

**TEACHER EDUCATION IN GLOBALIZED WORLD**

Dr. SoniaAssistant Professor, N.S. College of Education, Sonipat

Abstract

The quality of a country's teachers determines its growth, which is why teaching is regarded as the greatest of all professions, and teachers are referred to be "nation builders." Teachers who are enlightened, liberated, and empowered guide communities and countries toward a better and higher quality of life. The whole planet has evolved into a global community. No nation can exist in isolation without being affected by global trends and undergoing change in all aspects of life. In terms of global development, education is the most significant instrument. As a result, the information era has had a significant influence on education. Rapid advancement of knowledge necessitates the development of high-teacher teachers who will aid in the strengthening of a knowledge society to face globalization's problems. Teacher education is the brain of all educational disciplines since it is responsible for providing education to future teachers. As a result, teacher quality is critical, and it is widely acknowledged to be strongly linked to educational quality. Globalization has an impact on teacher education, just as it has on all other professions. If the globalisation notion is taken into consideration, teachers and teaching should be treated like any other profession, with rigorous training and knowledge and skill development requirements. To use the greatest thinking and teaching models available, it is necessary to have a global view on the profession. To answer to the changing needs of society in this era of globalisation, we must make the teacher education system more inventive and futuristic. The current study discusses the issues of teacher education in a globalised world. It also gives an overview of globalisation and teacher education, as well as how teacher education is developing in the global environment.

KEY WORDS: Teacher education, Globalization and Teacher**INTRODUCTION**

The quality of a country's teachers determines its success; as a result, teaching is seen as the noblest of all professions, and teachers are referred to be "nation builders." Teachers who are enlightened, emancipated, and empowered guide communities and nations toward a greater quality of life. They reveal and elucidate the keys to achieving higher life aspirations and cultivating empathy for one's fellow humans. Teachers are the saviours of social cohesiveness, national unity, and the learning society. They not only disseminate information, but they also create new knowledge. They are in charge of the acculturation role in education. No government should avoid providing teachers with the necessary training and resources, as well as the respect they deserve for their position and profession. These expectations demonstrate that a teacher works in a larger context, and that the dynamics of that environment, as well as her own anxieties, intrude on her ability to perform. However, a teacher cannot

fulfil his or her many tasks and responsibilities unless he or she is professionally and emotionally up to date. As a consequence, teacher education has become more important than ever. Teacher education aims to not only educate the teacher how to teach, but also to ignite his initiative and keep it alive in order to eliminate the miseries of the "Hit and Miss" process and to save time, energy, and money for both the teachers and the students. It would enable the teacher to solve his or her difficulty and complete his or her job more efficiently and effectively. Teacher education is no simply an education of training, but rather a method for enabling teachers to teach while also caring for their well-being. It calls for a paradigm shift in teacher preparation practises. Teacher education is essential for enhancing the educational standards of our teachers. It is critical that teacher educators recognise their changing status and prepare themselves for this adjustment.

TEACHER EDUCATION

Teachers' education may take many different forms, both formal and informal, but they all strive to educate people for the responsibilities that come with being a teacher. Teacher education is defined by the Encyclopedia of Educational Research (1941) as "the whole education experiences that contribute to a person's preparation for teaching and other educational service, as well as to their increase in competence for such service." It refers to policies and procedures aiming at providing future teachers with the knowledge, attitudes, behaviours, and talents they will need to effectively fulfil their obligations in the classroom, school, and wider community. Teacher education is a course that focuses on the development of teacher proficiency and competence in order to enable and empower teachers to meet the demands of their profession and overcome the challenges they face.

Teachers are regarded the most critical impact on the quality of student success. Class size and spending per child have little discernible impact on student education, however teacher quality (as assessed by abilities, knowledge, and credentials) has a significant impact on students' advancement (Barber & Mourshed, 2007). It is commonly known that a teacher's personality and professional competency has a direct influence on the developing mind of the learners. The quality of a certain sort of education is greatly dependant on the quality of teachers.

In a word, it may be said that professional competency of a teacher is most significant pre-requisite. It's impossible to achieve the required learning outcomes even with the finest curricula, syllabuses, and teaching-learning tools. Therefore, to be a successful teacher and also to assure the intended learning result to the target group professional training is required for any aspiring teacher. As a result, before and after their training, teachers should be given the most suitable instruments, such as subject knowledge and skills, as well as teaching methods, in order to carry out their duties correctly. If the

concept of globalisation is taken into account, teachers and teaching should be treated like any other vocation, requiring extensive training and development of knowledge and talents.

