

# Important Characteristics for Teachers: Significant in Teacher Training

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## ABSTRACT

The effective approaches and actions employed by teachers ultimately can make an optimistic difference on the lives of their students, and this notion will serve as the central focus of this composition. By examining precedent educational realities, preservice teachers can discuss what they should or should not do with a section of students. The often addressed tendencies and actions include a trustworthy caring and kindness of the teacher, the enthusiasm to share the responsibility expected in a classroom, a heartfelt sensitivity to the student's miscellany, a motivation to provide meaningful learning experiences for all students, and a passion for stimulating the student's inspiration.

This composition will address some main sections. The first part will inform about the method used for the tracing of the effective teacher tendencies and actions. In unit two and three, the actual and impractical Tendencies and actions will be discussed more specially by concluding the preservice teachers' discussions. A study based discussion of the described effective approaches and actions will be the focus of the fourth unit.

**KEYWORDS:** *Characteristics, Teacher, Significance, Teacher Training*

## INTRODUCTION

The duty for preparing teachers is expected to begin with teacher education programs at higher education institutions. However, by the time undergraduate students enlist in an Introduction to Teaching course they have already knew and survived many teachers and at least fourteen years of schooling. Subsequently, as these students have achieved this affluence of educational opportunities; they can serve as convincing resources in identifying the Tendencies and actions that were implemented in previous classrooms by their effective teachers.

When preservice teachers or teacher trainees are addressed, "Why do you want to be a teacher?" The response is usually, "I want to be capable to make a positive difference in the lives of my students." Many teacher trainees continue to say they also want to be strong teacher who will be remembered lovingly by their former students. Some want to have a chance to be a more beneficial teacher than the teachers they personally knew. However, many researchers says expression that teachers usually teach in the way they were instructed. This imposing statement highlights the importance of reviewing and looking at student's prior educational experiences for revelation into the effective and ineffective Tendencies and executes of teachers.

Teachers have the chance to leave an unforgettable impression on their student's minds. School experiences mold, shape, and, can regulate how children view themselves inside and outside of school. These school memories have the emerging to last a lifetime in student's

minds and can play an essential role with present and future decisions. It does not take long for graduates to appreciate that teachers make the difference between a long and boring school year and an affecting and challenging year.

The effective tendencies and actions employed by teachers finally can make a positive difference on the lives of their students, and this belief will serve as the key focus of this paper. By examining pre educational experiences, preservice teachers can discuss what they should or should not do with a pedagogy of students. This composition will address four main unit:

1. Section I. Methods used for the discovery of effective teacher Tendencies;
2. Section II. The teacher trainees discussion on the effective teacher Tendencies;
3. Section III. The teacher examinees discourse on the un-effective teacher Tendencies; and
4. Section IV. Study based elaboration on the effective teacher Tendencies with significances for preservice teachers.

## Section I. Methods used for the discovery of effective teacher Tendencies

As a researcher, I have been able to collect precious information that has been prevailed through a three year study with students preserved in the Introduction to Teaching and Learning course. It implied an assignment where these students composed an essay about a teacher who made a good or bad impression on their lives. Each student was taught to include attentive examples,

**How to cite this paper:** Ameer Bee Mirza Abdul Aziz Baig "Important Characteristics for Teachers: Significant in Teacher Training"

Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-3, April 2021, pp.713-716, URL: [www.ijtsrd.com/papers/ijtsrd39955.pdf](http://www.ijtsrd.com/papers/ijtsrd39955.pdf)



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descriptions, and particulars of how they were handled by these teachers. This written assignment also involved students to compare how the preferred teacher's Tendencies and actions fought from those of other teachers. Adopting this written portion of the assignment, in groups of four, students orally shared their essays while a group member kept a written list of the described teacher Tendencies and actions.

After this activity, the students in their small groups evaluated the generated list and settled which five Tendencies and actions are most suitable of teachers. A communicator from each group penned their list on the blackboard, which served as a visual, for the following whole class discussion on the resemblances and differences of each group's determinations. Without disappointment, there were attributes in every discussion about the Tendencies and actions evidenced by effective teachers.

The often addressed tendencies and actions include a trustworthy caring and kindness of the teacher, the enthusiasm to share the responsibility expected in a classroom, a heartfelt sensitivity to the student's miscellany, a motivation to provide meaningful learning experiences for all students, and a passion for stimulating the student's inspiration. Each tendency will be covered below by summing up few of the remarks made by the teacher trainees in the Initiation to Teaching and Studying course.

