Group Interactive Activities: A Key to Boost Self-Confidence

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ABSTRACT:

If one wants to be successful in life being self -confident is the prime necessity of today's time. We see different types of people around us some of them are very enthusiastic and full of self-confidence while some of them are with no self-confidence or less confident.Group interaction activities are one of the best ways to build self-confidence. Group interactions are one of the popular ways of getting one self-boost with confidence. As we know that the group is made up of different people with different thinking, mindset and ideology so while working in a group a person comes in the contact with different thinking so they by doing group interactive activities can boost their self-confidence. It gives you ample of the opportunities to learn new things. It is also stated by one of the famous linguist Stephen Krashan in his affective filter hypothesis that group interaction is very helpful in boosting self-confidence. In this paper we sill shed some light into how a person can boost self-confidence using group interactive activities.

Key-Words: Self- confidence, Group interaction, Group interaction activities, ideology

Introduction

Everyone is a bit or more self-motivated and they have certain natural self-confidence. Conceivably, some internal and external factors affect our self-confidence level. Fairly, self-confidence gives matchless and unique bliss, and it is good for personal and professional development. Every individual must acquire or achieve self-confidence and must hold it till the last breath if he or she has had visuals of success. The classroom practices determine our skilled and certified development as a workaholic professional person. Every individual beginner or learner has to be ready to face the world that is outside the classroom. Learner's classroom interaction plays vital role to make the learner more comprehensible and unambiguous who has clarity in thoughts and also owned responsibility and self-belief. The academic practices based on real life situation helps to active individuals so they can achieve self-confidence and perform their professional role outside the classroom.Academic practice of group communication task helps learners to feel real life challenging situation before its actual occurrence. Suppose, if a student does role-play of the responsible citizen inside the classroom and He/she has to take someone to hospital immediately, unknowingly the same individual starts to understand the civil duty of an individual. And that's the benefit of such interactive activities which lets the learner feel the real-life challenge. This practice of the pseudo incident inside the classroom puts learners one step ahead of others. Eventually, they learn to react in real life according to the way they get trained previously. Therefore, they are one step ahead of others.

Group Interaction:

Group interaction refers to the dynamics of the team and the way individuals in the group interact with one another. A successful group interaction needs collaboration among the members of the group. It enables the person to acquire and enhance one's social and intellectual knowledge regarding various aspects. If we talk about the role of group interaction in the student's life it enables their knowledge about their social responsibilities, it enhances their leadership skills and make them more empathetic. Group interaction makes them do self-analysis and by doing that they come to know the realities of the life. It also gives them the opportunity to understand the view of others and critique from others. In group interaction a person interacts in a group of more than two persons so it gives the person an opportunity to understand the thinking of others(what others will think in a particular situation) and which will ultimately lead that person to a very powerful self-development. The most common forms of social interaction are exchange, competition, conflict, cooperation and accommodation.

Professional development through interactive lesson and practice.

Groupinteraction practice is excellent for personal and professional development. Overall academic success of any individual depends upon such kind of interactive sessions. Group interaction activities create problem-based circumstances during classroom teaching in order to provide a demonstration

of certain kind of real-life situation to students. A teacher performs the role of task developer and subsequently become facilitator with the intention to assign a task and guide them on the whole. Consequently, a teacher performs a role of Initiator, Motivator, Facilitator, Elaborator, Moderator, and task Controller of academic interactions during the entire course of group interaction activities.

Learning opportunities

As we know that group communication leads us to develop teamwork approach, each and every active participant has innovative thinking. Here, equal participation of active learners inspires others (dull or less interested learners) to achieve set objectives of classroom moderator. It should be done by maintaining discipline in a classroom. It is a duty of task creator to control learners to get much preferred result. The task creator can also assign a team leader to lead if necessary. There are lots of innovative ideas and tricks to organize this type of task. It is also good for social and psychological developments. It reduces the psychological particles of introvert learners. It also increases cognitive ability and communication skills, moreover, It give confidence and develop problem-solving ability. It promotes self-learning (The learners learn from each other, and the teacher becomes a facilitator only.) problem-solving becomes much easy if student carry out group interaction sincerely. Here,an assumed problematic situation makes learners to think and share ideas. They will carry out such dealings to accomplish group interaction task. Here, teacher performs as a mediator and facilitator so the entire group communication process grows healthy.

Good for Building healthy relationships.

Group interaction is known as an ideal activity to build health relationship between learners. The fabrication of self-confidence among learners is challenging and most demanding assignment. Certainly, it develops self-confidence if ample practice is provided to enthusiastic learners.Each and every individual learner can explain their own ideas with the purpose of expressing their thoughts. He or she listens cautiously to other learners and raise question to elucidate others' thoughts and sentiments and viewpoints.

A motivator and leader reproduce actions (if necessary) and do interactions with the intention to encourage other participants to carry out communication subsequently in order to meet the desirable goal. Unquestionably, the desire goal is tobring out learners hidden quality by providing them a platform where they can perform with the ease in a mature and straightforward way. If they do it accordingly and maintain smoothness, definitely it will become a memorable learning lesson to both teachers and students. They will understand the value of words and start supporting each other during interactive live lessons. It is class controller's duty to design interactive tasks in a way, so it can be a genuine and extremely fruitful and delightful learning experience.

Developing listening and speaking skills

Carefully planned interactive activities significantly associated to sustainable language learning and development of self-confidence. Extensively, it depends upon how learners participate and complete the prearranged task. The chief aim is to learn an effective production of language in order to survive in real-life problematic situations. Undoubtedly, a student learns to accept challenges. Positively, it will change their introvert mindset. A learner could have a question in mind during interactive sessions. Perhaps, the question starts with the word called 'How. 'At the present moment, the teacher should take initiation and clarify their doubts and place them in hustle-free and hurdle-free but challenging situation that will later on help them to survive in real-life situations. Itteachers' duty to encourage learners and push them forward to execute desirable group goals. Learners' behavior definitely affects the entire interactive session.

As we know that It is sensitive but sense making activity. Biased learners can be a challenge to teachers and also influence the entire progress of the live interactive task. They will learn an effective problem-solving method by more efficient and energetic verbal communication. A teacher should pre-assume this kind of possibilities and be ready with action plans with the intention to complete the whole interactive sessions faultlessly. If teacher become successful by involving both active and passive learners all the way through oral guidance, supervision and control, surely, learners will show the positive approach towards learning. Definitely. A Teacher will do notice positive change in students'behaviour after the completion of interactive sessions.

Conclusion

Learners perform by observing each other and develop enthusiasm by facing the same challenge in a team. Furthermore, They will learn team ethics too.

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