



THE PRE SERVICE TEACHER EDUCATION PROGRAMME AND WISDOM

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Abstract

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The pre service teacher training programme is a programme where we prepare prospective teachers. It should be designed as that emphasizes comprehension and reasoning, transformation and reflection. To articulate and justify this conception, the present study responds to following questions: What are the sources of the wisdom base teaching? In what terms can these sources be conceptualized? How the processes of pedagogical reasoning and action helps in wisdom base teaching? And what are the implications for teaching policy and educational reform? The answers — informed by philosophy, psychology and sociology — go far beyond current reform assumptions and initiatives. The outcome for educational practitioners, scholars, and policymakers is a major redirection in how teaching is to be understood and teachers are to be trained and evaluated.

Keywords: *social reconstruction, transmission of wisdom, reflection, pedagogical reasoning*

Introduction

At present there can be little doubt that the whole of mankind is in mortal danger, not because we are short of scientific and technological know-how, but because we tend to use it destructively, without wisdom. More education can help us only if it produces more wisdom."

E.F. Schumacher, Small is Beautiful (1973)

Pre-service teacher education is, almost everywhere, one of the most obsolete pieces of education systems. In such context, it becomes an extraordinary challenge to design policies which enable developing countries to select and train teachers to help students acquire the new competencies that are now demanded to create wisdom society. These new competencies overtly require for teachers to behave in class- rooms in very different ways as the ones they were taught to. The central answer to the challenge lies in the system of teacher education and professional development.

Wisdom Based Teaching (What?)

Wisdom based teaching do not allow imposed knowledge to guide anyone. If a man wants to be wise teacher he has to have time for himself and has to follow his path. Time to analyze the world around him and his actions, time to discover where real values lie, to discover what is best for him. He has to relate critically to every form of imposed knowledge. That builds objectivity. Objectivity is a sufficient condition for the development of wisdom.

The wisdom based teaching has the following characteristics:

- The wisdom based teaching is not based on to search for happiness by comparing themselves and their knowledge to other people. It should not have illusion of knowledge which they don't have.
- The wisdom based teaching is not possible to achieve in short run although there is nothing complicated in wisdom.
- Wisdom based teaching should based on to forget the ego and to improve the world around.
- Wisdom is the result of a healthy lifestyle. Therefore, teaching should be encouraging healthy activities like, yoga etc. in their curriculum.

Rationale of the Study (Why?)

The modern world has become so analytic, rational and pragmatic. Many people adhering to its principles have lost a sense of the whole, a larger sense of meaning or purpose. It seems that our present pre service teacher education programmes are largely promoting the "meaningless" accumulation of facts. They also tend to overemphasize the acquisition of disconnected skills, which are all too often applied in non-constructive ways. Furthermore, our pre service teacher education programmes largely ignore the creative and spiritual dimensions that allow us to deal with the inherent uncertainty and messiness of life (and death). Not everything can be concrete, categorized, or explained.

Today's dominant educational culture often nurtures feelings of discontent, loss and emptiness, fear, not being "good enough", or not "succeeding". Moreover, there are increasing numbers of people who are not able to trust others, to feel deeply, and to take risks. Many of our children do not learn to discover and develop their specific creative potential and, more importantly, they do not learn how to use it to contribute to the good of society.

Only when people start believing that a grain of wisdom exists in every one of us -- and that we must respect and value this wisdom in ourselves, our learners and our learning institutions -- will be able to (re-)integrate and (re-)cultivate wisdom in our cultures.

Development of wisdom base teaching through pre service teacher education programme (How?)

The wise society of the future will certainly not be a heaven in which all our problems have disappeared, but a realistic utopia in which endless reflection and problem-solving will be a highly valued part of life for all human beings. With this in mind, there are many immediate steps that we can take to start to transform pre service teacher training programme, including:

- Nurturing more multi-generational interactions and encouraging elder students to take on responsibilities related to supporting the learning of younger children;
- Developing collaborative, project-based learning exercises that encourage teams of student teachers to research real world issues with the help of external resource persons;
- Working with student teachers and parents to identify positive role models in the community and creating opportunities for student teachers to purposefully interact with such people;
- Encouraging student teachers to take on internships in real work settings for academic credit (and train adults to help students link their theoretical work with their practical experiences).
- Cynicism is the great enemy of future communities. Make every sacrifice necessary, both in good times and bad, to sustain community members' faith in the core values found in the wisdom tradition.
- Make learning and teaching an ongoing part of the community's life. Develop opportunities for the community to learn and develop wisdom traditions as expressed in diverse cultures. Give community members the chance to express their own personal relationships to and experiences with the traditions, and to share these with each other.
- Create teams to document and teach local history in interesting ways, using the expertise of local historians, village elders, and storytellers.
- Facilitate the development of communication skills like conflict negotiation and mediation, listening, collaboration, and team building among all members of the community.

Conclusion

The development of relevant frameworks of wisdom is closely dependent on several different processes of learning and on the environments which support such learning. Wise people for the 21st century will be those who are continuously developing a combination of general competence (specific academic or specialized knowledge); experience-based knowledge; and, most importantly, their ability to reflect on how these understandings and experiences come together in order to deal with new problems or opportunities (this is the essence of transferability). At all levels society is undergoing massive economic, technological, social and political changes. In the face of these, we are realizing that as never before, the human race needs all the wisdom that it can muster.

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