## **Section II. Teacher nominees debate on the Effective Teacher Tendencies**

### **First Tendency: Demonstrating Caring and Kindness**

This Tendency pertains to the persona of the teachers. Commands were written in the essays that discussed a fact and authenticity about their teacher's tendencies toward caring and kindness. The effective teachers eagerly shared emotions and feelings (i.e. enthusiasm, affection, nature, sadness, criticism) as well as a real interest and care about their students. Communication was also esteemed in their former classrooms and feelings were willingly expressed by both the students and teachers.

### **Second Tendency: Sharing Responsibility**

This Tendency focuses on the ability of the teacher to establish a shared environment. The teacher trainees emphasized that an impelling teacher must not be too possessive or need complete control of the student and environment. It is significant to allow students both responsibility and independence within the classroom. Remarks were also shared that both the teachers and students need to contribute to the studying environment for a relationship of arrangement and acceptance to develop.

### **Third Tendency: Sensitively Accepting Diversity**

This Tendency deals with empathy and the importance of understanding your students. The teacher trainees identified sensitivity, acceptance, and commendation as critical when approaching the issues related with the diversity of the students. The trainees found effective teachers understood their students without comparing or judging. One group utilized the remark that teachers have the ability to make each student feel special by verbally sharing every compliment in front of the class. Another group debated a teacher who kept a written account of how many times she talked and listened to each student and how that made students feel valued and important.

## **Fourth Tendency: Fostering Individualized Instruction**

This Tendency discusses the ability to provide meaningful learning opportunities for all students. The teacher trainees appreciated teachers who encouraged them succeed with their learning experiences. They also stated that other teachers used bullying in front of the class which resulted in a hesitation to volunteer. Specific groups felt strongly that effective teachers conceive every student can and will learn. Their teachers did not notice weakness, but instead emphasized individual strengths and talents. The preservice teachers relied their teachers for encouraging positive self-confidence and self-admiration.

## **Fifth Tendency: Encouraging Creativity**

This Tendency stresses the importance of stimulating the students' creativity. Teacher trainees talked about teachers who heeded to their ideas and suggestions for lessons and activities. The effective teachers were open to student's ways of being inventive and also utilized many approaches to learning. The students prized and were personally motivated when teachers projected lessons that counted their interests, skills, and necessities.

## **Section III. Teacher Candidates' Discussion on Ineffective Teacher Tendencies**

Elements of learning destruction that were mentioned in the teacher candidate's evaluates included placing too much stress on grades or giving the one and only right answer to questions. Consequently, the students were too concerned about finding the right answers or trying to read their teacher's mind to say what she wanted to listen. Students also were elicited when a teacher added too many details or guidance to assignments. With little chance for creativity, the students may carried away from the learning process.

For the teacher trainees there was also a denial response to rewards, corrupts, punishments, specification of choices, and outward signs of contest between the students. Competition created a load that interfered with learning as the students only worked for the grades and evaluate from their teachers. Some of their teachers used external motivators or token rewards and these methods reduced the student's ambition to learn and even took down their achievement levels. Many preservice teachers sensed a more effective method involved making on the student's inbuilt motivation by providing a fun classroom background.

## **Section IV. Research Based Discussion on the Five Effective Teacher Tendencies with**

### **Implications for Preservice Teachers**

Educators have described teaching as a strong psychological process and conceive teacher's ability to maintain productive classroom environments, encourage students, and make decisions relies on personal abilities and the quality to create personal relationships with students. These effective Tendencies and actions applied by teachers ultimately can make a positive difference on the minds of their students.

It is known that Tendencies have a profound impact on teacher practices and behaviors. Tendencies and beliefs are a subset of a group of makes that name, define, and describe the structure and subject of mental states that are intended to drive a person's actions. With effective Tendencies, teachers and students can develop relationships of mutual respect and trust. Studies on each of these five Tendencies have been completed by researchers, and a brief summary

will follow that reinforces the findings from the Introduction to Teaching and Learning course.

