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**TEACHER'S ICEBERG:  
TIPS FOR EFFECTIVE CLASSROOM MANAGEMENT  
«ВЧИТЕЛЬСЬКИЙ АЙСБЕРГ»:  
ПОРАДИ ДЛЯ ЕФЕКТИВНОГО УПРАВЛІННЯ КЛАСОМ  
«УЧИТЕЛЬСКИЙ АЙСБЕРГ»:  
СОВЕТЫ ПО ЭФФЕКТИВНОМУ УПРАВЛЕНИЮ КЛАССОМ**

Розглянуто проблему ролі вчителя та управління класом у межах концепції навчочок двадцять першого сторіччя. Завданням статті є аналіз існуючих ролей вчителя в процесі навчання та виявлення специфіки їх переоцінки в умовах науково-технічного прогресу. Увагу приділено визначенню особливостей відомих ролей вчителя та їх змінінню в сучасному суспільстві порівняно з минулим сторіччям. Актуальність статті зумовлена трансформаціями процесів навчання і викладання в межах сучасної освіти, зокрема, зростанням інтересу до альтернативних форм викладання (дискусія, круглий стіл, тощо) та швидким засвоєнням українськими освітянами інноваційних технологій навчання.

Ключові слова: роль вчителя, управління класом, навички двадцять першого сторіччя, інтерактивний підхід.

Рассмотрена проблема роли учителя и управления классом в рамках концепции навыков двадцать первого века. Задачей статьи является анализ существующих ролей учителя в процессе обучения и выявление специфики их переоценки в условиях научно-технического прогресса. Внимание уделено определению особенностей известных ролей учителя и их изменению в современном обществе по сравнению с прошлым столетием. Актуальность статьи обусловлена трансформациями процессов обучения и преподавания в рамках современного образования, в частности, повышением интереса к альтернативным формам преподавания (дискуссия, круглый стол и т.д.) и быстрым освоением украинскими педагогами инновационных технологий преподавания.

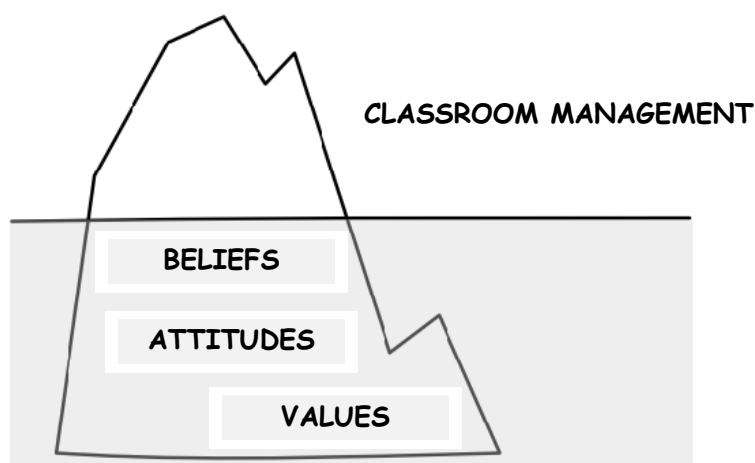
Ключевые слова: роль учителя, управление классом, навыки двадцать первого века, интерактивный подход.

The article explores the role of the teacher and the issue of classroom management in the framework of the 21<sup>st</sup> century skills concept. The main objective of the article is to analyze the existing roles teachers play in the classroom and to reveal the specificity of their reframing under technological progress. The emphasis is put on the peculiarities of commonly known teachers' roles and the ways the change with modern society's demands to students' skills compared to the previous century. The relevance of the article is associated with ongoing transformations in teaching and learning, particularly, with a high interest in alternative approaches to teaching (discussions, roundtables, etc.) and quick mastering by Ukrainian educators of innovative teaching methods.

*Keywords:* teacher's role, classroom management, 21<sup>st</sup> century skills, interactive approach.

