Pedagogical Perspectives and Explorations: Critical Concerns on Education, Teaching and Practices

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ABSTRACT

The holistic aspects of education are often overlooked, as they are frequently confused with teaching or practices. Our nation's educational system places a greater emphasis on cognition than on application and character. To enhance the effectiveness of the learning process and cultivate individuals who are competent in theory, practice, and morals, this study adopts a pedagogical perspective to deepen comprehension of holistic Education and multidimensional Education. This study employs a mixed-methods research approach, combining a qualitative descriptive method with a literature review. To enhance the quality of education and learning, the data underwent content analysis to gain a comprehensive understanding of the concepts of practices, teaching, and education. Education shapes students' character mentally, socially, morally, and religiously, while teaching transfers knowledge and job skills. They are interrelated but differ in nature, orientation, and duration. Education is a lifelong process that encompasses both formal and informal learning methods.

In conclusion, holistic education should integrate teaching, practices, and character development as interconnected elements. Teaching imparts knowledge, practices hone skills, and education shapes individuals mentally, morally, socially, and spiritually. Acknowledging their distinct yet interdependent roles is vital for developing well-developed individuals. Thus, the collective responsibility of government, society, and families is to ensure learners acquire both theoretical knowledge and practical skills alongside strong values

Keywords: Pedagogical perspective, education, teaching, and practices.

INTRODUCTION

The deliberate and organized endeavour to actively cultivate an individual's potential is known as education. Spirituality, personality, intelligence, noble character, and the abilities that an individual needs to contribute to society. In society, the family provides early education, which is then continued in community settings, schools, and institutions. As a result, education is crucial in developing people who are competent in all areas. Poor learning processes and classroom instruction are among the biggest issues facing the education sector. Classroom instruction typically focuses solely on teaching students how to memorize facts without making any connections to real-world applications. The school graduates frequently perform exceptionally well, but many struggle to apply their knowledge in practical settings. Hither, the memorization-focused learning process must change to foster critical and applicative thinking, as education is often

mistakenly seen as solely teaching and practices. This error leads teachers to place greater emphasis on instruction rather than on fully developing students' potential. Unit-level curricula typically prioritize content mastery over other areas, such as application and character development. To ensure that educational objectives are met as best as possible, it is crucial to align the understanding of education, practices, and teaching. There are still issues with the curriculum's ability to balance cognitive, emotive, and psychomotor elements. The primary emphasis remains only on technical skills (psychomotor aspect) or material mastery (cognitive aspect). Character development and the profound comprehension that underpin practical applications in daily life are sometimes overlooked in education. To create individuals who are balanced in theory, application, and character, education must be viewed and utilized holistically. The three primary pedagogical notions of education, instruction, and practices are frequently misunderstood or have their meanings altered.

In this scenario, character development and holistic understanding are neglected as a result of this misconception, which restricts the focus of the teaching and learning process to just specific elements, such as cognitive (material instruction) or psychomotor (skill Practices). Some nations' educational systems, for instance, frequently emphasize a material-based curriculum that does not incorporate the development of moral, spiritual, and practical values. To raise the overall standard of education, this study must examine a range of pedagogical viewpoints that can provide a thorough understanding of the actual purpose of practices, teaching, and education.

CONTEXT ESTABLISHMENT

In a rapidly changing world, studying "Pedagogical Perspectives and Explorations: Critical Concerns on Education, Teaching, and Practices" is essential for understanding how education impacts individuals and society. In the book "The New Meaning of Educational Change," the result is that "the education policy makers and school systems in this country are aware of the necessity to fund projects related to teacher continual professional development if they intend to improve student achievement" [1]. There is an urgent need to critically examine the educational system, teaching methods, and practices models in the current setting, as technology innovation, cultural diversity, and global interconnection constantly redefine learning environments. This subject provides academics and professionals with the opportunity to explore how pedagogical theories evolve in response to contemporary issues, including learner autonomy, equity, inclusivity, and digital learning. The skillfulness of manipulating and leading the learning process (Biesta, 2012) and the astonishing importance of the teacher-student relationship and feedback (Hattie, 2013) are just two of the core predicaments that can make a difference in the classroom. It has been identified at several levels that teachers are "the most important single factor determining the quality and effectiveness of education" (Issues paper, EDiTE conference, 2014) [2]. Additionally, it encourages critical thinking about the goals and ideals of education, challenging teachers to rethink conventional wisdom and develop new approaches that better meet the diverse needs of students. By addressing these important issues, one gains a deeper understanding of how practices and instruction can be more transformative, ethical, and adaptive—enabling teachers and students to navigate challenging social circumstances more effectively. The research from a study revealed that "the teacher's vital role as a positive role model of critical thinking in shaping students' experiences. Hither echoes research results that place particular emphasis on the importance of teacher–student interaction in developing critical thinking". [3]. By connecting theory, practice, and critical inquiry, this study essentially lays the

groundwork for raising the caliber and relevance of education.

