The Teacher's Role in the Context of Information Society

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Summary

The study deals with the problem of transformation of the teacher's role in the information society. A comparative analysis of the competencies of the teacher, declared in the Pedagogical Constitution of Europe, the documents of the New Ukrainian School, the scientific research of contemporary scholars was conducted. The correlation analysis of the survey results for teachers and students' parents on their expectations of contemporary teachers was presented. It was noted that the analyzed views of scientists, legislative documents, and the results of sociological research help to modify the educational process of competitive and effective prospective teachers' training. Based on the survey results the acmeograms of the teacher's main role positions as an orientation for training of prospective teachers were developed.

Keywords:

transformation of the teacher's role, teacher's competencies, modification of the educational process, training of prospective teachers

1. Introduction

Personal and professional components of socially-based requirements for human education have been changed greatly in the process of society development from traditional to industrial and from industrial to postmodern. Thus, in the history of the society, paradigms of modern education were formed, that determined the goals and objectives of education in a particular historical period of the development.

According to the traditional conservative model of education, which laid the foundations of conservatism in the 18th century, the main purpose of education was to obtain knowledge, skills and abilities. The traditional paradigm defined its tasks as "preserving" universal values, accumulating knowledge and transferring it to the younger generation, focusing on the individual development of students. The main question facing the traditional model of education was "What to teach?" i.e. what knowledge, skills and abilities need to be transferred to a person in a certain historical period. The traditional conservative model of education was very effective in the period of industrialization of society as it met the requirements of that historical period.

The second half of the 20th – the beginning of the 21st century is characterized by a focus on postmodern society: a new historical period determines new requirements for education associated with the emergence of a new paradigm of education – the competency paradigm.

The competency paradigm of education, which has replaced the traditional conservative one, adjusts the main goal of education, where the main thing is not knowledge, skills and abilities, but competencies that are related to the forms and methods of teaching. Based on the competency paradigm, which corresponds to the competency approach, forms and methods of teaching are not selected according to the content, but on the contrary, they determine the content of education. Now, in the context of the competency model of education, the main question is not "What to teach?", but "How to teach?".

Thus, the vector of digital generation education is changing from education as a transmission of knowledge to education as an industry of opportunities that contributes to the formation of the value-instrumental sphere of the subjects of the educational environment.

Postmodern education is characterized by the following global challenges: the status and roles of the teacher are transforming, social demands and public expectations are changing, and a new type of student is emerging. The present-day professional and personal content of a teacher requires the presence of such professional and personal qualities that characterize his professionalism and ability to change reality.

Thus, *the purpose* of the study is to analyze 1) the competencies of the teacher, declared in European pedagogical documents, the documents of the New Ukrainian School, and the scientific research of contemporary scholars and 2) the survey results for Ukrainian teachers and students' parents on their expectations of contemporary teacher's competencies in order to give some recommendations which can be used in the process of modification of the educational process of competitive and effective prospective teachers' training; to develop acmeograms of the teacher's main role positions as an orientation for the training of prospective teachers.

The objectives of the study is to compare the views of respondents on the role and functions of the present-day teacher; to investigate the correlation of the obtained results with contemporary education legislative documents; to develop acmeograms for the main role positions of the present-day teacher.

2. Analysis of Recent Research

French scholar Cornu, characterizing the teaching profession at the present stage of development of the society, notes the birth of the social phenomenon of "a new profession". In particular, he states: "Accelerating the pace of development of the society, the transition to the information society and expanding intercultural interaction has led to the crisis of modern education in all countries of the world educational space. The crisis of education has radically changed the direction of human activity and shaken the system of values that has been formed for centuries. Today, the teacher is at the heart of these changes: he experiences, anticipates, and adapts them to better meet the requirements of society. We are present at the birth of "a new profession" – the profession of "Teacher of the 21st century" [1].

