



Discussing The Importance Of Teacher's Training And Professional Development

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ABSTRACT

For all other aspects of the country, education is the most important prerequisite. The educator is the system's chief pilot. Therefore, it is crucial for every country to establish a rigorous teacher training program in order to produce capable educators who can shape the next generation. The development of the next generation depends on excellent, skilled, high-quality, and capable instructors. To prepare our country's populace to meet the challenges of the future, we urgently require a high-quality teacher education training program. Specific goals are emphasized in training programs. Training programs should provide a thorough introduction to topics like classroom management, time management, work-life balance, soft skills for educators, communication techniques, non-verbal cues, stress busters, grammar and usage, motivation techniques, counseling, effective use of humor in teaching, and the like, rather than just touching on them briefly. Bad manners, micromanaging, incorrect use of teaching tools, shaky PowerPoint's, embarrassing gaffes, and flagging morale are just some of the dangers that may be avoided with appropriate training. These events do a great deal to provide teachers with novel strategies, methods, processes, and procedures, as well as a healthy dose of motivation to get through another academic year.

Keywords: Teacher training, Practices, Professional Development, Quality, Education

I. INTRODUCTION

Over the course of its history, education has undergone rapid change. Since then, we've been surrounded by teachers who want nothing more than for each of us to have a top-notch education and continue growing throughout our lives. The pace of modern life has had a significant impact on how we teach. Our students' preferred methods of study and approaches to learning have evolved in response to modern realities and cultural shifts. We are 21st-century students with individualized needs and approaches to education. In light of this reality, there has been a rising need for highly competent educators capable of meeting the requirements of our students.

Good teachers are the backbone of every successful nation because they ensure that their students receive an excellent education. A teacher educator is someone who facilitates the development of others' pedagogical skills, dispositions, and content knowledge. Every school in every community ought to have a gifted and committed teacher. The best way to ensure that the quality of teachers remains high far into the 21st century is to attract bright young people to the field and provide them with the best possible training and support. Therefore, the role of teacher training programmes in producing competent and efficient teachers is crucial in improving the standard of education. If we want to produce educators who can effectively teach in the modern classroom, we need to improve our teacher training programs. To provide (prospective) educators with the information, values, and practices they need to do their jobs well in the classroom, the school, and the community at large is the goal of teacher education and training. Students benefit much from a teacher's efforts provided those efforts are of high quality. Teachers have a crucial role in society as information carriers, motivators, and advocates for lifelong learning. It's clear that the current teacher training program has its strengths and weaknesses when it comes to producing teachers who can meet the demands of the present, but it also provides a fertile environment for the growth of 21st-century skills like technological fluency and an awareness of social justice.

As studies have shown that students' learning potential is not as affected by class size and other obvious variables as much as the quality of their teachers, teacher training programs have been thrust into the national spotlight in recent years. In spite of the importance of properly training teachers in our country, studies have shown that the standard route to entering the teaching profession is fraught with problems. There is a lot that goes into becoming a teacher. When analyzing training programs for future educators, it is crucial to single out those that place trainee teachers in classrooms where instruction is tailored to the individual needs of students and where content is organized to serve a clear educational goal. New teachers need a comprehensive understanding of education, including the social and developmental contexts in which their pupils learn.

A teacher's effectiveness is tied to their growth as an individual, professional, and member of the community. Education has been profoundly influenced by the confluence of time and technology. It's important for instructors and students to be able to round each other out. In the twenty-first century classroom, teachers need more than simply a set of abilities and information that have been determined by the school. In response to the challenges posed by the shifting geopolitical and technological landscapes at the turn of the 20th century, public schools revised their teacher-training programs and professional development requirements to better meet the dynamic needs of today's classrooms and students.

II. TEACHER TRAINING PROGRAMMES AND THEIR USES

The majority of teachers believe that reading the topic at hand constitutes preparation. They consider potential responses. The 'how to' section is ignored by them. They don't

think forward when they talk to one another. Only a select few teachers have the gift of humor. Obviously, training imparts knowledge and typically instills the student with newly imbibed skills, tactics, and a renewed zeal to experiment. In doing so, it also illuminates areas of ambiguity. If you're venturing into new territory, a GPS or map will come in handy. The journey will be more enjoyable and less taxing if you listen to the stories of others who have gone before you.

