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The Importance and Concept of Innovative Practice in Teacher Education

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Abstract: -

The importance and concept of innovative practice in teacher education varies widely across countries in what is perceived as innovation, reform or development in teaching and learning processes. For example, in some developing countries, the use of coloured chalk and simple audio-visual materials may be considered educational innovations, while in other rich countries, innovation may refer to the development and use of complex technologies, methods and practices. . Our country also has electronic technologies that have entered dramatically into all aspects of our society and into all aspects of our social and cultural life. In recent years, there have been major changes in the way educational services are provided. Research and innovation play an important role in improving the quality of teacher training and the training provided to them at all levels of education. They should bring new ideas and methods to the classroom and other learning and extracurricular activities. Teachers' effectiveness can be improved through good leadership and appropriate teaching methods. The aim of teacher education is to produce teachers with professional competence who can contribute to national development through various roles.

Keywords: *innovation, technologies, teacher training, teacher education*

Innovative Ideas to Make Your Teaching Methods More Effective

The biggest challenge for every teacher is to present ideas in a way that grabs students' attention and lasts long after they leave the classroom. This requires the implementation of innovative ideas that redefine the educational experience and make education more effective. Here are some innovative ideas to help teachers change the way they teach and make lessons more fun.

- (1) creative education
- (2) audio
- (3) “Real –World” Learning
- (4) Brainstorm
- (5) Classes Outside the Classroom
- (6) Role Play
- (7) Strong-board Teaching
- (8) Stimulating Classroom Environment
- (9) Work Together as a Team
- (10) flip classrooms
- (11) Blended learning

Some Innovative Practices in Teacher Education

Group learning, collaborative or collaborative learning :

When educators and students have to work within too many constraints, "team learning" or collaborative or collaborative learning is always a good option. Co-education is a situation in which two or more learn something or try to learn something together. A method of teaching and learning in which students come together to explore important issues together or create meaningful projects. A group of students discussing a lecture or students from different schools working together on an assignment online are examples of collaborative learning.

Reflective education and reflection education. Reflective Education is a personal tool for teachers to observe and evaluate their behaviour in the classroom. It can be a personal process, or

it can be a process where you spend time collecting and remotely analysing information about what is happening in the classroom. You can learn more about what works and what doesn't. Reflection is a process of critical examination and practice improvement that carefully considers the personal, pedagogical, social and ethical contexts relevant to the classroom and the different roles of teachers.

Constructivism and teacher education :

The concept of constructivism was developed in cognitive psychology. The constructivist paradigm is based on the contributions of Piaget, Vygotsky, Gardner, Dewey, Tolman and many others. Thus, it is a synthesis of many points of view applied to learning. A key element of constructivist theory is that people learn through innovative methods of teacher education. Manisha Dass Review Volumes - Vol. I - IV. May 2015 17 Actively constructs their knowledge, compares new knowledge with previous understanding, and uses it all to achieve new understanding. Constructivist learning is based on the active participation of students in problem solving and critical reflection on learning activities. Students test ideas and approaches based on their previous knowledge and experience, apply them to new knowledge, and build their own knowledge using existing intellectual constructs. Teachers are assistants or instructors who guide students in their critical thinking, and analysis is an interdisciplinary skill in the learning process. Teachers are also learning partners. Therefore, teachers should promote cognitive change by presenting difficulties through specific tasks that create dilemmas for students. In this context, problem solving learning is defined as the process of posing a problem in a way that stimulates reflective thinking aimed at reaching a rational solution.

Blended Learning and Teacher Training:

Blended learning refers to an approach to learning in which teachers use technology, usually in the form of online instruction that can accompany or supplement live teaching, or use student-centric web components. Contains components that require substantial presence and require instructor guidance. The advantage of a blended learning approach is that it gives students the opportunity to receive support and guidance to complete independent learning tasks. The use of the Internet in these environments provides educators and students with many opportunities in the form of communication channels, information resources, and management tools. This aspect makes blended learning suitable for teacher candidates, especially in large groups where direct teacher support may be difficult.

Social Skills and Teacher Training :

Human resource development is an important asset as it is the driving force behind national development. Quality talents are produced through quality education through a well thought out and planned education system. Soft skills are personal qualities that improve human interaction, productivity, and career prospects, as well as hard skills that are usually specific to a particular type of job or activity. Soft skills are related to personality traits, social decency and language skills. , personal habits, sociability and optimism to varying degrees shape people. Because interpersonal skills are widely used in programmable teacher education, teacher education curricula can promote holistic human resource development, which can contribute to economic, social, and personal development. Incorporating social skills into the teacher education curriculum is essential to success in the profession.

The problem of raising the level of pedagogical education.

There are many factors that influence the standards of teacher education at all levels: goals, curriculum, institutions, products of teachers working in institutions and teacher training institutions. The most important factor is the product. This is the true touchstone of teacher education standards. Meanwhile, the current reality is that the products of teacher education are not optimal at all levels. Teachers from these institutions do not have an understanding or attitude towards education and learning, as well as active learning skills. The lack of sincerity and responsibility has become the national disease of the country, and it is not their fault in the teachers who leave this school, but the responsibility of the whole society and its supervisory bodies.

