Innovative strategies in teacher training: image, professionalism and leadership will

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Editorial

The continuous evolution of education systems worldwide indicates the need for teacher training to address the challenges of the present and the future. The complexity of today's educational environments requires teachers to take on additional roles and responsibilities. One of the main challenges for teacher education specifically is the need to transform the strategies used to train teachers. As the nature of education and the demands of society continue to change, the need for teacher training that is dynamic and individualized becomes ever more critical. As such, the training of the next generation of teachers needs to provide these teachers with the skills and knowledge they need to succeed in today's classrooms and beyond.

This issue of *Acta Scientiarum. Education* focuses on innovative strategies in teacher training in relation to aspects of image, professionalism, and leadership. Given the increasing demands that are being placed upon teachers, this issue of the journal provides a timely exploration of innovative strategies for teacher education. The various studies collected in this issue investigate the way in which teacher training can develop the leadership, professional image, and emotional intelligence that are required of modern teachers. The different articles collected in this issue provide readers insight into the current state and future of teacher training and the changes that it might require to meet the demands of modern teaching.

The purpose of this issue is to explore the critical role those innovative strategies play in teacher training, specifically in the context of enhancing professionalism, leadership skills, and the image that teachers and educators present to the public. In today's world, it is clear that innovative strategies and methods must be used within teacher training to meet the demands and requirements of both students and society. This issue aims to provide readers with valuable insights and knowledge regarding how teacher training can be enhanced and improved to ensure that teachers are equipped with the necessary skills to face today's challenges.

The importance of this issue cannot be emphasized enough. Given the rapid development of technology and the changes taking place in society, teachers need to be equipped with various skills and knowledge. By exploring concepts and topics such as emotional intelligence, professionalism, and innovative teaching strategies, this special issue will contribute to the discussion regarding teacher training and ensure that educators are prepared to meet the demands of 21st-century classrooms and students from around the world.

The rapid changes occurring in educational technology, society, and the teacher-learner relationship make this issue especially relevant. Moreover, the shift that society and the global education systems are experiencing requires that teachers adjust to various new and different methodologies. The various elements that make up these contributions provide a more detailed examination of the many different aspects of teacher professionalism in the modern world.

This issue is particularly relevant for a broad spectrum of stakeholders in the educational sector, including teacher educators, policymakers, educational leaders, and practitioners. It presents an opportunity for reflection on how current teacher training practices can be improved and modernized to meet the demands of the 21st century. Additionally, this collection provides critical insights for researchers exploring professional development, teacher efficacy, and the integration of new pedagogical models into formal training systems. These contributions help chart a way forward for enhancing teacher competence, leadership qualities, and professional image in increasingly diverse and challenging educational contexts.

Contributions to the Issue

The following articles in this issue can be loosely categorized into the following themes: articles on starting off discussions on professional development, providing specific training in different fields, discussing emotional and motivational aspects, legal issues, and forming a teacher's professional image.

1. Modern Approaches to Continuous Professional Development of Teachers in Postgraduate Pedagogical Education

The purpose of this research is to pay attention to the latest approaches to teaching postgraduate teachers, particularly in Ukraine. The study emphasises the need to provide teachers with ongoing and further education to address the changes that society and education are experiencing. Special attention is paid to interactive teaching methods, the use of modern information and communication technologies (ICT), and the importance of self-education. The study also shows that improvements are needed in the current teacher education system to provide teachers with the skills and competencies needed to meet the challenges of the modern educational process.

2. Professional Training of Physical Education and Sports Specialists: Current Trends, Challenges, and Innovations

The training of future physical education and sports specialists in Ukraine is the focus of this article. The aim of the article is to consider the current trends in the training of these specialists, including the use of digital technologies and distance learning. The article also points out gaps in the provision of psychological training and the use of modern technologies, such as virtual and augmented reality. As such, the article provides recommendations for improving training programmes for physical education teachers in Ukraine.

3. Implementing Personality-Developing Technologies in Teacher Training for Primary Education

The main purpose of this study was to assess the level of preparedness of final-year students of teacher education to use technologies for developing students' personalities in primary education. The study identified that while students have acquired knowledge, there is a need to provide more practical training to these students. The aim of this study was to develop a course that would allow these students to gain a better attitude towards technologies that focus on developing students' personalities. The findings of this study indicate that including practical training in the training of teacher education students is crucial in allowing these students to be prepared to teach primary education students according to their individual needs.

