

Need to be Changes in the Teaching - Learning Process in the Traditional Education System for Imparting 21st Century Skills Learning

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Abstract

In the fast changing world of the early 21st century public education is also changing. As part of the changes, the role of schools and education will also be different both in the educational system and in the society. Together with them, the role of teachers will also change. A growing number of business leaders, politicians, researchers and educators are combined together around the world focusing on the idea that students need 21st century skills to be effective in today's life. It's exciting to believe that we live in times that are so radical which demands new, different and innovative abilities and skills. But in fact, the skills students need in the 21st century is not new. In this paper I am investigating how the new social challenges skills and vocation-oriented education and teachers change schools into institutions with the desire of social interaction in the modern era. I am going to show the characteristic features of effective and attractive teachers with the help of modern literature and the results of a survey. In the survey teachers expose their professional aims, attitudes and desire needed for the future. Finally, in the 21st century, we are going to explore teachers' knowledge, aptitude and potential and so on.

Key words: Education, Curriculum, School, Teacher, Society, Features of teacher.

Introduction:

Now a days, Need to be Changes in the Teaching - Learning Process in the Traditional Education System for imparting 21st Century Skills learning is a key issue in the field of education system. In the modern and advance education system, such as divergent thinking, problem solving ability and technological development etc. have been essential parts of human progress in the teaching learning process, from the development of early tools to agricultural advancements, to the invention of vaccines, to explore the innovative thought. These skills are not used newly as mastery of information and universal consciousness, at least not among the higher class peoples in different societies. Not new either. In *The Republic*, Plato wrote about four distinct levels of intellect. What's actually new is the extent to which changes in our economy and the world which means the collective and

individual success depends on having such skills. These skills are helpful for the sufficient knowledge about recent teaching learning process or effective methods by the many trained students. At least, teachers meet with great opportunities in the highly effective school but it is a matter of chance rather than the deliberate design of our school system. Today we cannot afford a system in which receiving a high-quality education is similar to a game of bingo. If we are to have a more equitable or reasonable and effective public education system, skills that have been the province of the few must become universal.

This distinction among the new technological advancement and more effective or innovative teaching learning process ought to lead policy-makers to different education reforms than those they are now considering. If these skills were indeed new, we would need a radical

makeover of how we think about content and curriculum. But if the issue is, instead, that schools must be more deliberated about teaching process, critical thinking, collaboration, divergent thinking and problem solving ability to all students, then the remedies are more noticeable, although still strongly challenging.

The history of education reform should greatly concern everyone who wants schools to do a better job of teaching students to think. From reducing the class size to improving the reading instruction have been implemented with less devotion to their core committed efforts made by many reforms. The 21st century skills movement faces the same risk. To difficulty challenge, some of the rhetoric we have heard surrounding this movement suggests that with so much new knowledge being created and shorter which knowing information is, now much more important than information itself. Such notions contradict what we know about expansion of teaching-learning process or techniques and skills movement will end up being a less involvement for the very low-income students and disadvantages students who most need powerful schools as a matter of social equity in the 21st century.

Need to be Changes in the Teaching - Learning Process in the Traditional Education System for imparting 21st Century Skills learning is not a debate about content versus skills. There is an irresponsible public arguing against to ensure the students learn how to think in school. Rather, the issue is how to encounter the challenges of delivering the contents and skills in a rich way that genuinely improves outcomes for students. What will it take to ensure that the idea of

‘21st century skills’ or more precisely, the effort to ensure that all students, rather than just a privileged few, have access to a rich education that intentionally helps them learn these skills is successful in improving schools? That effort requires three primary components: First, educators and policy-makers must ensure that the instructional program is complete and that content is not short changed for an ephemeral pursuit of skills. Second, states, school districts, and schools need to renovation how they think about human capital in the field of education in a particular how teachers are trained. Finally, we need to new assessments that can accurately measure better learning and more complex tasks. For the 21st century skills effort to be effective, these three elements must be implemented in concert. Otherwise, the reform will be superficial and counter-productive.

Objectives of the Study:

1. To develop the learning skills among the teacher and students.
2. To understand the various methods of teaching learning process.
3. To find out the better teaching methods and skills.
4. To acquire the better teaching learning process.

Overall vision of Twenty-first Century Learning:

Personalization, collaboration, communication, informal learning, productivity and content creation are central to the competencies and skills learners are expected to develop the way in which these skills are taught. These key elements are the overall vision of twenty-first century learning. There are a number of effective, research-based curriculum

models capable of guiding twenty-first century learning. Sternberg and Subotnik (2006) argue for a curriculum focused on fostering learners' capabilities in 'The other 3 Rs': Reasoning (analytical, critical thinking and problem-solving skills), Resilience (life skills such as flexibility, adaptability and self-reliance) and Responsibility (wisdom or the application of intelligence, creativity and knowledge for a common good).