METHODOLOGY

This research employs the library research method, which aims to collect and analyze data from various literature sources. To comprehend and address research problems, this approach relies on the use of pertinent written materials. This study's methodology is qualitative descriptive, which entails thoroughly and methodically describing facts gleaned from the literature to clarify the phenomenon or idea under investigation. In terms of approach, the qualitative descriptive method was employed throughout, as documented in Table 1.

Table 1. Description of research flow

Research flow	Description
Research Method	Library research method – collecting and analyzing literature to address research problems.
Approach	Qualitative descriptive – presenting information from the literature in a methodical manner to clarify the topic or concept being studied.
Data Sources	Books, scientific journals, research articles, government documents, policy papers, research reports, thematic papers, and other relevant written works.
Data Collection Steps	≫ Look for pertinent literature using keywords. ≫ Read, comprehend, and take out pertinent information. ≫ Sort data according to research needs or themes.
Data Analysis Method	Content Analysis, consisting of: ≫ Data reduction – selecting essential information. ≫ Data categorization – organizing data by themes. ≫ Data interpretation – analyzing data to meet objectives. ≫ Synthesis of findings – connecting concepts to conclude.

The following procedures, data reduction, and data interpretation, were part of the content analysis methods used to examine the data. *Data reduction* is the process of removing non-significant information that is not pertinent to the research issue. Data categorization is the process of organizing data according to the topic or element under study. *Data interpretation*: Analyzing the collected data to address the study's goals. Conclusions drawn from connections between ideas or phenomena from the literature are referred to as the synthesis of findings.

Scope of the study

This study examines the educational philosophies, pedagogical practices, and practices methods that shape contemporary teaching and learning. It examines how critical pedagogical perspectives can balance traditional and learner-centered approaches, ensuring academic rigor and holistic development. The study includes curriculum design, teaching methodologies, assessment strategies, technology integration, and the role of teacher Practices in developing educators' competencies for diverse learning environments. Some focused scopes are highlighted below.

≫ To investigate how learner-centered and conventional approaches are balanced by critical educational viewpoints.

≫ To investigate how teacher preparation programs might be reorganized to satisfy the needs of modern education.

≫ To examine how social and cultural settings influence successful teaching methods.

Therefore, the scope clarifies that pedagogy within social, cultural, and policy contexts acknowledges the influence of education on societal needs and global changes, analyzes both theoretical and practical aspects to inform educational reforms and practices, and is relevant to educators, policymakers, researchers, and learners.

RESULTS AND DISCUSSIONS
Pedagogic perspective
A pedagogic perspective in education refers to the particular viewpoint or orientation that shapes how teaching and learning are understood and practiced. The teacher's views on the nature of information, how students learn, and the ultimate goal of education are all reflected in it. Every element of the learning process is impacted by this viewpoint, including the design of the curriculum, instructional strategies, classroom dynamics, and assessment procedures. Williams, Ryan (2021) noted that the last few decades have seen a significant variation in the definition of pedagogy. In the 1980s, pedagogy was defined as an abstract utopian line that does not underpin the daily workings of a teacher (Ellsworth, 1989 1989). Modern-day researchers and academics view pedagogy as a critical educational movement that, in principle, helps teachers develop their practice (Giroux, 2017). Thus, pedagogical content knowledge refers to teacher knowledge of both (a) the specific content and (b) how the content is organised for enhanced student learning (Grossman, 1990) [4]. Additionally, educational professionals occasionally confuse pedagogy with pedagogy. This claim illustrates that the term "pedagogy" has distinct meanings in relation to pedagogy. Describe how the distinction between pedagogy and pedagogy is understood.

Pedagogy, understood as the science of education, encompasses not only the study of educational methods and their implementations but also the exploration of how to engage learners effectively. It involves understanding the essence and nature of educational phenomena and determining the best approaches to foster learning. This field examines not only what constitutes effective teaching but also how to create an environment conducive to learning. By understanding the interplay between these concepts, educators can develop comprehensive strategies that enhance the educational experience for their students, ultimately contributing to a more enriching and supportive learning environment.

The connection between pedagogic perspective and education is that education involves teaching shaped by underlying beliefs. A pedagogical perspective guides educational practices, influencing the delivery of knowledge, learner engagement, and the assessment of success.

