is a link language. It has greatly contributed to the advancement of learning. It reflects in our ways and views. After independence, the English spread like water in India and it became very essential for India to have a national language. The teaching of English should be made more practical and language-oriented. English is to be taught as language of comprehension rather than as literary language. The role of English within a nation's daily life is influenced by geographical,

cultural and political factors. The role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

English, although a foreign language is now as much as Indian language as any other. English has been taught in our schools and colleges for many decades. It occupies the position of associate official language. It is used widely as a link language in offices and among the educated people. It is not only a compulsory subject at school, college and university but is also the medium of instruction to the large extent. It is the language of science and technology. It occupies the position of a second language in the school curriculum and for higher education. English language has been assigned the role of library language. Without exception every secondary school child has to learn English as a subject, usually for six years but in some cases for three years only. This contemporary position of English in India shows English language teaching occurring at all levels of Education, mainly as a second language. This brings us to our present topic of interest - a history of English language teaching in India. English language teaching as a discipline has come into its own during the past several decades both in India and abroad and along with it English language teaching historiography also has gained prominence. It is now possible to cite a large body

of literature devoted to this area of study. But in India, even though English language teaching has been going on for many decades there is no document, which contains a comprehensive history of English language teaching in India. Now English language teaching has gained the status of a new discipline and also has gained relative importance on our educational programme. It is felt that a comprehensive history of English language teaching in India is needed.

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