The problem of improving the system of prospective teachers' training is up-to-date around the world. It is given special attention in the documents of higher education reforms in different countries (Bologna Declaration; US Presidential Administration Plan for Teacher Education Reform "Our Future is Our Teachers"; legislative acts on education in provinces of Canada, the adoption of the Law on Teachers in China) and the activities of international organizations UNESCO, UNICEF, the International Labour Organization, aimed at improving the quality of teacher training and ensuring their sustainable professional development.

In 2013, members of the Association of Rectors of Pedagogical Universities of Europe adopted the "Pedagogical Constitution of Europe", which declares the common value and methodological platform for training new teachers for a united Europe of the 21st century [2].

In the context of active reforms in education in Ukraine, aimed at developing the personality of the student, new professional objectives for the present-day teacher, and new requirements for teacher's training are admitted. The Concept of the New Ukrainian School states that today "it is worth talking about the new role of the teacher – not as the only mentor and source of knowledge, but as a coach, facilitator, tutor, moderator in the individual educational trajectory of a child" [3]. Actually, the features of the modern lesson, the development of distance education, and the analysis of requests for prospective teacher's training and retraining have become practical prerequisites and determined the need for teachers who are ready to implement new role positions.

Having identified the need to change the role position of the present-day teacher, it is worth characterizing a set of roles, the mastery of which in the process of professional training in free economic education is important for teacher's successful professional activities:

1) Pedagogue-moderator ("moderator" – the one who leads the group, a leader, a mentor). According to Hausmann and Sturmer, the generalized purpose of moderation can be the organization of group work in the mode of cooperation with the abidance of equality of its participants [4]. This aspect of the goal contributes to the use of moderation in the training of prospective teachers. The basis of moderation is the use of special technologies that help organize the process of free communication, exchange of views, judgments, and direct the students to make decisions by means of realization of their inner capabilities.

2) Pedagogue-facilitator ("facilitate" means "encourage, promote"). The main task of the facilitator is to stimulate the learning process, i.e. the ability to create an appropriate atmosphere of psychological support, which contributes to the comfort of prospective teachers, gives them confidence in their abilities, and activates them to solve problems.

3) Pedagogue-tutor ("tutor" – a teacher, a guardian). The tutor helps students to understand their potential, outline an individual educational trajectory for future professional self-determination and expand the educational environment.

4) Pedagogue-researcher V. Sukhomlynskyi stressed the importance of combining the functions of teacher and researcher: "If you want that the pedagogical work gives teachers the feeling of joy, and daily lessons do not become a monotonous duty, lead each student to a happy path of research" [5].

In table 1 the main competencies of teachers of the 21st century, which are declared in the Pedagogical Constitution of Europe and the Concept of the New Ukrainian School are presented.

Table 1: Teacher's basic competencies in the 21st century according to the Pedagogical Constitution of Europe [2] and the Concept of the New Ukrainian School [3]

Basic competencies, which must be obtained by a teacher of the 21st century (Pedagogical Constitution of Europe)	List of basic competencies of a teacher of the New Ukrainian School (Concept of the New Ukrainian School)
Communicative competency (in particular, a modern teacher must speak several European languages fluently);	Linguistic and communicative competency: the ability to ensure the students' training in the state language; ability to provide students with a foreign language and communicate in a foreign language in a professional circle (for foreign language teachers); ability to form and develop language and communication skills of

	students;
Self-identity competency;	General cultural competency: ability to understand works of art, aesthetic taste, ability to creativity; awareness of one's own national identity as a basis for open attitude and respect for the diversity of cultural expression of other people;
Competency of justice;	Socio and civic competency: awareness of global problems of mankind and opportunities for personal participation in problem solving; awareness of civic duty and self-dignity; ability to work effectively in teams; ability to prevent and resolve conflicts, find compromises;
Leadership competency;	Entrepreneurial competency: ability to generate new ideas and initiatives and implement them in order to increase personal social status and the development of the society as well;
Research and analytical competency;	Information competency: ability to navigate in the information space, receive information and operate it in accordance with personal needs and requirements of present-day society;
Ability for life-long learning;	Ability to learn throughout the life: ability to search and acquire new knowledge, form new skills, organize the learning process (personal and collective), in particular through effective management of resources and information flows; the ability to determine learning goals and ways to achieve them, build personal educational and professional trajectory, evaluate personal learning outcomes, provide lifelong learning;
Empathy – ability to understand student's worries and to sympathize in the process of communication;	Psychological competency: awareness of the value of physical, mental and moral health of the individual; ability to promote children's creative development;
The most important competency of the 21st century pedagogue is to provide an educational environment that facilitates the prosperity of every child and forms his rich spiritual	Professional and pedagogical competency: awareness of the latest scientific information on pedagogy, psychology, and innovation; ability to productive professional activity based on the pedagogical reflection in accordance with the leading

