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DOI <https://doi.org/10.24919/2308-4863/60-2-46>**Olena LUTSENKO,***orcid.org/0000-0002-6864-908X**Candidate of Pedagogic Sciences,**Associate Professor at the Department of Foreign Languages for Natural Sciences Faculties**Institute of Philology of Taras Shevchenko National University of Kyiv**(Kyiv, Ukraine) olenzialu@gmail.com***Natalia SEMINIKHYNA,***orcid.org/0000-0001-6246-4132**Assistant Lecturer at the Department of Foreign Languages**Taras Shevchenko National University of Kyiv**(Kyiv, Ukraine) nseminikhyna@gmail.com***Tetiana SVYRYDIUK,***orcid.org/0000-0001-9482-8228**Candidate of Philological Sciences,**Associate Professor at the Department of Foreign Languages**Taras Shevchenko National University of Kyiv**(Kyiv, Ukraine) svyrydiuk.t@gmail.com*

TEACHERS' PERSPECTIVES ON TEACHING AND LEARNING METHODS IN A CHANGING WORLD

As the world changes, teaching and learning methods will continue to play an increasingly important role in education. With the right tools and technologies, educators can help to prepare students for a rapidly evolving workforce and equip them with the skills they need to succeed in the 21st century.

The world of education is changing, and educators must keep up with the latest trends and technologies to provide students with the best possible learning experience. The future of education is likely characterized by greater flexibility, mobility, and interactivity as learners seek to access educational resources and activities whenever and wherever they need them. As a result, teachers will be more facilitative, helping students develop their skills and guiding them toward their goals. The study's primary objective is to assess teachers' perspectives on teaching and learning methods to meet the needs of the school population in the 21st century. The study's participants were 14 teachers from different schools in Ukraine. The data were collected using an open-ended question form designed by the authors during the autumn of the 2021–2022 academic year. The findings revealed that teaching and learning methods should be tailored to the needs of each student to help them reach their full potential. The study suggests that teachers should prepare students to develop transferable skills such as collaboration, reflection, strengthening critical and creative thinking, showing initiative, and exploring analytical skills. In addition, teachers should be aware of how to keep students motivated in the ever-changing world of education. By providing personalized and engaging learning experiences, connecting learning to the real world, and creating a positive and inclusive learning environment, they can equip students with the skills needed in a changing world.

Key words: *global competence, future education, teaching and learning methods, teaching aids, classroom culture.*

Олена ЛУЦЕНКО,
orcid.org/0000-0002-6864-908X
кандидат педагогічних наук,
доцент кафедри іноземних мов природничих факультетів
Інституту філології Київського національного університету імені Тараса Шевченка
(Київ, Україна) olenzialu@gmail.com

Наталія СЕМІНІХІНА,
orcid.org/0000-0001-6246-4132
асистент кафедри іноземних мов
Київського національного університету імені Тараса Шевченка
(Київ, Україна) nseminikhyna@gmail.com

Тетяна СВІРИДЮК,
orcid.org/0000-0001-9482-8228
кандидат філологічних наук,
доцент кафедри іноземних мов
Київського національного університету імені Тараса Шевченка
(Київ, Україна) svyrydiuk.t@gmail.com

ПОГЛЯДИ ВЧИТЕЛІВ НА МЕТОДИ ВИКЛАДАННЯ ТА НАВЧАННЯ В МІНЛИВОМУ СВІТІ

Оскільки світ продовжує змінюватися, методи викладання та навчання продовжуватимуть відігравати все більшу роль в освіті. За допомогою правильних інструментів і технологій викладачі можуть допомогти озброїти їх навичками, необхідними для досягнення успіху в 21 столітті. Світ освіти швидко змінюється, і для викладачів важливо йти в ногу з останніми тенденціями та технологіями, щоб забезпечити студентам найкращий досвід навчання. Майбутнє освіти, ймовірно, характеризуватиметься більшою гнучкістю, мобільністю та інтерактивністю, оскільки учні прагнуть отримати доступ до освітніх ресурсів і заходів, коли і де вони їм потрібні. Вчителі візьмуть на себе роль фасилітаторів, допомагаючи учням розвивати власні навички та зосереджуватись на досягненні власних цілей. Основною метою дослідження було оцінити погляди вчителів на методи викладання та навчання, які відповідають потребам 21 століття. Учасниками дослідження стали 14 вчителів з різних шкіл України. Дані були зібрані за допомогою форми відкритих запитань, розробленої авторами протягом осені 2021–2022 навчального року. Висновки показали, що навчання має бути адаптоване до потреб кожного учня, щоб допомогти йому повністю розкрити свій потенціал. Дослідження передбачає, що вчителі повинні готувати учнів до розвитку таких навичок, як співпраця, рефлексія, зміцнення критичного та творчого мислення, прояв ініціативи та вивчення аналітичних навичок. Вчителі повинні знати, як підтримувати мотивацію учнів у світі освіти, що постійно змінюється. Забезпечуючи персоналізований та захоплюючий досвід навчання, пов'язуючи навчання з реальним світом і створюючи позитивне та інклюзивне навчальне середовище, вчителі можуть розвинути у студентів навички, необхідні в мінливому світі.

