

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS
CLASSROOM MANAGEMENT THROUGH ESSENTIAL 21ST CENTURY
PERSONAL AND PROFESSIONAL SKILLS

Abdullayeva Soxibaxon Olimbek qizi

Namangan Davlat Universiteti Jahon tillari fakulteti ingliz tili va adabiyoti
kafedrasi o'qituvchisi

Annotation: *In this article, personal and professional skills such as technology literacy, information literacy, media literacy as well as digital collaboration skills in the new way of teaching are discussed.*

В этой статье обсуждаются личные и профессиональные навыки, такие как технологическая грамотность, информационная грамотность, медиа грамотность, а также навыки цифрового сотрудничества в новом способе обучения.

Ushbu maqola texnologiya savodxonligi, axborot savodxonligi, media savodxonligi va raqamli hamkorlik ko'nikmalari kabi shaxsiy va kasbiy ko'nikmalarni o'rganishning yangi usuli muhokama qilinadi.

Key words: *technology literacy, information literacy, media literacy, digital collaboration skills*

Ключевые слова: *технологическая грамотность, информационная грамотность, медиа-грамотность, навыки цифрового сотрудничества.*

Kalit so'zlar: *texnologiya savodxonligi, axborot savodxonligi, media savodxonligi, hamkorlik ko'nikmalari.*

The world has seen rapid changes in the demand for talents in nurturing future leaders and fueling the necessary workforce is a major concern in the educational field. The professional development of teachers, namely education and training to enhance teachers' knowledge and skills, has thus become a top priority. In order to effectively foster students' development of 21st century skills, teachers themselves must have at least a good command of these skills, and be well prepared in their own capacity to impart such skills onto students. A quick search in the existing literature yields a less than satisfactory result for professional development specifically designed for 21st century skills teaching, especially for in-service teachers. This is a grave issue as teachers educated and trained under the old teaching model in past decades are neither adequately aware of nor ready with all the skills to create a 21st century teaching environment for their students' learning. The exact areas they are weak in have not received sufficient attention in the literature either. With the aims to provide stronger educational support to in-service teachers in their adoption and development of new skills in 21st century teaching, this chapter first highlights the skills and capacities that teachers lack, then suggests methods for teachers' reference

in their acquisition or strengthening of such skills to keep themselves in line with contemporary educational development. [6.233]

Getting teachers prepared for the launch of a new 21st century skills oriented teaching style is no easy task. It is proposed that most of the learning goals of 21st century skills can be taught within the context of scientific inquiry or project based learning, which requires “ambiguous” teaching. This teaching style calls for teachers to be able to engage students in self-directed strategies about their own learning, to organize activities that delegate learning decisions to students and monitor their progress, to facilitate learning activities such as collective problem-solving, and to guide students in thinking about complex problems by giving them feedback following assessment. In easing the “ambiguity” of such a novel teaching model, this section aims to explore areas that teachers need to polish their own skills in so as to effectively support the teaching of and help students develop 21st century skills, namely teachers’ attitudes towards and competencies of adopting 21st century skills, their pedagogical orientation and professional identity. [10.559-568]

Information technology (IT) literacy is the most fundamental among the set of digital literacies. IT literacy is the first skill teachers must acquire in order to master all the three skills under the umbrella of digital literacy, as the search for and organization of information is largely supported by technology nowadays, as well as the creation and utilization of media. There is an increasing trend for technology integration in the classroom, requiring teachers to incorporate technology into their pedagogy. [8.481-499]

Access to hardware and software is noted to be the basic criterion for technology utilization at school. Technology infrastructure available to teachers has to be reliable and useful to serve their purposes. If technology usage is time consuming or perceived not contribute to students’ learning process, teachers will be inclined not to use it. Besides, if hardware or software provided for teaching and learning is insufficient, it is difficult to fulfill the need of facilitating student-centered learning. In reality, compared to the past when teachers had to, for example, ask for computers to be installed directly in classrooms, technology is now more easily accessible for teaching and learning. The availability of technology infrastructure to teachers also boosts their confidence in using IT professionally, for example, in using word processing soft wares, and saving and accessing shared files. [9.203-219] This brings our discussion to the next point concerning attitudinal issues of teachers towards IT. Teachers’ beliefs in IT and confidence in their own IT skills are two prime attitudinal obstacles towards effective technology integration in their teaching. Specific concerns that teachers harbor include their worry that the syllabus cannot be completed on time should computers be used in teaching and learning, and their fear that computers may be broken, lost or damaged during use. Studies in the area have shown that teachers’ beliefs on IT are positively linked to their IT practices. If teachers feel uncomfortable

with the use of technological tools or are apprehensive that they may not be qualified to teach using IT, there are less likely to incorporate technology into their teaching, resulting in less interaction between students and technology.

Media education is most effective when teachers have clear expectations of students' media consumption habits and media awareness to be able to design a tailor-made media education program for their students' maximum benefit and to evaluate their improvement and that of the program itself. Since children in the present era are exposed to media content from a much earlier stage at a more frequent rate via the Internet and popular social media such as Facebook teachers may have the wrong assumption that their digital native students are having the same level of media literacy as they do, and that the conventional media education curriculum that worked for the teachers at their school age still fits their students now. This wrong estimation of students' media consumption habits and awareness may either waste students' time of learning something they have already acquired or lead to an inappropriate design and a misapplied and insufficient focus on media education. Teachers' realistic understanding thus plays an influential role in students' future development and learning outcomes. [3.210-230]

In order to develop and sharpen one's skills of collaborating with peers and becoming a team player, one very effective way is to learn through experience – to collaborate with fellow classmates in activities that encourage social interaction. In the course of collaborative learning, the traditional role of the teacher as the lecturer is replaced by that of a facilitator. With this change in the teacher's role from a knowledge deliverer to a mediator of students' knowledge development, new tools and pedagogies are needed to appropriately scaffold students' acquisition of collaboration and communication skills.

Various kinds of software and platforms, such as blogs, forums and wikis assist collaboration among teachers, groups of students as well as between the teacher and students. In particular, there is widespread recognition of the collaborative potential of wiki as substantiated by the rapidly growing number of its applications in group work across disciplines and levels of study. After taking the first step to adopt collaborative tools in teaching and learning, it is imperative that teachers take the necessary measures to ensure sufficient and effective communication among students on the chosen collaborative platform. Without the teacher's timely support and mediation, collaboration requires a lot more effort and becomes time consuming, leading to failure in task. But as students advance in their collaboration skills, they gradually require less guidance to complete their assigned group work. In order to design collaborative learning activities most suited to students' experience and level, teachers should be able to observe and judge the levels of student ownership of the inquiry mode. [7.126-142]

After reviewing the components of 21st century skills that teachers should possess for their own use and for them to pass on to students, we explore way of getting teachers to process, understand and internalize these necessary skills for modern teaching and learning.

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