Education in Pedagogic Perspectives
Pedagogic perspectives in education refer to the various theoretical approaches and philosophies that shape how teaching and learning are understood, designed, and practiced within any course. These perspectives provide the foundation for curriculum development, teaching methods, and the overall goals of education. This transition moves from traditional (teacher-centered) to progressive and critical (student-centered and society-focused) pedagogy, paving the way to comprehend education from a pedagogical perspective. Each perspective offers unique insights into how best to educate, depending on the goals, whether it is to transmit knowledge, foster critical thinking, promote social justice, or support personal growth. Shi et al. (2020) reported that emerging trends in learning theories and pedagogy help instructors, instructional designers, librarians, and support staff stay informed and make decisions that benefit student learning. Ultimately, designing learning that is meaningful, significant, and relevant will help learners connect to the content. Based on this statement, an individual can overcome ignorance by acquiring knowledge through education. Alternatively, education is the process of transforming pupils' behavior from one of ignorance to one of knowledge, from being unskilled to being skilled in the field of education.

Education is a conscious effort by family, community, or government, involving guidance and Practices in various settings to prepare individuals for their future roles. It has been revealed that an association exists

between educational attainment and life expectancy for both sexes and various ethnic groups [5]. In all groups, having less than a high school degree is associated with the shortest life expectancy. Therefore, it is put forward that "expanding the concept of education by stating that 'education is to guide all the natural forces that exist in the children so that they can get the highest safety and happiness as human beings and as members of society." Also, "Education is an important issue in one's life. It is the key to success in the future and to having many opportunities in life, and education has many advantages for learners" [6]. Education is an essential lifelong necessity for individual and collective development, enabling the pursuit of ideals, prosperity, and pines. It encompasses all experiences and aims to enhance theoretical knowledge and decision-making skills, enabling individuals to meet educational goals and adapt to environmental changes, thereby serving as guidance from adults to children towards maturity. In this context, education cannot be separated from culture, and culture cannot be separated from education [7]. Education is defined as a teaching-learning process that familiarizes citizens as early as possible with the exploration, understanding, realization, mastery, and practice of all agreed-upon values that are worthy and desirable, and useful for the life and development of the individual and the country. Thus, education is a lifelong process that imparts knowledge and shapes character and values. It is essential for personal growth, opportunities, and well-being. As a cultural force, it prepares individuals to adapt, make informed choices, and contribute to society, fostering maturity and national progress.

Teaching in Pedagogic Perspectives
Teaching is a purposeful process in which the teacher facilitates meaningful learning by engaging learners in the acquisition of subject knowledge. It also encompasses skills and values, emphasizing interaction, critical thinking, creativity, and holistic development in an individual. Intellectual, emotional, social, and moral development also receives emphasis in teaching. Thus, teaching is both a science and an art that fosters growth and shapes responsible, reflective individuals. "Teaching is a scientific process, and its major components are content, communication, and feedback [8]. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve, and develop new teaching-learning activities, and hence, flexibility is built into the system, which encompasses both teaching and education. Teaching and education are closely intertwined, with a primary focus on students, where teaching is a key component of the educational process. Teaching without education can yield a knowledgeable but morally compromised society. It involves two activities: teachers facilitate harmonious communication and interaction during student learning, which requires some essential elements. Enhancing student engagement through active learning, fostering inclusivity through experiential and blended learning, and aligning assessment results with teachers' and students' objectives are all crucial tasks for educators. Thus, "it is easy to be possible for the teachers to do so, if they can communicate effectively, be in control, be consistent with the rules, provide choice, and finally be creative in managing behavior." [9]. Teaching is a systematic process of conveying knowledge to students to produce informed individuals. Education involves applying values, requiring careful design and appropriate techniques to guide and motivate students to engage actively in learning.

From a pedagogical perspective, the role of teaching is to create an environment where learning becomes meaningful, purposeful, and transformative. It entails helping students think critically, explore imaginatively, and hone their problem-solving skills in addition to imparting knowledge. To ensure students' overall development, teaching is essential in

forming their intellectual, emotional, social, and moral aspects. It also serves as a bridge between knowledge, culture, and values, helping students make connections between theory and practical applications. Ultimately, education serves as a transformational and facilitating force that prepares students to be capable, responsible, and thoughtful members of society.