GLOBALIZATION

The term "globalisation" refers to the cross-national movement of information, ideas, technology, commodities, services, money, finance, and people that allows economies and societies to become more integrated. It's the growing interconnection and interconnectivity of the world's many political, social, and economic components, according to this definition. It is the method in which the globe is perceived as the global village. Globalization becomes a global system because it integrate individuals beyond their national lines making the globe run as a village and thus making free flows of products, money and information. Although it isn't a new occurrence, the way it's been handled during the last decade is a significant departure from the norm.

Because of the inventive process created by new information technology and globalisation, work organisation, product manufacturing, international relations, and even local culture are all undergoing radical change. No community is immune from the repercussions of this change. Human relationships and social life as we know it are being rewritten from the ground up. Two of the fundamental pillars of globalisation are information and they in turn are very knowledge heavy. Internationalized and rapidly developing information industries generate knowledge products and services. Today's huge movements of money rely on information, communication and expertise in global markets. Globalization is made possible by the ease with which information can be transported from one place to another. Globalization should have a significant influence on the diffusion of knowledge if it is a prerequisite for globalisation.

Globalization is a buzzword which has entered conversation in different sectors and disciplines. What follows is a critical analysis of opposing ideas on globalisation as it applies to education. The form of teacher education will unquestionably be influenced by the way globalisation is seen and the role teachers are given in connection to it. Teachers' concerns about the impact of globalisation on education are the focus of much of the attention.

NEED AND IMPORTANCE OF TEACHER EDUCATION

Teachers are the backbone of education system in every nation. The ability, knowledge, and abilities of teachers have a significant impact on student achievement. Teacher education is stepping stone in the construction of future teacher and seeks to in build attributes in teacher. Hence there is a need to design new forms of teacher education. Educators throughout the globe have come to recognise the need of continuing professional development for their education. Therefore the expectation for quality in teacher education is rising more with every day. Teachers in these institutions must have the training and

experience necessary to provide students with a globally focused education if that goal is to be achieved. Teachers have a significant role in supporting students in attaining global competency. Teachers' academic and professional standards are generally considered as a crucial component of the fundamental learning settings for accomplishing a country's educational objectives. If teacher preparation was to have a genuine influence on the quality of curricular transactions in classrooms, as well as child learning and societal change, the emphasis of teacher preparation needed to move from training to education. The following variables should be given greater attention: length of academic preparation; ii. subject matter knowledge level and quality; iii. repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations; iv. level of commitment to the profession; v. sensitivity to contemporary issues and problems; and vi. level of motivation. Teacher education, like any other educational intervention, can only operate if the professional commitments or dispositions of the teachers are flexible. No matter how hard we try, we cannot alter another person's character, but we can modify our attitudes toward them and our approach to teaching as a profession.

GLOBALIZATION AND TEACHER EDUCATION

The world is now a little town. To make progress on a global scale, education is the most crucial instrument at the disposal of every nation that wishes to remain independent. So this era of information has enormous influence on education (Misra and Bajpai, 2010). Because it provides education to prepare future teachers, teacher education is the brain of all other educational pursuits. Teaching is the mother of all vocations and teachers are the greatest assets of any education system. They stand at the interface of the transfer of knowledge, skills and values. Because of this, the quality of the teacher is critical, and it has been widely established that it has a substantial impact on both educational quality and education learning results. As a result, student achievement is most closely linked to the quality of a teacher's instruction, making it the most critical factor at the school level. A community's and the nation's overall well-being are directly impacted by the work that teachers do. Like all other professions, globalisation is also influencing teacher education. Consequently, an education of the educational implications of globalisation, as well as of the very existence and place education now occupies, is necessary if a worldwide paradigm shift in teacher education is to be achieved.

CHALLENGES OF TEACHER EDUCATION IN GLOBALIZATION

Quality Assurance: With the growing involvement of private institutions and the growing emphasis on autonomy for established institutions, it is critical that quality assurance be prioritized.

