

## DEVELOPING SKILLS FOR 21<sup>ST</sup> CENTURY AND ROLE OF TEACHER

Dr. Archana S. Desai

*Principal, Jai Shriram College of Education, Pune. (Maharashtra), India.*

**Abstract** – The 21<sup>st</sup> Century Skills are the skills that are required by an individual for his/ her holistic development so that he/she can contribute to the progress and development of his society/ nation and world. 21st Century skills are the abilities that today's students need to succeed in their careers during the Information Age. The 21st century teachers need teaching skills, content mastery as well integrating teaching with technology. The teacher development programs are much important. With the emerging technologies, the teaching-learning is transforming from teacher-centered, lecture based to student-centered learning environment.

### **Introduction -**

Development of 21<sup>st</sup> century skills are more important to students now than ever before. They not only provide a framework for successful learning in the classroom, but ensure students can thrive in a world where change is constant and learning never stops. And they are also tremendously important for our nation's well being.

The term “21st-century skills” is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world.

The 21<sup>st</sup> Century Skills are the skills that are required by an individual for his/ her holistic development so that he/she can contribute to the progress and development of his society/ nation and world. Empowering our students with these skills is another challenging task, which the nation is committed to accomplish. While the nation has already adopted and initiated several innovative policies and practices to empower our students with the 21st century skills, it is required that all stakeholders should not only have a clear understanding of them, but also



collectively collaborate. 21st Century skills are the abilities that today's students need to succeed in their careers during the Information Age. A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

### **The 21st Century skills are:**

#### **The Three 21st Century Skill Categories -**

Each 21st Century skill is broken into one of three categories:

1. Learning skills
2. Literacy skills
3. Life skills

**Learning skills** - teaches students about the mental processes required to adapt and improve upon a modern work environment.

**Literacy skills** - focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

**Life skills** - take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

### **Category 1. Learning Skills (The Four C's)**

The four C's are by far the most popular 21st Century skills. These skills are also called learning skills more educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.



### The 4 C's of 21st Century Skills are:

- **Critical thinking:** Finding solutions to problems
- **Creativity:** Thinking outside the box
- **Collaboration:** Working with others
- **Communication:** Talking to others

Arguably, critical thinking is the most important quality for someone to have in health sciences. It's what helps students figure stuff out for themselves when they don't have a teacher at their disposal. Creativity is equally important as a means of adaptation. This skill empowers students to see concepts in a different light, which leads to innovation. Learning creativity as a skill requires someone to understand that "the way things have always been done" may have been best 10 years ago — but someday, that has to change. Collaboration means getting students to work together, achieve compromises, and get the best possible results from solving a problem. The key element of collaboration is willingness. All participants have to be willing to sacrifice parts of their own ideas and adopt others to get results. Finally, communication is the glue that brings all of these educational qualities together. It's crucial for students to learn how to effectively convey ideas among different personality types. Without understanding proper communication, students in the 21st Century will lack a pivotal skill to progress their careers. But the four C's are only the beginning. 21st Century skills also require students to understand the information that's around them.

### Category 2. Literacy Skills -

Literacy skills are the next category of 21st Century skills. They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

### The three 21st Century literacy skills are:

- **Information literacy:** Understanding facts, figures, statistics, and data



- **Media literacy:** Understanding the methods and outlets in which information is published
- **Technology literacy:** Understanding the machines that make the Information Age possible

Information literacy is the foundational skill. It helps students understand facts, especially data points that they'll encounter online. More importantly, it teaches them how to separate fact from fiction. In an age of chronic misinformation, finding truth online has become a job all on its own. It's crucial that students can identify honesty on their own. Media literacy is the practice of identifying publishing methods, outlets, and sources while distinguishing between the ones that are credible and the ones that aren't. Just like the previous skill, media literacy is helpful for finding truth in a world that's saturated with information. But with it, they can learn which media outlets or formats to ignore. They also learn which ones to embrace, which is equally important. Last, technology literacy goes another step further to teach students about the machines involved in the Information Age. As computers, cloud programming, and mobile devices become more important to the world, the world needs more people to understand those concepts. Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why. This understanding removes the intimidating feeling that technology tends to have. After all, if you don't understand how technology works, it might as well be magic. As a result, students can adapt to the world more effectively. They can play an important role in its evolution. They might even guide its future.

