

# The Multidimensional Role of Future Teachers: Cultural Competence, Digitalization and Individualized Learning

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## Abstract

The role of teachers is expected to undergo a significant transformation in upcoming century due to changes in the economic, technological, and cultural landscape. This article explores the various dimensions and trends that will shape the future role of teachers, including the influence of the knowledge economy on education systems, teaching practices, and teacher preparation programs. The role of teachers in the fourth industrial revolution is also discussed, which will require them to prepare students for technological advancements and constantly self-improving. Teachers of the upcoming century are expected to be dynamic, multifaceted professionals who are devoted to lifelong learning and proficient in the use of technology and other resources to assist student learning. The Pedagogy of transformative sustainability empowers teachers for a sustainable future grounded in ecological principles and values, is also examined. Teacherpreparation for the changing demands of the 21st century workforce is of utmost importance, and educational institutions need to implement digitization and raise issues such as curriculum design and pedagogical methods, policy formulation, entrepreneurial opportunities, and job identification to ensure that teachers are prepared with the skills and knowledge necessary to succeed in this rapidly changing landscape.

**Keywords:** Education reformation, Industrial revolution, collaboration, Transformative Sustainability Pedagogy (TSP), Teacher preparation and skills.

## Introduction

The role of teachers is expected to undergo a significant transformation in the upcoming century, as education adapts to the changing economic, technological, and cultural landscape. Scholars have emphasized the need for English language teaching to prepare learners for the demands of the emerging informational economy and society. However, a more detailed analysis is necessary to understand how the "knowledge economy" has influenced education systems, teaching practices, and the preparation of teachers for the changing demands of the 21st-century workforce. In addition, teachers must be technologically proficient, culturally aware, facilitators

of individualized learning, and mentors for their students. They will be dynamic, multifaceted professionals who are devoted to lifelong learning and proficient in the use of technology and other resources to assist student learning.

With the advent of the fourth industrial revolution, teachers will also need to prepare their students for technological advancements and constantly self-improving. This will require educational institutions to implement digitization and raise issues such as curriculum design and pedagogical methods, policy formulation, entrepreneurial opportunities, and job identification. Meanwhile, the Transformative Sustainability Pedagogy (Bedford, 2022) has been developed to authorize teachers for a justifiable impending, based on environmental ideologies and standards.

In the coming decades, technology can expect to play an even more significant role in the classroom, with the use of computer-generated and amplified genuineness, machine learning and artificial intelligence becoming increasingly commonplace. The future Teachers will need to be highly skilled in technology, culturally competent, facilitators of personalized learning, and mentors to students. Although we cannot predict the exact changes that will occur in education and society over the coming decades, we can be sure that the role of teachers will continue to be crucial in shaping the future of our world. As we prepare for the future, we must ensure that our teachers are prepared with the skills and knowledge relevant to changing landscape. Therefore, this paper identifies the roles of future teacher following knowledge dimensions and trends based on the dimensions suggested in the current situation.

## **Context Exploration**

The teachers are likely to change significantly as education undergoes a transformation in the 22nd century. Warschauer (2000) suggested that English language teaching must adapt to the changing economic, technological, and cultural landscape to prepare learners for the demands of the emerging information economy and society. Similarly, Menter (2009) discussed with reference to the "knowledge economy" as a significant influence on education systems is somewhat vague and needs to be elaborated on. However, more detailed analysis is necessary to understand how the "knowledge economy" has influenced education systems, teaching practices, and the preparation of teachers for the changing demands of the 21st-century workforce.

Mirzayev et al. (2022) showed how foreign language training has shifted from grammar and memorization to practical dialogue. It does not specify language instruction approaches' pros and cons. Moreover, the study highlighted the global importance of English as a foreign language but did not discuss its consequences for language instruction.

