

TRADITIONAL CLASSROOM VERSUS 21ST CENTURY CLASSROOM

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ABSTRACT

Modern world trends in education, in response to major socio - economic changes and rapid technical and technological development, have imposed the need for appropriate changes in the organizational setup of the classroom as the basic environment of organized learning. The purpose of these changes is to establish a process of continuous improvement of work in schools, which in turn will lead to quality assurance in education. In this paper, we will look at the classroom as a micro-environment of organized learning from which it is required to adapt and respond to the contemporary level of development, to provide a warm and nice atmosphere and to prepare students who can respond to all the challenges that brings with it new time.

Successful teachers are those who have brought their class to a state where they can say, "The students will continue to work on the assigned activities, whether I am with them or not."

Maria Montessori

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Introduction

In order to respond to the different individual and age needs of students, the classroom needs to adapt to the new concept of education that is facing a major turning point. In the face of various challenges, the classroom acts as an opportunity that should be used in function of the future needs of the students (Selimi, Saracevic, & Useini, 2020). The need for change in education in the 21st century is very important, considering the rapid changes taking place in the world and the application of current modern discoveries in everyday life, as well as the changing role of traditional educational institutions.

Education in the 21st century has set many different tasks in front of it than the traditional model of education where memorizing information and facts is the most important part of education. Memorizing facts is not enough to successfully prepare children for the 21st century, because it is estimated that 75% of the professions for the 21st century have not yet been discovered. Children should be provided with a learning environment that offers a variety of experiences, helping them to develop socially, intellectually, physically and emotionally, appropriate to their age and level of development. To create a learning environment based on mutual respect and democratic principles;

- To create conditions for every student to acquire scientific, artistic, ethical and practical skills, (Nuredin, A; & Nuredin M. 2023) to participate successfully in the 21st century;
- To create students who will learn all their life;
- To provide conditions for the development and continuation of good practice.

When creating a stimulating environment for students, it is very important to take into account the developmental theory of Erikson, Piaget, Vygotsky, as well as the latest knowledge about brain development. The teacher should know, understand and accept the theory of how children learn. When a teacher knows and accepts the theory of child development, then he knows that students have different learning styles and that he should adapt the learning environment to his students, provide more options in the classroom and plan activities that in addition that are in accordance with the curriculum, will meet the different learning styles of children, and thus will be able to make a successful strategy for improving individual learning. What does this picture say about the

teaching process and the learning process that happened, and unfortunately is still found in some classrooms today?

Why it is important to create a learning environment in which every child feels good. Recently, the concept of well-being has become more and more relevant in research on early child development, it is considered an important prerequisite for leading a fulfilling life under the pressures of the 21st century. Ensuring the well-being of a child implies taking care of his physical, emotional, social and cognitive development. The first thing that comes to mind when you say "learning environment" is the physical environment. But within this principle, the focus is on developing the social-emotional conditions in which the child can thrive, bearing in mind that the physical, psychological and social environments often overlap and influence each other. According to Livers (2005), well-being is described as a state in which a child appears contented, enjoys activities, expresses inner peace and relaxation, and at the same time shows energy and vitality. Children seem happy, they are spontaneous, they are easy to approach and they recover quickly from unpleasant experiences. They are open to the environment, emotionally available and flexible, because they are in an environment/situation that meets their needs. They seem to have a positive self-image and are in touch with themselves. According to Principle 1.3, Livers (2005) notes that children's well-being is fostered when their basic needs are met:

- ✚ physical needs (the need to eat, drink, move, sleep, etc.);
- ✚ need for closeness, warmth and tenderness (being hugged, physical contact, closeness, receiving and giving warmth and love);
- ✚ the need for safety, clarity and continuity (the need for a predictable environment, the need for children to know what they are capable of, the need to know what is and what is not allowed and
- ✚ the need to know that they can count on others); the need for recognition and praise (the feeling that they are accepted and appreciated by others, the feeling that they mean something to someone and the feeling of belonging to a group);
- ✚ the need to experience themselves as capable (the feeling that they can do something independently, that they are good at something, attempts to exceed the limits of their abilities, experiencing success);

- ✚ the need for meaning and (moral) value of things (the feeling that they are "good" persons and the feeling that they are connected to others and to the world).