Research in Teacher Education: There is a need to enhance research that records reflective and analytical practises, whether in programmes or individual classrooms, so that it may be included into the corpus of knowledge available for student teachers to study. This kind of study should be carried out by

universities and other research bodies. There is also a need to experiment with alternate teacher education techniques. Excellence necessitates an institution's ability to innovate and grow. As a result, research has received a lot of attention in the contemporary situation. Many teacher educators are urged to engage in significant or minor research initiatives.

Needs of Students:- Students nowadays are feeling the effects of the convergence of globalization. On the one hand, academic standards have been enhanced as a result of expanding economic prospects throughout the world and the pressing need for students to acquire the necessary skills for the twenty-first century. More than ever, preparing students for a career in industry requires more than simply a long-term commitment to education. The new human capital paradigm emphasises not just academic excellence but also an ability to communicate effectively in groups and solve complex problems. The increased diversions afforded by modern technology and entertainment platforms are placing pressure on educators and teachers to make education both relevant and meaningful. These adjustments need a new breed of educational personnel. This unavoidably involves new modalities of teacher training and new enabling circumstances in schools to allow teachers to manage the complex issues of promoting student learning.

Attracting Talent: - Attracting top-tier applicants to the teaching profession is one of the most challenging problems we face today. The amount of merit-based students pursuing a career as a teacher is extremely small. This situation must be reflected. There is constantly a discussion about how teachers must stay up with the latest trends, knowledge, and abilities via self-study, and be inventive and creative by participation in a variety of academic activities and research. This is only possible if we can find great people in the sector who are self-motivated and inspired.

Use of Integrated Technology:- A significant problem in education is, designing and executing ways to build the knowledge and skills required for the teacher to basically utilise technology as teaching tool. The degree to which a teacher is willing to integrate technology into their lesson plans and classroom teaching is a critical contextual variable.

Professionalism:- Though we consider teacher education to be a profession, we vary from other professions such as medicine and engineering in that we are still unsure about the role of pre-service and in-service training in ensuring that our students have the necessary knowledge and abilities. Without a question, the one-year training programme required to become a teacher is demanding, but it is also quite restrictive.

Equity: - Even now, the pursuit for equality is the most difficult task we face. Equity refers to a person's ability to develop all of his or her skills, as well as the growth of all social strata. God has given everyone the ability to use their head, hand, and heart. However, we are now transitioning to a knowledge-based society.

TEACHER EDUCATION IN GLOBAL SCENARIO

Teacher education is a worldwide vocation that requires a thorough understanding. It is critical to have a worldwide view of the profession as it now exists, to make predictions about it in the near future, and to use the most cutting-edge thinking and teaching methods currently accessible. Knowledge became power when borders blurred owing to the speed with which information was transferred. With governments preparing people for the information economy, education institutions have been given more responsibility to handle the problems posed by this new environment. Education is the most important enabler for a country with no natural resources whose economic advantage is based on equipping its citizens with the skills and competences required in a globalised society. "The most significant single aspect for the quality of education, and therefore for the efficiency and quality of the students' learning, is the quality of the teachers' training," it is now widely acknowledged.

In the globalised world of the twenty-first century, teacher education and training institutions must create programmes that will assist potential teachers in studying and understanding a broad range of topics related to teaching and learning, as well as their social and cultural settings. If the 21st-century teacher is to be successful in this endeavour, teacher education and training institutions must continue to develop programmes that change the types of contexts in which beginner and experienced teachers teach and become effective teachers. Curricula for preparing teachers for the twenty-first century should take into account society's ever-changing demands, the globalisation scenario, technological innovation and proliferation, and the way conventional classroom teaching is giving way to distance-virtual learning. Teachers should be educated on the cutting-edge hardware and software that will be used in the classroom in the twenty-first century.

It's critical to have well-chosen courses that incorporate both fundamental topic understanding and advanced research foundation for teaching. It's also critical to structure prospective teachers' experiences so that they may effectively integrate and use their newfound knowledge in the classroom, particularly by infusing research into everything they teach, so that the 21st century teacher becomes a teacher-researcher at heart.

CONCLUSION

Globalization is the process of bringing nation states closer together by eliminating or reducing barriers to the flow of material resources, financial resources, labour, technology, and ideas. In terms of education, one of the most essential aspects of globalisation is the need to produce higher-quality workers who can compete effectively throughout the globe. To answer to the changing needs of society in this era of globalisation, we must make the teacher education system more inventive and futuristic.

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