According to a report by (UNESCO, 2022) Teachers will need to be technologically proficient, culturally aware, facilitators of individualized learning, and mentors for their students. They will

be dynamic, multifaceted professionals who are devoted to lifelong learning and proficient in the use of technology and other resources to assist student learning. The article discusses several developments that will affect the future role of teachers, such as the use of technology in the classroom, the emphasis on cultural competency in teacher training programs, and the shift from being the primary source of knowledge to a facilitator of learning. Instead of just imparting information, instructors will need to emphasize the development of students' critical thinking, problem-solving, and collaborative skills. In addition, they will serve as mentors and coaches to help children develop self-awareness, self-regulation, and social abilities. Despite the importance of technology and cultural competence, the essence of education remains the connection between teacher and student and the growth and development of each individual student.

Bedford (2022) explored the development of transformational sustainability pedagogy (TSP) through action research to empower teachers for a sustainable future. Based on the findings of a previous Transformational Education for Gross National Happiness (GNH) teacher action research project in Bhutan, the TSP was developed. Based on critical/transformational pedagogy, the initiative involves the establishment of two Leadership Training Courses (LTC) for teachers at seven schools. The objective of the seminars was to provide teachers with the action research skills necessary to infuse their schools with the concepts and practices. The results demonstrated that the LTC strategy effectively empowered teachers to promote GNH in their classrooms. The author re-analyzed the project data in order to uncover the empowering educational concepts and develop TSP based on ecological principles and values.

With the views of scholars for example (Hodges et al., 2020; Mulenga & Marbán, 2020; Yao et al., 2020; Zhou et al., 2020) in the coming decades, we can expect a few key changes in the role of teachers. First, technology will play an even more significant role in the classroom. Teachers will need to be proficient in using these tools to create engaging and effective learning experiences.

On the other hand, with the perspectives of industrial development Almela (2023) discussed and suggested that the fourth industrial revolution (IR 4.0) has resulted in the need to reform the current traditional education system to bridge the gap between academics and job market needs. Advancements in technology, such as cyber-physical systems, robots, the Internet of Things, cloud computing, and artificial intelligence, have led to significant advantages for society, but also concerns that must be addressed. The educational system and industry must work together to prepare the next generation for technological advances and constantly self-improving. To comply with digital education criteria, educational institutions around the world are implementing digitization, which will raise issues such as curriculum design and pedagogical methods, policy formulation, entrepreneurial opportunities, and job identification.

Therefore, teachers of the 22nd century will need to be highly skilled in technology, culturally competent, facilitators of personalized learning, and mentors to students. Although we cannot predict the exact changes that will occur in education and society over the coming decades, we can be sure that the role of teachers will continue to be crucial in shaping the future of our world.

