

TEACHERS OF THE NEW AGE

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Abstract: The educational process as a whole in this modern society represents a great challenge for all participants in it. On the one hand, the teachers whose role in this process seems to be becoming too difficult and more complex, on the other hand, the students.

The changes that have taken place in primary education in the past three years in R.S. Macedonia, the new conception of primary education as well as the full inclusion of students with special needs in regular education, apart from the many unanswered and open questions, ambiguities and dissatisfaction contributed to this profession being increasingly avoided by younger people.

On the other hand, we have more and more students from whom we often hear that they have many difficulties in mastering the teaching material, that they do not care or show interest in the material, that they are bored at school. They complain that they spend too much time in school or that the material they learn will not be useful to them in the future.

Reality is what it is. Dissatisfaction is present on both sides, but it seems that no one in the country takes any responsibility. However, the burden of motivating students and awakening their interest in acquiring new knowledge falls from the teachers as implementers of the curriculum and programs.

Evans 1952, according (Djordjevic and Djordjevic, 1988) applying different teaching methods and procedures concluded that the teacher's personality is the most important factor for successful teaching.

The teacher of the future should first of all create a pleasant and motivating school environment in which students would love to stay. He motivates, teaches young people to work hard and do their best, arouses curiosity, but also has a calmness with which he resolves all conflicts in the classroom. The teacher of the future is empathetic, shows human warmth, understands the problems of his students, offers reliability, help and support, shows patience and attentiveness. The teacher of the future awakens self-criticism, creativity, constructiveness, teaches cooperation and socialization.

The teacher of the future is an ordinary person full of love for his profession and the mission to teach.

Keywords: educational process, teaching, motivating, watching, supporting, curiosity, understanding.

1. INTRODUCTION

In this modern society, in which we are in a daily race to master new technological inventions and smart devices, it is almost impossible to create an educational system that will be in constant step with the demands of the environment.

Education has never before been challenged more to meet all the demands and produce educated staff for the positions required by the labor market, which in turn has never before changed so rapidly in the history of man. We have been brought to the condition that every person changes at least three professions in his lifetime. Migrations and the search for a better life contribute to this phenomenon, but the rapid technological development is the biggest culprit for the need for an educated and educated staff who must quickly adapt and constantly learn.

How to keep pace with the need for an educated, capable staff always ready to meet the demands of modern life?

At the beginning of this century, the European Union put the main emphasis on lifelong learning as one of the possible solutions to the problem of education. Many of the countries in the world, Canada, Finland, New Zealand, have implemented reforms in the education system and represent a model that is adopted by many countries, including RS Macedonia.

The state of education specifically in RS Macedonia, and it is the same in most Balkan countries, is disappointing. The greater number of schools were built in the last century, the teaching aids that the schools have at their disposal are worn out, new modern teaching aids and aids are not available or are rarely procured, students do not have textbooks even after a whole year. The lesson lasts 40-45 minutes and this time is usually planned according to the curricula and programs in frontal teacher-student teaching, communication is only with the teacher and that if he asks for it. Students should be quiet and listen carefully. From here, teaching is boring for most students, linear, teachers are dissatisfied and overworked.

Changes in this education system are more than necessary.

2. CHALLENGES FOR TEACHERS OF THE FUTURE

Back in the seventies of the last century, UNESCO conducted two surveys led by a renowned team of experts (Faure et al., 1975; Delors et al., 1998) and both surveys reached a common conclusion. The traditional way of education should be abandoned because it has fallen into an insurmountable crisis. A fundamental conceptual change is needed, and instead of "preparation for life", modern society demands that education become an integral part of the entire human life. "The transition from the idea of initial training to permanent education is a hallmark of modern pedagogy" (Faure et al., 1975).

