



FOSTERING TWENTY-FIRST-CENTURY SKILLS IN TEACHER EDUCATION TO EQUIPS FUTURE EDUCATORS TO TEACH IN AN INCLUSIVE CLASSROOM SETTING

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Abstract:

The key purpose of the current study is fostering twenty-first-century skills in teacher education (TE) to equip future educators to teach in an inclusive classroom setting. TE is a broad area that involves continuous attention to sociocultural procedures of transformation. Educators must embody a persistent search for advanced technologies in a variety of spheres of life, i.e. the freshest ideas, skills, and achievements. This study includes four 21st Century Skills: creativity, critical thinking, problem-solving, communication, and cooperation. If teachers can facilitate learners' use of this way of teaching and reasoning in the twenty-first century, educators must provide enormous potential for educators to acquire, improve, and practice these skills. If educators are projected to equip learners with such methods of working and considerate in the twenty-first century, TE programs must provide multiple chances for teacher candidates to acquire, develop, and practice these skills in an inclusive classroom setting. Educators in the twenty-first century must possess both learning outcomes and the skill to integrate technologies into their instruction. The significance of TE programs cannot be overstated. The effect of teaching-learning is progressively getting recognized as a crucial driver of a socio-economic quality of life. Educators in the twenty-first century must develop learners' technical skills. The formation of capabilities dubbed 21st-century skills is gaining increased attention as a way of enhancing the educational quality of teachers. Yet, a significant obstacle to attaining expected improvements is a scarcity of situational awareness of teaching practices and relevant help promote teacher training in the twenty-first century in an inclusive classroom setting. This study analyzes pertinent works on TE to determine

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its suitability for inclusion. The study sheds light on the issues viewpoints, ideas, and policy practices of those involved in TE and investigates the mechanisms by which inclusion policy concepts are converted into the practices of professionals working in a variety of educational contexts. Furthermore, the study examined supporting issues as well as institutional and educational strategies for supporting TE for inclusion in the development of 21st-century skills in an inclusive classroom setting.

Keyword: Fostering, 21st Century Skills, Teacher Education, Inclusive Classrooms, and Educators.

Introduction:

Educators must integrate the work environment much sooner in education into the professional world. Discovery to a high level of education and the opportunity to build educators' skills and abilities are vital for their knowledge enhancement. Life and career in the twenty-first century require teachers to create specialized abilities. It is the role of the TE and educators to educate all learners to encourage learners of work and life in an ever-changing environment by preparing them with the necessary skills in an inclusive classroom setting. Globally, technologies, labor force trends, and migration all have a dramatic impact on education in the twenty-first century. Globally, teaching methods are examining best methods for preparing children and teens in classrooms time to meet the highly complicated demands of 21st-century life and career. The work and life patterns of the twenty-first century allow teachers to possess a set of skills. The classroom and educators must educate all learners for the academic challenges of society and especially in a fast-changing environment by providing them with the necessary skills. Since educators are required to equip children with any of these skills, educators should provide various chances for educators to acquire, improve, and practice these 21st Century Skills. In under educational institutions, for the majority of teachers and TE candidates, the phrase "inclusion" is most usually applied to the highly constrained description of incorporating students with special needs into the common classroom without even inclusively doing that, as suggested by (Kyriacou, et. al.2013). Similarly, the idea of educators as learners encourages us to identify the skills and knowledge that people consider educators should possess. In an increasingly integrated and complicated world, we are seeing a rise in an extensive range of 21st-century talents that have come to be known as "21st-century" skills. The majority of paradigms deal with a range of higher-order skills such as sophisticated cognition, communication, cooperation, and creativity (also referred to as the 4Cs). Such skills are becoming more acknowledged as the norm for excellence among students, as well as vital needs for both employment and personal achievement (Binkley et al., 2012). TE must produce educators who believe that learning is partially a political involvement and are willing to subject their practice to rigorous examination via involvement with their children, whose many backgrounds and cultures are quite diverse (Allan, 2010; Cochran-Smith, 2004). All across the globe and even beyond, similar declarations urging teacher education programs to heavily encourage inclusive education and to build relevant skills in prospective educators are becoming more prevalent (DeLuca, 2012; Sosu, et.al. 2010). In acknowledgment of the ever-growing diversity