4. The Relations Between Secondary School Teachers' Professional Development and Teacher Self-Efficacy in Mongolia

This research paper investigates the relationship between teacher professional development and teacher self-efficacy in Mongolia. The research identifies three main factors that influence the self-efficacy teachers feel in their classrooms: active learning, the degree of collaboration required by teachers during the program, and the length of training they receive. This research also makes clear that factors such as active participation and in-depth knowledge of the subject matter are essential for enhancing teacher self-efficacy. Based on this research, it is clear that teacher professional development in Mongolia should focus on active participation and interaction with other professionals in the field of education to increase teacher self-efficacy and support the country's educational reforms.

5. Legal Culture and Motivation as Objective Requirements for the Profession of Future Student Teachers

This article investigates the role that legal culture and motivation play in the development of future teachers in Kyrgyzstan. The article examines the curricula of four different universities and uses focus groups and tasks to assess the level of understanding of legal concepts and terms among future teachers. The findings highlight the importance of legal culture for future teachers and indicate that further training in practical skills will improve the application of theoretical knowledge by these future educators. The article suggests that legal culture, ethical norms, and motivation are crucial components of future teachers' success.

6. The Relationship of Emotional Intelligence of Teachers with Pedagogical Effectiveness and Personality Traits

This study explores the relationship between emotional intelligence and the pedagogical effectiveness of teachers and the significance of emotional competencies for teachers' effectiveness. The study identifies

three major personality traits that contribute to emotional intelligence: openness, extraversion, and conscientiousness. Based on these findings, the authors propose a three-level program for developing emotional competencies among teachers according to their psychological profiles. The integration of emotional intelligence components in teacher education and training programs is likely to yield optimal results in terms of teacher effectiveness.

7. Formation of the Professional Image of a Teacher of Foreign Languages in Higher Educational Institutions

The aim of this study is to explore the development of the professional image of foreign language teachers in higher education institutions, in particular in the context of Ukraine. The results of the analysis of the professional image of foreign language teachers in higher education institutions in Ukraine show that the level of pedagogical image is moderate, and there is a need to improve the teachers' communication skills, cultural competency, and speech culture. Based on the analysis of innovative teaching methods and modern technologies used in foreign higher education institutions in China, Finland, and Singapore, it is possible to develop effective strategies to enhance the professional image and the effectiveness of the work of foreign language teachers in higher education.

8. Evaluation of the Teacher's Role in the Implementation of Multicultural and Person-Centred Approaches in the Educational Process in Higher Education Institutions of Kyrgyzstan

This research focuses on the implementation of multicultural and person-centred approaches in higher education in Kyrgyzstan. The study identifies five main roles that teachers can play to effectively implement these approaches. The implementation of such roles enhances students' creativity, communication, and practical skills. The research also suggests that combining multicultural and person-centred approaches in training teachers will have a positive impact on student engagement and the development of transversal skills.

9. Entre o Eu e o Algoritmo: A Autoria em Tempos de Inteligência Artificial Generativa (IAGen)

This essay is a critical examination of the concept of authorship in the context of generative artificial intelligence. The essay examines how the definition of authorship has changed over time and how artificial intelligence is helping to change the nature of authorship. Based on the theories of authors such as Barthes, Foucault, and Freire, this essay argues for a new conception of authorship that is more distributed, intentional, and insurgent. The argument is made through the lens of adopting a "Pedagogy of Encounter" with generative artificial intelligence to enable educational goals and avoid reducing thought processes to the outputs of generative artificial intelligence algorithms.

10.   Entrepreneurial skills and their relationship with strategic orientation among secondary school principals in sahab district The Researchers

This study examines the entrepreneurial competencies and strategic orientation of secondary school principals in the Sahab district, as perceived by educators. The study employs a descriptive correlational methodology, utilising a sample of 400 teachers from a total of 2,320. The results show that the principals have very good entrepreneurial skills and a strategic mindset. Additionally, a positive and statistically significant correlation between the two variables was identified. The study emphasises the necessity of improving principals' entrepreneurial competencies via specialised training initiatives and workshops. There are also suggestions for how to make schools more strategic. This study aids in the formulation of effective leadership strategies in the educational domain.

The studies presented in this issue of *Acta Scientiarum. Education* focus on the need for innovation in the training of teachers and address a range of different competencies and skills. These studies provide valuable insights into teacher education in general. The presentation of such information indicates the importance of ongoing teacher education, leadership, and professional image within teacher training.

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