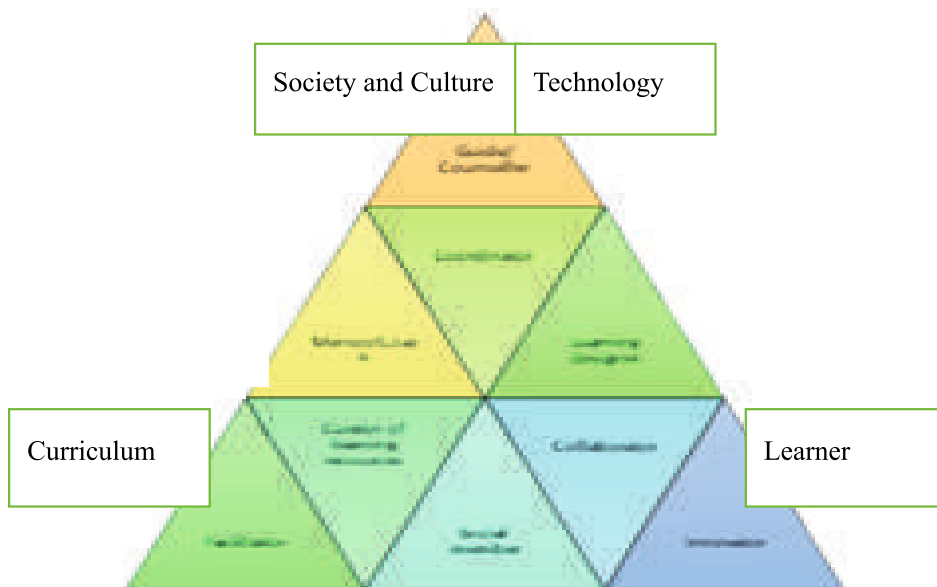
## **Role of Teachers**

The following section discusses the importance of teachers as mentors and role models in a rapidly changing world. As students face complex challenges, teachers must provide support, guidance, and act as models of lifelong learning and personal growth. With the advent of technology, the role of teachers is expected to evolve significantly in the twentieth century and beyond (Prasetyo et al., 2023). With reference to several studies carried out in several contexts and years by (Duyan, 2022; Elcicek et al., 2022; Firmansyah et al., 2022; Gao et al., 2022; Hoytt et al., 2022; Ismail et al., 2022; Johnson & Culverson, 2022; Kaarlöp et al., 2022; Lesia Viktorivna et al., 2022; Maker, 2022; Manimozhi & Srinivasan, 2022; Mihret et al., 2022; Özbilen & Çekiç, 2022; Özkan, 2022; Pandey, 2022) teachers can shift from being the primary source of knowledge to being a facilitator of learning. They will help students navigate the vast amount of information available to them and provide guidance and support to advance problem-solving and critical thinking skills. With personalized learning, teachers can take on the role of a learning designer, creating customized learning programs for each student, customized to their strengths, weaknesses, and interests, using AI-powered tools. Teachers may become curators of learning resources, selecting and organizing the most relevant and useful content, including textbooks, videos, podcasts, and interactive simulations, to support student learning. Teachers can focus on the social and emotional well-being of students, acting as mentors and coaches to help them develop self-awareness, self-regulation, and social skills. Additionally, teachers will play a key role in building networks of learners, connecting students with each other and with experts in different fields, and collaborating with other teachers to co-create learning experiences.

Žnidaršič (2022) focuses that the future teacher being a dynamic, multi-faceted professional committed to lifelong learning, skilled in using technology and other tools to support student learning. They will design and deliver personalized, interdisciplinary learning experiences that help students thrive in a rapidly changing world. However, it is important to integrate technology thoughtfully and ethically, with a focus on enhancing rather than replacing the teacher-student relationship.

Additionally, cultural competence (Lee et al., 2023) in teacher education programs is crucial to prepare teachers to work in increasingly diverse and globalized classrooms. Teachers need to emphasize the development of critical thinking, problem-solving, and collaborative skills in

students, rather than just imparting knowledge. The heart of teaching remains in the teacher-student relationship and the growth and development of each individual student. The following diagram presents the expected role of teachers in 22nd century and beyond.



**Diagram 1: Role of Teacher in Changing Ecology**

Diagram 1 presents the role of the teacher in the changing ecology. In the future, the role of a teacher is likely to shift from being the primary source of knowledge to becoming a facilitator of learning. With the advent of personalized learning, teachers can act as learning designers, creating customized learning programs for each student based on their strengths, weaknesses, and interests, using AI-powered tools. In a world of information overload, teachers may also serve as curators of learning resources, selecting and organizing the most relevant and useful content to support student learning. Teachers can also act as mentors and coaches to focus on the social and emotional well-being of students, helping them develop self-awareness, self-regulation, and social skills. As collaborative learning becomes more prevalent, teachers will play a crucial role in building networks of learners, connecting students with each other and with experts in different fields. They will also work collaboratively with other teachers, sharing best practices, and co-creating learning experiences.

Therefore, the role of teachers as mentors and role models is essential in helping students navigate the complexities of the 21st century. With the evolving nature of education and technology, teachers must continue to adapt and grow to support student learning effectively. Although technology and cultural competence are essential, the heart of teaching remains in the teacher-student relationship and the growth and development of each individual student.