of learners in classes, the previous emphasis on inclusiveness in respect to special needs children has steadily expanded to include societal, ethnic, language, and economic components of disadvantaged. The inclusion ideology has served as a springboard for the creation of new cooperation ethnic groups for teachers with distinctions across globe public schools (Arnesen & Lundahl, 2006; Bartolo, 2010; EADSNE, 2010). “TE programs should equip educators with both the principles, abilities, and information needed to not only catch up with the trends but to anticipate them” (Asia Society, 2013). Educators must possess the abilities required to direct students toward future societal needs. As an outcome, 21st-century skills must be considered in TE programs at several levels: norms, pedagogy, training, and evaluation. Educators too will essential to building competencies to introduce 21st-century skills into the coursework, relatively than to just provide these subjects to students on an elective basis into an inclusive classroom setting.

Teacher Education in Inclusive Education:

The first step in executing an IE system is to examine the attitudes of educators and education staff as well as TE programs and post-service programs to assist coming generations of educators in acquiring the skills and expertise necessary to cooperate in an inclusive setting. IE has to be a mandatory feature of all teachers’ training curriculum and should be included in TE programs. Children with disabilities and pedagogical skills like educational adaptation and activities variation should be adequately prepared for educators. In contrast, several of the educators who had normal teaching positions had stated that they were lacking in preparation for IE. Favorable perceptions regarding inclusion were strongly linked to the frequency and type of skills acquired (Seçer, 2010; Ntombela, 2011). Educators’ professional perspectives must be fostered and developed together with the provision of them including the competencies and understanding they need to advance IE. As an outcome, a paradigm for coordinated efforts for inclusion was designed, which may be used to enhance the learning experience of inclusive practices and to that end, has significance for TE. This component relates to those of us who give rise and are engaged in the appropriate learning design process, to teacher educators who prepare teachers for participation in this procedure, and to legislators who have the power to shape and affect legislation to enact and maintain collaborative relationships that include students with disabilities. TE programs for inclusion are concerned with providing training and increasing learners’ self-efficacy, which are both important aspects in developing instructors’ capacity to deal with children in inclusive classrooms. Moreover, it has been found that educators say they need to provide instruction in visual and performing arts but don’t deliver it (Huang and Dimond, 2009; Shani, 2015). De Boer, Pijl, and Minnaert (2011) discovered that regular educators agree that the inclusion of students in the classrooms had a purely harmful effect on academic tasks. It also treats general concerns of performance, underperformance, and involvement, as well as educators’ training and skills development. The study demonstrates the significant role of educators in decreasing overachievement and fostering inclusion, especially for learners who are thought to have enhancing education. The foundation of a progressive education system is the goal of inclusivity and equality within and around education. Till it has been achieved by everybody, no training aim should be

deemed fulfilled. Educators are motivated, excellently, productive, and well-governed services offer and equip them (World Education Forum, 2015). IE has also been praised worldwide as a strategy for leveling the playing field, breaking down educational barriers, and raising the quality of education for everyone, particularly those who are marginalized for grounds of disabilities, culture, gender, or other traits. While other nations have embraced inclusive education effectively, others are still working toward this objective. Ensuring equality, integrity, and educational excellence for all learners is universally recognized as inclusive education's underlying plan in classroom settings.

