Pedagogical Approaches – A Paradigm Shift for Prospective Teachers

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ABSTRACT

Teaching involves paying attention to students' needs, feelings, and experiences and getting involved to help them learn specific information and go beyond the obvious. Its purpose is to transmit knowledge and abilities and make learning efficient and meaningful. Pedagogy helps teachers to fulfil their purpose of teaching effectively. The current paper focuses on understanding pedagogy and its significance for teaching and learning processes. It tells us how pedagogy is important to know for prospective teachers. Today is the age of technology and innovations, so, new pedagogical strategies are utmost needed to cater to the dynamic needs of the curriculum. The paper sheds light on this pedagogical transformation and the need for this paradigm shift. Along with having knowledge about new pedagogical strategies, new teaching competencies are also needed for the teachers to prepare the students for the modern world.The current paper recommends student teachers know about the pedagogy demands of contemporary times and the relevant competencies needed for teaching in the 21st century.

Keywords: Pedagogy, Teaching, Learning, Pedagogical Transformation, Competency

INTRODUCTION

Concept of Pedagogy

Two terms Pedagogy and Teaching are often usedinterchangeably. Many people are not awareof the differences between the two. While teaching is an act of encouraging learning in the students, pedagogy is a way of teaching. It refers to the methods and practices to conduct the teaching. Etymologically,the term 'Pedagogy' is coined from two Greek words 'paidos' which means child and 'agogos' which means leader. So, pedagogy is the study of teaching and how the content is presented to the students (New World Encyclopedia, 2022). It includes the teaching practices and theories used for teaching.The nature and organization of educational action, teaching, and raising are the focus of pedagogic theory. The term "pedagogy" often refers to a methodical approach to planning education. It talks about how to educate people and what it means to be educated. Pedagogy is a broad phrase that refers to anything a teacher does to affect other people's learning. The word "pedagogue" originally referred to a slave who was in charge of raising the family's children. Later, the word's definition was expanded to include the terms educator and teacher (Shah & Campus, 2021).There are different pedagogical methods or strategies for teachers such as lecture method, discussion method, discovery method, project method, and so on. Thus, pedagogy encompasses three components, namely, the science of teaching methods, the art of learning skills and teaching styles.

Significance of Pedagogy for Teaching and Learning

Pedagogy, as a method of teaching, is significant for both the teacher and the taught. First, pedagogy is significant for teachers. They are concentrated on providing the pupils with a syllabus that is pertinent to their needs. They can understand the finest techniques for a classroom setting. It gives them an insight into the best practices for the classroom. They can personalize their lectures to meet the needs of each student by understanding how they learn and process information differently from other pupils. It will probably enhance both the standard of instruction and how well it is accepted by the pupils. Pedagogy is crucial in assisting teachers in comprehending the most effective classroom management strategies. Pedagogy enhances the quality of teaching, encourages a cooperative learning environment, eliminates monotonous learning, enables a convenient learning approach for students, and improves teacher-student communication (Shirke, 2021). So, choosing the most appropriate pedagogy for the students is a big

task for teachers. It tells us how to transact the curriculum and syllabus to the students. NEP 2020 also gives autonomy to the teachers in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. While choosing the appropriate pedagogy, teachers should also focus on the socio-emotional learning of students (MHRD, 2020).

Similarly, pedagogy is significant for the learners also. It works to help students enhance their abilities and attitudes, building on the knowledge pupils have already acquired. It helps students study a subject thoroughly and applies what they have learned in real-world situations outside of the classroom. It seeks to raise the standard of instruction for students. It encourages different learning styles for students according to their needs. It clarifies learning objectives to the students and enables learning for students with special needs also (Shirke, 2021).A proper and well-thought plan for pedagogy can help students to better understand the subject and grasp education in various ways.

Importance of Pedagogy for Prospective Teachers
Pedagogy is very important for student teachers or prospective teachers to have a sound knowledge of pedagogy and its effective use in teaching.It helps student teachers understand different teaching methods and the reasoning behind each method in order to choose the right method for different students, subjects and situations. It provides the knowledge required to plan and prepare effective lessons, ensuring that each lesson is engaging, interactive and effective for the students.It enables the student teachers to better understand how students learn, manages the classroom effectively, creates a positive learning environment, maintainsstudent engagement,integrate technology,assesses students' learning, design effective assessments and evaluate students' progress. It helps student teachers to understand various teaching and learning theories and different learning styles and how to create lessons to accommodate all students. It provides strategies for engaging students in learning and fostering their motivation to learn. It provides knowledge of child development, their developmental stages and how it affects learning. It encourages student teachers to reflect on their teaching practices, so that they can continuously improve and grow as teachers.