world.	values and worldviews, ethical requirements.

According to table 1, the requirements for the teacher's personality are correlated both in the Pedagogical Constitution of Europe and in the documents on education in Ukraine (Concept of the New Ukrainian School).

The scientific works of Ukrainian scholars Andrushchenko and Bondar [6], Dubasenyuk [7], Lukyanova [8], and others are devoted to the problem of training a teacher of a new generation. In recent years, Vasyanovych [9], Lugovyi and Talanova [10], Nychkalo [11] and others outlined the features and ways of European integration of Ukrainian education in their studies.

Analysis of research of European experience on the prospective teacher's training [12; 13; 14; 15; 16; 17] shows that in European pedagogy there is a thorough understanding and recognition that the tasks of the present-day teacher are no longer limited by the classroom and knowledge transfer. Obviously, it is important to implement the results of these studies in the practice of the prospective teacher's training in Ukraine.

To sum up, today's vector of the educational process in Ukraine is aimed at forming a new teacher – a teacher of the 21st century, that is declared both at the legislative level and reflected at the level of contemporary scientific research as well [18].

3. Methodology

In 2020 a survey was conducted for teachers and student's parents about their expectations of contemporary teachers in Ukraine. The survey was performed as a part of the national campaign "Class Teacher" and was organised with the assistance of the Ministry of Education and Science of Ukraine [19].

The survey involved 642 respondents from all regions of Ukraine who independently belonged to the conditional groups of parents (have a school-age child) or teachers (I am a teacher; I am a teacher and have a school-age child; there are teachers in my family).

The survey is not sociological, as it was impossible to ensure control over the sample. It was conducted by means of an anonymous questionnaire, the link to which was disseminated on various Internet sites and social networks. Consequently, the results represent the opinion of Internet users.

The purpose of the survey is to help understand what Ukrainians expect from teachers, what competencies and qualities they think they should have, and to determine the extent to which teachers influence the implementation of new teaching standards compared to other participants in the educational process.

The survey consisted of 14 questions, which were divided into two blocks:

Block 1: Attitudes towards changes in the education system, as well as expectations from the reform and teachers.

Block 2: Demographic block, which should reflect the general portrait of the audience and its expectations, depending on different demographic characteristics.

Here are some examples of questions that can be used to outline the competencies and qualities that Ukrainian teachers should possess.

• To what extent do teachers influence on the introduction of new teaching standards compared to other participants in the educational process?

• How important is it for teachers to be able to build relationships with students and parents?

• What is the most crucial for creating the safe and healthy educational environment, unleashing student potential, resolving conflicts and introducing innovations into the educational process?

3. Results and Discussion

In 2020 a survey The vision of the ideal teacher by parents and teachers mostly converges (Table 2). However, there are small differences in expectations. Thus, teachers consider the main feature of an ideal teacher is the ability to be interest in learning and inspire students, while parents prefer respect and equal treatment of all students. Depending on the results of the survey, the competencies of the ideal teacher are ranked from the most to the least expected.

Table 2: Competencies of the Ideal Teacher According to Parents and Teachers

The ideal teacher's competencies	Rate (place)	
	Parents	Teachers
Respect for each student, equal treatment of all	01	02
Ability to interest in learning, to inspire students	02	01
Understanding of children, the ability to find common ground with them	03	03
Ability to reveal student potential	04	04
Sociability, openness of communication	05	05

According to the results of the survey, the competencies of the ideal teacher are ranked from the most to the least expected (Table 3).