### **First Tendency: Demonstrating Caring and Kindness**

Researches has emphasized the importance of developing a caring and respectful relationship between teachers and students. They support students' needs for both communication and care in order to achieve a personal relationship with their teachers; believes the entire school syllabus should be built around the value of care. Contending with construction, caring will become an inherent part of a committed, interactive relationship between the teacher and student.

### **Second Tendency: Sharing Responsibility**

Other researcher also believe teacher's and student's ideas need to cover and be in support of each other, and the final result would be a positive studying environment. This way of learning is a challenging way of making freedom in the classroom. The strength in a constructivist took classroom to the lessons and activities of the students and other believes are that the learning process should be managed in such a way that students convey responsibility for their own learning. Students should be independent and competent to make decisions about their learning ability and then plan consequently. Student directed learning and contents have become central points for all constructivist based teaching and learning exercises.

### **Third Tendency: Sensitively Accepting Diversity**

It is severe for college kids to feel positive about themselves as individuals so as to earn the self-confidence to undertake new concern. Valuing a shy or friendless student are often a turning point for his or her self-respect and timid level. A toddler could also be born with a talent but someone, like an educator, requires to understand and believe it or it's going to not ever be fostered. An educator has the power to strengthen, influence, and appreciate the work and play of scholars.

Teacher training ideas got to provide teacher trainees with knowledge and experiences with quality, including cultural diverseness and therefore the trend toward more liberal tendencies in teachers must be interpreted into a robust and clear dedication to multicultural education, which ultimately could lead on as positive effect on classroom behaviors and feelings. Teachers got to take the primary step to know the importance and future implications of effectively working in culturally diversified classrooms. An appropriate start in teacher training systems would be to possess teacher trainee's research their own ethnic and racial personality. Personal experiences may serve the event and adoption of a tolerant and liberal orientation.

### **Fourth Tendency: Fostering Individualized Instruction**

When planning lesson programs, it's tough to compete with latest gadgets. When furnished with motivating activities and lessons, students become active and liberated individuals of their own learning. Learning should become an open task that doesn't lead down one direct and specific path, but instead some ways should be as long as cause multiple destinations. Students have the proper to travel ahead with an encouraging helper or teacher waiting at each way interrupt or challenge with a smile and an optimistic tendency that encourages them to continue their learning activities. All children need a sort of individualized instruction and to be actively involved in their learning. Teachers may resist the additional work required with

individualizing, but research supports its importance. This is often especially a problem for college kids with special needs.

When providing daily instruction for college kids with special needs, the curriculum content, materials, abilities, and teaching methods require thoughtful consideration. Research suggests effective teachers suppose and behave in certain ways with students who have disabilities. Observing an outsized number of teachers and conducted interviews. Overall, their results revealed effective teachers, and particularly those that teach children with special needs, should concentrate to students' progress and actively involve them in learning activities, while offering guidance and praise for effort and accomplishments.

### **Fifth Tendency: Encouraging Creativity**

When given the chance to be creative, students will take their learning to higher levels and become actively engaged in lessons by contributing ideas and insights. Teachers should maximize students' intrinsic motivation, cognitive learning styles, and skill levels. This sort of environment are going to be most conducive to fostering learning.

Also, incorporating Howard Gardner's intellectual strengths, or multiple intelligences, into daily lesson planning can provide direction for teachers to supply student diverse opportunities for creative ways of learning or knowing within the classroom. The eight intelligences identified are verbal-linguistic, logical-mathematical, visual-spatial, bodily- kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner's notion supports the continued argument that education must accommodate students' unique ways of learning and creativity must be a partner within the learning process.

### **Conclusion**

In conclusion, there's potential in every student, and a teacher's Tendency and actions can leave lasting impressions. Teachers got to be risk takers by being themselves and by trusting their students. They also got to create independent individuals so learning is more likely to require place. Effective teachers genuinely care, like, assume, and respect their students. These teachers will manifest kindness, share responsibility, accept dissimilarity, foster individual activity, and encourage creativity. With the knowledge of those five Tendencies and actions, they're going to have the potential to be an efficient teacher who are going to be remembered fondly by former students.

Preservice teachers just entering an educator educational program offers valuable insight and knowledge about their prior teachers. These educational experiences have made a difference in their lives, and for regardless of the reasons, they're now considering a career in teaching. For the undergraduate students who continue and receive a degree in teaching, it'll be important for them to always remember how it felt to be the scholar and to share with their students that there's no greater wisdom than kindness.

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