Pedagogical Approaches – Traditional and Modern
As time passes, there came many changes in the pedagogy strategies used by the teachers to transact the content to the students. The roles of teachers and students are changing with time. But if we see this pedagogical transformation in a broader sense, there are majorly two approaches followed by the teachers. Earlier the teachers used to follow the traditional approach havingteacher-centredpedagogy while in the modern approach, the teachers are following learner-centred pedagogy.

In traditional teaching methods, the teacher controls the classroom and is solely responsible for the learning environment. All of the responsibilities and authority fall under the purview of the teacher. The teacher acts as both the student's instructor and the one who decides what and how to teach. The primary source of information used to instruct students and transmit knowledge is teachers. The goal of teaching is for students to learn. The majority of the teaching is done in the regimented classroom. A full class of pupils sits together in a classroom to learn the material taught by teachers, and they become proficient in the material via practice. Methods like "chalk and talk" are very popular (Digital Class, n.d.). The blackboard contains all pertinent information about the subject, and students take important notes. Students review their notes after the lecture and work to memorize them. Passing the exam is the primary goal of traditional education (Thakur, 2011). Instead of teaching and helping students understand the material and curriculum, teachers' primary goal is to get them ready for tests. Students only study to achieve good grades and pass the test. They believe that pupils require information to fill in their "knowledge voids" (Digital Class, n.d.).

These characteristics of conventional teaching techniques don't appear appropriate in the fast-changing global world. The fact that we are in the 21st century necessitates adjustments to traditional schooling and the outdated educational system in order to keep up with the times. The classroom environment has changed in recent years; instead of being treated as the target audience, students now actively participate in their education. Teachers provide students with the opportunity to talk, ask questions, and participate in teaching-learning activities. Teaching pedagogies and techniques have evolved over time. The conventional educational approach that emphasizes memorization and recitation has been replaced by interactive methods (Digital Class, n.d.) and a variety of interdisciplinary approaches.

If we define modern teaching methods in simple words, it refers to the teaching methods which place a greater emphasis on teaching students to develop their cognitive and behavioural skills, and competencies by utilizing a variety of new and innovative ideas than on having them memorize the curriculum in order to pass exams in the traditional manner. The modern teaching approach follows child-centred pedagogy. It centers the learner's thoughts and involves them fully in the learning process. It is a more activity-based approach where the child participates actively in his/her learning.In the Constructivist approach,learners actively take part in the entire process as they increase their knowledge and

develop their abilities. The teacher facilitates students to achieve the subject's goals., instead of merely delivering knowledge. All of this is accomplished through participating in activities and utilizing contemporary teaching methods. Role-play, group projects, peer teaching, inquiry-based and discussions or debates are typical techniques for encouraging active learning. A learner-centred teaching environment leadsto collaboration, fosters teamwork, and social skills and improves the quality of the learning environment.It caters to different styles of learning, unlike the traditional approach of teaching. Itdiscourages passive learning and put more emphasis on discussion, demonstration, practical application, cooperation, and activity-based learning. It createsinterest among the students and enables them to understand the subject better (Mehta, 2023; Thakur, 2011). Inductive teaching and learning areother instructional styles used in the learner-centred approach. In a conventional lesson, the teacher introduces a general principle or concept, and the pupils apply it to more examples. When teaching inductively, examples of the subject matter are initially given to the students. In order to understand the subject, they start by going over the examples and generalizing the answer. Inquiry-based learning, problem-based learning, discovery-based learning, case-based education, art integrated,toy based and project-based learning are a few of the techniques used in inductive teaching and learning. Modern pedagogy is resource-based, interactive and integrative in nature(Smith, 2022).

Need of Modern Teaching
In order to establish a literate society, education is urgently needed. In the educational process, motivation and guidance are vital, and it is the responsibility of instructors, mentors, and administrators to inspire students. However, as time has progressed, students now want new approaches to learning that specialize them not just in academic study but also guarantee they deliver practical information, refine their abilities, and prepare them to meet any problems. The only way to adapt instruction to the needs of the present world is to use modern approaches.