Following world trends and recommendations, the Republic of Macedonia also prepared a concept for primary education in order to raise the quality of teaching and knowledge. In 2007, a nine-year education was introduced, and a 2018-2025 education strategy was prepared, which contains a series of activities to improve the quality of the educational process as a whole. This new conception prioritizes the student, his progress in learning, progress in learning outcomes (rather than just acquiring knowledge). A large number of trainings for the teaching staff have been conducted and their competencies have been strengthened, but still the results achieved by the students of EOOD (Review of Evaluation and Assessment in Education in North Macedonia, 2019.) say that students at the age of 15 are four years behind peers from the EOOD countries. The results of the PISA test are similar, where out of a total of 77 countries participating in the test, students from our country achieved 66th place in reading comprehension and 67th place in mathematical literacy. The obtained results say that the students do not know how to learn actively. Active learning as a process is based on: speaking and listening, writing, reading and reflection (Visinko 2022). In combination or independently, these processes stimulate the development of new cognitive structures and develop different opinions among students.

Results say that we cannot just copy someone else's successful education system and expect positive changes. What we forget when creating "successful new" concepts is the personality of the teacher and the weight he carries as the most important part of the educational process. Evans 1952, according to (Gjordjevic and Gjordjevic, 1988) by applying different teaching methods and procedures concluded that the teacher's personality is the most important factor for successful teaching.

The new conception of primary education with complete inclusion of students with special needs has led the teacher to an extremely unenviable position. In addition to the knowledge of the curriculum and programs, he is expected to have knowledge and expertise about students with special needs, that is, the teacher is not only expected to be a pedagogue, he is also expected to be a special education teacher, psychologist, re-educator.

The authors (Stanisavljevic Petrovic and Lukic 2011) conducted a study on the readiness of the school environment for the process of inclusion, and the results showed that less than 39% of the teachers consider that the schools are ready. In the Republic of Macedonia, research on the anxiety and stress of teachers in relation to inclusive education in regular primary schools (M. Filipova 2022) showed that a moderate level of anxiety and stress is present.

Tummers (2015) conducted an interview with teachers, about how they deal with stress in the workplace and what and how much help they receive from professional colleagues to reduce stress. The results of the interview showed that stress management trainings are not implemented in schools, and the teachers alone gave each other advice. Part of the procedures used are awareness of breathing, meditation, awareness of one's actions, education in small groups, etc. A study (Greenberg et al., 2017) showed that such procedures have positive effects in the quality of the teaching process.

Vlah, Međimorec Grgurić and Baftiri (2017) also investigated the teachers' need for professional help from a psychologist - the teachers' need for support from a psychologist was determined, as well as support in the form of training to acquire competencies for working with students with special needs.

Faced with these challenges, the number of those students who decide to choose "teaching" as their future profession tends to drop from year to year.

Despite all the shortcomings, the teaching profession was and will remain one of the noblest. Education is the most important link for socioeconomic development of any country, and teachers are the backbone of education.

3. INSTEAD OF CONCLUSION – classroom of the future

The teacher of the future leads a modern, classroom of the future that will replace the traditional approach and way of learning, i.e. technological learning will replace traditional teaching methods

Today's children are tech-savvy from a young age, that's why the education system should use their knowledge and opportunity to work on research projects instead of traditional and classical learning. Instead of banning tablets and smartphones in the classroom, let's use devices to expand knowledge, instead of a class that lasts 40-45 min. a class that would last for several hours and would integrate several subjects at the same time. The classroom of the future should not be linear and expect every student to master the same knowledge and at the same speed. In the classroom

of the future, every student has special needs because everyone learns in a different way and at a different speed through exploration, experimentation and by choice.

The teacher of the future motivates, guides, advises, encourages, plans and creates a positive and safe climate in the classroom. Uses tools such as presentations, visits, exhibitions, plays, recitations. Collaborates with parents and successfully manages and resolves conflicts. The teacher of the future is a lifelong learner and has the ability to think critically and creatively, he is empathetic, emotionally intelligent. The teacher of the future is first of all a human being

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