Ключові слова: глобальна компетентність, освіта майбутнього, методи викладання та навчання, засоби навчання, культура класу.

Introduction. Teaching and learning methods are crucial in today's rapidly changing world. With the advent of new technologies and the increased demand for innovative approaches to education, it is essential to adapt teaching and learning methods to keep pace with the changing times. The OECD has used the concept of VUCA (volatility, uncertainty, complexity, and ambiguity) to describe the challenges individuals and societies face in a rapidly changing world. In a VUCA world, the future is unpredictable, and the traditional ways of doing things may no longer be effective. As a result, individuals and organizations must be agile, adaptable, and innovative to navigate the complexities and uncertainties of the world. The

OECD has emphasized the need for education systems to prepare students for a VUCA world by developing their critical thinking, creativity, communication, and collaboration skills. These essential skills enable individuals to navigate complex and ambiguous situations, work effectively with others, and innovate in response to changing circumstances (OECD, 2017).

One prominent framework for understanding factors that impact the activity and method of teaching and learning is the Input-Process-Output (IPO) model. According to this model, input factors include teachers as critical input factors in the education process (Scheerens, 2015). Their knowledge, skills,

and attitudes can significantly impact student learning outcomes; facilities such as the physical environment in which teaching and learning occur can also impact student learning outcomes. The model also includes process factors: teaching methods, learning strategies, feedback mechanisms, and assessment tools. Output factors include student achievement, retention, satisfaction, and progress which are also considered in the analysis of teaching and learning activities. These factors are interdependent and should be aligned to achieve the best outcomes for students. By aligning these factors, teachers, administrators, and policymakers can create practical and impactful teaching and learning experiences that prepare students for success in the 21st century.

Theoretical framework and research methods.

The issue of teaching and learning methods in a rapidly changing world has been of substantial interest to many scientists and pedagogues all over the world. Particular attention should be paid to the works of (Willingham, Riley, Prosser, Trigwell, Ogbulogo, Olukanni, Joseph, Ericsson, Sun, Anderson, Lin, Morris, Willingham, Riley).

The traditional view of teaching has been based on transmission, with teachers seen as the primary source of knowledge who transmit information to students. However, in recent years, there has been a growing understanding that teaching involves much more than just transmitting the information. Instead, effective teaching involves helping students develop a deep understanding of concepts and ideas and developing critical thinking and problem-solving skills. Transmitting concepts and understandings, rather than just information, involves using various instructional strategies beyond simple lecture-style teaching. For example, teachers might use active learning strategies such as group work, discussions, and problem-based learning to help students engage and apply the material meaningfully (Prosser, Trigwell, 1999).

There could be various reasons why students may exhibit poor interest in learning and need help recalling what has been taught. Some possible factors could include teaching methods; learning environment; curriculum; personal issues, and lack of motivation: To address these issues, it may be necessary to implement changes in the teaching methods, the learning environment, or the curriculum to make it more engaging and relevant to the students. Teachers can also provide support and encouragement to help students overcome personal issues and improve their learning motivation (Joseph, 2015).

There is a growing consensus among education experts and practitioners that future educational

systems will need to emphasize learning more than simply teaching. This shift reflects a recognition that students need to be active participants in their learning process and that the traditional model of one-way communication from teacher to student is no longer sufficient. Instead, future educational systems will need to create environments that foster active, collaborative learning. Students will be encouraged to work together, share ideas and knowledge, and engage in hands-on activities and projects that allow them to apply what they have learned meaningfully. At the same time, teachers will play a critical role as facilitators and guides rather than simply dispensers of knowledge. They will need to be skilled at creating learning experiences tailored to individual student's needs and interests and providing feedback and support to help them achieve their goals (Scott, 2015).

