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SHORT COMMUNICATION

# Integration of Audio-Visual and Traditional Practices for Effective Classroom Teaching

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## ABSTRACT

Education is one of the principal buildings blocks of the civilization. Since many centuries, teaching has been extensively accepted as a Nobel profession. The expected duty of teachers is to deliver their best in receiving and conveying the information correctly to their students in class and they do. But, in the modern era, when the young generation is conquered by the technological advancements, implementation of innovative teaching practices may help to improve the education system and can enhance the learning potential. The present article focuses on the integration of traditional and audio-video teaching practices.

## 1 Introduction

Implementing innovative teaching practices, we can strengthen the teaching, learning and the education system which will further lead to the social transformations (Nicolaides, 2012). The teaching and learning, which occur in the classroom and are considered as the social activities, establish a relationship between the instructor and students as well as with the materials, equipment, classroom environment and prospectus (SarÕçoban, 2010). The effectiveness of teaching is more often than not a measurement of the outcome of the students. Basically, it is well thought-out that the effective instructors are those who have a very good knowledge of the subject matter and who know how to deliver it appropriately and those who are able to establish a very good communication with their students in the class. An instructor should be receptive to the knowledge of his students and should be able to improve their existing knowledge and rectify their errors and misconceptions. An instructor should be a master in establishing communication with the students of lower as well as the higher mental standards in class.

A teacher usually tries to go after all the gears of effective teaching mentioned above and to find all these qualities at one place is really a blessing for the students. Again, the effectiveness of teaching suffers a few obstacles e.g. the instructor has sufficient knowledge of subject matter but remain unable to deliver in the appropriate way and the lack of proper communication between the students and instructor. Since hundreds of years, the most common practice in education has been teaching through lectures (Lammers & Murphy 2002). This technique can be even more effective if get integrated with innovative techniques. The motivation of this article is to integrated audio-visual technique with the traditional teaching practice.

## 2 Importance of Audio-Visual Technique in Classroom Teaching:

An old saying "*I hear and I forget I see and I remember, I do and I understand*" favors the significance of audio-visual devices in the education system. These devices contribute to enhancing the teaching-learning process and make it easier and interesting (Rasul et al. 2011). Audio-visual tools can be used for broadcasting the knowledge in the classroom integrated with the lecture using the smart boards for the explanations of the problems, side by side. Undoubtedly, the visualization of a problem helps students in improving the learning and understanding but to be applied in a pertinent way e.g. while delivering a lecture, an instructor can enhance the student learning effectiveness by utilizing animations or simulations of the problem based on the computer programs (Gargi et al. 2011; Keller et al. 2007, Grissom et al. 2003, Sayrol et al. 2001).

These animations or simulations help students to see what was invisible for them, to create an image of the problem in their mind and further to develop a problem-solving approach (Reed, 1987; Gobert and Buckley, 2000; Blake and Scanlon, 2007). While using the visualizations, it is advisable that the visualizations must serve their purpose and they should not perform just as the visual textbooks (Naps et. al., 2003). It is noticed that the lectures integrated with visualization have a significant impact on the learning effectiveness (Bratina et al. 2002).

A study carried out by Rasul et al. (2011) shows that the audio-visual practice enhances the teaching and learning process, makes the teaching-learning process effective, provides deep and detailed knowledge and brings change in a classroom environment. Based on their study, a few recommendations were also made e.g. a training of using audio-video technique should be given to the teachers, teachers should plan before using the audio-visual techniques, universities can provide the audio-video facilities etc.

The applicability of audio-video technique has been widely studied in almost all the areas of science, humanities and engineering including Physics, Chemistry, Biology, Mathematics, Medical Sciences, Social sciences and machine learning etc. e.g. in college English teaching (Wang et al, 2011, Zhang 2011), college Physics teaching ( Xu and Liu, 2011; Hua and Hong, 2011), in mathematics (Beig et al. 2017), in music teaching (Hu, 2011) and in teaching the theory of machines (Li and Xu 2011). N. D. Durham (1993) has reviewed the use of the audio-visual technique in biological anthropology. The audio-visual technique has also been examined by Akram et al. 2012 for teaching biology on the senior secondary level. All studies mentioned above carried out over the applications of the audio-visual technique in teaching reveal that the implementation of this innovative technology in teaching and education can enhance the quality of education.

## 3 Conclusion

Neither modern nor the traditional teaching methods can solve the purpose of providing quality teaching, independently. There is a call for integrating the traditional teaching techniques with the innovative technological advanced audio-visual techniques. This will not only improve the classroom environment but also help the students to develop an imagination of problems and further to develop the problem-solving approach. There is also a call of modifying the teaching methods on the school level to provide the quality education.

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