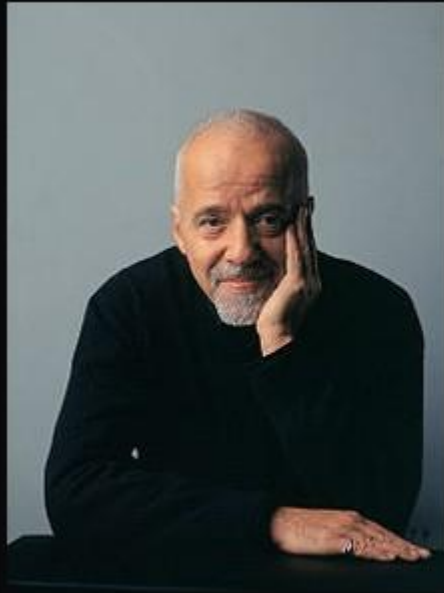


THE ROLE OF TEACHERS IN THE 21ST CENTURY



Prepared by: Zhambylova Madina

WHO IS THE TEACHER?



What is a teacher? I'll tell you: it isn't someone who teaches something, but someone who inspires the student to give of her best in order to discover what she already knows.

(Paulo Coelho)

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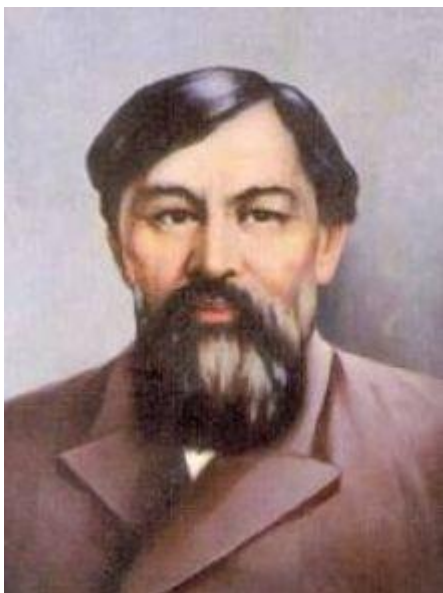


ABAI KUNANBAEV



- Abai was a great Kazakh poet, musician and writer. He was born in Abai settlement near the city of Semei. He was a well - known Kazakh poet, a great thinker, composer, philosopher, the founder of written Kazakh literature, and its first classic. His father Kunanbai was very strict. But his mother Ulzhan and grandmother Zere were kind, warm-hearted and good-natured people. They were good story-tellers, too. They told little Abai a lot of interesting stories, tales and legends of Kazakh people.
- Abai went to a religious school at the age of 9. But when he was 13 he began to learn Russian and entered the Russian school in Semei. He liked to read books of great Russian poets and writers: Pushkin, Lermontov, Krylov. Later Abai translated their works into Kazakh and wrote a lot of masterpieces of literature. His poetry is very popular nowadays
- The Words of Abai have been translated into many foreign languages. Abai Kunanbaev died in 1904. Kazakh people are proud of their great poet. He is well-known all over the world.
- «Kara Sozder» [Book of Words] (prose) created by the great thinker constitute an ethnic philosophical work. This creation of his is an exploration of Kazakh national life in the second half of the 19th century. He influenced social affairs in the country where he lived.
- The name of Abai is known worldwide just as Shakespeare, Goethe, and Pushkin are well - known in many countries, because his great words became a spiritual patrimony of not only one nation, but of the entire humankind





IBRAY ALTYN SARIN

- Ibray Altynsarin was a famous Kazakh educator and teacher of the 19th century. He was born in 1841 in Torghai region. Altynsarin started a Cyrillic alphabet for the Kazakh language. He opened many Kazakh-Russian schools and schools for girls. He translated books and textbooks. He wrote the first Kazakh Grammar book. Altynsarin travelled a lot and visited many countries. He liked children and wrote poems for them. A lot of streets, institutes and schools are named after Altynsarin. There is an Altynsarin museum in Kostanay



MUKHTAR AUEZOV



- Mukhtar Auezov was born in 1897 in Abai district in Semey region. His grandfather Auez and his father Omarkhan were well-educated persons. Mukhtar Auezov was : - a writer - a scientist-educator - one of the founders of Kazakh Soviet Literature - a famous public figure. In 1928 he graduated from the faculty of History and philology of Leningrad University. In 1930 he finished the post-graduated courses of the Turkic department of the faculty of his Orient in the Middle Asian State University in Tashkent. He was the first Kazakh professor lecturing on Kazakh Literature. His novels are : “Kokserek”, “Abai zholy”, “Karash karash”, “Enlik-Kebek” and etc. The most famous of his works is the novel “Abai zholy”. His first work “Enlik-Kebek” was written in 1917



MAIN ROLES OF A TEACHER IN THE 21ST CENTURY

- The controller
- The Prompter
- The Resource
- The Assessor
- The Organizer
- The Participant
- The Tutor
- It is clear that the 21st-century classroom needs are very different from the 20th-century ones. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future



TO CONTROL

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.



