



QUALITY AND CREATIVITY OF TEACHERS THROUGH TEACHER EDUCATION

T. N. Adhikari

Email: toyanath35@gmail.com

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Abstract

In order to foster the excellence and originality of teachers, this article attempts to highlight some of the ideas that are essential for teacher education programmes and for instructors themselves. The core skeleton of any nation should be its teachers. Physical strength between vertebrate animals and non-vertebrate animals is well established. In the same manner, a community cannot effectively thrive without teachers of high calibre. Effective community development indicates a country's development in a wealthy manner. Today's instructors must consider their professional growth as part of their teacher education, just as a nation must manage in order to develop. Our early teachers changed basic existence into the state it is in today. Teachers should become very confident in their ability to instruct. The aim of teacher education ought to be to prepare teachers who are capable and innovative in their instruction. The profession of teaching is one that needs to be widely accepted. In the past, a teacher was like a spiritual person, and that quality should still exist now in order to impart knowledge to pupils and prepare them to influence the direction of a nation's development. In such cases, teacher education should be designed to support teachers' professional growth in terms of enhancing their critical thinking abilities. The kids will acquire the right knowledge if the teacher is flawless in every way. Teacher preparation shouldn't be seen as just a means of landing a job; rather, it should be viewed in the context of a teacher's role as a source of truth as well as the philosophy of the cosmos and nature. Only a top-notch instructor can present the information. Professional growth and inventiveness are required qualities for this capacity. The author's experience and document analysis form the foundation of the study's methodology.

Keywords: *Constructivism, Creativity, Critical thinking, Professional development, Teacher education*

Introduction

Because of the feeling of the development of education in them, humans have been superior to other creatures. First and foremost, schooling began with the concept of living together while leading a wild life in the forest. In the same vein, today's adage is "Unity is Strength." These tribesmen gradually built their community, began to choose their leaders, established a family life, and began to educate their children with the help of a genuine teacher. Before the writing system was invented, this procedure might have lasted

thousands of years and many generations with an oral education system.

Our myths and their authors remain important sources of knowledge that have aided in our creative and professional development. In order to prevent pupils from becoming disinterested in their education, teacher educators must be great at imparting accurate knowledge to the classroom instructors. We acquired the knowledge of the cosmos as we understand it today thanks to the teaching methodology of our ancient masters. Therefore, a teacher should be a wise individual,

and teacher education should aid in developing instructors of high calibre.

Methodology

The qualitative research approach is the foundation of this study. Additionally, the author's personal experience and documentation were used to fix the data for the analysis. For debate and analysis, the headers and subheadings are set, and they are presented in a dense, descriptive style. The literature review is located in the text body, underneath each heading.

Objective

This study's goal is to explore a few issues from the perspective of teachers' professional growth in order to advance educational excellence and innovation.

Teacher and Education

To effectively deal with students, teaching itself is a very difficult task that calls for extensive expertise. Additionally, becoming a teacher is a zigzag process. Different types of real-world experiments are required to advance knowledge. Education and teaching are closely linked and mutually exclusive words.

According to Khalediy (2011), the Qur'an advised education through the persuading methods of preaching and counsel in the Muslim community. If the soul is pure, the heart is open, and the intellect is sound, this direction can be given. The teachers must recognise the significance of this in the education of the students and set the stage for the young ones' psychological and social growth as they move toward behavioural and mental maturity (p. 16).

As previously noted, the Qur'an provides education that is very close to its source. To teach and help pupils improve their social, psychological, and spiritual mindsets, a teacher must possess a clean soul and an open heart. A teacher serves as a building block for students' social and intellectual growth.

When a teacher is qualified, pupils learn more effectively and develop into responsible adults. A

teacher is also a highly recognised somebody with authority, real-world expertise, and knowledge of nature and god. To be believable in society, a teacher should cultivate excellent habits and qualities. He should be capable and free of false realities. Therefore, a teacher is not a materialistic person and should possess spirituality. The professors of the twenty-first century should uphold this standing. Therefore, the word "teacher education" should not be interpreted simply.

Teacher Training and Education

These two terms are frequently used together to point knowledge in the appropriate path. Hornby (1989: 385) describes education as "System of training and instruction (particularly of children and young adults in schools, colleges, etc.) aimed to give knowledge and develop skills." With this definition, training-related education is put in the spotlight. Socratic discussion served as a kind of student training in the Greek educational system. Aristotle was taught by Plato using the same methodology. Our contemporary educational, sociological, political, spiritual, and scientific understanding is credited to both Plato and Aristotle.

According to Ur (1996) the phrases "teacher training" and "teacher education" are frequently used synonymously in the literature to refer to the same thing: the professional preparation of teachers; since training can imply unthinking habit formation and an overemphasis on skills and techniques, many people prefer the term "teacher education," as professional teachers must develop theories, awareness of options, and decision-making skills, processes that seem better defined by the term "education" (p. 3).

