

The Essential Skills for Teachers in Third millennium era

Ommehkolsoum Gholamhosseinzadeh¹, Vahid Rezaie²

¹Assistant Professor, Sari branch, Islamic Azad University, Sari, Iran

²No. 3, shohaday gharbi Street, Khorramabad, Lorestan, Iran

Abstract: Third millennium has been called the age of information and knowledge era. The most important function of education is past, the memories and increase data transfer, nowadays it has an important role. The answer to this question: Are there educational methods to respond in the new century? If not, what changes are needed in order to be regarded as an efficient system of education? Development of teaching skills is the most important factor in successful teaching. Today, the teachers need for special skills, the purpose of this paper is to review specific training skills such as: 1- new technology; 2- Communication; 3- action research; 4- Creativity 5- The use of active teaching. The skills of the teacher are to change traditional patterns of learning at different levels. Consequently, successful people are being trained for the future.

[Ommehkolsoum Gholamhosseinzadeh, Vahid Rezaie. **The Essential Skills for Teachers in Third millennium era Composting Processes.** *Academ Arena* 2013;5(8):38-41] (ISSN 1553-992X). <http://www.sciencepub.net/academia>. 6

Key words: Research about skills, teaching, learning, students, teaching creativity

1. Introduction

Ignoring the rapid growth of technology on human society is impossible. Today, the rapid development of new technologies has transformed many aspects of our lives. For example, it can be pointed to changes in communication methods, economics and commerce. In this regard, there has been considerable progress of technology and changes in the education sector of the teaching-learning process.

Currently, the new skills needed for the workplace is essential to the use of technology in schools and classrooms. This practice has affected the traditional structure and culture of schools. Development of teaching skills is the most important factor in successful teaching.

Teachers need not only formal education but also support educational institutions need to learn to use technology in teaching. Teachers must change Classroom from static mode - in which the flow of information from teacher to student - to dynamic way that with this student is centered learning.

1.1. Expression Problem

Education is essential in meeting the challenges of the future. Teachers are the most important factor in successful teaching purposes and no amendment shall be made without the cooperation and active participation of teachers. Robert Marzino also implies that Physics teacher, a student or learner. Skilled

Teachers are skilled students. This conception of the teacher education process is significantly different from traditional views about the teacher.

For useful teachers need to fundamentally change in pre-service and in-service training of teachers and also monitors the work of teachers and get qualifications and certification. According to the above the question is that what are the skills required of teachers in the era? This paper describes the skills to improve the status of teachers (Fullan, M., & Hargreaves, A. (1991).

1.2. Importance of work

The future needs of the people that they have ability to understand the relationships and characteristics of this time and they are active and creatively to achieve the required knowledge. Since the most important objectives of education, talent and creativity of students is flourishing.

It is expected that along with the development of information and communication technology, teachers and the educational system will upgrade. Therefore, all teachers have the skills required to gain the knowledge era so they deliver to skilled people in the society.

1.3. Research in this field:

"Kuban" in 1924 and 1986 found that researchers often fail due to technological innovations have been attributed to the inability of teachers to adjust their teaching methods to maximize the potential of these innovations. The need for teacher is his professional skills.

Each type of neglect in obtaining the skills causes loss of work. Without investigation we can see that teachers are not enough practical skills. Many teachers have sufficiently high scientific knowledge, but they cannot use their professional

skills. And conversely, there are teachers who may have little knowledge, even in their own specialized fields, but the work of the teachers are very well (Schamber, S. (1999).

1.4. The Skills required of teachers in the era of knowledge

In the era of knowledge through new information technologies in educational institutions, homes and schools in particular, has revolutionized the interaction between teacher and student (Saphier, J., Haley-Speca, M., & Gower, R. (2008). Meanwhile, teachers need new skills that can be divided into five main categories:

1. Introduction of new technology
2. Communication
3. Research
4. Creativity of the teacher
5. Active teaching methods

In this paper, we introduce the features of these skills.

1.4.1. Introduction of new technology

Development of education in a way that is not responsive enough to the traditional tools.

Educational Association is global. The international networks of information are necessary for the utilization of new technology. Therefore, teachers should try to make use of new technology. ICT application in education, teachers is faced with new challenges. They should not only learn the skills to use ICT, but also learn how to design new guidelines for the integration of ICT into the curriculum.

In most cases, the quality of learning, information and communication technology (ICT) is undesirable. This is for those who need to have more education, are more problematic.

The teacher has a central role in the implementation of ICT based teaching strategies; in particular, the gap between the various educational. Thus, the motivation of teachers and the lack of information, it will have a negative impact.

Therefore, teachers should be trained in the field as soon as.

1.4.2. Communication

To succeed in school and become lifelong learning, students should increase their scientific capacity. The teacher's skills, especially communication skills, can be effective. The following are examples of communication skills:

1. Empathically
2. Collaborate with managers and other colleagues
3. Reception of problems
4. Exercise objectives and long-term perspectives

5. Description of interests and competencies
6. Resist
7. The responsibility of
8. Consult Vulnerability
9. Accept its mistakes
10. Patiently waiting

1.4.3. Action research

Action Research is a research that It helps us to wherever we do, we can do the job better and more useful.

If the action research is done correctly, the following results are: personal development, professional skills development, organizational improvement in the workplace and the effective role in the social system. Now we see this truth that on the verge of the twenty-first century, the abundance of Education requires to inquiring teachers that they tried to create some theories of their own activities and to revise their theories in practice. In the end, it will become conscious active.