The idea that the role of teachers will shift from subject experts to guides and coaches has been proposed by various educators and researchers, including Ericsson. The traditional view of a teacher is someone who possesses the knowledge and imparts it to students through lectures and other instructional methods. However, as education has evolved, there is an increasing recognition that this model may not be the most effective for helping students learn and develop skills that will serve them in the long term. According to the proposed transformation, teachers will be more facilitative, helping students develop their skills and guiding them toward their goals. Rather than providing answers and information, teachers will encourage critical thinking, problem-solving, and self-reflection. They will work closely with students to help them identify their strengths and weaknesses and provide individualized support to help them reach their full potential. This approach is rooted in the belief that students learn best when actively engaged in learning and are free to explore and experiment. Teachers will therefore act as coaches, providing feedback, support, and encouragement to help students build confidence, hone their skills, and overcome challenges. Overall, the transformation of the role of teachers from subject experts to guides and coaches represents a shift in educational philosophy from teacher-centred to student-centred learning and is seen as a positive development for creating a more effective and empowering educational experience (Ericsson, 2016).

Gijsbers and van Schoonhoven's study «The future of learning: a foresight study on new ways to learn new skills for future jobs» explored the changing landscape of work and the skills that will be required and how these changes will impact learning and education. The study identified several

trends likely to shape the future of work and learning, including globalization, digitalization, demographic changes, and the increasing importance of creativity, innovation, and problem-solving skills. To succeed in this changing landscape, the study argued that learners must develop various skills and competencies, including digital literacy, social and emotional skills, critical thinking, and the ability to collaborate and work in teams. The study also emphasized the importance of lifelong learning, as individuals must continually adapt and update their skills throughout their careers. Finally, the authors suggested that traditional education models may need to be reimagined to meet the changing needs of learners and the job market. They proposed several possible solutions, including using technology to create more personalized and flexible learning experiences, integrating work-based learning into education, and developing new models of education that combine formal and informal learning (Gijsbers, Schoonhoven, 2012).

Researchers Sun, Anderson, Lin, and Morris examined the relationship between collaborative reasoning and social and cognitive development in children. Collaborative reasoning refers to working with peers to solve a problem or complete a task that requires reasoning and critical thinking. A focus on learning is essential for teachers because it enables them to understand the cognitive processes that underlie learning, such as attention, memory, motivation, and problem-solving. This knowledge helps teachers to design effective learning environments and instructional strategies that support student learning. In addition, a focus on learning also helps teachers to adapt to changing circumstances and to be flexible in their approach to teaching. The study explores the benefits of collaborative reasoning in promoting social and cognitive development in children. The authors argue that collaborative reasoning can enhance social skills, such as communication, cooperation, and conflict resolution, as well as cognitive skills, such as reasoning, problem-solving, and metacognition. The chapter presents several case studies that illustrate the impact of collaborative reasoning on social and cognitive development. The case studies show that collaborative reasoning can help students develop a deeper understanding of the subject matter and the ability to think critically and analyze information from multiple perspectives. Collaborative reasoning also promotes the development of positive social skills, such as listening, sharing, and negotiating. The chapter concludes that collaborative reasoning is a practical approach to promoting social and cognitive development in children. The authors emphasize the

importance of creating a supportive and collaborative learning environment that encourages students to work together to solve problems and develop critical thinking skills. They also highlight the need for ongoing teacher support and guidance to ensure the success of collaborative reasoning activities in the classroom (Sun et al, 2015).

Therefore, this study sought to answer the following research question: What are teachers' perspectives on teaching and learning methods to meet the needs of the school population in the 21st century?

The aim of the study. The paper aims to study teachers' perspectives on teaching and learning methods to meet the needs of the school population in the 21st century to outline ideas, tendencies and trends that can be productive in education.

Results. Teachers were to identify and explain the most significant changes in teaching and learning methods to meet the needs of changing school population. This open-ended question was qualitatively analyzed to determine categories and themes. Findings included three categories and five themes. In addition, one central question was investigated in this study using an open-ended questionnaire format. The question reads: What are teachers' perspectives on teaching and learning methods to meet the needs of the school population in the 21st century? The question was designed to identify teachers' perceptions and offer additional insight. Findings revealed three categories and five themes in teachers' questionnaires.