The breadth of knowledge in science and technology has grown significantly over the past several years, as has people's capacity to absorb new information in these fields. Therefore, there is a huge demand for inventive and creative brains to explore uncharted territory in a variety of industries. Adopting current techniques is the only way to thrive in the modern world and the knowledge-driven era of technology. The 21st century should therefore be taught to the students in a way that prepares them for it, as it is a time that is driven by technology and calls for the development of individuals, societies, and nations. The students should be exposed to contemporary teaching methods and given adequate information so they are able to create opportunities for themselves and others (Mehta, 2023).

We are changing how we view learners and their crucial role in their own learning now and throughout their life as a result of this paradigm change from teacher-centered to learner-centered. Here are four major changes, given by Martin (2020), in schools:

1. From Standardization to Personalization
In the past, pupils' education was derived directly from textbooks and regimented classes to complete the same standardized target at the same time of year. These days, they come from educators who are familiar with their students and create personalized learning opportunities based on those goals. It believes that no two people are alike and each student has particular abilities, interests, or questions.Many educational institutions are moving away from rigid adherence to textbooks and a one-size-fits-all approach to teaching and learning as appreciate the different abilities and passions that students bring to the classroom.

2. From Compliance to Learner Agency
Learner agency is the process of getting pupils to stop reacting automatically and start actively behaving in order to achieve a certain objective or outcome. Students are more driven to learn and frequently go above and beyond when they have an authentic purpose and audience outside of their teacher to communicate what they are learning. Now more schools are adopting frameworks that enable students to communicate and direct their own learning through portfolios and student-led conferences and showcase their work in front of an audience other than the teacher.

3. From Product to Learning Process
Grading is ingrained in tradition but it doesn't express what a student knows and is capable of. When we solely concentrate on the outcome, we fail to convey to students the value of early idea sharing, gaining feedback, and revision to make things better. As a result, we are having a negative effect on learners' creativity, confidence, and commitment to their own learning and development. There is a growing emphasis on admitting that success isn't always clear-cut. Learning is a process that takes time, effort, and growth to complete.

4. From Delivering Content to Authentic Application

It is necessary to acquire core knowledge and abilities, but we also need to strike a balance between requiring all students to master these skills and allowing for their real-world application. Prioritizing learning experiences that not only help students gain knowledge but also focus on the interactions, mindsets, and skills we know they need to succeed in our rapidly changing world is essential. So, the application of the content learnt is more important than the content learnt in isolation.

For school education, NEP 2020 also mandates that learning should be holistic, inclusive, integrated, competency-based, enjoyable and engaging. To promote such learning, the pedagogymust evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. The policy focuses on activity-based pedagogy for the students. Different subjects should be integrated into each other for aninterdisciplinary, holistic approach of teaching and learning. Experiential learning should be adopted to promote hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, toy-based pedagogy along with the standard pedagogy within each subject. The classroom transactions should shift towards competency-based learning, not promoting rote memorization. Thus, the pedagogy should be well understood by the teachers to encourage enjoyable learning for the students (MHRD, 2020).

Relevance of Modern Pedagogy in Contemporary World

The growth of global and national education has undergone numerous changes since the turn of the twenty-first century. The internalization of society and the uptake of digital technologies in education are currently the most obvious phenomena. Knowledge is the progression from learning something by reading to perceiving it visually or through classroom discussion. Our way of life, our means of communication, our thoughts and feelings, our ability to influence others, as well as our social abilities and behavior, are all being changed by digital technologies (Mynbayeva, Sadvakassova, &Akshalova, 2017).

As technology is the demand of contemporary times, it became a support for education during the time of pandemic. Pakhomova, Komova, Belia, Yivzhenko and Demidko (2021) investigated the ways of transformation of the pedagogical process in higher education during the quarantine./pandemic. They developed a systematic algorithm to studythe transformation of the pedagogical process in conditions of quarantine and quarantine restrictions in higher education. They highlighted the main features of remote technologies as Moodle, Google Classroom, Zoom and many other platforms used for education and analyzed the advantages and disadvantages of distance learning technologies of higher education.

Copridge, Uttamchandani and Birdwell (2021) explored how instructors perceive changes in their teaching after they taught in active learning classrooms (ALCs). Their study focused on the perceptions of faculty members who had completed a year-long professional development around teaching in ALCscollected usinginterview technique. The study revealed three major points or findings viz. (1) ALCs afford visibility and instructor presence, (2) ALCs afford better feedback and apprenticeship, and (3) ALCs afford intimate conversations and student dialogue.