As might be expected, well-being is closely related to interactions. In an interview, Shonkoff says (Learning Stewards, 2009): Children are born with the ability to learn...and therefore it is necessary to create optimal environments in which the child can develop as much as possible. A large part of development is based on personal experiences and experiences in the environment in which the child lives. The quality of relationships children have with important people in their lives, as well as the interactions and feelings those relationships bring, actually influence the creation of brain architecture. Related to the interactions is the level of secure attachment that the child has with the teacher. As previously mentioned, secure attachment to a teacher in early childhood development is also important for a child's cognitive, social, and emotional development (Londerville and Main, 1981; Howes, Hamilton, and Matheson, 1994; Jacobsen, Edelstein, and Hoffman, 1994). ; Howes, Hamilton and Phillipsen, 1998; Grossman, Grossman and Zimmerman, 1999; Howes, 1999; Shonkoff and Phillips, 2000; Shanker, 2008).

According to research, those children who had stable relationships with their preschool teachers and educators had good interactions with peers and positive relationships with teachers and classmates in elementary school as well. Children were more cooperative with others, showed greater internal control, had better relationships with peers, were less aggressive and engaged in more complex games. Teachers' interaction styles with children help them build positive and emotionally stable relationships with other children as well as with adults (Riley et al., 2008). Children whose teachers were warm and treated them with respect (for example, teachers who listened when their children spoke, who made eye contact when they listened, behaved fairly), developed positive and quality relationships with their peers. Such a feeling of safety and security, which is achieved by close relationships with teachers and friends, provides children with a stable basis for facing developmental challenges. When children perceive teachers as stable sources of support, they cope more easily with challenges. As a result, for achieving social and academic success at school, the teacher-child relationship is of great importance.

Good social, emotional and psychological health protect the child from current and future emotional and behavioral problems. Research shows that children's social and emotional well-being is also important because it affects their physical health (both as children and as adults) and can determine how they do at school (Power and Hertzman, 1997; Topitzes et al., 2009).

How do we go from a teacher-dominated classroom to a child-centered classroom

Towards the end of the twentieth century, the class was dominated by the teacher, who taught the lesson, and the students listened or copied what the teacher wrote on the blackboard. Research done by John Goodled (1984) confirmed that the pattern used by teachers to disseminate information is followed with the expectation that students will repeat the specific information. If we imagine a diagram that will represent the development of dialogue in a classroom, we will notice that it goes from one teacher to a specific student and back. There is rarely any communication from student to student or between students. If we look at the arrangement of the classroom where the teaching is dominated by the teacher, we will notice that in the majority of cases his desk is bigger than the children's desks and is placed at the head. Children sit in rows and look at the teacher. The walls are mostly empty so as not to distract attention from the teacher. Schools in the 21st century advocate an individualized approach that respects the abilities and efforts of each child to create their own way of learning. Understanding what is being learned is a fundamental element in the complex learning process. Teachers who share this opinion are child-centered teachers. The child is at the center of the learning process and teachers create an environment that reflects this perspective. The question that arises is: How can schools and teachers be child-centered and successfully prepare students for the years that follow when they are adults? We need to adapt John Dewey's view that education is a way of life. We need to understand the dynamics of learning and develop practice that follows those dynamics.

