

## CHALLENGES FACED BY PRE SERVICE TEACHER WITHOUT OBSERVING IN SPECIAL SCHOOL

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### ABSTRACT

In the present study, the pre-service teacher has to face challenges in the classroom, so that we are studying to know these challenges so that we can know this problem. In this research, we have included such people who face difficulty in talking and talking with special children in special school during training. In this way, we have seen that mostly when the trainers go to the class room, The teacher does not understand the language of the children, due to which there is a problem in exchanging their feelings and thoughts, to know which we found using observation that the teachers have problems in understanding and accepting the idea with special children. Have to face in this Research; we have tried to know the challenge of trainers using quality research.

Keyword- Challenges, Pre Service Teacher, Observing and Special School.

### I. INTRODUCTION

In a special school, the education which is provided to the children through special material, special method and special services, where does the special education go, the environment of the special school is made flexible according to the special children, so that the children get the source of knowledge. I cannot have any kind of problem. Different types of children like hearing impaired, autistic, mentally retarded etc. come to the special school. The infrastructure of the special school is designed in a barrier-free environment so that the children do not face any problem in moving from one place to another. Before serving in this school, the teachers had to face challenges in the teaching process. So that it is very necessary for the teacher to come to the sign language to read the hearing impaired children before the service, because in special schools, mostly the sign language is used for special children like hearing impaired. There are some challenges in the present study such as language and communication, instructions and support services – special school, school observation and Teacher before Challenges faced in the present study are described.

**Language** – To teach hearing impaired children, the teacher exchanges thoughts and feelings in sign language.

**Communication**:- it is the human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture. It is the components of communication as a Source, Message, Channel, Receiver, Feedback, Environment, and Context etc.

**Challenges**: present study is faced by challenges pre service teacher with children with hearing impairment.

**Pre Service Teacher**:- Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching.

Observing In Special School - Classroom observation is an accountability practice which promotes the evaluation of teachers' capacity to meet standards, improve teaching

National Education Policy 1986 to improve the educational system of disabled child in have the following provisions to -

- ❖ It is Arrangements will be made for special schools for children with different types of disabilities at the district headquarters.
- ❖ It is made for providing vocational education to children with disabilities.
- ❖ It is Arrangement of special teaching training program at primary level for the education of Divyangjan child.

It is Voluntary efforts should be encouraged for the education of disabled children.

The Disabled Act, 1995 also has a provision for the following educational system for disabled children–

- ❖ It is Special schools should be arranged for physically disabled children, so that their friendly environment can be arranged.
- ❖ It is Teaching should be done in special schools with different teaching methods so that their learning level can be made higher.
- ❖ It is Teachers of special schools should be trained separately so that quality can be brought in teaching.
- ❖ It is The structure of special schools should also be in accordance with the physically handicapped children so that they do not face inconvenience,
- ❖ It is Arrangement of equipment's in special schools according to the physical disabilities, so that the interest of the handicapped children can be generated in the education system.

**Present study of Problem and Purpose:**

- To The objective of the observation practice research is to prepare pre-service teachers self in observation practice.
- To The result of the process of preparation pre-service teachers prepare and present the observation
- To The main purpose of this study to observation practices on the contribution of teacher qualifications according to pre-service teachers' views based on their observation experiences.

**II. METHODOLOGY**

The objective of this qualitative research is to prospective pre-service teacher before and after observation. The purpose of this qualitative research is to compare the views of prospective students before and after and elements such as subject matter, students' response and remarks have been used in this observation.

**III. RESEARCH TOOLS**

This study used tools to collect data with a classroom observation form at the beginning of the semester; ten classroom observations were conducted by the pre-service teachers to evaluate the classroom observations.

**IV. DATA ANALYSIS**

The data was obtained through classroom observation of the pre-service teacher.

**V. FINDING & CONCLUSION**

In the present study, pre-service teachers face challenges in face-to-face interaction after moving to special classrooms and pre-service teachers face problems in teaching children with special needs. Due to this, the pre-service teacher does not understand each other's feelings and techniques, so it is very important to observe the pre-service teacher before going to the classroom, so that the pre-service teacher can understand the sign language and body expression of children with special needs. Will be able to know.

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