Wagner (2010) and the Change Leadership Group at Harvard University identified another set of competencies and skills. Informed by several hundred interviews with business, non-profit and education leaders, Wagner stressed that students need seven survival skills to be prepared for twenty-first century life, work and citizenship:

- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination

Discussions:

Better Curriculum:

People on all sides of this debate often speak of skills and knowledge as separate. They describe skills as akin to a function on a calculator: If your calculator can compute square roots, it can do so for any number; similarly, if a student has developed the ability to 'think scientifically,' he or she can do so with any content. In this formulation, domain of knowledge is mainly important as grist for the mill you need something to think about.

Skills and knowledge are not separate, but intertwined. In some cases, knowledge helps us recognize the prime structure of any problem. For example, even young children understand the logical implications of a rule like "If you finish your vegetables, you will get a cookie after dinner." They can draw the logical conclusion that a child who is denied a cookie after dinner must not have finished her vegetables. Without this familiar context, however, the same child will probably find it difficult to understand the logical form 'Modus Tollens', of which the cookie rule is an example. (*If P, then Q. Q is false. Therefore, P is false.*) Thus, it's inaccurate to conceive of logical thinking as a separate skill that can be applied across a variety of situations. Sometimes we fail to recognize that we have a particular thinking skill unless it comes in the form of known content.

At another times, we know that we have a particular thinking skill, but province knowledge is necessary if we are to use it. For example, a student might have learned that 'thinking scientifically' requires understanding the importance of irregular results in an experiment. If you're surprised by the results of an experiment, that suggests that your hypothesis was wrong and the data are telling you something interesting. But to be surprised, you must make a prediction in the first place and you can only generate a prediction if you understand the domain in which you are working. Thus, without content knowledge we often cannot use thinking skills properly and effectively.

Why would misunderstanding the relationship of skills and knowledge lead to trouble? If you believe that skills and knowledge are separate, you are likely to

draw two incorrect conclusions. First, because content is readily available in many locations but thinking skills reside in the learner's brain, it would seem clear that if we must choose between them, skills are essential, whereas content is merely desirable. Second, if skills are independent of content, we could reasonably conclude that we can develop these skills through the use of any content. For example, if students can learn how to think critically about science in the context of any scientific material, a teacher should select content that will engage students, even if that content is not central to the field. But all content is not equally important to mathematics, or to science, or to literature. To think critically, students need the knowledge that is central to the domain.

The importance of content in the development of thinking creates several challenges for the 21st century skills movement. The first is the temptation to emphasize advanced, conceptual thinking too early in training an approach that has proven ineffective in numerous past reforms. Learning tends to follow a predictable path. When students first encounter new ideas, their knowledge is shallow and their understanding is bound to specific examples. They need exposure to varied examples before their understanding of a concept becomes more abstract and they can successfully apply that understanding to novel situations.

Another curricular challenge is that we don't yet know how to teach self-direction, collaboration, creativity, and innovation the way we know how to teach long division. The plan of 21st century skills proponents seems to be to give students more experiences that will presumably develop these skills for example, having

them work in groups. But experience and practice are different things. Experience means only that you use a skill; and practice refers, you try to improve by noticing what you are doing wrong and formulating strategies to do better. Practice also requires feedback, usually from someone more skilled than you are.

Imparting 21st century skills learning curriculum more requires than paying lip service to content knowledge for need and changes in the field of teaching learning process. Content of knowledge is a low skills method to be taught in the modern teaching learning process. We must plan to teach skills in the context of particular content knowledge and to deal both as equally important. In addition, educators should be realistic and scientific and also practicable about which skills are needed for teaching. If we think that such skills as collaboration, creativity, self-direction and innovation are essential, we should be introduced a combined task to study how they can be taught effectively and attractively rather than unattractively and traditional accept that requiring their teaching will result in students learning them.

Better Teaching:

Need to be Changes in the Teaching - Learning Process in the Traditional Education System for imparting 21st Century Skills learning has most important implications for better teaching training. We think these skills will not be sufficient to teach all students. We should have a plan or idea by which teachers can succeed where traditional education system has failed.

In the 21st century, teaching learning skills are based on child-centred or student-

oriented methods. For example, problem-based learning, project-based learning and learning by doing that allow students to collaborate, work on authentic problems, and deals with the arising issues of society or community. Better teaching learning process are usually admired by the all these approaches and can be found in the methods of pedagogy. Text book is a pedagogical method. Current data shows that most instructional time is composed of seatwork and whole-class instruction led by the teacher (National Institute of Child Health and Human Development Early Child Care Research Network, 2005). Even when class sizes are reduced, teachers do not change their teaching strategies or use these student-oriented methods (Shapson, Wright, Eason, & Fitzgerald, 1980).

