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PEDAGOGY AND EDUCATION

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Abstract

Pedagogy is the discipline that deals with the theory and practice of education; it thus concerns the study of how efficiently teaching can be done. Spanning a broad range of practice, its aims range from furthering liberal education (the general development of human potential) to the narrowing specifics of vocational education (the imparting and acquisition of specific skills). Teacher education should provide space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue. Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.Roles and responsibilities of public authorities, schools, higher education institutions and other agencies are shifting and new demands are being placed on education systems to adapt to the changing needs of society and the nation.Herbartianism refers to the movement underpinned by Herbart's theoretical perspectives. This paper deals with specific aspects of pedagogical components. Some definitions of pedagogy are given and learning outcome areas that characterize the teaching qualifications are also considered in this paper.Education reformers see the teacher's role as changing from disseminator of information to facilitator of learning. Education reformers see teachers as professionals who need the feedback and support of fellow professionals.

***Keywords**: Pedagogy, Teacher Education, Teacher, Children*

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Introduction

Pedagogy is derived from paidagogos, a Greek word meaning teacher of children. The term 'pedagogy' is being used more frequently in publications and teachers' discourse. The deliberate, informed use of pedagogy is seen to cover a wider range of aspects of the teaching act than instruction, and represents a different way of looking at teaching and learning practices. Pedagogy appears to have four inter-related clusters of meaning in educational literature:

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1. pedagogy as a synonym for teaching but not instruction.
2. pedagogy as a political tool for the enculturation of students and others.
3. pedagogy as student-centred learning and teaching.
4. pedagogy as student-teacher relationships.

Van Manenemphasized the moral and problematic nature of pedagogic practice but limited pedagogy to the adult-child domain:... pedagogy problematizes the conditions of appropriateness of educational practices and aims to provide a knowledge base for professionals who must deal with childhood difficulties, traumas and childrearing. Central to the idea of pedagogy is the normatively of distinguishing between what is appropriate and what is less appropriate for children and what are appropriate ways of teaching and giving assistance to children and young people.

There is need to shift the focus from overwhelming emphasis on psychological characteristics of the individual learner to his/her social, cultural, economic, political and humanitarian context. Therefore a rigorous engagement with issues of contemporary India must necessarily be examined through an engagement with concepts drawn from a diverse set of disciplines, including sociology, history, philosophy, political science and economics. Teacher education should provide space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue. Student teachers can undertake projects such as tracing the process by which a consumer product (such as tea) is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another. Such engagement can help teachers to examine their own conceptions of knowledge, to construct knowledge through interactive processes, the exchange of views, beliefs and reflection on new ideas and break free from the overwhelming need to protect their individual views on education and learning.

Pedagogy is the discipline that deals with the theory and practice of education; it thus concerns the study of how best to teach. Spanning a broad range of practice, its aims range

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from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.Roles and responsibilities of public authorities, schools, higher education institutions and other agencies are shifting and new demands are being placed on education systems to adapt to the changing needs of society and the nation.

Teacher Education is a fundamental area in which to support the shift towards new working cultures and to lay the foundations for teachers' capacity to adapt to changing contexts and circumstances. It is ideally positioned to play a key role in achieving two key goals: improving the development of teaching practices; and, attracting more high quality candidates to the teaching profession.

Johann Friedrich Herbart was the founding father of the conceptualization of pedagogy, or, the theory of education. Herbart's educational philosophy and pedagogy highlighted the correlation between personal development and the resulting benefits to society. In other words, Herbart proposed that humans become fulfilled once they establish themselves as productive citizens. Herbartianism refers to the movement underpinned by Herbart's theoretical perspectives. Referring to the teaching process, Herbart suggested 5 steps as crucial components. Specifically, these 5 steps include: preparation, presentation, association, generalization, and application.Herbart suggests that pedagogy relates to having assumptions as an educator and a specific set of abilities with a deliberate end goal in mind.

How Pedagogy can help to develop a child as a whole person

A focus on the child as a whole person, and support for the child's overall development.

1. The practitioner seeing herself/himself as a person, in relationship with the child or young person.
2. While they are together, children and staff are seen as inhabiting the same life space, not as existing in separate, hierarchical domains.
3. As professionals, pedagogues are encouraged to constantly reflect on their practice and to apply both theoretical understandings and self-knowledge to their work and to the sometimes challenging demands with which they are confronted.

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4. Pedagogues should be both practical and creative; their training prepares them to share in many aspects of children's daily lives, such as preparing meals and snacks, or making music and building kites.
5. In group settings, children's associative life is seen as an important resource: workers should foster and make use of the group.
6. Pedagogy builds on an understanding of children's rights that is not limited to procedural matters or legislative requirements.
7. There is an emphasis on team work and valuing the contributions of others — family members, other professionals and members of the local community — in the task of 'bringing up' children. 'Pedagogic theory is specially about relationships, child rearing relationships'.

