

# A Review on Techniques of Developing Teaching-Learning Competences in Today's Information Age

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## Abstract

Education in this advanced information age highlights globalization and internationalization. The Educational System should be furnished with an essential of ICT assets both equipment and programming, and educational plans should be intended to advance a collective learner-centered climate to which understudies will relate and react. The students in the 21st century have grown up in a fast-paced digital world, and easily tune out of the traditional lecture based classroom. Researching, communicating and even online job application across the world via computer or cell phone is a snap for them. Given the characteristics of the new century, students need a new set of skills to make their way in a complex and constantly evolving future. This Paper highlights the various techniques in improvising the teaching learning skills that are required in today's advanced information age.

**Keywords:** Interactive Teaching, digital literacy, critical-thinking, metacognitive skills.

## 1 Introduction

In the present progressed data age, we have a situation confronting youngsters in a considerable lot of the present instructive establishments. In the event that youngsters are not tested to use the entirety of their abilities in the learning interaction and to take part imaginatively, they will most likely "contract" also the expectations for the eventual fate of our country. Globalization, innovation, movement, worldwide rivalry, evolving markets, and transnational ecological and political difficulties add another earnestness to foster the abilities and information understudies' requirement for accomplishment in the current data age. In recent years, education systems worldwide have also developed frameworks with an increased emphasis on developing the skills, knowledge, and attitudes necessary for success in this advanced digital age. There are compelling economic and civic reasons for education systems to develop students. The economical reasoning is that PCs and machines can cost-viably do such positions that individuals with just routine information and abilities can do, which implies the working environment needs less individuals with just essential ranges of abilities and more individuals with higher-request thinking abilities. There is additionally a solid city reasoning for schools to expand their attention on fostering understudies' abilities. Despite the fact that understudies need an establishment of essential metro information, repetition learning, recitation of data about government and citizenship is certainly not an adequate method to advance municipal commitment. They likewise need to figure out how and for what reason to be locked in residents who think basically—so they can, for instance, examine news things, recognize inclinations, and vote in an informed way. They should have the option to issue tackle so they can propose or survey arrangements to address social difficulties. They should have the option to work with others in the event that they are to viably fill in as members of the jury or partake in political missions. They should have the option to convey viably orally and recorded as a hard copy with the goal that they can impart their insights publically, safeguard their privileges, propose new strategy, and so forth This Paper highlights the various techniques in improvising the teaching learning skills that are required in today's advanced information age.

## 2. Literature Review

### 2.1 Creative Teaching Process

Leading dynamic learning has been a fantasy of each expert educator at each degree of instruction. The presentation of dynamic learning modifies the part of an instructor during the showing learning measure. On the off chance that the regular showing procedures put accentuation on the instructor, active learning puts more accentuation on the active investment of students and the capacity of educators to include students' current circumstance as a wellspring of learning. This infers that dynamic learning plans to contextualize educational materials and the students are put as the focal point of the showing learning measure.

Initiating and propelling students during the showing learning measure are among the jobs of an instructor in dynamic learning mode. Enacting students shows that students are not just appointed to get or pay attention to what an educator has clarified however they should be associated with posing or noting inquiries, working in gatherings, helping different students, and exhibiting basic and innovative reasoning. Since the instructing is relied upon to persuade students it is important to consider the strategies utilized in the showing learning measure. The showing interaction puts more accentuation on the transmission of the information and the showing measures are intensely reliant upon the reading material which doesn't contact the genuine necessities of students. Materials in the course reading are intended for academic purposes. This sort of circumstance drives students to be inactive and thus the showing learning measure is tedious. Then again, dynamic learning expects instructor to be inventive in the showing interaction as well as preceding showing where an educator can get ready true materials to spur students to learn.

Creative teachers use everything that he possesses to actualize active learning to motivate learners such as thought, fact, and ideas or even the combination of thought, fact and ideas. Creativity of a teacher can be seen in his performance during the teaching learning process and in his daily activities.

### 2.2 Effective Teaching Strategies

Effective Teaching is characterized as showing which produces valuable and intentional understudies learning using proper system. Viable showing techniques assist students with applying, examine, and blend, to make new information, and take care of new issues. The methodologies, as a rule, put accentuation on the likelihood to apply what have been figured out how to genuine practice to satisfy requirements of students and different partners. Among those methodologies are reasonable models, sharing time, contextual analyses, directed plan projects, open-finished labs, the flowchart strategy, open-finished tests, conceptualizing, question-and-answer technique, programming, showing improvement, and quick criticism structure for designing. For dynamic instructing at advanced education, among viable models are agreeable learning, issue based learning, direct guidance. Transformative pedagogy has brought new horizons in teaching learning process where there must be balance between cognitive skills and emotional skill. Emotional intelligence is the ability to think constructively and to act responsibly

