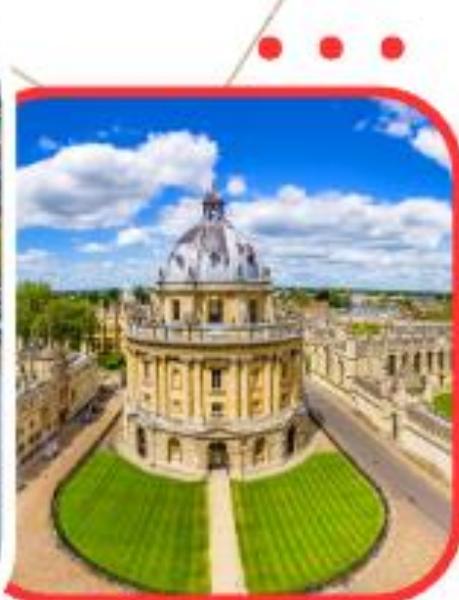




E O C
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 4

Languages of publication: **Uzbek, English, Russian, German, Italian, Spanish**

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference **«INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION»**. Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





THE ROLE OF TEACHERS IN 21st-CENTURY CLASSROOMS

S. Hilola Musinovna

Professor of Practical English Department

Fergana State University

Kholmatova Shokhidaxon

4th-year student of the Foreign Languages Faculty

Fergana State University

E-mail: shoxruxxolmatov854@gmail.com

Abstract

The rapid transformation of educational systems in the 21st century has reshaped the roles and responsibilities of teachers. Modern classrooms require teachers to go beyond traditional teaching approaches and act as facilitators, mentors, evaluators, digital guides, and curriculum designers. This study focuses on the importance of teacher roles in contemporary learning environments, where inclusive education, digital literacy, critical thinking, creativity, communication, and collaboration are essential. By evaluating the modernization of pedagogy and learner-centered methodology, the research identifies how teacher professionalism empowers students to become independent learners capable of adapting to a technology-driven world. The findings show that teachers' responsibilities have expanded from knowledge transmitters to competency developers, proving their central role in 21st-century education.

Keywords: Teacher roles, digital literacy, learner-centered approach, 21st-century skills, classroom management.

INTRODUCTION

The 21st-century classroom is characterized by global communication, interactive learning, and technological advancement. Teachers are no longer merely knowledge providers; instead, they are facilitators who guide students through the process of discovering, analyzing, and applying information. Teaching now requires the integration of technology, communicative strategies, and student autonomy (Hammond, 2020). Moreover, educators must create a learning environment that enhances curiosity, collaboration, and critical reasoning. The continuous evolution of society demands that education align with global standards while fostering independent thinking. Therefore, the teacher's role has expanded to include mentoring, leadership, digital competence, and social support. This shift highlights the importance of preparing teachers for new pedagogical challenges. In addition, research indicates that teachers now play a crucial role in developing students' 21st-century skills, which include critical thinking, creativity, collaboration, and communication (Voogt & Roblin, 2018). These competencies are essential not only for academic success but also for preparing learners to engage with the





global workforce and societal challenges. Teachers are expected to design learning experiences that are authentic, inquiry-based, and problem-centered, enabling students to connect classroom learning to real-world contexts. Another essential aspect of modern teaching is inclusivity. Teachers must accommodate learners with diverse cultural backgrounds, learning styles, and abilities, promoting equitable access to knowledge and fostering a positive learning environment (UNESCO, 2021). By integrating differentiated instruction and adaptive technologies, educators ensure that each student receives personalized support and guidance. Furthermore, teachers are increasingly required to act as reflective practitioners. They must continuously evaluate their teaching methods, incorporate feedback, and adapt to new pedagogical research and technological tools (Brookfield, 2017). Reflective practice allows teachers to improve student outcomes, address challenges proactively, and maintain a high level of professional competence in a rapidly changing educational landscape.

