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CHANGING ROLE OF TEACHERS HISTORY IN MODERN ERA

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Abstract : A Nation depends on the activities of the teachers. Identically, they are working to develop the base of the students. Even a teacher engaged in the programmes/ courses for development of the special skills or technical courses is aware of their role and responsibilities towards not only the learner but also society. For this reason, the leader of tomorrow is created by a teacher.

Key Words : History, Effectiveness, Disciplines, Determined, Professionals, Audiovisual, Enhance, Vocal, Cognizant, Sight, Modules, Pedagogical etc.

Introduction : In Modern Era we know the changing role of teachers. History depends on the activities of the teachers. At the same time, if a teacher fails to discover the eternal power of a student, the student fails in ones whole life. That means a teacher is the best mentor for a life of the student. In Modern Era, a teacher's effectiveness is determined by the degree of mastery both within and among the following seven roles which include: professionals, subject experts, writers, actors, developers, manager and sales people.

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1.a. Teachers as Subject Experts : We know our teachers must also be subject experts. They select content organize content, update content, and then diliver content in their disciplines, clearly, they must know their subjects.

1.b. Teachers as Professionals : Teaching is a profession and teachers are terrific professionals. They must be knowledgeable a about such important things as child and adolescent development. Learning theory educational philosophy, history of education and the like.

1.c. Teachers as Writers : Teachers must also be writers. They need to be able to express their own ideas on paper and to edit and improve the readability of materials written by others. Skillful writing makes for better correspondence, klesson plans, instructional materials, and tests.

1.d. Teachers as Actors : The best teachers are also good actors. Skills relating to vocal expression, bodily actions role playing and the use of space and props need to be honed. Techniques for generating surprise, creating suspense and using humour in the class room are other skills of acting to master by teachers.

1.e. Teachers as Developers : Teachers must also a be developers. They create and adapt a wide variety of audio visual teaching materials for instructional rise. Teachers need to be skilled in using both traditional tools and the computer to enhance their professional productivity.

1.f. Teachers as Managers: Teachers are also managers. Techniques for planning, coordinating commanding, controlling, organizing guiding, coding and facilitating core executive components are required.

1.g. Teachers as Sales People : Teachers must also be accomplished as a market salesperson. They need to be able to sell their subjects, like good marketers the best teachers

should know their audience, plan, campaign accordingly and then motivate their students to buy into their product, which is education.

2. Modules for Teacher

2.a. Modules for Teacher as Actors: To help develop these important competencies, following acting modules may be used:

2.a.1. Vocal (Voice) Expression: A Teacher

- should be sensitive to any personal speech characteristics that might distract from the teaching/learning process and should work to overcome these impediments.
- should appreciate the voice's role in communication and should work to maintain his/her own vocal fitness.
- should deliberately raise or lower voice volume in order to achieve a particular communication goal.
- should deliberate the rate at which syllables and/or words and/or sentences are spoken in order to make a point or otherwise enhance student learning.
- should select the appropriate form (S) and degree (s) of vocal (Voice) expression to use when communicating with students in a variety of teaching/learning situations.

2.a.2. Non-Verbal (Physical) Expression: A Teacher -

- should be sensitive to and should avoid sending non-verbal signals that can distract from the teaching/learning process.
- should use facial expressions and eye contact to help communicate with students.
- should use physical gestures as an aid to communication.

- should move about the room in order to enhance various aspects of the teaching learning process.

2.a.3. Physical (Class Room) Space : A Teacher

- should be aware of the communicative effect of Physical space between interacting peoples (Proxemics) and should use this knowledge to advantage during the teaching/learning process.
- should be cognizant of class room acoustics and should make sure that students can hear what is spoken.
- should be cognizant of sight lines within the class room and should make sure that students are able to see what needs to be seen.

2.a.4. Physical And Instructional Props : A Teacher

- should be aware of the various types of physical and instructional props that can be brought into the class room and should use this knowledge to advantage during the teaching/learning process.
- should use physical props to help convey information to students.