The purpose of teacher education should be to advance the careers of future educators. What should I say? Can an angel actually teach? or the deity? Instead of being completely filled with worldly views, teacher education should relate to the spiritual heart in order to be effective. Education and training are related to the transfer

of knowledge. If done well, training may make teaching a wonderful job.

Issues of Teaching

In the current period of globalisation, there is a constant flow of people, goods, and services around the globe. Arends (1994) expressed the following regarding the issues of teaching in the twenty-first century: "No crystal can allow us glimpse fully into the twenty-first century, which we have just begun." However, some tendencies are likely to persist, and while some areas of education and teaching will likely stay the same, others may experience very significant change. On the one hand, many facets of education will undoubtedly alter as a result of the enormous changes taking place in how knowledge is stored and accessible using computers and over the internet (p.7).

People now frequently cross international borders as a result of globalisation. Due to this, there are psychological and societal differences between teaching in the past and teaching now. Teaching today should take into account the philosophy of globalisation. Any graduate from Nepal or India should be able to obtain degrees that are equivalent around the globe. In the past, instruction took place in a small space called a classroom, but today's classrooms are designed for a global society. The society in which we now live is multicultural and multilingual. A teacher needs understanding of English, contemporary technology, computer, internet, multi-media power point, and more study for exposure in order to address the issues with education today. Constructivism should be practised by educators. A teacher should also be current on current events in the world. Today, anything irrelevant is known instantly. Therefore, education should be extremely careful and current.

Professional Development

Information technology has been a major factor in every sector's professional development in the twenty-first century. Utilizing computers and the

internet has proven crucial. According to the National Center for Educational Development (2011), regarding information and communication technology: Radio, television, and more recent digital technologies like computers and the internet are all examples of information and communication technologies (ICTs), which have been hailed as potentially effective tools for educational transformation and reform. Different ICTs are reportedly believed to help increase educational quality, boost the relevance of education to the increasingly digital workplace, and increase access to education by, among other things, transforming teaching and learning into an exciting dynamic process rooted in reality (p.1).

It has been required to use computer and internet equipment regularly for professional development in teaching. A teacher should be able to access a computer, choose pertinent internet resources, download them, and preserve them for later use. Power point should provide multi-media creation for teachers to use in the classroom. Additionally, such amenities must to be offered by schools and institutions. Emails and digital cameras are both equally significant. Therefore, teachers need high-quality training, a desire to learn for the purpose of teaching, and diligence to gain exposure to technology that is sufficient.

The focus of teaching and learning activities has shifted significantly from teacher to student. Desai (2012) made the following comments regarding issues with teacher education: today, new experiments are being tried out in the classrooms, including project-based learning, the development of thinking abilities, and methods to discovery learning, as opposed to the past when the teacher was tasked with imparting the curriculum's contents to a passive audience of pupils. Inadequacy of students and teachers, issues with practise teaching, issues with supervision of teaching, a lack of topic knowledge, students' and teachers' low academic

backgrounds, and a lack of professional development resources are some of the issues with teacher education (p. 54-58).

The student teachers must be extremely capable and well-qualified in order for teacher education to be successful. A teacher should serve as a knowledge architect, and training should help in the same manner. In developed nations like Nepal, it has become commonplace for those with weak academic credentials to work in the teaching profession as political allies. Moreover, their instruction and delivery are subpar. Bright academicians should be drawn to the teaching profession. After completing specific training, a teaching licence should be granted; it should not be done so by a test of just general knowledge. As a result, the system for teacher education is likewise flawed. By creating teacher training curricula, the system should undergo significant modification. The current generation of instructors is in a falling phase due to their materialistic outlook.

Critical Thinking and Creativity

The development of critical thinking skills in students is a crucial part of teaching learning activities. Teachers can more effectively teach their subjects to the pupils if they practise critical thinking. Dewey (1909: 9) defined critical thinking as "active, persistent, and deliberate analysis of a belief or purported form of knowledge in the light of the premises that support it and the subsequent conclusions that it tends to support" (as cited in Fisher, 2011 : 2). A technique of reflective thinking, using reasoning and argument, is known as critical thinking.

For each kind of occurrence to occur, there must be some underlying cause, and in order to delve deeply into something, teachers must continue to develop their teaching skills via research and practise. Teachers that possess critical thinking skills are capable of thinking deeply about a subject. They ought to be familiar with both factual and subjective truth. They need to have

assurance when expressing their thoughts and drawing judgments. Both formal and informal logics, as well as deductive and inductive reasoning, should be familiar to the teachers.

Someone comes to a decision about their challenges through the use of critical thinking. Teachers who have developed their critical thinking abilities will be able to analyse, observe, evaluate, solve problems, and conduct research. Critical thinking abilities enable mental independence. Along with evaluating and solving problems, it is also essential to comprehend difficulties, articulate ideas, and clarify opinions. We employ the process of creative thinking to create concepts that are original, beneficial, and deserving of further explanation. Creative thinkers examine a topic from various angles. Therefore, critical thinking and creativity should be incorporated into the design of the teacher education courses.