One key means of offering personalized support to children is through the innovative use of ICT. New technologies have the potential to build stronger links between home and school.

To help children learn both in and out of the school environment and to ensure continuity. We are committed to ensuring each child has a learning platformoffering a range of features such as sophisticated learning support and help for children to stay in touch with friends and family. To help ensure these work for children in care we can plan different approaches to building on the new investment in learning platforms, and examine how best to support children in care and their careers across a range of ages and educational settings.

A wide range of services could be provided – structured learning materials; e-mentoring; peer networks and study groups; and services and support for careers to help them support young people's learning. We want to explore the potential of this approach, both with children in care and other groups who would benefit from additional learning support and will.

Initial implementation of pedagogy

Teacher progress can be strengthened through a shared understanding of the teaching profession as one that requires continuous reflection, innovation, improvement and development: also, one that can be made explicit in a set of professional rules and professional standards. When teaching is considered simply as a static craft (the application of a fixed repertoire of skills that are learned during the phase of initial 'teacher training') or as a labour (following and implementing a given set of goals, lesson plans and skills that are

designed by others), there will be reduced incentives for professional learning. In such contexts, there may be fewer career steps and teaching is unlikely to be attractive to ambitious professionals. However, when teaching is seen as a profession (where teaching is considered as an adaptive process based on professional autonomy, responsibility and norms and also personal judgment) or as an art (where teaching is considered as a continuous creative process of design and reflection), a teaching career is more likely to be an attractive and stimulating option. Teachers will be challenged to be innovative and entrepreneurial, to be critical and reflective, and to take responsibility for professional growth and improvement of teaching and learning.

The main learning outcome areas that characterize the teaching qualifications are as follows: − Specific subjects of each teaching area: learning outcomes in the areas of knowledge that learners have to acquire, according to the demands of the school education curriculum;

− Education: learning outcomes relevant to all teachers' performances in classroom, in school, in the relationship with the community and in participation in the development of education policy.

− Learning outcomes related to the learning process and to the teaching of curriculum areas or subjects that individual teachers are responsible for, taking into account the suitability of this process for the specific nature of such areas or subjects, the learning objectives of the target school level and the age of the learners; this area has acquired an identity, being isolated from that of Education .

The teacher training enable prospective teachers to –

1. Teach transversal competences such as those outlined in the Recommendation on key competences.
2. Create a safe and attractive school environment which is based on mutual respect and cooperation.
3. Teach effectively in heterogeneous classes of pupils from diverse social and cultural backgrounds and a wide range of abilities and needs, including special education needs.
4. Work in close collaboration with colleagues, parents and the wider community.
5. Participate in the development of the school or training centre in which they are employed.

6. Develop new knowledge and be innovative through engagement in reflective practice and research.
7. Make use of ICT in their various tasks, as well as in their continuing professional development.

In order to value the specificity of the teaching subject. − Teaching practice: learning outcomes related to the capacity to use knowledge in concrete professional teaching situations and to analyse and evaluate these situations in order to make them suitable to a specific context. − Cultural, social and ethical: learning outcomes related to the major problems of the world today, cross-curricular areas and the ethical and civic aspects of teaching. − Education research methods: learning outcomes related to the principles and methods that allow teachers to adopt a research-based attitude in their specific teaching context

Three sources of influence are significant in supporting teachers' learning:

1. Experience gained from teaching in schools
2. Inspiration provided by colleagues, based on their feedback and input
3. The contribution of theory and research, based on findings and reviews.

The notion of knowledge production in teacher education, as mentioned above, can be linked to socio-cultural theories of interaction and contextualization, it seems that much research in the educational science field is based on a positivist ontology of an uncomplicated relationship between the subject and the object – postulating, without further discussion, the objective truth, or the essence, in scientific findings, in the object of study. In this respect, it does not really matter if scientific studies carried out within the teacher education field are labeled "research-based" or "evidence-based" as both the – often implicit – ontology and epistemology contradict the social-cultural theories being used. In other words, when the object of study comes from within a socio-cultural, contextual production of knowledge in teacher practice and teacher education and the scientific methods for studying this object come largely from a positivist empiric tradition – large samples of data, observations, surveys; statistics – there is a problematic contradiction in both ontology and epistemology between the theories and methods used. There seems to be discontent with this kind of research even in the educational sciences hosting it

Performance assessments affect learning as well as teaching. Students are more motivated to learn and are more engaged with project-based tasks than with other types of

assignments. Teachers at the schools.Education reformers see the teacher's role as changing from disseminator of information to facilitator of learning. Education reformers see teachers as professionals who need the feedback and support of fellow professionals.

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