Practices in Pedagogic perspectives

Practices in pedagogic perspectives in education begin with an introduction to the concept of pedagogy, its purpose in teaching and learning. The program examines curriculum design and learner development through pedagogical foundations, key philosophies (behaviorism, constructivism, humanism, and critical pedagogy), and contributions from theorists such as Piaget, Vygotsky, Dewey, Freire, and Montessori. Participants engage with core approaches, including teacher-centered and learner-centered models, inquiry-based and experiential learning, project-based learning, and inclusive pedagogy addressing diversity and socio-emotional needs. The successful organization of Practices and individual development requires the identification of needs for Practices and the development of individuals in education, as well as in science and technology [10].

As science and technology advance, personnel must be able to use technology effectively, which puts pressure on educational institutions and the general population to provide better services. Practices in pedagogic perspectives equip educators with the knowledge and skills to enhance teaching and learning. It focuses on understanding learner acquisition, teacher facilitation, and effective strategies for diverse student needs. Educators learn to design engaging environments, apply suitable methods, and promote critical thinking, creativity, and lifelong learning. Practices generally emphasize psychomotor skills, even though they are based on knowledge and attitudes, while education in these three areas of ability (cognitive,

affective, and psychomotor) receives balanced attention [11]. The synopsis presented the following main characteristics, such as: (a) explicating the text legitimized in the interaction context (strong framing of the evaluation criteria); (b) relation between teachers' knowledges and knowledge's to be acquired (weaker classification between discourses); (c) personal relations of communication between the researcher and the teachers and between teachers (weak framing) [12].

Finally, the Practices concludes with a focus on future directions, emphasizing the integration of multiple pedagogical perspectives for holistic education, preparing educators for lifelong learning, and exploring emerging trends such as neuroscience-informed pedagogy, global citizenship education, and the expanding role of AI in teaching and learning.

The Practices emphasizes classroom pedagogy, focusing on designing experiences aligned with pedagogical theories, effective management strategies, differentiated instruction, and various assessments. It also addresses technology integration, including digital learning, flipped classrooms, gasification, and AI in adaptive environments, as well as socio-cultural dimensions, such as culturally responsive teaching, and gender-sensitive approaches.

The Practices emphasizes reflective and critical pedagogy, encouraging educators to see themselves as reflective practitioners and to empower learners by promoting student voice and agency. It employs a range of methodologies, including workshops, case studies, simulations, peer mentoring, and reflective journals, supported by action research. The program also evaluates pedagogical competence using assessment tools, feedback mechanisms, and professional development pathways.

Ambiance of interrelation: Education, teaching, and Practices

Fostering knowledge, skills, and attitudes that allow individuals to develop personally

and make significant contributions to society is the shared goal of Education, Practices, and teaching. To ensure that individuals can adapt to changing circumstances, the primary goal of education is to foster intellectual growth, critical thinking, and social awareness. The critical analysis of various educational models, theories, and practices has offered a nuanced understanding of the complexities inherent in aligning educational approaches with societal needs and individual development [13].

Additionally, developing the practical skills and abilities required for specific tasks or professional responsibilities is the primary goal of Practices. The increase in critical thinking abilities is higher than that achieved through problem-based learning methods [14]. Inquiry-based learning is suitable for the entire group of prospective teachers, whereas the problem-based learning method is not suitable for groups with very low computational thinking. Prospective teachers with a converging learning style find it easier to implement inquiry-based learning, resulting in the highest increase in computational thinking. Together, Education, teaching, and Practices develop capable professionals and responsible

citizens for personal growth, community development, and global sustainability.

Education, teaching, and Practices are interconnected yet distinct, serving different purposes. Education is broader, emphasizing holistic individual development, critical thinking, values, and social awareness, while teaching involves imparting knowledge and guiding learners in educational settings. Studies concluded that student-centered teaching is commonly shown in teaching Sessions. Personalized learning occurs rarely, although there is a slight difference between 'always' and 'often' scales in education, teaching, and practices among students [15].