Importance of Constructivism

The use of constructivism is very important for teachers' professional growth. The use of constructivism, a theory of knowledge, has significant ramifications for the investigation of cognitive development and learning, according to Naylor & Keogh's (1999, p. 93) definition of constructivism. The fundamental tenet of this strategy is that students can only interpret novel circumstances in light of their prior knowledge. Learning is an active process in which students link new concepts to what they already know to create new meaning (According to Jones and Araje) (2002, p. 2).

Constructivism has been quite influential in the field of education. A teacher should actively create and impart information to students rather than entering the teaching profession with a passive ideology. In terms of imparting knowledge, a teacher will resemble an actor. However, knowledge should be created through the act of cognition rather than being passively received. The process through which information

and understanding will be developed in the mind is known as cognition.

Glasserfeld (1983) noted the following about constructivism:

A theory of knowledge known as constructivism has roots in philosophy, psychology, and cybernetics. It makes two key claims whose implications for the research of cognitive growth and learning as well as for the practise of teaching, psychotherapy, and interpersonal management in general have significant ramifications. (1) Knowledge is actively built up by the cognizing subject rather than passively acquired; (2) Cognition plays an adaptive purpose in the organisation of the finding of ontological reality, but the experiencing world.

Generally speaking, cognition is adaptive and is concerned with altering to deal with various situations, assimilating the experiential reality. Every student aspires to adhere to reality and truth, and constructivism's concept aids in discovering the truth. They are not made by their outward appearance; rather, education shapes people. Education transforms humans into immortals, which is the major goal of the application of constructivism in education.

The area of education has seen a considerable shift in understanding about the nature of human learning and the circumstances that best encourage the numerous dimensions of human learning, according to Applefield, Huber, and Moallem (2000:4). Similar to psychology, designed teaching has undergone a paradigm transition from behaviourism to cognitivism and now to constructivism (Cooper, 1993). Constructivism is unquestionably one of the most important theories of education throughout the final two decades of the 20th century.

To truly understand the teaching universe, a teacher should make an effort to think clearly and utilise words with care. It's because education ought to be a progressive process. A teacher should focus on the broad field of epistemology

since it addresses the nature and boundaries of knowledge, determines whether knowledge is possible or not, and recommends appropriate methodologies in response. Therefore, a teacher needs understand ontology (the nature of concept existence), epistemology (the nature and origin of knowledge), and pedagogy (the process of learning).

A teacher needs to have understanding of philosophy and psychology in order to promote constructivism as a teaching method and to be professional. Knowing something entails understanding the components it is comprised of and how they were put together. Though it may not give a complete picture of the world, cognitive capacity does improve experience management. Constructivism has a revolutionary component in that knowledge can never be accurate enough to match ontological reality; instead, it can only exist within the bounds of doing and thinking. Constructivism is connected to meaning construction since it sits between language and communication.

A teacher should always work to develop a student's conceptual framework, through which the learner will strive to make sense of the world around him or her. Direct knowledge transfer to the students is the teacher's main duty. The interactions between the teacher and students should be the main emphasis of the teaching and learning process. In order to comprehend how teachers and students develop their own understanding and knowledge of the world through experiencing things and reflecting on those experiences, constructivism is widely applied in education.

Conclusion

Everything in nature seeks to protect itself in some way, according to the law of nature. Similarly, a teacher must to make an effort to safeguard the student by applying knowledge and

expertise. Additionally, the state needs teachers, therefore teacher education plans should reflect this need. The moral qualities that need to be rebuilt in today's teachers are lacking in many areas. It should be considered that the teaching profession cannot be maintained by avoiding spirituality.

The technology that is available to us now should be employed in the teaching and learning processes in the educational system. "Educational technology is a complex, integrated process including people, processes, ideas, equipment, and organisation, for understanding problems and creating, executing, evaluating, and managing solutions to those problems, involved in all areas of human learning," says Kumar (2009: 4). Teachers are no longer limited to using textbooks. They should create lesson plans employing contemporary technology. However, it is uncommon in schools and colleges, where pupils still have to sit through protracted lectures. Investments made in teacher education have been ineffective.

To provide high-quality education, teachers must receive proper training. According to Khaniya (2007), teachers do not appear to be able to effectively convey desired skills and information to pupils in the lack of the essential talents and abilities. The pedagogical knowledge and skills identified through needs assessment have not been incorporated into the teacher training programmes created thus far. It has proven difficult to find teachers, especially unskilled ones, in this profession (p. 73).

It is a fact that in Nepal, teachers are hired based on their political connections and sources of force. Such a workforce shows no regard for their own vocation. But for a democratic society, education should work towards social change. Social inequities should be lessened by education. Many things in teacher education need to be changed, both conceptually and practically. The teacher education curriculum should be developed in

accordance with how society's requirements are developing. In order to provide pupils with a high-quality education, teacher education should focus on professional advancement and developing critical thinking abilities. Overall, teachers should encourage pupils' inventiveness rather than mindless memorization.

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