David (2001) also conducted a qualitative study to investigate the transformation of faculty pedagogical subject knowledge of professors taking part in a campus-wide problem-based learning project. Researchers discovered that new knowledge about faculty responsibilities, student roles, disciplinary structures, and pedagogy was impacted by faculty existing knowledge and the institutional intervention.

Insuasty and Jaime Osorio (2020) conducted a study on the three phases (exploration, identification, and planning) of collaborative action research to change the pedagogical practices of instructors using direct observation, keeping a record of reflections, and conducting surveys and interviews with instructors and students. The results demonstrated that the participants were able to recognize some of the significant issues they encountered in their teaching practices and to devise and carry out action plans to resolve them. Also, the collaborative action research had a positive effect on changing the pedagogical practices of the participating English language teachers.

Zohrabi, Torabi and Baybourdiani (2012) compared the effectiveness of a learner-centred approach versus a teacher-centred approach when teaching English grammar in a high school. A cohort of 60 homogenous male pupils took part in the study.There were two classes, with 30 students in each class divided into the experimental and control groups. The experimental group underwent a passive-active voice treatment, followed by a pre-test and post-test on grammar. Multiple-choice, cloze, and fill-in-the-blank tests were used in all of the assessments, which were given over the course of a month to examine the consistency of the participants' grammar proficiency. The control group (group A), which was teacher-centred, and the experimental group (group B), which was student-centred, were both watched. In addition

to classroom observations and teacher interviews, this experimental investigation included both. The study revealed that academic success and comprehension occurred when pupils were given the chance to combine input in what they study and how they learn. The findings were in favour of using a teacher-centred approach to help Iranian EFL students improve their grammar understanding. The communication demands of the learners could not be met in English classes. Thus, the study highlights the necessity of explicitly teaching grammatical rules and how to employ them in communicative contexts using learner-centered approach.

Dole, Bloom and Kowalske (2016) investigated the effects of an extensive field experience in supporting problem- and project-based learning (PBL and PjBL) using an online-structured interview style. The goal of the study was to ascertain how much the field experience had affected the teachers' instruction. 36 individuals who successfully completed the gifted education licensure programme at a regional state university in the southeast were interviewed online for data. The study concentrated on the change in the pedagogy of teachers being the most significant and the challenges faced by them in implementing the PBL and PjBL.

Thus, we can enlist a number of new teaching pedagogy that is relevant in the contemporary world and provide new opportunities for children to learn. Some of these are as follows (Kampen, 2021):

1. Flipped Classrooms
It's customary to complete homework at home and attend lectures at school. However, in flipped classrooms, students learn on their own time and use class time for problem-solving and practical learning. Flipped classrooms, also referred to as blended learning, promote in-person learning activities to increase student involvement. They adopt innovative techadvances. It enables pupils to progress at their own rate and allows you more time to offer individualized assistance as required. It can give students meaningful hands-on experience when used in conjunction with strategies like experiential learning or inquiry-based learning.

2. Game-Based Learning
Game-based learning (GBL) makes use of games' ability to establish and support learning objectives. In contrast to gamification, which employs game components like leader boards and points to promote learning, game-based learning actually uses games to teach. To keep youngsters interested in learning, educational games encourage engagement, offer quick incentives and feedback, and harness the power of positive competition. Whether they are at school or at home, edtech tools can help transform their love of video games into a love of study.

3. Inquiry-Based Learning
A teaching strategy called inquiry-based learning places a high value on students' independent thought and curiosity. With the help of evidence-based reasoning and problem-solving techniques, students attempt to solve an open-ended topic or problem and come to a tenable conclusion. Your job as a teacher is to help students move from simple curiosity to critical thinking and comprehension by inspiring them to ask questions and assisting them as they conduct research.

4. Project-Based Learning
Project-based learning (PBL) is a student-centred teaching approach that promotes learning via problems or challenges found in the real world. The questions should be open-ended, encourage students to use relevant information or abilities, and provide them with the freedom to tackle the problem in their own way. Students are given the problem, the investigational strategy, and any supporting materials by the teachers. They then get to work, with the teachers' assistance as needed. Project-based learning gives students the practical experience they need to develop the critical thinking and interdisciplinary skills they'll need for the rest of their lives.

5. Competency-Based Learning
Before going on to the next topic, unit, or even grade, competency-based education ensures that every student has mastered the abilities that are expected of them. It shifts the emphasis away from memory and toward in-depth understanding that is demonstrated through practical application. Promoting fairness in the classroom and assisting students in becoming better learners throughout their entire lives go hand-in-hand with individualized learning.