These research activities, which are based on operational feedback, should be improved to between what is and what. In action research, teachers will engage in problem. Teachers are actually inhibited all stages of the research and thus reconstruction their professional skills. Results of research activities only are used in practice. It can be seen in the classroom, on the playing area, the library, the laboratory, the school environment and whether at home or other places (Ontario Ministry of Education. (2004).

Their Sensory receptors have used the tools of learning, observation, participation, interviews through open-response method. In describing the results, make use of "why" and "how to".

To quote one of the authors ((Just do not look to the exterior surface of the water iceberg, But also they see its real size or the size of the hidden underwater.

Lindariov in his book entitled "In Search of atmospheric dispersion" writes: (I am not the teacher who I began teaching Ten years ago. My class this year is very different from what it was last year. I'm always in favor of such a change).

1.4. 4. Creativity of the teacher

The most important principle to provide the motivation and creativity of the students, this is that the teacher is a creative individual, till to be able to attract the attention of students to classroom activities and curriculum. If teachers adjust the curriculum according to students' opinion and in lessons learning attention to individual differences can better attract to recognize the interests of their students and their respect. Creative teacher will review the student's mood and discovered that this problem realizes what

they like. He tries to encourage students to entrust to the responsibilities and activities to the proper use of their learning happen in the classroom and outside the school environment. Teachers need to change the learning environment and classroom to the experimental environment, experience and ingenuity until students to find opportunities for innovation and creativity (Chappuis, J. (2005).

Creative teachers are not bound Creative teachers are not bound to follow any particular pattern of students to follow any particular pattern, But also to provide the sense of freedom and security in the classroom, will offer a creative context for their individual.

1.4.5. Active teaching methods

In today's conditions, the extent of the available data is inconsistent with a person's ability to use; the teacher should not be the sole reservoir of knowledge to speak and to transmit information but he must try to increase their students' thinking and reasoning skills and guide them from Memorizing the material into thinking and teach appropriate solutions that is based on learning with thinking.

According to what was said, Teachers should try to create conditions in the classroom in which students learn and to act according to its teachings. Teaching is not talking but it is an external process that involves a series of activities that could accelerate implementation what was learned. In this case, there is no doubt that they will learn more and better content.

The attention of students to teachers in different school age should not exceed 20 minutes and the rest of classroom time, students are doing other activities. Socrates was the first who noted to active teaching methods.

In his view, information and knowledge resides within individuals and teachers must find it. Not to transmit information to the people.

"Jerome Bruner", Contemporary American Scientist, One of the proponents of active teaching methods, inventor of exploratory learning method believes that: To respond directly to students, they will rely on books and teacher and Makes to do not an effort. Therefore they do not get satisfaction from learning and their learning incentive will be weak.

2. Recommendations:

-Improvement of teacher training institutions and acquaint teachers with the challenges of the present and future world:

According to statistics, more than half of the job of the future will be new jobs. Therefore, teachers should understand the jobs of the future and also mental health problems and the training of

astronauts before a flight out of the atmosphere, to train students for the future.

- Creating a system in which teachers have a role in making decision coupled with democracy. Teachers must feel that he can change the rules of education.

When the teacher is unable to coordinate their work environment and society,

How can train society in the future?

- Teachers must be adapted quickly to new teaching methods and use of new software.

- Increased levels of confidence in their students

- The use of individual and group techniques in the agenda.

In the era of knowledge, Teachers must have come from research and the use of research in their program.

3. Discussion

The Informed teacher, before any type of training will be based within their work and a rational approach to know that the learner how to learn and how could he via the skills to facilitate their learning. In other words, we must understand the principles and theories of learning as well.

The teacher should have a procedure in a dynamic and ever-evolving understanding of the principles and is associated with data centers, communications and scientific findings continuously. On the other hand, another part of the building to identify the learner's and they are what characteristics, How have the prerequisites for any learning and what is their level of motivation and willingness to learn a particular topic? The teacher cannot do without having this information, choice specific techniques for teaching.

When scientists such as Avicenna and Biruni were fluent in all of their time and all of it was collected in a book; but now that we have been in an era of information explosion, every moment of the volume is increased, how can no skills taught a small part of the science.

Moreover, how can we do away children from accessing inappropriate information?

And to learn that he also called to produce new information. It seems that Solutions, equipping teachers have a variety of skills.

Acknowledgement:

Authors are grateful to Sari branch, Islamic Azad University for financial support to carry out this work.

Correspondence to:

Ommehkolsoum Gholamhosseinzadeh
Assistant Professor, Sari branch, Islamic Azad University, Sari, Iran

References

1. Chappuis, J. (2005). Helping Learners Understand Assessment. *Educational Leadership*.63 (3), 39–43.
2. Fullan, M., & Hargreaves, A. (1991). *Working together for your school: Strategies for developing interactive Professionalism in your school*. Hawthorn, Vic.: Australian Council for Education Administration.
3. Ontario Ministry of Education. (2004). *the Individual Education Plan (IEP): A Resource Guide*.
4. Saphier, J., Haley-Speca, M., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*. Action, MA: Research for Better Teaching.
5. Schamber, S. (1999). Ten practices for undermining the effectiveness of teaming. *Middle School Journal*, 30(3), 10–14.

8/3/2013