2.a.5. Role Playing : A Teacher

- should formulate a clear conception of what it is like to look and act the part of a teacher and should be able to perform that role accordingly.
- should sometimes use role-play techniques in order to convey information to student.

2.a.6. Generating Surprise: A Teacher

- should use the unexpected (cognitive dissonance) as a pedagogical tool to gain students attention.

2.a.7. Creating Suspense : A Teacher

- should use intrigue as a pedagogical tool to gain and hold student interest.

2.a.8. Using Humour : A Teacher

- Should use constructive humor to put students at ease and to encourage them to risks within the class room setting.

2.b. Modules for Teachers as Developers :

To help hone these important competencies following developing modules may be used.

2.b.1. Select, Adapt and/ or Develop Instructional Materials :

- Should pre-prepare various types of pictorial drawings for the purpose of demonstration and instruction.

2.b.2. Computer Operating Skills : A Teacher

- can operate a micro computer system (Software, hardware)
- can diagnose minor computer hardware and software problems and correct simple faults or arrange for technical support, as required.
- should utilize the world wide web and other electronic networks to provide students with opportunities together and share information with other.
- should use diagnostic software to assist in the determination of student learning needs.

2.b.3. Using Computer to Enhance Professional Productivity: A Teacher

- should use appropriate desktop (electronic) publishing techniques to prepare and produce teaching materials.
- can write basic computer programs.

2.c. Modules for Teachers as Managers:

To help develop these important competences, following managing modules may use.

2.c.i Managerial Responsibilities : A teacher

- should work to develop his/her effective class room management skills.

2.c.ii Planning : A Teacher

Should create, enrich, maintain and alter instructional settings to capture and sustain the interest of students and to make the most effective use of time.

2.c.iii Organizing : A Teacher

- should organize and schedule events, activities and resources.
- should identify, encourage and support change agents within the school and should incorporate the community in change process.

2.c.iv Commanding (Leading): A Teacher

- should demonstrate a readiness to make decisions, take the initiative and originate action.
- Like a world class coach should be fair consistently firm to learn, and has an understanding attitude.
- should be aware of ineffectual or damaging leadership practices and is devoted to elegant practice.

2.c.v Controlling: A Teacher

- Should plan, implement and evaluate effective instruction in all variety of learning environments.

2.c.vi Coordinating : A Teacher

- should arrange for students to use the resource room, computer lab and other school facilities.
- should schedule class room activities and should arrange for field trips and excursions.

2.d. Modules for Teachers as Sales People : A Teacher :

- should seek to understand the needs of his/her students, their parents and others involved in the educational process.
- should work to develop his/her advertising promotion, public relations and publicity and sales skills.

2.d.i Advertising : A Teacher

- Should identify the image and message (S) he/she wishes to convey to the market place.
- Should be familiar with the relevant legal and ethical aspects of advertising.
- Should use advertising methods relevant to the educational establishment.

2.d.ii Promoting, Public, Relations and Publicity: A Teacher

- Should perform a wide range of activities that serve to promote the educational product in the minds of his/her students as well as others within the educational community.
- Should conduct ongoing activities that are designed to help ensure that an educational program has a stormy public image.

2.d.iii Motivating : A Teacher

- should use an understanding of individual and group motivation and behaviour to create a learning environment that encouraging respect for learning active engagement in the learning process self motivation.

- should use appropriate techniques and strategies, which promote and enhance critical, creative and evaluative thinking capabilities of student.

2.d.iv Selling : A Teacher

- Should apply high ethical standards to the field of personal selling and should work to build trust relationships with his/her student customers e.g. should create a favorable classroom climate keep confidence follow up on commitments made on a timely, accurate and complete cases.
- Should outline the general strategies for, and specific methods of negotiating buyer resistance.
- Should be aware of the factors that influence people in making buying decision exemotional, rational patronage and product buying decisions motives and can recognize closing clues and describe methods for closing sales.

Conclusions : We know nation depends on the activities of the teachers identically, they are working to grow the basements of the students. If a teacher fails to discover the internal power of a student, the student fails in his whole life. That means a teacher is the best mentor for a life of the student.

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