A comparison between the traditional classroom and the 21st century classroom - Philosophical point of view

Schools in the 21st century advocate an individualized approach that respects the abilities and efforts of each child to create their own way of learning. Understanding what is being learned is a fundamental element in the complex learning process. Teachers who share this opinion are child-centered teachers. The child is at the center of the learning process, and teachers create an environment that reflects this perspective. The question that arises is: How can schools and teachers be child-centered and successfully prepare students for the years that follow when they are adults? We need to adapt John Dewey's view that education is a way of life. We also need to understand the dynamics of learning and develop practice that follows those dynamics. Traditional classroom versus 21st century classroom In the traditional classroom, school is preparation for the grain, knowledge is something that teachers provide to their students, and schooling is a task to be accomplished. Here the focus is on education as a product, learning is a linear progression where the goal is to acquire new skills and facts and students passively absorb all information and accept the authority of teachers. Against this, in the classroom for the 21st century, school is part of life and knowledge is created by the child. Here, schooling is challenging and fun, the focus is on education as a process and therefore learning is experienced as an infinite spiral that has its own content, depth and importance. In the 21st century classroom, students are actively involved in solving problems and planning future activities.

Program content

Traditional classroom versus 21st century classroom

In the traditional classroom the curriculum is presented through selected curriculum content, the curriculum is determined and developed by external experts. Decision-making has a hierarchical character. Curriculum is designed to support traditional expectations related to social behavior and academic achievement. In the traditional classroom, culture and other individual differences are ignored and children are expected to adapt to the dominant culture. Activities are based on the book or workbook. Here the emphasis is on mastering the basic skills. In the

classroom for the 21st century, the teaching content is integrated and the children cooperate, the teaching content depends on the wishes and interests of the children. Decisions are made jointly and the curriculum is made in a way that it can match the individual potentials of the children and create a positive attitude towards learning. It is important to emphasize that the classroom for the 21st century curriculum respects diversity and the multicultural world in order to better prepare students for the future. The activities are based on different sources of information. Emphasis is placed on understanding important concepts.

The role and strategies of the teacher

Traditional classroom versus 21st century classroom

Regarding the teacher's role and strategies, in the traditional classroom teachers are the only source of information. Teachers are considered to be people who have completed their studies. Teachers present their information through lectures, workbooks and worksheets. Most often, the questioning techniques used by teachers are focused on "true/false" answers or closed questions. Skills are presented as goals to be achieved. Teachers are responsible for classroom behavior and are experienced as the authority in the classroom. Teachers generally provide information to students, and students usually work alone. In the 21st century classroom, teachers are facilitators and leaders in the learning process. Teachers see themselves as students along with other children. Teachers create learning situations based on direct experiences, social interaction, and inquiry. Teachers encourage critical thinking in students by asking open-ended questions. Skills are instrumental in learning and are related to content. Teachers and students together set rules of conduct that emphasize personal responsibility. Teachers behave in an interactive way, having the role of mediators. Students work in pairs or small groups.

Family participation

In a traditional classroom, parents are experienced as strangers in the classroom and feel that they are not welcome. Communication with the family usually happens when there is a problem. Parents can visit the school only on a previously prescribed day. Parental involvement in school affairs is reduced to checking homework. The community is seen

as a separate body from the school. Unlike the traditional classroom, parents are perceived as children's first teachers and partners. Here communication with parents starts on the first day of school and focuses on determining and planning common goals for each child separately. Parents are welcome at the school at any time. Parents are perceived as a source of information that can serve in the completion of tasks. The community is an important source of information in the teaching process.

Conclusion

As a primary pedagogical space, the classroom has extremely great importance for the process of human education. It is part of the education system, where the teaching process is carried out according to didactic principles and in accordance with the needs of education. The basic function of every classroom is the implementation of teaching. Teaching is a process in which the contents of the curriculum and program are implemented. The curriculum and program meets the needs of the state, the needs for personal and professional improvement of the individual. At the center of the plan and program should be the students, who, in addition to the necessary knowledge, should acquire skills and attitudes that will help them face all challenges in the future. Education is one of the most promising areas in life. The student who will start his education in the first grade of primary school in 2009 will reach the peak of his professional activity in the thirties of the 21st century. Therefore, the school does not prepare students for the world "today", but for the one "tomorrow", which is difficult to even imagine. But if humanity wants to survive, it has to deal with problems that will be solved by the student who is now sitting in the school desk.

„Teachers should encourage students to explore the world, support them in asking questions and seeking answers, and challenge them to understand the complexity of the world.“

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