Category 1. Global competence

Theme 1. Capacity to critically examine and solve global issues

Theme 2. Think critically and understand different perspectives and world views, collaboration across cultures

Category 2. Classroom culture

Theme 4. Stimulation of discussion or debates among students

Theme 5. Availability of any time/anywhere learning

Category 3. Teaching aids

Theme 6. Non-conventional teaching aids, emerging teaching aids involving more than one sense organ

The answers received were categorized and comprised five themes. The first category referred to global competence, which is about the ability to understand and engage with complex global issues and think critically and collaborate effectively across cultures and perspectives. Teachers reported two main themes underpinning global competence:

These theme emphasize the importance of analyzing and understanding complex global issues, such as climate change, poverty, conflict, and inequality. It also involves developing the skills to address these issues and find practical solutions. This requires a deep understanding of different social, cultural, economic, and political contexts, as well as an ability to evaluate information from various sources and perspectives- the importance of thinking critically and understanding different perspectives and worldviews. Theme 2 involves developing the skills to collaborate effectively with people from diverse cultural backgrounds. This requires an openness to different ideas and perspectives and an ability to communicate effectively across cultural and linguistic boundaries. In today's interconnected and rapidly changing world, global competence is becoming an increasingly important skill set. It enables individuals to navigate complex global challenges and to work collaboratively with people from diverse backgrounds to create positive change.

In the second category, teachers reported on classroom culture that highlights the importance of stimulating discussion or debates among students. The following strategies can be helpful to create a safe and respectful classroom environment, encouraging active participation, providing feedback and reinforcement, and promoting anytime/anywhere learning, the following strategies can be helpful here: use technology, provide flexible learning options, encourage self-directed learning, foster a culture of continuous learning: This can help students develop a growth mindset and become motivated to pursue learning beyond the classroom.

The third category was identified as teaching aids, which was reported to be a contemporary trend in changing teaching methods that lead to motivation increase and self-study. With the rapid advancement of technology, there has been a significant increase in the availability of non-conventional or modern teaching aids for teachers and students. Some examples found in the teachers' answers: Interactive Whiteboards(they provide a dynamic and engaging learning experience for students, augmented reality (AR) and virtual reality (VR): AR and VR technologies can bring lessons to life by creating immersive environments that allow students to explore concepts in three dimensions, podcasts and webinars (teachers can create their podcasts or webinars, or they can use existing resources available on the internet), gamification of the teaching and learning (educational games and simulations can help students learn complex concepts in a more interactive and stimulating way). By leveraging these

tools, teachers can create a more dynamic, engaging, and effective learning experience for their students. Overall, the transformation of 21st-century learning is motivated by a recognition of the need to prepare students for the demands of the modern world, to engage and motivate them in their learning, and to equip them with the skills and competencies they need to be globally competent and thriving in the 21st century.

Conclusion. We conclude from this study that surveyed teachers perceive teaching and learning methods as crucial in helping students to learn in a rapidly changing world. By adapting to new technologies and adopting innovative approaches, educators help ensure that students are prepared for the challenges and opportunities of the future. Helping learners make sense of the vast amount of information they encounter and teaching them critical thinking skills. This involves helping students develop the ability to evaluate information sources, question the authenticity and accuracy of the information, and connect new knowledge with prior knowledge. In addition, teachers can help learners make sense of information by providing opportunities for collaboration and discussion. This can help students compare and contrast different sources of information, identify common themes and patterns, and develop their interpretations. It is important for teachers to recognize the challenges posed by the explosion of information available to learners and develop strategies to help students navigate and make sense of it. The future education system is likely to focus more on personalized learning, online and hybrid models, soft skills, continuous learning, and global education. They are teaching global competence and equipping students with the knowledge, skills, and attitudes necessary to thrive in an interconnected world. Creating an effective classroom culture is essential to fostering global competence in students. A classroom culture that encourages open communication, respect for diverse perspectives, and critical thinking can help students develop the skills and attitudes necessary to thrive in an interconnected world. A key aspect of an effective classroom culture is allowing students to respectfully express their opinions and perspectives. Teachers can facilitate this by modelling respectful dialogue, encouraging active listening, and providing opportunities for students to engage in collaborative discussions and group work. Educators and educational institutions are increasingly adopting new approaches to teaching and learning that are more flexible, interactive, and responsive to the needs of learners. Overall, the future of education is likely to be characterized by greater flexibility,

mobility, and interactivity, as learners seek to access educational resources and activities whenever and wherever they need them. Consequently, educators must adapt to this changing landscape by adopting new technologies, pedagogies, and practices better suited to today's learners' needs.

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