Current era sets specific requirements to professional skills, the acquisition of which starts in school. Consequently, teachers face the need to reframe their approaches to teaching and review their roles in the English As A Second Language (ESL) classroom. This reframing lies within the 21<sup>st</sup> century skills concept, actively developed and promoted by numerous US and European educators. According to U. Ansari, modern teachers are supposed to foster learners' curiosity and creativity through critical thinking and problem solving tactics, develop their leadership skills as well as promote interaction and conversational skills [1, p. 2].

These changes entail a changed teachers' attitude to classroom management, which is supposed to meet a whole scope of learners needs. Although classroom management has longtime been thought of one of the first and foremost skills to be acquired by in-service teachers, contemporary educators believe it is rather a result of how teachers conceptualize their work with the students. For instance, one of the classroom management-related concepts recently introduce by the British Council educators is called *Teacher's Iceberg* [3]:



In other words, the way the teacher manages classroom totally depends on the values they cherish as to their interaction with the students, attitudes they have towards their students and beliefs they have in relation to learners and a teaching-and-learning process. For instance, a teacher who believes in the power of interaction and problem-solving education manages classroom in an interaction-promoting manner, while a teacher who advocates for one-sided knowledge transmission is more likely to follow a teacher-centered approach.

In order to meet the requirements of the developing society, the teachers are expected to manage their classrooms to ensure helping students gain main – if not most – 21<sup>st</sup> century skills. In their *Image of An Effective Teacher in 21<sup>st</sup> Century Classroom*, U. Ansari and S.K. Malik argue that effective classroom management is impossible without the following seven skills [1, p. 4]:

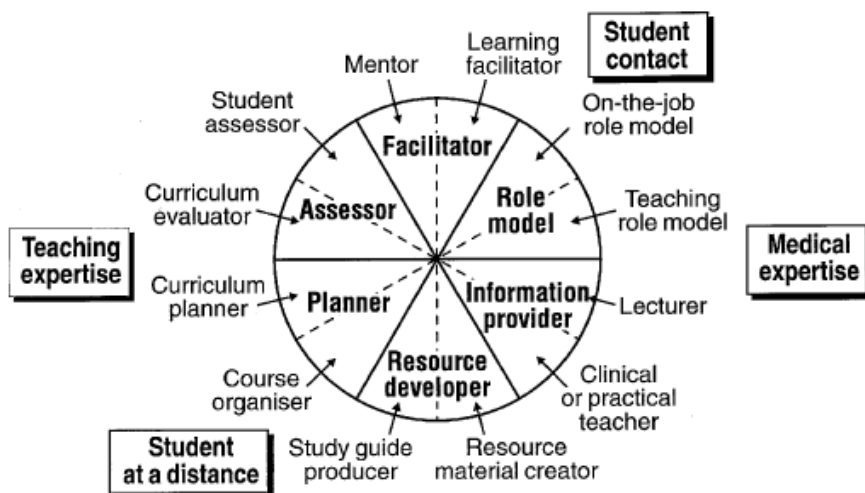
- Critical thinking and problem solving tactics;
- Collaboration across social circles and networks;
- Leadership skills and influence;
- Adaptability skills;
- Efforts and Entrepreneurialism;
- Effective interaction and conversational skills;

- Examining and Manipulating information skills;
- Curiosity and creativity.

All this predetermines certain roles in the new type of classroom, whereby teachers are referred to as [4, p. 5]:

- Major information providers;
- Role models;
- Facilitators;
- Planners;
- Assessors;
- Resource developers.

In their *The Good Teacher Is More Than A Lecturer – The Twelve Roles Of The Teacher*, R. Harden and J. Crosby compare teaching process to the performance as an orchestral piece of music and argue that “The composer is the planner who has the inspiration and delineates the music to be played. The conductor interprets the composer’s score and facilitates and guides the players to perform the music and the audience to appreciate the music. Resources in the form of sheet music for the players and programs for the audience have to be developed to enable the musicians to produce the music and for the audience to fully appreciate the experience. Finally the musicians transmit the music to the audience – they are the “information providers”” [4, p. 6]. According to the authors, the mentioned roles have to do with both subject matter knowledge and educational experience, which they reflect in their graphic model of the twelve roles of the teacher [4, p. 6]:



### Twelve Roles of the Teacher after Harden & Crosby

As we can infer from the graph, the upper roles imply more teacher-student interaction than the lower ones. Based on the concepts developed by both authors, we would like to explore each role in greater detail.