Twenty-First-Century Skills in Teaching-Learning:

A 21st century set of skills includes several different aspects of expertise, skills, management skills, and contributing factors that are assumed to be significant in today's age. 21st Century Skills focus on the skills needed to assist people to meet the difficulties of the 21st century, a fast-paced, internationally competitive, technologically evolving, and cooperatively advancing world. Educators require new sets of skills to help them keep up with the rapidly growing and sophisticated world of tomorrow (Craig 2012). Many worldwide establishments are exploring the necessary knowledge and skills that could help society adjust to a new environment. They contend that societies of the 21st century will demand a highly-skilled population, and educational systems must produce students who possess new competencies, which are allied with both ways in which people socialize and the effects societies. This type of knowledge is most commonly known as 21st-century skills. This work has produced a comprehensive report on the category, description, and use of such talents. It is assumed that everyone will need 21st-century skills to do well in each occupation in the coming century (Ananiadou & Claro 2009). However, the majority believe that new skills are required for the new millennium. The 21st-century world runs on such skills than ever before (Rotherham & Willingham 2009). Dede (2009) asserts that social networking is now reaching out to strangers from the comfort of one's home. These skills are more advanced today because of this, thus it can be concluded that they are more refined. Contrary to this, the new century has brought with it the ability to acquire these kinds of contextual abilities, such as processing massive amounts of data and identifying the information necessary for solving problems. Although skills may originate from many places, there is a pressing need for them both for society and the population. To help people be comfortable with the new century, these skills should be intentionally targeted in schools or through the program. There are numerous studies on 21st-century skills, and some skills can be discovered in this body of knowledge. Several studies identify each skill as a distinct entity, whereas others use paradigms to group the skills. Talents styles vary, but they all spotlight 21st-century skills (Lai and Viering 2012). There are five types of 21st-century skills, according to Fadel (2009) as follows: The competencies of a new broom are creativity, collaboration, critical thinking, problem-solving, and communications, and teamwork. The following is a list of 21st-century teaching-learning skills focusing on four Cs found in TE programs.

Creativity Skills:

Creative thinking is a key skill in the 21st century for development. The people of the future will have employees that might not be available now. It is the role of educators to train students by teaching them how not to think. Considering their dedication to learning and development, this initiative focused on creating effective techniques and resources for teachers to develop the use of creative tools with a small group of educators. Since educators are constantly under pressure in time, a constant adaptation based on educator choices was crucial to this program and the requirements of a broad range of educational objectives. Creating thinking is dependent on the individual attributes related to autonomy, self-discipline, risk-taking tendency, uncertainty endurance, frustrated resilience, and a comparative lack of focus to societal acceptance (Barron, 1988). Teachers can design incredibly creative resources and techniques that encourage and stimulate their learning for the benefit of children's needs (NACCCE, 1999). In recent times, the study explores the influence of creative education on students, on their efficacy, on their creativity in the education system, and on the creativity to grow through a unique framework for the classroom environment (Jeffrey & Woods, 1997, 2003). Innovation, originality, and maintenance are necessary for creativity. This study concerns the collection of creativeness in teaching, in particular by teaching teachers and future teachers to use creativity concepts in education. Students of TE were exposed to the concept of creativity and trained upon the use of the idea in generating learning creativity in learning. Creative concepts were incorporated as common emotional foundations to employ in the teaching process and the development of creative pursuits in learning in inclusive classroom settings on cognitive and critical thinking. In learning and teaching design in the form of courses and activities, the student learns and used creative concepts. Course patterns were whole lectures with creative theory applications. The concepts of the program are forms of work that included the creative concept in the additional strategy. The applications of the creative theory were explored in classes and activities to comprehend and facilitate learning. Creativity in any area and undervalued in several formal educational settings are important for creative exploration. The creative ideas of all solutions and development are needed. However, nearly no schools are teaching creative or educate creative educators. Although magnificent traces of amazing creativity exist, proof may also be found every day that we need creativity. There is existed an unruly of thought for creativity and a drop in considering creativity (Kim, 2011), emphasizing that training needs creativity. In the global academic system, there has been a portion discussing the effects of creativity (Hall, 2010; Wise & Ferrara, 2015). An educator was unable to propose more intriguing methods using the technologies because of my lack of training background. An educator with a creative program would be better able to adjust the method utilized. There are always some things that make learning more participatory and enjoyable in a good learning setting. The correct combination of creativity and education supports learners to be original and inspires them to acquire new matter in TE to equip future educators to teach in an inclusive classroom setting.