Table 3: The Expected Portrait of the Ideal Teacher

The ideal teacher's competencies	Rate (%)
Respect for each student, equal treatment of all	72
Ability to be interest in learning, to inspire students	70

Understanding of children, the ability to find common ground with them	67
Ability to reveal student potential	51
Sociability, openness to communication	48
Patience and self-control	43
Concern for the health and emotional state of students	36
Original teaching style	33
Ability to resolve conflicts	31
Perfect knowledge of the subject	30
Student demand	22

The respondents were also asked to assess the impact of each participant in the educational process on the introduction of new learning standards from 1 (minor impact) to 5 (defining impact). According to the results, most of them have come to the conclusion that teachers are the most important participants in the educational process and play a key role in implementing the latest standards. School administrations have taken the second place. According to the respondents, parents and public members have the least influence (Table 4).

Table 4: Rating of the Participants' Influence in the Educational Process

Participants in the Educational Process	Points
Teachers	2570
School Authorities	2 413
Ministry of Education and Science of Ukraine	2 204
Students	2 170
Parents	2 035
Public	1 694

The respondents were asked to rate the importance of the tasks facing the school during the school.

The assessments of teachers and parents have completely coincided. They prioritized a comfortable and safe stay at school, the child's psychological development and emotional enjoyment of learning.

The general rating of school tasks based on the results of the questionnaire is determined as:

− comfortable and safe stay of students at school;

− psychological students' development (thinking, speaking, attention, imagination);

− students' emotional enjoyment of learning;

− child's formation as a person (socialization, formation of civic competencies, etc.);

− development of soft skills (teamwork, finding common solutions, leadership skills, sociability, etc.);

− mastering the educational content, the formation of knowledge of subjects (hard skills).

Survey participants were asked to determine the required competencies of the teacher, depending on the tasks facing him/her. Respondents – both parents and

teachers identified the same competencies as the most decisive for creating a safe and healthy educational environment:

– providing comfortable and safe conditions for students to stay at school;

– concern for the health and emotional state of students;

– ability to organize an inspiring educational space.

The only difference between these groups is that the main thing for teachers is to provide comfortable and safe conditions for students to stay in school (74 %), and for parents – to care for the health and emotional state of students (63.3%).

The main competency of the teacher is to reveal the potential of the student, both groups of respondents called the ability to encourage students to carry out cognitive (research) activities – 72% among parents and 66% among teachers, respectively (Table 5).

Table 5: Competencies of Teachers to Create a Safe and Healthy Educational Environment

Teacher competencies for creating a safe educational environment	Rate (%)	
	Parents	Teachers
providing comfortable and safe conditions for students to stay at school	74	60
concern for the health and emotional state of students	61	63
the ability to encourage students to carry out cognitive (research) activities	72	66
focus on the age and individual characteristics of the child	56	56
creative approach to the educational process	50	55
organization of effective interaction of students in the team, encouraging them to co-create	47	58

Both parents and teachers think that there is no place for bullying and conflict in any educational environment. To prevent their occurrence, the teacher must:

– respect every child (72%);

– have the skills to prevent bullying and conflict (58%);

– be able to resolve conflicts when they can no longer be avoided (55%).

According to the respondents, these competencies are crucial for preventing conflicts, bullying and other violations of children's rights. The vision of both teachers and parents also agreed on another important task: teachers should establish partnerships with participants in the educational process (Table 6), and in the context of innovation in the educational process (Table 7).

Table 6: Defining Competencies for Teachers to Establish Partnerships with Participants in the Educational Process

Competencies for teachers to establish partnerships with participants in the educational process	Rate (%)
sociability	64
ability to resolve conflicts	63
responsibility, patience and self-control	60

Table 7: The Skills of Teachers in the Context of Innovation in the Educational Process

Competencies for teachers to establish partnerships with participants in the educational process	Rate (%)
teachers' desire and aspiration for development, namely the ability to learn throughout life	70
using a creative approach to teaching	65
readiness for change	63

In general, according to the majority of Ukrainians surveyed, a teacher should inspire, understand and respect students, be able to unleash their potential and be open to communication and continuous self-improvement.