Focus on thrust areas

The thrust areas should be the focus of training programs. The outcome would improve with a more comprehensive and in-depth approach to treatment. Training programs should focus on providing a reasonable amount of exposure to topics like classroom management, time management, work-life balance, soft skills for educators, communication techniques, non-verbal cues, stress busters, grammar and usage, motivation techniques, counselling, effective use of humour in teaching, and the like, rather than just skimming the surface of many topics.

Problems like rudeness, micromanagement, the inappropriate use of technology, botched presentations, embarrassing gaffes, and a lack of enthusiasm are all averted with the use of training programs. They could also have to deal with irate workers. The programs do a great job of providing teachers with new knowledge, skills, and resources, as well as the motivation they need to get through another academic year. Trainers who are worth their salt will go into great depth, illustrating and elaborating on concepts like black/whiteboard management, stage presence, posture, nonverbal cues (including haptics, kinesics, chronemics), voice modulation, interaction, lesson-plan adherence, preparation, and sequencing with relevant examples and anecdotes. Faculty from all disciplines should be included in training programs on Bloom's Taxonomy, different learning styles, curriculum design, research methods, and materials creation.

Thou shalt not dabble!

These programs are ready to start an academic year. The gaps between semesters are sufficient. Facilitating training programs, workshops, and seminars at the start of each academic year would be beneficial for educators, especially newer ones. Certificates of attendance should be given to everyone who attends. This serves as both an incentive and a reward. Certifications are of particular appeal to job-hoppers since they may be used to apply for a wider variety of jobs. More importance should be placed on the sincerity of these programs than on their occasional dabbling with themes as a routine or as an eyewash. Workshops lasting a whole week with breaks for activities, presentations, short films, exercises, and discussions from experts would be beneficial for participants of all ages. They may be more effective fighters if they learned new moves and added to their existing arsenal.

Expert/Model Lectures

Model lectures by highly competent academics or trainers who are either available locally or outsourced are another crucial component of the training. The more experienced teacher might serve as a mentor to the less experienced instructors, who in turn could gain valuable lessons. Expert discussions are a great way to learn anything that's worth modeling. Industry experts can assist academics better understand the business world and vice versa.

Language Workshops

Communication is a big issue at today's engineering universities. The faculty's use of English is abysmally poor, despite the fact that it is the language of teaching. The majority of instructors don't read as much as they should be. Because of this, the input is subpar and the output is low. The quality of engineering education will not improve unless professors take notice. therefore, teachers should stress the importance of language.

Vocabulary expansion, practical grammar for teachers, pronunciation, fluency methods, speed reading, comprehension strategies, English as a second language, English as a foreign language, English for speakers of other languages, and similar topics are all covered in depth during productive language workshops. English teachers should also pay attention to intonation and emphasis. Once again, focusing on just a few topics for a week or longer at a time will yield better results in terms of knowledge.

Non-verbal Cues

Effective communication is the cornerstone of fruitful interactions in all walks of life. The majority of human communication, according to studies, is nonverbal. Facial expressions, body language, eye contact, posture, and tone and pitch of voice are all examples of nonverbal communication. The capacity to decipher and employ nonverbal cues is a potent one, allowing us to forge deeper connections with people, say what we mean, handle difficult circumstances with grace, and improve our interpersonal relationships at home and at work. A good teacher does more than just talk. This must not end out like "a tale told by an idiot, full of sound and fury, signifying nothing" (as the saying goes).

Eye Contact

The eyes are the most revealing part of the body. They reveal how the teacher is feeling, including whether they are happy, serious, uninterested, exhausted, depressed, or upbeat. His eyes are the window to his soul. The eyes are the primary tool for spreading good energy. Minimal eye contact is required to maintain order in the classroom. Therefore, we must employ the instrument skillfully and prudently. Avoiding making eye contact might be interpreted as a symptom of being unprepared, uneasy, hesitant, or even uncommitted. The good teacher is a cynosure, and it is a pleasure to see him or her.

III. EFFECTIVE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Teaching nowadays must move away from the rote memorization and lecture methods of the past and instead focus on encouraging students to think critically and reflectively and to practice problem solving. It has been argued that teaching for critical thinking is not commonplace in schools. Teachers require training in both traditional and cutting-edge methods of instruction and evaluation in order to best serve their students and keep up with the ever-increasing demands of their job. That is to say, successful professional growth is essential for educational reforms to take place and have a positive impact. In order to assist students acquire the essential cognitive abilities and processes to achieve the requirements of learning and education, modern educational reforms encourage teachers to encourage cooperation, discussion, and make students learn via reflection.