Critical Thinking Skill:

Education is generally needed to enable learners for the future. In this sense, education displays a significant role in equipping people across the many learning levels, in which people can learn, almost all of the time, what to do to act and how to handle difficulties with efficient thinking and problem-solving. In teaching applicants it is well recognized that the learning curriculum used to foster critical thinking (CT) is vital when preparing the learning environment; numerous studies found out that a big part of the teaching they have learned what the teachers instruct (Beşoluk & Önder, 2010). TE must promote the CT of learners. Teachers should be comfortable as well as assured about the need of promoting CT among learners. In several other words, to attain a large degree of autonomy (Bandura 1995) (Bandura 1995). The notion of CT is used in a range of fields and addresses matters related to reasoning, ethics, pedagogy, and epistemology (Fawkes et al. 2005). In addition, in instances where teachers have undergone a particular training program on CT instructing and are using observing approaches to create CT practices, the effect of the initiatives was increased (Abrami et al. 2008). To organize the enormous range of CT features, certain specialist structures and institutes have assumed the procedure of determining, building, evaluating, enhancing, and promoting the principles and techniques of just critical thinking in education and technology. Many academics tried to establish the term CT and emphasized dissimilar notions such as the 'consistent, self-regulatory decision' (Abrami et al. 2008). In addition, CT should have a multicultural perspective to the worldwide areas of knowledge regarding the cultural environment wherein the study is located (Song 2016). In addition, it stresses the importance of external forces in the class, such as the educational setting, training for teachers, the preparedness and duration of encounters for teachers, and conversations between learner, teacher and trainee and learner, which can alter the outcomes of multiple initiatives (Behar-Horenstein and Niu 2011). Educators can thus cultivate a worldwide of critical thinkers and problem solvers through their knowledge of balanced CT and problem solving (PS). It underlines that we must continue to promote CT and PS. It is, however, crucial to evaluate the patterns in the establishment of the CT skills of TE candidates and all these components of teaching-learning to equip future educators to teach in an inclusive classroom setting.

Communication Skills:

The present study attempted to ascertain learners' perceptions on the importance of educator communication skills in overall educational performance. The classroom is a highly developed communication arena. The influence that educators have overall learners is contingent upon the overall quality of their communications. To build communication skills relevant to the educational process, it is essential to recognize future demands. It seems that this post will demonstrate the critical nature of this procedure and the ramifications of this conduct. Effective communication, particularly in the academic environment, is founded on the capacity to articulate one's thoughts and viewpoints effectively, confidently, and succinctly, while constantly changing your material and manner to the classroom. Interactions among educators and pupils can either lead to successful educational settings or lead to undesirable circumstances. Communication abilities can be described

as the act of delivering the message. Communication abilities can be described as the process of communication that requires determination of trace seen between settings wherein the interpersonal interaction (Saunders and Mills, 1999). Hence, good communication is essential to the success of the educational field, as it is for the efficacy of all the other elements of our life (Batenburg & Smal, 1997, cited in Ihmeideh). Moreover, teacher communication skills are important for the quality of content to learners by an educator (McCarthy and Carter, 2001). Teachers' classroom effectiveness is wholly reliant on their communication abilities. If the educator displays great communication skills, he or she will have no difficulty connecting the information or presenting the instruction in an accurate way (Maes, Weldy & Icenogle, 1997). Competent communication skills are critical for a teacher's education transmission, teaching practices, and connection with learners. The teacher must students participate through a diversity of distinct modes of thought. To teach as per a learner's ability, a teacher must develop communication skills that urge learners to engage in their classroom activities (Sng Bee, 2012). The study suggests that a teacher's communication skills have a significant effect on a student's academic progress focuses on the important ideas. As a result, educators need to understand excellent communication skills while educating students in inclusive classroom settings.