**1. Information Provider** is commonly referred to as a lecturer, who is responsible for transmitting knowledge to the target audience. From this perspective, the teacher is seen as an expert in the field, whose responsibility is to share professional information with learners. In addition, the provision of information may imply some interpretation of the data the students are already aware of, but need more insight as to how to make the most effective use of the available information. Although a lecture as a form of a

teacher-student interaction is now under threat of reduction, it has been proved that enthusiastic and knowledgeable lecturers have a great inspirational power and possess sufficient potential to keep the audience interested and involved [4, p. 8].

**2. Role Model** is normally viewed as learning by observation and imitation of the example the students see in their teachers. According to numerous scholars, "role modeling is one of the most powerful means of transmitting values, attitudes and patterns of thoughts and behavior to students and in influencing students' career choice" [4, p. 9].

**3. Facilitator** is one of the most important roles of the teacher who seeks to guide their students through the huge flow of information rather than impose their knowledge and views on the audience. Being a facilitator actually means giving students more freedom and enabling them to gain knowledge, as opposed to provide them with different types of information. This role became crucial with the advent of problem-based learning, whereby students cooperate under the teacher's supervision and are given appropriate directions in their search for specific information. According to Harden & Crosby, in this setting, teachers have to be able to communicate with groups, to promote group work and to create favorable atmosphere for brainstorming ideas and exchanging opinions [4, p. 10].

**4. Planner** as a part of the teacher's routine is commonly related to curriculum. In this sense, the teacher should be very careful about their learners' needs and expected outcomes. Besides, when planning the curriculum, teachers should keep make it content-based, employ appropriate educational strategies and adopt effective assessment tools to track their students' progress [4, p. 11].

**5. Assessor's** role is logically connected with the previous one, as the teacher is supposed to regularly monitor their students' academic performance and collect feedbacks in order to ensure professional development and personal growth. Apart from that, teachers are highly encouraged to do self-evaluation, whereby they are expected to analyze their own teaching skills and identify their need to retrain or go for certain improvements [4, p. 12].

**6. Resource Developer** is seen as a role, which gives a teacher a great opportunity to develop their own teaching materials instead of/in addition to using the existing ones. The whole scope of such opportunities has significantly expanded with the advent of computer technologies, which gives access to a huge variety of sources and exercises to be done online at home and in the classroom as well as to applications for practicing different aspects of language on the go [4, p. 12].

It goes without saying that the classroom setting requires a high level of teacher flexibility, and teachers' roles may change in the course of the educational process. Besides, teachers may need to be selective in their roles depending on the target audience and the desired learning outcomes, but it is anyway essential for teachers to facilitate students' learning and motivate learners for further progress.

It is necessary to point out that in the 21<sup>st</sup> century a huge step was taken towards a change in the teachers' role and classroom management. U. Asarni identifies the following most significant switches in both aspects of learning in the previous century compared to nowadays [1, p. 5]:

- From a teacher-centered and memorizing-based lessons to project-based, real-life education;
- From a time-based approach to result-oriented teaching;
- From mere facts to students' ability to use their background knowledge;

- From focusing on lower-order thinking skills\* to developing higher-order thinking skills;
- From textbook-based learning to research and experiment;
- From passive learning to active involvement;
- From isolation to cooperation;
- From limitations to learning freedom;
- From behavior issues to serving different learning styles;
- From fragmented courses to multidisciplinary approach;
- From teacher-only assessment to self-, group-assessment, feedbacks and discussions.

To sum up, the way teachers manage their classroom is based on their values, attitudes and beliefs, which, in turn, identify their role in the classroom. One of the main goals pursued by effective teachers is to bring their students to good, well-measured outcomes, which opens the students' path to learning for life as opposed to be trained to a test. This approach makes students equally responsible for their academic progress and future success.

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\* A reference to Bloom's Taxonomy, whereby lower-order thinking skills include understanding, comprehension and application, and the higher-order ones contain evaluation, analysis and synthesis.