In our study, we adhere to the position that the formation of the professional teacher is seen as a phenomenon of acme in the process of personality development, which is aimed at conscious achievement a high level of professionalism. This is the result of progress from the achieved position to the specific goal. Professionalism or professional development is a lifelong task [20]. Obviously, the implementation of the teacher's functions requires the teacher has certain personal and professional qualities. Based on the survey results, acmeograms of teachers' role positions as an orientation for the training of prospective and in-service teachers were developed. The created acmeograms represent a system of requirements, conditions and factors that contribute to the effective development of professional skills and personality of the present-day teacher. The following main role positions of the teacher have been identified: a tutor, a facilitator, a moderator, and a researcher (table 8).

Table 8: Acmeograms of Teacher's Role Positions

Pedagogue-tutor			
Objective characteristics		Subjective characteristics	
Positions	Skills	Individual	Professional
Consultant Educator Instructor Assistant	Find out educational needs and students' requests; Accompany students; Create individual educational trajectory; Direct;	Flexible Patient Communicative Team work Organizer	Ability to ask questions; Create a comfortable atmosphere; Motivate students; Know the subject and learning material;

	Integrate; Organize the educational process		Apply innovative educational technology
Pedagogue-moderator			
Coordinator Administrator Editor Manager Catalyst	Comment; Students' remarks; Summarize the received information; Stimulate to work; Plan events development	Tolerant Able to cooperate Concentrated Purposeful Emotionally restrained	Creation of psychological comfort; Ability to adjust, support neutrality in relation to different positions; Understand the features group dynamics
Pedagogue-facilitator			
Assistant Agent Coach Conductor	Creating a comfortable Atmosphere;Providing assistance in interacting with others; Facilitating the development; Achieving understanding in the group	Punctual Empathetic Open Clear mimics Developed speech technique Initiative	Personal approach; Able to reveal the potential resources of students; Demonstration of trust; Search for internal motivation; Activation of thinking; Exposure of personal positions
Pedagogue-researcher			
Experimentalist Master Inventor Designer	Systematize Knowledge; Stimulation of creative activity; Find non-standard decision	Optimistic Curious Conscientious Tolerant Confident in self-force	Optimal; Creative; Independence of thinking; Disciplined; Orientation in changing conditions

The developed acmeograms can be used as a target in the process of developing the role position of the prospective teacher both in the educational process of a higher education pedagogical institution and in the assessment of the level of teacher's professional development.

4. Conclusions

In our study, we analyzed the normative documents that reflect the requirements for personal and professional qualities of teachers, as well as conducted the analysis of responses to the survey of teachers and students' parents on the social roles of teachers. The answers of students' parents and teachers are fully consistent with the ideas stated in the main documents about the present-day teacher's role positions.

The analysis of respondents' answers allowed us to conclude that today, in the field of Ukrainian education, there is a demand, first of all, for a teacher who loves children, creates comfortable conditions for learning, and reveals the scientific and personal potential of each student. School teachers' and students' parents' answers fully correspond to the ideas declared in the main documents about the school, because a modern teacher is supposed to combine the following competencies: a facilitator, a tutor, a moderator, and a researcher. Personally, a teacher should be a psychologically and emotionally competent person, a leader and manager, a successful professional, free from stereotypes, an effective communicator, honest, responsive, tactful, tolerant, loving children and his/her profession.

Therefore, the process of prospective teachers' training in higher educational institutions should be based on competency, personal and activity approach. Special attention should be paid to the formation of not only professional competencies but also so-called soft skills, which will help to form a successful teacher of the 21st century.

The development of teacher's role positions is one of the key aspects in the process of professional training of prospective teachers. Qualities that are important for the formation of role positions of the modern teacher are presented in acmeograms, which should stimulate the prospective teacher to achieve a high level of professional development.

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