Additionally, figure 1 below clearly represents the critical concerns of pedagogical perspectives, encompassing the domains of education, teaching, and practices. The theory and practice of education, or pedagogy, is the process by which teachers and students create, exchange, and alter knowledge. A thorough understanding of how learning occurs at the individual, institutional, and societal levels can be gained by approaching pedagogy through the three interconnected domains of education, teaching, and practices, with the following focused outcomes highlighted.
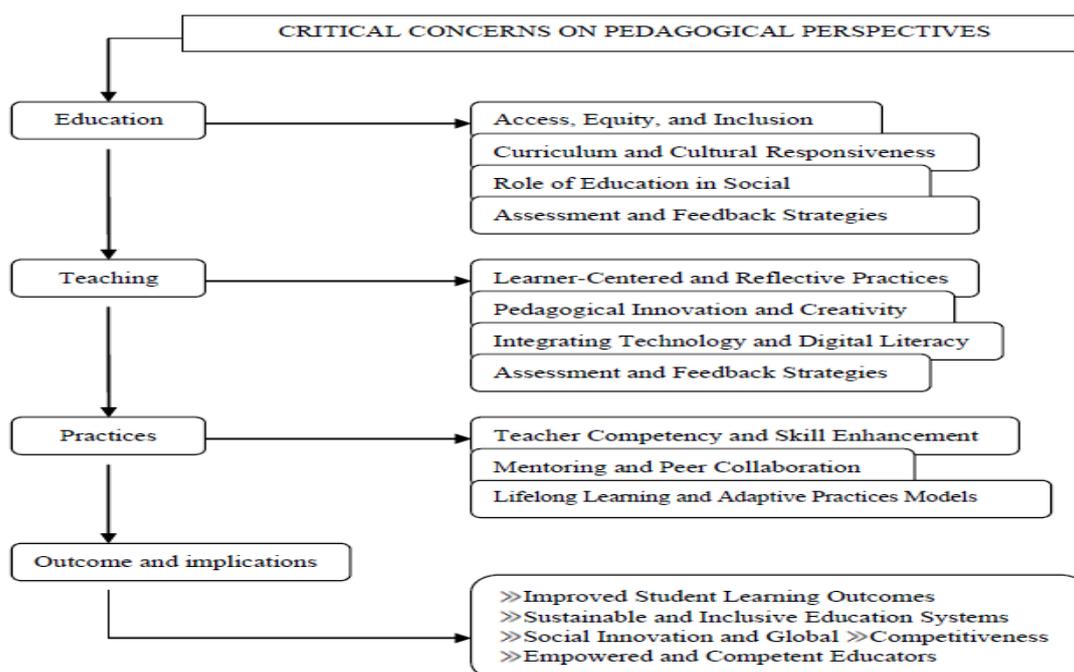

Figure 1. Representations of Pedagogical Perspectives

To ensure successful learning, it places a strong emphasis on techniques, approaches, and interactions between educators and learners. Practices are more focused on the immediate application of knowledge in technical or work situations. In contrast, teaching and education stress the transmission and facilitation of information and the pursuit of broad, lifelong learning, respectively. When combined, they create well-rounded, knowledgeable, and talented individuals who complement and enhance one another.

CONCLUSION

Critical pedagogical perspectives enhance traditional methods through dialogue, collaboration, and cultural acknowledgment. By promoting active engagement, critical pedagogy addresses issues of power and equity, fostering inclusive and transformative education. Learner-centered pedagogies incorporate flexibility, inclusivity, and active participation, transitioning from teacher-directed instruction to collaborative and reflective learning.

Strategies such as differentiated instruction and culturally responsive teaching adapt to diverse contexts, while a supportive environment values learners' voices, fostering a meaningful education. Teacher Practices programs should adopt dynamic, interdisciplinary approaches to prepare educators for diverse classrooms, integrating digital literacy, inclusive strategies, critical pedagogy, and socio-emotional learning. Ongoing professional development and mentorship help teachers adapt to evolving contexts, while acknowledging students' identities fosters inclusivity and engagement. Culturally responsive teaching incorporates local traditions, enhancing meaningful learning. Social contexts influence teaching opportunities, and aligning practices promotes equity and participation. Technology should shift from content delivery to fostering collaboration and critical thinking, creating interactive spaces for diverse perspectives. Balancing standardized curricula with learner-centered practices can personalize learning, while thoughtful integration allows adherence to standards through project-based and differentiated approaches. Standardized goals should be reframed as frameworks for meaningful, student-driven learning experiences. Teacher beliefs and attitudes significantly influence the adoption of innovative pedagogical practices. Educators who prioritize student agency and critical thinking are more inclined to adopt learner-centered methods, while those adhering to traditional views may resist change. Beliefs about learner capabilities and assessment influence teaching choices, and attitudes towards risk-taking impact experimentation with new approaches. Supportive environments and professional development can foster a mindset of openness to innovation.

As a whole, professional development promotes reflective teaching practices by enabling educators to examine their assumptions and refine their approaches. Effective programs incorporate collaborative learning, peer mentoring, and discussions on equity and cultural diversity. Reflection journals and feedback encourage critical evaluation of practices and their impact on students. Such initiatives empower educators to embrace innovation and align with social responsibilities, cultivating skilled practitioners and change agents.

Authors' Biography

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