METHODOLOGY

This research is based on qualitative analysis using literature review, observation of educational practices, and comparative analysis of traditional and contemporary teaching models. Peer-reviewed scholarly articles, international education policies (UNESCO, OECD), and pedagogical frameworks were examined. The study also considered classroom methodologies applied in foreign language teaching at higher educational institutions. Data were collected through: Document analysis (curriculum standards & modern teaching models). Classroom observations (student-centered methods). Interview summaries from teacher training resources. The collected data were interpreted using descriptive and thematic analysis to identify the evolving role of teachers in 21st-century classrooms. The study employed a triangulation approach to ensure the validity and reliability of findings. By combining multiple sources of data — including policy documents, peer-reviewed research, and observational notes — the study minimized potential bias and provided a more comprehensive understanding of teacher roles. This method allowed for cross-verification of information and strengthened the credibility of the results. Moreover, thematic coding was applied to the qualitative data to categorize recurring patterns and emerging themes. The main focus areas included digital literacy, student engagement strategies, instructional design, and professional development practices. Each theme was carefully analyzed to determine its impact on teaching effectiveness and student learning outcomes. Ethical considerations were strictly observed throughout the research. All classroom observations were conducted with the consent of the institutions and teachers involved, and data from interviews were anonymized to protect participants' privacy. This





ensured that the study adhered to ethical standards and maintained the integrity of the research process.

RESULTS AND DISCUSSION

The study revealed several fundamental transformations in teacher responsibilities:1 Teachers as Facilitators:Teachers guide students in constructing knowledge rather than memorizing facts. Students engage in autonomous learning, problem-solving tasks, and interactive activities.2 Teachers as Digital Guides:Teachers now integrate ICT tools such as multimedia presentations, Google Classroom, online quizzes, digital storytelling, and virtual simulations. They help students develop digital literacy, cyber safety, and effective communication skills online.3 Teachers as Mentors and Motivators:Teachers support emotional and social development, encourage creativity, and build self-confidence. This role is crucial in increasing learner motivation and reducing learning anxiety in foreign language classrooms.4 Teachers as Curriculum Designers: Teachers adapt instructional materials and lesson plans according to individual learning styles, special educational needs, and cultural differences, ensuring inclusive and learner-centered education. The shift from teacher-centered to student-centered learning requires professional competence and continuous teacher development. Professional teachers must master:Digital pedagogy: Differentiated instruction:Classroom leadership:Assessment literacy :Multicultural communication According to UNESCO (2023), teachers in modern classrooms are social influencer who shapes students' worldview and employ technology to support global citizenship. Furthermore, communication skills, intercultural awareness, and collaborative learning strategies are essential for foreign language teachers. Thus, teachers must not only teach content but also equip learners with future competencies such as teamwork, creativity, critical thinking, and problem solving.

CONCLUSION

The role of teachers in the 21st century is multi-dimensional and innovative. Teachers are facilitators, digital educators, motivators, curriculum designers, and lifelong learners. These roles are crucial in establishing effective student-centered learning environments that support individual growth, digital fluency, and social responsibility. Therefore, continuous teacher training and updated pedagogical methods are necessary to meet modern educational needs and global standards. Furthermore, teachers must adapt to the evolving demands of technology integration, diverse student needs, and globalized education systems. By embracing reflective practices, collaborating with peers, and applying modern instructional strategies, teachers enhance both student engagement and learning outcomes. In addition, promoting critical thinking, creativity, and collaboration prepares students to face real-world challenges successfully. Ultimately, the 21st-





century teacher is not only a provider of knowledge but also a guide who nurtures lifelong learners capable of thriving in a rapidly changing world.

References:

1. Aliyev, S. (2021). Innovative Classroom Methodology. Tashkent: Fan.
2. Hammond, L. (2020). Modern Pedagogy in Digital Learning. London: Routledge.
3. OECD. (2022). 21st Century Skills and Teacher Competence. OECD Publishing.
4. UNESCO. (2023). Teachers in Global Education Systems. Paris.

