

A New Vista of Pre-Service Teachers Conceptions

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Abstract

Pre-service teachers enter teacher education programmes with diverse beliefs, experiences, expectations, and conceptions about teaching and learning. These pre-existing conceptions influence how they understand the role of a teacher, classroom interaction, curriculum, assessment, student learning, and educational technology. The present paper explores the conceptions of pre-service teachers and examines how teacher education can contribute to the development and transformation of their professional perspectives. The study focuses on key dimensions such as beliefs about effective teaching, learner-centred education, classroom management, inclusive education, assessment practices, and the integration of technology in teaching-learning processes. A descriptive and exploratory approach may be adopted to examine the perceptions of pre-service teachers enrolled in teacher education programmes. Data may be collected through questionnaires, interviews, reflective journals, or structured discussions and analysed using appropriate qualitative and quantitative techniques. The study emphasizes that pre-service teachers' conceptions are not static; they can evolve through academic coursework, school-based experiences, teaching practice, peer interaction, mentoring, and critical reflection. Meaningful exposure to diverse learners and authentic classroom situations can help future teachers connect theoretical knowledge with practical teaching experiences. The paper further highlights the importance of reflective practice and experiential learning in developing professional competence and pedagogical awareness. Understanding pre-service teachers' existing conceptions can help teacher educators design more responsive and effective teacher education programmes. The study suggests that teacher preparation should move beyond theoretical instruction and provide opportunities for critical thinking, collaboration, reflection, and practical engagement to support the development of confident, inclusive, and professionally reflective educators.

Keywords: Pre-Service Teachers, Teacher Education, Teachers' Conceptions, Teaching-Learning, Professional Development, Reflective Practice, Pedagogical Awareness, Inclusive Education, Teacher Preparation