

TEACHERS' TRAINING FOR THE NEW ROLES IN TEACHING

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Abstract: *Modern changes in school, especially student-oriented instruction, require teachers to play a new role in the teaching process. In order to respond to new teaching challenges, a teacher needs to have various competencies. The aim of the conducted research was to determine teacher's attitudes and opinions about the importance of their new roles and competences for the successful realization of teaching process. The survey was conducted on a sample of 566 teachers both class teachers and subject teachers in Serbia. The Likert's sum scale was applied in the survey. The data were processed using descriptive statistical procedures. The results of the survey show that new roles for which appropriate competencies should be acquired are as follows: planner-programmer, organizational-managerial, motivational, pedagogical-instructive and advisory, evaluation and research. The obtained results can represent a rewarding basis for the creators of educational policies in modeling a quality school and effective teaching that would lead each student to success according to his individual abilities.*

Key words: *teachers' attitudes; teachers' competences; teachers' role; teaching process; students.*

Introduction

In order to accept the new roles that the teaching brings to a student, a teacher needs to have variety of different competences. Under the term of competence, M. Danilović includes a set of knowledge, skills and values, i.e. competences, empowerment, teachers' qualifications for quality performance of their profession (Danilović, 2010). He thinks that the teachers' competence is not only sufficient abilities and knowledge, but also skills and values are necessary. D. Branković believes that the professional competence of teachers has a complex three-dimensional structure and includes:

a) possessing professional, pedagogical-psychological and didactic-methodical knowledge,
b) practical skills in working with students and teaching process and
c) positive opinions and beliefs about students and educational process (Branković, 2010). It is obvious that Branković's definition includes the basic elements of the definition of M. Danilović, but it is far more specific and more direct to the teacher's work. Branković says with a reason that the definition of teacher's competences is determined by the new roles of teachers, which in particular refers to the reorientation of the teaching process to the learning process and self-learning. Competency approach is characteristic of personal and operational aspects; he has practical, pragmatic and humanistic orientation. The practical orientation of the competency approach is emphasized in the Council of Europe materials, which emphasize that for the result of education, it is important to know not only what but also how to act (Hutmacher, 1997). This means that a competency approach requires the practical orientation of education and a pragmatic subject-professional approach.

There are several important conditions that determine success in teaching, among which are the quality of teaching personnel, motivation of employees, media-technical equipment of the school, adaptation of curricula, composition of students, quality of teaching process,

practical skills of students, and others. A key requirement for a successful teaching process is the teacher. Therefore, teachers are expected to be competent in the appropriate profession, capable of teaching activity, capable of assessing the essential characteristic of students, capable of establishing stimulus working relationships with students, with internal and external environment, they should have a research approach (Nikolic, 2015: 11). The new role of teachers in student-oriented teaching requires appropriate competencies for the realization of teaching process. The roles are as follows: (1) planner-programmer, (2) organizing-managerial, (3) motivational, (4) advisory-instructive, (5) evaluation and (6) investigator.

Methodology

The aim of the research was to determine the teachers' attitudes and opinions about the significance of their comments and the roles necessary for the work in the teaching process. The sample of research was 566 teachers from Serbia. In the research, a questionnaire was about the teachers' attitudes and opinions about their competences for the work in the teaching process made on the Likert scale. Answers on the five-step scale are expressed in the range from *very agree* to *very disagree*. On the basis of the obtained results, distribution of the answers of all teachers included in the sample survey was determined. The data were processed by using the SPSS statistical program.

Results of research and interpretation

The concept of quality school and student-oriented teaching requires competent teachers to realize old and new roles. In coordination with the theoretical basis of the qualitative school concept, the respondents voted on the list of required competences that teachers would have in such school.

