MODERN TRENDS IN PROFESSIONAL PREPARATION

INTRODUCTION

Professional preparation is a complex process. We can conceive the professional competence as the capacity to solve a problem in a given situation with high performance, which involves the application of a set of professional knowledge, skills, sensibilities and attitudes. Because of the diversity of problems and specificity of situations, competence cannot be a capacity described by a stock of finished and accomplished resources, but a capacity endowed by means to face changes in the task and situation. Hence, competence is a dynamic capacity that implies flexibility and adaptability.

An analysis of the historical process of professional preparation in physical education, with didactical purposes, shows some very characteristic phases. In the beginning, the guiding principle was "learn to execute movements to be able to teach them in the next phase, the guiding principle changed to "learn to teach" in which the goal of the professional preparation was to form a competent teacher. In the last phase, which still belongs to the desirable domain not yet real, at least in the area of physical education, the guiding principle is "learn to learn" in which the goal of the professional preparation is to form a critical professional.

RECENT TRENDS IN MODERN PROFESSIONAL DEVELOPMENT

Recent trends in modern professional development are revolutionizing the process of learning for teachers and shifting practice in classrooms around the world.

1. **Backward Design Planning**

   Current models of professional development are actionable. Charged with a clearly designed, intentional purpose, many educators are looking at the end goal that connects to a larger vision and working backwards to create professional development plans. Once purpose is defined, educators can strategically match learning opportunities to objectives and create action steps to achieving knowledge on topics. For instance, a globally minded educator seeking to create an international audience for student may look to better understand both the standards of practice and teach tools for collaboration.

2. **Responsive to Multiple Learning Styles**

   Educators today looking for flexible options to match schedules and personalized needs are finding choices that are hands-on, social, and multimodal, incorporating text, audio, video, and graphics. These learner-centric offerings empower educators to take charge of professional growth in their search for natural connections between content, experience, and available resources. If we move beyond mandated professional development that is designed-for-many and viewed as sit-and-get direct instruction, then personalized

experiences connecting educators to their core beliefs about teaching and learning in global education can become a reality.

3. **Crowd-Sourced Learning**

   Participatory learning opportunities are bringing focus to the importance of the collective input of educators gathered through crowd-sourcing practices. By incorporating the voices of many and enlisting all educators in the decision making process, learning experiences can essentially put teachers at the centre of their own learning. Educators seeking to bring the world to their classrooms and bring their classrooms to the world can dive deeply into relevant dialogue with peers and experts and can have the ability to apply new learning to school designs in real time.

4. **Micro-Credentialing & Digital Badging**

   In addition to being empowered to design personalized plans for professional growth, educators are also now charged with determining how learning will be demonstrated and validated for recognition. Evidencing practices, such as micro-credentialing and digital badging, can serve to document professional growth in ways that are universally recognizable for educators around the world.

5. **Sustained Inquiry**

   For a true shift in practice, educators need to be supported with space and time to develop depth of knowledge over extended periods and across multiple learning environments. Sustained inquiry allows for educators to approach questions in their worlds through an iterative process of design thinking with trial, evaluation, redefining, and reimagining. Learning can be collaborative, networked, and continuous, and by working together in connected spaces educators can work together with others to gain understandings from diverse ideas and perspectives and reflective thinking.

STEPS TO BE TAKEN FOR MODERN TRENDS OF SOCIETY AND EDUCATION

1. **Reduction of education unemployment**

   Unemployment is a major source of tension among youth. It can be reduced by providing them education according to the modern needs.

2. **Talking Education**

   Educators believe using talking or videos to review lessons and teach concepts helps students learn and retain more. Between Ted Ed and Teacher Tube, education talks a lot about everything. Students love movement, television and film so utilizing these snippets of information transforms the meaning of learning especially for many students who are strapped for time.