Why don't teachers use the methods that they believe are most effective? To give answer to this arising question that because student-oriented method is most effective to reduce the classroom management problems for teachers in the robotic era. But the traditional teachers are not enabled to manage it. So they do not use this method but they believe this method is most effective. When students collaborate, one expects a certain amount of noise in the room, which could devolve into chaos in less-than-expert hands. These methods also demand that teachers be knowledgeable about a broad range of topics and are prepared to make at-the-moment to take the decisions about the lesson plan progresses. Anyone who has watched a highly effective teacher leads a class by simultaneously engaging with content, classroom management, and the continuous monitoring of student progress knows how intense and demanding this

work is. It's a constant juggling act that involves keeping many balls in the air.

Part of the 21st century skills movement's plan is the call for greater collaboration among teachers. Indeed, this is one of the plan's greatest strengths; we waste a valuable resource when we don't give teachers time to share their expertise. But where will schools find the release time for such collaboration? Will they hire more teachers or increase class size? How will they provide the technology infrastructure that will enable teachers to collaborate with more than just the teacher down the hall? Who will build and maintain and edit the Web sites, wikis, and so forth? These challenges raise thorny questions about whether the design of today's schools is compatible with the goals of the 21st century skills movement.

We should know that professional development is a massive undertaking for change to move outside administrators' offices and spare classrooms. Many teachers believe that project-based learning is a good idea but it is not necessary to be influenced by the all teachers. Specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-oriented methods such types of teachers need is much more difficult and complex training than they receive today. This notion romanticizes student-centred methods, underestimates the challenge of implementing such methods, and ignores the lack of capacity in the field today. Instead, staff development planners would do well to engage the best teachers available in an interactive process of planning, execution, feedback, and continued planning. This process, along with additional teacher training, will

require significant time. And of course none of this will be successful without broader reforms in how teachers are recruited, selected, and deselected in an effort to address the whole picture of education's human capital challenge.

Better Test:

There are a few points that should be examined minutely in curriculum and manpower resources without making an investment in assessments to evaluate and to deduce what is or is not being achieved in the classroom. Fortunately, in a recent data for Education Sector, the potential exists today to produce assessments that measure thinking skills and are also reliable and comparable between students and schools elements intrinsic to efforts to make sure accountability and equity. But attempts to assess these skills are still in their early years; education confronts huge challenges in advancing the ability to deliver these assessments at scale.

Cost is considered the first challenge. Although higher-level skills like critical thinking and analysis can be assessed with carefully designed multiple-choice tests, a truly rich assessment system would transcend multiple-choice testing and include measures that spur greater creativity, put up how students make it at answers, and even allow for cooperation. Such measures, however, cost more money than policymakers have traditionally been disposed to pledging to assessment. And, at a time when complaint about testing is a national recreation and cynicism about assessment, albeit often unknowledgeable, is on the increase, making policymakers invest considerably more resources to it is a difficult political challenge.

Substantial delivery challenges also remain. Delivering these assessments in a few settings, as is the case today, is hardly the same as delivering them at scale across a state especially the larger states. Because most of these assessments will be technology-based, most schools' information technology systems will require a substantial renovation. None of these assessment challenges are insuperable, but dealing with them will require voluntary attentiveness on behalf of policymakers and 21st century skills proponents, as well as a divergence from the path that policymaking are on today. Such an effort is requisite. Why impose a national effort to change education if you have no way to be aware of whether the change has been effective?

Conclusion:

The point of our argument is not to say that drilling students how to think, work together better, or use new information more studiously is not a worthy and achievable goal. Rather, purpose of my paper is an effort to certify that, we seek to call attention to the level of the challenge and to sound a note of caution among the sirens calling our political leaders once again to the rocky shoals of past education reform failures. Without better curriculum, better teaching, and better tests, the emphasis on "21st century skills" will be a superficial one that will sacrifice long-term gains for the appearance of short-term progress. Curriculum, teacher expertise, and assessment have all been weak links in past education reform efforts a fact that should sober today's skills proponents as they survey the task of dramatically improving all three. Efforts to create more formalized common standards would help address some of the challenges by focusing

efforts in a common direction. But common standards will not, by themselves, be enough.

The past few years have confronted great advancement in education reform in the India progress that has specifically provided benefits to less-privileged students. Today's reformers can be formed on that progress only if they become

heedful of the challenges connected with genuinely improving teaching and learning. If we take no notice of these challenges, the 21st century skills movement is put at risk of becoming another fad that ultimately changes little or even worse, sets back the cause of creating dramatically more powerful schools for India students, especially those who are underserved today.

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