## **Core Skills and Trends**

The 21st century has brought about unprecedented change, with technological advancements and globalization transforming the world at a rapid pace. In order to prepare students for this constantly evolving world, teachers must possess a new set of skills that enable them to effectively guide and support their students. For example, (Anderson, 2015; As'ari et al., 2019; Aslan, 2022; Hollenstein et al., 2022; Jaidev, 2021; Loima, 2020; Tyas et al., 2020; Vijaykumar, 2011; Wetchasit et al., 2020; Zdanevych et al., 2020) discuss several aspects and dimension and that can be taken as the reference for core skills in coming days.

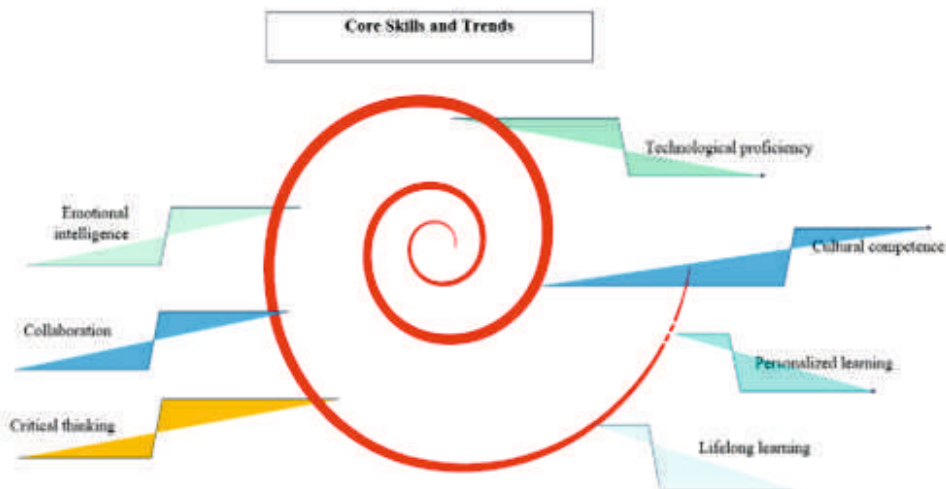
Technological proficiency is a crucial skill for teachers in the 21st century and beyond. In addition, teachers must possess cultural competence, as the world becomes more globalized and diverse. Teachers must understand and appreciate different cultures, languages, and perspectives in order to create inclusive learning environments and effectively teach students from a variety of backgrounds.

Personalized learning (Cakir, 2022; Hwang et al., 2022; Soboleva et al., 2022) is another important skill that teachers must possess. Instead of being the sole source of knowledge, teachers must become facilitators and guides, supporting personalized and self-directed learning in their students. This involves tailoring instruction to each student's strengths, weaknesses, and interests, using AI-powered tools to create customized learning programs.

Critical thinking and problem-solving skills (Gandana et al., 2021) are also essential for teachers to develop in their students. With complex problems and real-world situations becoming increasingly prevalent, students must be able to analyze and solve these problems in order to succeed in their future careers. Collaboration is another key skill that teachers must foster in their students. The workplace of the future will likely require employees to work in teams with diverse backgrounds and perspectives, so it is significant to grow collaboration and teamwork abilities by the students.

Emotional intelligence is also becoming an increasingly important skill for teachers to possess. Teachers must be able to recognize and manage their own emotions, as well as those of their students, in order to foster emotional intelligence and resilience in their students. Finally, teachers must be lifelong learners themselves, modeling a growth mindset and encouraging their students

to continue learning and growing throughout their lives(Kleinman et al., 2022). The following diagram presents the probable core skills and trends in the twentieth century with reference to the present scenario and innovations.