3. **Social Status**

   Even more significant to learning than being an asset, social status plays an underlying role in the education of a small or large group of people whether it's an entire country's agenda or certain sections or communities within that country. In other words, if that community

puts importance on education as a social benefit, students and people in that community will strive to achieve it in order to raise their status in the community.

4. **Raising private funds for education**

   Limited public resource cannot be fully relied on for the expansion of education . Entry of private entrepreneurs into the industry of education and private bearing of cost of education is necessary for quantitative as well as qualitative expansion of education.

5. **Open Innovation**

   Open innovation promotes the idea of competition. In the business world this means opening up platforms for companies in the form of contests. In higher education, this means bringing together various institutions for competitions locally and globally. It means not confining it to only a select few but opening up to as many contestants as possible.

6. **Expansion of education in rural areas**

   Rural population is still dependent on urban areas for getting education. New education institution and placement industries should also be opened in rural areas on a priority basis. It is necessary because traditionalism is still very powerful in villages and it can only be removed by education.

7. **Finnish Education**

   Instead of focusing on meeting standards and racing to the top, Finland focuses on providing a quality education to everyone. Contrary to many of the other views in this list, Finland doesn't believe in competition or even giving grades until fifth grade. The system also does not believe in punitive measures but encourages trust and equality.

8. **Mobile Education**

   We move as a global society so that where ever we go, we carry our smart phones with us. Between conversations, we look down and tap away at whatever our minds fancy necessary or entertaining. So education, at least in the most cognizant facets, says it will be there too. It will walk with us on our journeys, our whims, our detours, and our desires. If we take our laptops around the world, education will walk with us according to mobile educational theories.

9. **Expeditionary Learning**

   Expeditionary learning brings the learning out into the world expediting the need to learn more than what is confined inside the classroom walls but even more so using the world to learn. Students feel engaged in learning while achieving goals and accomplishing character development when exposed to learning outside.

10. **Moral Education**

    Moral education involves many religions and many insights into the way humans interact with one another. How we manage our way through difficulties is just as important as how we measure through technological advances, at least to our ancestors and their views of right and wrong.

NEED FOR MODERN TRENDS OF INDIAN SOCIETY

Modernization of Indian society is needed more than ever because -

1. Institutionalization and internalization of constitutional goals and consequent social changes cannot take place effectively unless the mass have a desire of change in consonance with these goals. If masses do not go forward in this direction, the fate of India will not change from a traditional to a modern one.

2. Fatalism is fatal for progress. The Indians should believe that nothing is beyond the reach of human if it is supported by hard work and consistent efforts.

3. Modernization will help the people not only to restrict their loyalty to a particular caste, class, community or religion but to explain it to the whole humanity even by crossing the nationals boundaries. Contrary to this, traditionalism will shatter the nation into pieces.

4. Long cherished religious beliefs which are scientific in any way must be given up in order to become secular, rational, open minded and progressive. Without this values human values cannot be cherished.

ROLE OF THE TEACHER IN PROFESSIONAL PREPARATION

The teachers are supposed to play the important roles for the modernization of education in society.

1. Teacher should study literature on modernization so that they might properly appreciate the dimensions of the problem and project the same to their students.

2. The teachers should give right sort of guidance to the students to select optional subjects in view of the demands of the new environment.

3. The teacher should motivate the students to think, to imagine, to reason out and to arrive at a decision that is free from subjectivity.

4. If educators are able to drop their conservatism, they can develop a new educational technology that would rise to the productivity of schools on one hand and produce better results without raising the cost.

5. Teachers can, to a great extent, help the students in resolving the conflicts of traditional and modern values of our society. They can convince them that neither all traditional values are irrelevant and harmful nor all western values can be labelled as modern values.

CONCLUSION

The quality of educational institution may be of different levels and the measures that may be suited to improvement to high quality institutions may not be suited to those that are of a low quality. For example an ordinary engineering college cannot be compared to an Indian Institute of Technology (IIT) in its performance. So educational institutes should be classified as categories on the basis of their quality and differential treatment should be given to them.