## 3 Research Findings

Teachers need to zero in on mental contrasts, interest, and feeling of having a place, enthusiastic steadiness, commonsense experience and logical degree of understudies in preparing. Class curriculum planning includes preparation, effective transition of content, and the use of learning and evaluating teaching. Following are the identified functional requirements for successful teaching and learning process:

### Having a course plan, using appropriate educational strategies

The fact that many teachers don't have a predetermined plan on how to teach, and just collect what they should teach in a meeting is one reason for the lack of creativity in teaching

### Using conceptual map and pre-organizing plan in training

Improving the nature of learning through the advancement of instruction, utilizing pre-organizers and applied guide, underlining the understudy focused acquiring and fostering the abilities required for work are the methodologies illustrated in long lasting learning

### Encouraging creativity during teaching the lessons

The conviction that inventive ability is widespread and it will be reinforced with proper programs is a piece of proof to demonstrate that creative highlights of the projects ought to be gone to consistently. Unquestionably, notwithstanding the counted powers, proper fields ought to be furnished to plan groundbreaking thoughts with certainty and intentional direction. Something else, without positive conditions and absence of appropriate inspirations, it will be hard to apply groundbreaking thoughts.

### Explaining and developing knowledge on how to resolve the issues in future career through class discussion.

Senior instructors try to engage in self-management and consultation, tracking their usage of classroom management skills and developing action plans to modify their practices based on data. Through consultation, instructors work with their colleagues to collect and implement data to gauge the students' strengths and weaknesses, and then use protocols to turn the weaknesses into strengths. The most effective teachers monitor progress and assess how their changed practices have impacted the students' outcomes

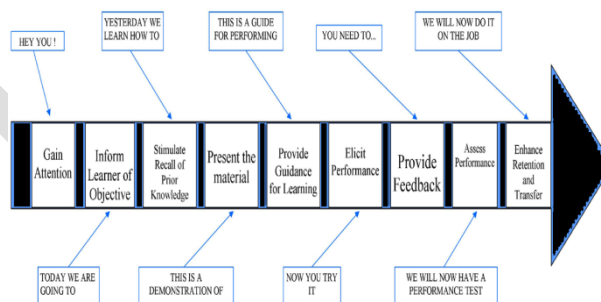
### Documenting experiences

Skills in documenting the results of the process of teaching-learning cannot only facilitate management in terms of studying the records, but also provides easier access to up to date information

### Developing a satisfactory interaction with students

To connect with students and impact their lives personally and professionally, teachers must be student-centered and demonstrate respect for their background, ideologies, beliefs, and learning styles. The best instructors use differentiated instruction, display cultural sensitivity, accentuate open communication, offer positive feedback on the students' academic performance, and foster student growth by allowing them to resubmit assignments prior to assigning a grade

This study also identifies that there are Nine Instructions which are based on effective teaching and learning. One of the researchers, Gagne introduced this Nine Steps of Instruction.



**Fig.1 Gagne's Nine Steps of Instruction**

- The first step is to gain attention. In this step a teacher introduces a problem or a new situation by using an “interest device” that grabs the learner’s attention.
- The second step is to inform learner of objective. In this step a teacher informs the objective of the teaching that allows the learners to organize their thoughts and around what they are about to see, to hear, and/or do.
- The third step is to stimulate recall of prior knowledge. In this step learners are allowed to build on their previous knowledge or skills.

- The fourth step is to present the material. In this step a teacher is able to put teaching instructional materials into smaller part to avoid memory overload.
- The fifth step is to provide guidance for learning. In this step a teacher must provide clear instruction and clear concept. The clear instruction prevents the learners of losing time in understanding of what to do during the teaching process.
- The sixth step is to elicit performance. In this step a teacher must provide exercises for practicing what they have just learned.
- The seventh step is to provide feedback. In this step a teacher shows correctness of the learner's response, analyzes learner's behavior. This can be a test, quiz, or verbal comments.
- The eighth step is to assess performance. In this step a teacher must test learners to determine if the lesson has been learned. The results of assessment can also give general progress information.
- The last step is to enhance retention and transfer. In this step a teacher must inform the learner about similar problem situations, provide additional practice, put the learner in a transfer situation, and review the lesson.

## 4 Conclusions

In the present study, it was illustrated that a good teaching strategy helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to observe themselves as the authors of answers and the agents of responsibility for change. Effective teaching also requires structural changes which can only be brought about by academic leaders. None of teaching strategies is perfect in itself. In order to conduct an effective teaching, creative teacher chooses a variety of effective learning strategies that underpin each other to activate learners, to engage learners and to instill motivation to learn. Effective strategies are those that can transfer knowledge into practical application. Motivation is important to bring about successful learning. Creative teachers, well-designed instructional materials, and effective learning strategies are among important factors that motivate learners to learn.

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