Collaborative Skill:

Collaboration is defined as the "joint effort of partners in a coordinated effort to solve an issue." Collaboration is defined by common objectives, structural integrity, and a greater degree of discussion, engagement, and dependency. Discussions that result in extended descriptions are very beneficial for enhancing learning outcomes. On the other hand, completely unresponsive evaluation can be beneficial to student progress in collaborative contexts. Collaboration skills within educators may be a genuine and beneficial source of continuing education for educators. The purpose of this study is to make people more aware of educator collaboration by examining their instructional features and classroom management. This study on the outcome of teacher collaboration on teaching practice shows a more nuanced concept of basic education. The collaboration aims to "provide the most classroom management feasible for the maximum amount of students" in learning (Pugach and Johnson 1995). Collaboration seems to have become a norm in the twenty-first century. There is a need for society to consider and collaborate on major concerns that have intensified (Austin 2000a; Welch 1998). Collaborations on TE academics have also aided trainees in navigating the complexities of strategy formulation and implementation. TE has generally been devoid of study designs; although, current efforts to address pre-service growth of teachers have incorporated educator inquiry (Cochran-Smith & Lytle, 2001, 2009; Zeichner, 2003). Collaboration among educators converts them into resources for one another. Constructing a method to teaching also creates a good learning environment, which results in superior teaching methods. Educator training is vital to educational reform efforts: Collaboration among educators has been associated with increased educator learning and academic progress (Goddard & Goddard, 2007). Whenever educators collaborate effectively; they can develop on their unique opportunities, methods, and information (Goddard & Goddard, 2007). It takes time to create and execute effective collaboration

(Williams, 2010). TE is an unceasing, ongoing procedure that takes place across the teacher's career. It ensues in a diversity of circumstances and actions, including the classrooms, professional development programs and seminars, discourses with parents and learners, and collaboration with associates (Pedder & Opfer, 2013). Collaboration between educators might take place formally or informally. For example, inclusion requires general education teachers to collaborate with educators to offer students with special needs specific educational adaptations. Thus, collaborative skills have the potential to bridge not only conventional divisions between private and public schools but also to give future teachers relevant models for instructional design participation. If teachers, student teachers, and scholars perceive themselves as collaborators in TE, the information generated on teaching-learning can encompass a greater diversity of viewpoints, ideas in TE, thereby preparing future educators to teach in an inclusive classroom setting.

Conclusion:

Every element of life has been transformed by technology. The teacher is in a transformational period as a result of the recent technological advancements and shifting learner perspectives. Teachers can be trained to employ these tools but must do it in a systematic scientific manner. Technology must be utilized to ensure the highest possible value of education. Courses that contain teacher teaching psychology must be united into the developmental stages of pre-service teachers to maximize their learning. Teachers seemed to have the opportunity to create, practice, teach, and analyze four skills: communications, critical thinking, collaboration, and creativity in learning, which are all classified as "21st-century skills." This was a preliminary practice for teacher candidates' actual educational practices in the classroom, wherever they may continue integrating what they learned throughout this course. Pre-service teachers ought to be confident in their ability to instruct in their field. Once a teacher has mastered the subject matter, they will never lose their competence. Today, we require skilled teachers who are equipped with a variety of modern materials and strategies. Students have gained an understanding of 21st Century Skills principles and practiced integrating the "Four Cs" into pre-school and primary school curricula with their classmates as a preparation for their career lives. They are the twenty-first-century teachers who are supposed to be experts at imparting twenty-first-century skills to their learners. The knowledge and abilities acquired throughout TE are essential for learners' future behavior as teachers, for their ability to promote 21st-century competencies. We recognize that bringing the "4 C's" to life and guiding students toward acquiring these abilities needs considerable instructional practices, evaluation, and continuing education in TE to equip future educators to teach in an inclusive classroom setting.

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