Table 1. New roles and competencies of teachers

	N	Min	Max	M	SD
Ability to realize the planning-programming role (annual thematic, monthly operational and daily planning and programming).	566	1	5	3.82	1.321
Ability to realize the organizational role (organization and management of teaching work).	566	1	5	3.81	1.307
Ability to realize a motivating role (stimulate and leading students to success).	566	1	5	3.84	1.328
Ability to realize an advisory and pedagogical-instructive role (knowledge of effective strategies and techniques of referral, counseling and guidance for students).	566	1	5	3.86	1.240
Ability to realize the evaluator's role (strategy of continuous evaluation of all values, not only knowledge, perception of subjective and objective possibilities, daily access into results).	566	1	5	3.80	1.179
Ability to realize a research role (action research).	566	1	5	3.77	1.101

Insight into Table 1:

New roles and competencies of teachers, it can be concluded that teachers have differently assessed the importance of their professional competencies. In their opinion, the most important role in teaching process is *pedagogical, instructive and advisory role of teacher* ($M = 3.86$ and $SD = 1.240$), because a quality school requires students who have to acquire the necessary knowledge and other positive values, in the active and investigative way, where the mentioned roles have the strong support from the respondents. *Motivation role* within the teachers' overall competencies for their realization is also highly assessed by respondents ($M = 3.84$ and $SD = 1.328$). Students should be motivated, interested in learning, teachers have to encourage them to learn by grades and positive comments. It is important that the comments express confidence regarding the student's possibilities.

This shows that their work and progress are being monitored. When a teacher succeeds in developing curiosity among students, students will learn with interest and pleasure, and in these situations teachers successfully exploit a motivational role.

The planner-programmatic role of the abilities involves mastering of the procedures and planning models, the annual thematic, monthly operational, weekly and of course the planning of teaching units which has been highly ranked ($M = 3.82$ and $SD = 1.321$). With such masterfulness, the teacher ensures emotional security in the classroom, teaching becomes predictable and thus reduces teacher's inconvenience, reinforces his confidence and planning becomes the basis for reflection and assessment of learning outcomes. *The organizational-leadership role* for which it is necessary to acquire the appropriate competences is also highly ranked by teachers ($M = 3.81$ and $SD = 1.307$). This teacher's role implies the organization of students' independent activities in knowledge and other values acquiring. This role requires new competencies of the teaching process organization, guiding students in independent acquisition of knowledge and realization of established goals of teaching.

Evaluating role of teachers in the teaching process is one of the more important one, the key role, for which realization teachers in a quality school have to acquire appropriate competences ($M = 3.80$ and $SD = 1.179$). This competence is slightly behind the others. Evaluation does not follow every step of student activity. One of the main reasons why the school is not based on systemic basics is the fact that the evaluation does not provide continuous feedback on the students' progress in the teaching process. *The research role of teachers*, in their opinion, is at an enviable level ($M = 3.77$ and $SD = 1.101$). A quality teacher in the teaching process should highlight ways of modern teaching work, combining the application of effective teaching methods, modern education technology and various forms of teaching. It should also interfere between sources of knowledge and students and it has to plan appropriate changes in teaching process as well as to organize learning which goal is to train learners for self-studying.

Conclusion

The teaching process requires a high-quality work where students are able to show and develop their abilities, where their creativity will become apparent and where students participate in the teaching process. In order to fulfill his role, a teacher has to have the appropriate competencies. During the research on teachers' attitudes and opinions about the competencies and their roles that are necessary for quality work in teaching process, we have achieved significant results. The respondents answered that the most important teachers' ability is to implement an advisory and pedagogical-instructive role and they gave priority to effective strategies and techniques of counseling and guidance of students. The motivational teachers' role that means encouraging and leading students to success is on the second place.

Respondents think that the very important teachers' role is teaching process planning. On the fourth place they have identified the ability to realize the organizational role in the teaching work. The importance is given to the teachers' abilities of evaluation roles as well as the application of appropriate strategies in the realization of the research role.

It can be concluded that the teachers evaluate differently the importance of their professional competences, but also that the difference is not significant. In their opinion, teachers have to be trained for an advisory and pedagogical instructional role in teaching, and then for the realization and implementation of motivational roles, planning-programming roles, organizational roles, evaluation roles and research roles. The research, therefore, showed that teachers are aware that their roles in contemporary teaching have changed and require new competencies. They prefer the advisory role in this research rather than lecturing, flexible and thematic planning rather than mechanical, internal motivation (curiosity, level of aspiration and motivation for achievement) in relation to the external, managing the teaching process in relation to student management, formative (developing) evaluation in relation to stage evaluation, didactic action in relation to didactic decision making, etc.

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