Documenting and reflecting on one's own teaching practices; analyzing one's own teaching practices; analyzing one's own beliefs, values, and principles; conversing with peers on one central issue; and collaborating with peers on classroom projects are all common methods for developing teachers' skills. In this context, it's possible that some items look OK upon initial inspection and critical examination. Problems with content knowledge, instructional skill, and a grasp of course materials are where the real challenge resides. Although introspection is important, professional growth shouldn't stop there.

Teacher training and professional development initiatives are no longer focused on giving educators a crash course in a single teaching strategy in a single session. There should be a noticeable improvement in students' learning as a direct outcome of increased teacher training and professional growth.

Despite the fact that studies suggest that conventional, workshop-based professional development is unproductive, a large number of teachers have received and may currently be receiving it. Ninety percent of instructors, supposedly, attended some sort of workshop-style training event during the school year. The workshop presentations may or may not be helpful in influencing teachers' attitudes, beliefs, and behaviors in the classroom and raising student accomplishment.

IV. THE CHALLENGES FOR IMPROVING THE QUALITY OF TEACHING THROUGH TT AND PD

Educational changes are happening and will continue to happen in many parts of the world, and these reforms have set ambitious and demanding goals in education, which has piqued the interest of many in teacher training and professional development. The demands of teacher training and professional development are well known, nevertheless. They are demanding because of the weight placed on them to significantly alter how instructors operate in the classroom. Concerns about their own professional development are present among teachers at all levels of schooling. This is why so many educators are actively seeking out opportunities to engage in professional development and teacher training courses. It is often argued that available teacher training and

professional development programs seem to be fragmented, poorly aligned with curriculum, and inadequate to meet the needs of teachers. However, this is not the case in Algeria. As an example, in-service training programs frequently lack clear objectives and offer no opportunities for participants to reflect on their learning. In addition, many in-service seminars, workshops, and other forms of professional development and teacher training seem to be intellectually superficial and lack established knowledge about what we know about effective teaching and the better teaching practices that teachers can implement in many American schools and educational systems.

In addition, while teachers tend to back and fulfill high teaching and learning standards, many of them are resistant to changing their own mindsets and values in the name of professional development. They show that educators aren't serious about adopting alternative methods of instruction that are consistent with these principles. There is a common propensity on the part of many instructors to display resistance towards change, and this reflects opposition towards professional development programs. Teacher reluctance to participate in professional development might be explained by a number of factors. Some of the issues include skepticism, more work for teachers, a failure to take responsibility, an unwillingness to give up power, an absence of resources, and an absence of obvious rewards. One of the major obstacles to transformation and professional growth is teachers' tendency to isolate them. Professional development that is both school-based and teacher-led is more likely to be successful. Therefore, it is crucial to develop efficient professional development programs that can promote change in classroom practices in order to support and guide such teachers to effectively respond to the growing demands of teaching and the need to raise student learning standards.

However, few studies are said to have been made to study and compare the effects of different approaches to professional development, despite a need and a continuous call to provide well-developed and established programs of teacher training and professional development, as they are said to have significant impacts on the quality of teaching and learning. Constant pleas for more study of the efficacy of existing professional development programs are made on the basis of this.

Since teaching and professional growth call for continuous education, training and professional development for teachers extends beyond workshops. Seeking continuing professional development programs that are well-aligned with evaluations of educational standards is essential for teachers who want to move up in their careers. The significance of teacher training and professional development should be fully appreciated by educators. These two facets are indicative of a teacher's growth as a professional and play an essential part in the profession. A teacher's capacity to examine, reflect, and evaluate his or her own teaching, teaching skill, and teaching needs improves in tandem with the teacher's experience in the classroom and professional development.

V. CONCLUSION

No matter the level of education, primary school, middle school, high school, or university, training and professional development programs for teachers are crucial. Teachers at all levels require consistent professional development in their respective disciplines and subjects if they are to adopt new ways of thinking about and approaching their work with students. The education system as a whole benefits from these programs because they help instructors hone their craft and expand their understanding of the subjects they teach. Aligning the curriculum with teachers' real experiences in teaching is crucial if we want to see meaningful and lasting change. The effectiveness of teacher professional development time is another crucial factor to consider. Professional development is most effective when it centers on activities that provide teachers with access to relevant, high-quality subject matter. Ultimately, it is hoped that the authorities and educational stakeholders accountable for the professional programs consider the suggestions made by the future teachers to enhance educational research training. It is crucial to hear students' perspectives on professional training in order to make changes that will benefit both students and teachers. It is crucial to put time and money into the job of teachers since it is so important to the development of children and young people.

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