### Category 3. Life Skills -

Life skills is the final category. Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

#### The five 21st Century life skills are:

- **Flexibility:** Deviating from plans as needed



- **Leadership:** Motivating a team to accomplish a goal
- **Initiative:** Starting projects, strategies, and plans on one's own
- **Productivity:** Maintaining efficiency in an age of distractions
- **Social skills:** Meeting and networking with others for mutual benefit

Flexibility is the expression of someone's ability to adapt to changing circumstances. This is one of the most challenging qualities to learn for students because it's based on two uncomfortable ideas:

1. Your way isn't always the best way
2. You have to know and admit when you're wrong

That's a struggle for a lot of students, especially in an age when you can know any bit of information at the drop of a hat. Flexibility requires them to show humility and accept that they'll always have a lot to learn — even when they're experienced. Still, flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change, and how to react *to* change is a skill that'll pay dividends for someone's entire life. Leadership is someone's penchant for setting goals, walking a team through the steps required, and achieving those goals collaboratively. Whether someone's a seasoned entrepreneur or a fresh hire just starting their careers, leadership applies to career. As they lead individual departments, they can learn the ins and outs of their specific careers. That gives ambitious students the expertise they need to grow professionally and lead whole corporations. True success also requires initiative, requiring students to be self-starters. Initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. The rewards for students with extreme initiative vary from person to person. Sometimes they're good grades. Regardless, initiative is an attribute that earns rewards. It's especially indicative of someone's character in terms of work ethic and professional progress. That goes double when initiative is practiced with qualities like flexibility and leadership. Along with initiative, 21st

Century skills require students to learn about productivity. That's a student's ability to complete work in an appropriate amount of time.

By understanding productivity strategies at every level, students discover the ways in which they work best while gaining an appreciation for how others work as well. That equips them with the practical means to carry out the ideas they determine through flexibility, leadership, and initiative. Still, there's one last skill that ties all other 21st Century skills together. Social skills are crucial to the ongoing success of a professional. This concept of networking is more active in some industries than others, but proper social skills are excellent tools for forging long-lasting relationships. While these may have been implied in past generations, the rise of social media and instant communications have changed the nature of human interaction. As a result, today's students possess a wide range of social skills. Some are more socially adept than others. Some are far behind their peers. And some lucky few may be far ahead; as socializing comes naturally to them. But most students need a crash course in social skills at least. Etiquette, manners, politeness, and small talk still play major roles in today's world. That means some students need to learn them in an educational setting instead of a social setting. For them; it's another skill to add to their lives.

## **The Roles of a Teacher in the 21<sup>st</sup> Century -**

It is clear that the 21<sup>st</sup> century classroom needs are very different from the 20<sup>th</sup> century ones. In the 21<sup>st</sup> 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.

### **Teacher Roles:**

Most teachers take on a variety of roles within the classroom.

**1. The Controller:** 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.

**2. 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.

**3. 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.

**4. 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.

**5. The Organizer:** 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.

**6. 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.

**7. 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.

### **Conclusion -**

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.

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.



## References –

Stedman Graham, *Preparing for the 21st Century: Soft Skills Matter*, Huffington Post, April 26, 2015. Retrieved 2016-03-16

Cassel, R.N.; Kolstad, R. (1998). "The critical job-skills requirements for the 21st century: Living and working with people". *Journal of Instructional Psychology*. 25 (3): 176–180.

Bell, M.A. (2002). Why use an interactive whiteboard? A baker's dozen reasons! *Teachers Net Gazette*, 3(1). Retrieved from <http://teachers.net/gazette/JAN02/mabell.html>

Haider, Zargham. (2012). Professional Teacher for 21 st Century. *Journal of Engineering, Science & Management Education*, vol-5, issue-II (480-482).

National Council for the Accreditation of Teacher Education (NCATE). (2008). Professional standards for the accreditation of schools, colleges, and departments of education. Washington, DC: NCATE.

Siddiqui, M. A. (2011). Teacher education and ICT: Global context, policy and framework. *Education in India*.

---