6. Play-Based Learning
Play-based learning involves students learning through child-led, unstructured play. It's a fantastic method to encourage young learners to develop important social skills and curiosity for the world around them. Play-based learning is more than just gamified schoolwork; it should be self-selected and largely unstructured to support the development of Imagination, abilities to think abstractly, language proficiency for group games, and understanding of the natural world.

7. Social-Emotional Learning

The process through which people obtain the knowledge, self-awareness, and personal well-being to develop emotional competencies in both academics and daily life is known as social-emotional learning. SEL can specifically benefit the students in developing a growth mindset, forming positive relationships, and dealing with difficult circumstances. Researchers concur that adolescents with well-developed social-emotional abilities have better academic and social outcomes.

8. Art-based Learning

In order to promote learning in non-artistic disciplines and contexts, the term "arts-based learning" refers to the deliberate use of artistic abilities, processes, and experiences as educational instruments. The design thinking process and visual thinking techniques are two of the most popular methods. For instance, schools may offer education in drama, music, dance, or visual arts, possibly fusing these four disciplines together, in order to influence students' knowledge of the arts.

Teachers' Competence for Modern Pedagogy

Depending on the demands of the time that call for more competence, educational objectives might change quite quickly. The educational system is directly impacted by these needs. Teachers must possess strong and effective professional abilities because they are in charge of running the educational system. Competency is a term that is frequently used by different people in different circumstances, and thus, it has several definitions. This phrase is used in relation to both job performance and teacher education. Competencies are the prerequisites for "competency-based" teacher education and encompass the values, knowledge, and abilities that a teacher candidate must exhibit to successfully complete a programme of teacher training. All three of the performance assessment domains—knowledge, skills, and attitude—are related to competency. Training in teaching 21st-centurycompetencies should be incorporated into teacher preparation and professional development. The teacher of the twenty-first century must understand how to offer pupils electronically aided learning opportunities and how technology might support student learning (Mandal, 2018; Nessipbayeva, 2012).

Here are some key competencies needed to know by the 21st-century teacher:

1. Teachers demonstrate leadership byevaluating student progress through varied assessmentstrategies, developing classroom and instructional plans, providing safe andpositive management of student behaviour and effective communication, participating inschool improvement plans, professional development and growth activities, implementing policies and practices, and demonstrating high ethical standards.

2. Teachers establish a safe and secure environment for students bymaintaining a positive, nurturing and motivating learning environment, embracing diversity in the school community,incorporating different points of view in instruction, catering the special learning needs of students, using research-verified strategies for effective learning activities, andworking collaboratively with families of students and other significant adults.

3. Teachers know the content they teach by integrating effective literacy instruction throughout the curriculum and content areas, demonstrating an appropriate level of content knowledge in their speciality, encouraging students to investigate the content area to expand their knowledge, demonstrating knowledge of their subject by relating it to other disciplines andits global awareness, and integrating 21st-century skills and content in instructions.

4. Teachers facilitate learning for their students byidentifying the developmental levels of individual students and planning instruction accordingly, collaborating with colleagues to monitor student performance, making instruction responsive to cultural differences, using a variety of methods and materials suited to the needs of all students,integrating technology into their instruction, integrating specific instructional strategies for critical thinking and problem-solving, organizing learning teams for developing cooperation and student leadership, encouraging and supporting students to articulate thoughts and ideas clearly and effectively, using both formative and summative methods to evaluate student progress, and providing evidence that students are attaining 21st-century knowledge, skills and dispositions.

5. Teachers reflect on their practice byanalyzing students' learning to improve their learning, participating in recommended activities for professional development, and functioning effectively in a complex, dynamic environment by using varied research-verified approaches.

Thus, the teachers of modern times must possess the competencies of new pedagogical approaches,effective classroom management, teaching practices, assessment, and technology skills to maximize the students' learning and make them more competent in this fast-changing world.

CONCLUSION

Pedagogy encompasses three components such as the science of teaching methods, the art of learning skills and teaching styles. Using pedagogy, teachers can understand the finest techniques and best practices for a classroom setting. It helps student teachers to understand different teaching methods and the reasoning behind each method so that they can choose the right method to cater to a variety of learning styles of students, subjects and different contexts. The traditional approaches of pedagogy need a replacement by the latest approaches to learning in today's changing global world. Modern pedagogical strategies have come and are increasingly adopted by prospective teachers.This shift of paradigm in pedagogy demands new competencies for future teachers to prepare students for 21st-century needs.

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