In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

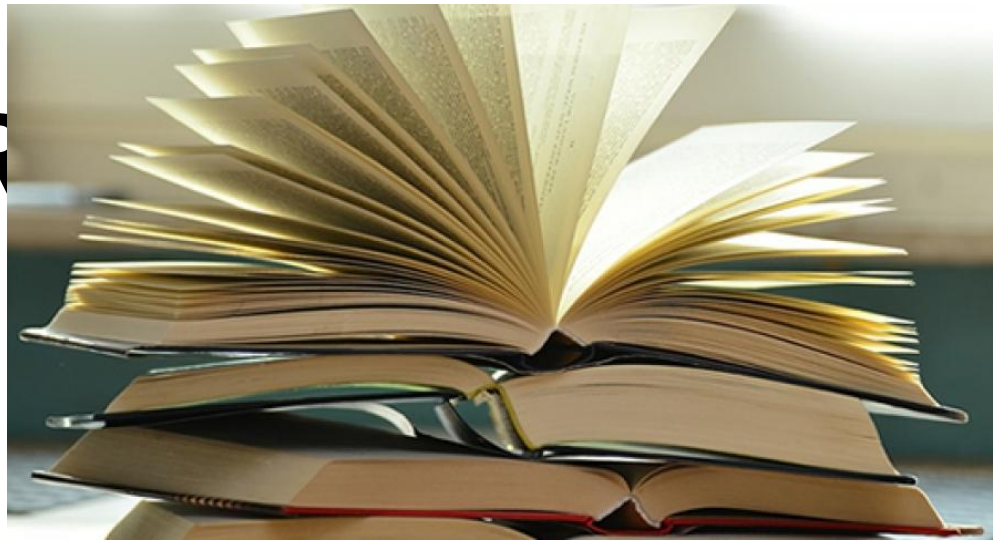


THE PROMPTER

- The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.
- When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.



THE RESOURCE



- The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.
- As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.



THE ASSESSOR



- The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.
- There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.



THE ORGANIZ



- Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.
- The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.



THE PARTICIPANT:

- This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.
- Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.



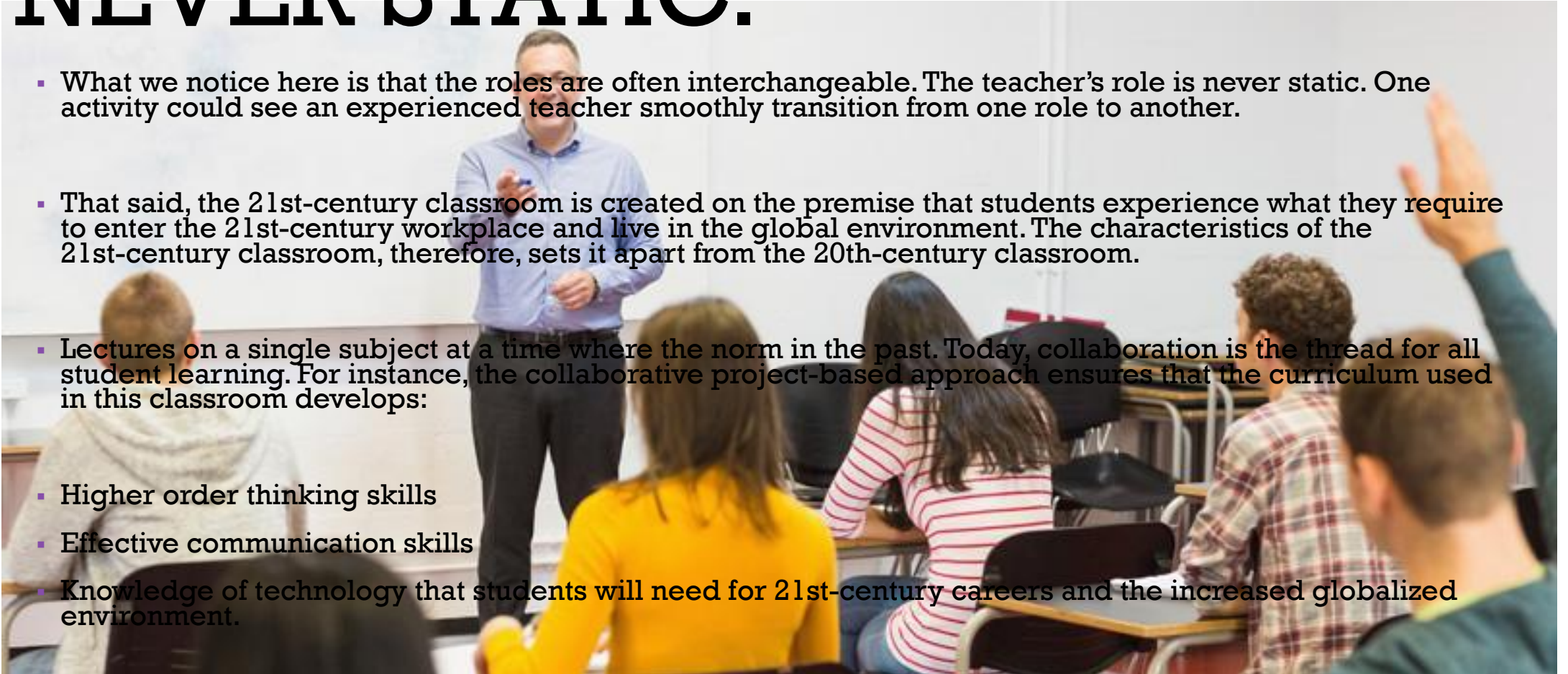
THE TUTOR

- The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.
- This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.



THE TEACHER'S ROLE IS NEVER STATIC.

- What we notice here is that the roles are often interchangeable. The teacher's role is never static. One activity could see an experienced teacher smoothly transition from one role to another.
- That said, the 21st-century classroom is created on the premise that students experience what they require to enter the 21st-century workplace and live in the global environment. The characteristics of the 21st-century classroom, therefore, sets it apart from the 20th-century classroom.
- Lectures on a single subject at a time where the norm in the past. Today, collaboration is the thread for all student learning. For instance, the collaborative project-based approach ensures that the curriculum used in this classroom develops:
 - Higher order thinking skills
 - Effective communication skills
 - Knowledge of technology that students will need for 21st-century careers and the increased globalized environment.



ACCORDING TO...



- Brown, H. Douglas (2007) mentions that “teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills.”
- According to Harmer, J. (2007), the term ‘facilitator’ is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge.



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