Initiative Innovation in Teacher Education System

The NPE Step Innovation Initiative for Teacher Education Systems (1986) stated that "existing teacher education systems need to be changed or redesigned." This has led to the launch of several initiatives including: - On August 17, 1995, the Government of India established the NCTE as the government body responsible for the normative and professional aspects of teacher education. - Between 1986 and 1990, the School Teacher Orientation Program (PMOST) was introduced in all states and federal territories as a centrally funded program.

The Special Orientation Program for Primary Teachers (SOPT) was implemented in 1993–1994 to provide guidance to primary school teachers. - In light of the 1986 NPE Recommendations, a Block and Cluster Resource Centre was established for the professional development of primary

school teachers and principals. - Interactive teleconferencing has been successfully piloted in Karnataka and Madhya Pradesh during on-the-job training courses. - The National Council for Teacher Education (1978, 1988, 1998) developed three national curricula for teacher training. - NCTE prepared a CD titled "IT Skills" for acquiring ICT skills. -NCTE has developed Human Rights and National Values Self-Learning Modules to introduce new teachers to the values enshrined in our Constitution.

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Suggestion:

The above observations clearly show that secondary school teacher training needs to be countered by innovation. Here are some tips that you can use to solve the problem. - If the entire Korean Ministry of Education contributes to this area, innovative research can be discovered. They may publish periodic summaries of research conducted in each department on the Internet. - Each coach-teacher can receive a unique identification number. This facilitates staff planning in teacher training. - There should be a network among all education teachers. Institutions that can learn from each other's innovative experiences. To implement comprehensive teacher education, efforts are needed to integrate various skills such as micro-learning, information literacy, technical education and life skills into various teacher education programs. In addition to cognitive development, due attention must be paid to emotional maturation, psychomotor development, health and environment, and interdisciplinary development. - The training of vocational teachers in almost all areas of professional activity, such as agriculture, horticulture, horticulture and maintenance of electrical and electronic equipment, should be strengthened. An innovative approach must be developed. - Municipalities, agencies and organizations must provide the agencies with appropriate material and means. The trainee practice model should be adopted.

- The traditional system of several demonstration lessons given by some teacher-trainers at the beginning of practical classes can be replaced by the demonstration of several videos of good lessons in each subject, conducted by experienced trainers, teachers and students of teachers. - Appropriate teaching methods should be introduced, such as tutorials, discussion seminars, group learning and interactive learning. - Also - Organize educational activities such as physical education, community service, tree planting and the formation of an environmental club. - During the study, modern technological devices such as computers, video, multimedia and overhead must be used. Counselling and follow-up programs must be initiated and effective. - School personnel must be properly identified in this handbook. - Teacher educators need to be mobile so they can see the world of work outside of their schools. - Services and support from school staff, administrators, teachers, guardians and the community should be encouraged. - Teacher educators should be provided with appropriate incentives for professional development. - Publishing and subscription to professional academic journals of institutions should be encouraged. - Research units should be created in the faculties of individual public universities and colleges. - Healthy relationships between teachers will contribute to the development of new courses and the achievement of new goals.

Conclusion

It can be concluded that current information and knowledge make a very important and decisive contribution to growth and survival. Society must view education not only as a tool for social progress, but as an engine of progress in the information age, driven by the wheels of knowledge and research that lead to progress. Innovation is the path to national development, and the future of the nation is in the classroom. Not all innovations need to be invented and created. It can also be a crude, unstructured, informal method used by teachers in the name of meaningful student learning. Therefore, we must also value innovation and encourage innovative methods, new ideas and teaching methods in schools, colleges, universities and other institutions. Innovation means recognizing education and research-based knowledge as two sides of the same coin, and integrating them into a single political framework is necessary to create a culture of innovation that stimulates and sustains the knowledge-based economy. Teacher education in India is in a new state in the face of new policies and processes of globalization. Indian teacher education is designed to meet new challenges and encourage students to complete a certain level. Students aspiring to become teachers must acquire new skills, attitudes and competitive knowledge in their respective fields of education in order to lift society and future citizens to a higher level. All this is possible thanks to the introduction of innovative educational practices that are currently popular

and promoted by various organizations working in the field of teacher education. This practice certainly has the potential to attract academic attention. In turn, they can either follow existing innovative teaching methods in teacher education or take steps to avoid new ways of innovative teaching in their institutions. To meet the challenges of the new millennium, teacher training in India must be radically revised. Teacher educators need intensive training in many aspects related to innovation. The above problems are complex and strategies are urgently needed to overcome them. Therefore, NCTE, SCERT/SIE and departments of university education must take urgent action to bring innovation to the education system. There is nothing to discourage you. Education in India is in a state of flux. A national vision and mission will certainly drive innovation, as evidenced by the emergence of a national curriculum for teacher education (NCTE, 2009) and the reflection of teacher education in policy making (NCTE, 2009).

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