***Diagram 2: Core Skills and trends expected in 22nd century***

The diagram 2 illustrates the new set of skills that teachers in the 22nd century and beyond will require to prepare their students for the ever-changing world of the 21st century. These skills include proficiency in various forms of technology as well as cultural competence to appreciate diverse perspectives, languages, and cultures. Teachers will need to change their role from being the sole source of knowledge to being facilitators and guides, supporting personalized and self-directed learning. Teachers may need to model a growth mindset by being lifelong learners themselves and encouraging their students to continue learning and growing throughout their lives. By acquiring these skills, teachers can transform the traditional pedagogy of the classroom and prepare the next generation for the rapidly changing landscape.

Therefore, the rapidly changing world of the 21st century demands that teachers possess a new set of skills to prepare students for the future. By being technologically proficient, culturally competent, adept at personalized learning, capable of developing critical thinking and collaboration skills, emotionally intelligent, and committed to lifelong learning, teachers can effectively guide and support their students in a constantly evolving world.

## Knowledge Dimensions and Pedagogy

As we approach the 21st century, knowledge is expected to undergo significant changes in terms of perspectives, sources, and distribution. The democratization of knowledge with the growth of the internet is expected to continue, making knowledge more widely accessible across the world (Kara et al., 2022). However, this democratization comes with its own set of challenges related to the reliability and quality of information. Further, Hwang et al. (2022), reported one of the potential developments in the 22nd century is personalized learning. With the help of artificial intelligence (AI), the learning platforms will be able to deliver customized education programs tailored to the individual needs of each student. This will allow students to learn at their own pace, focus on their strengths and weaknesses, and develop their interests.

Another potential development is the use of immersive technologies like virtual and augmented reality. These technologies will transform how students learn by providing them with experiential learning opportunities. They will be able to explore new places, interact with objects, and simulate real-world scenarios in a safe and controlled environment (Andersen et al., 2022; Hwang et al., 2022). Advances in communication technology will also enable students from all over the world to collaborate and work together on projects in real-time. This will promote cross-cultural understanding, improve teamwork skills, and foster creativity and innovation.

The traditional silos of subject-based education will break down as students engage in interdisciplinary learning. This will enable them to connect ideas across different fields, deepen their understanding of complex issues, and develop critical thinking skills. In addition to academic outcomes, education in the 21st century will also focus on social emotional learning (Kleinman et al., 2022; Lamb & Orlando, 2022). Students will learn how to manage their emotions, build positive relationships, and develop empathy and compassion.

The pedagogy of the twentieth century will be characterized by a student-centered, technology-enhanced, and interdisciplinary approach to education that prepares learners for the challenges of the future.

## Conclusion

The role of teachers in education is undergoing a significant transformation as we enter the 22nd century. This change is driven by various factors, including economic, technological, and cultural developments that are shaping the emerging informational economy and society. To prepare learners for the demands of the 21st century workforce, teachers need to be proficient at using technology and other resources to assist student learning. They will be dynamic, multifaceted professionals who facilitate personalized learning and mentor their pupils to develop self-



awareness, self-regulation, and social skills. While technology and cultural competency are crucial, the core of education remains the interaction between instructor and student and the growth and development of each individual student. The role of teachers will continue to be crucial in shaping the future of our world, and they need to be equipped with the skills and knowledge to succeed in this rapidly changing landscape. As we move forward, it is essential to empower teachers for a sustainable future using pedagogical principles grounded in ecological values.

The fourth industrial revolution has resulted in the need to reform the current traditional education system to bridge the gap between academics and job market needs. Teachers of the 22nd century will need to be highly skilled in technology, culturally competent, facilitators of personalized learning, and mentors to students. Teachers will need to be proficient in using these tools to create engaging and effective learning experiences. Therefore, the role of teachers in the upcoming centuries will be meaningfully dissimilar from that of the past. It will require a multifaceted skill set that includes technological proficiency, cultural awareness, and a focus on personalized learning and mentoring. Although we cannot predict the exact changes that will occur in education and society over the coming decades, we can be certain that teachers' role will continue to be crucial in shaping the future of our world.

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