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THE ROLE OF TEACHERS IN PROMOTING A GLOBAL COMMUNITY AND CULTURAL EXCHANGE

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ABSTRACT

The pretended by instructors turns into a significant part and in certainty it tends to be said that they are in way our country manufacturers. For any understudy, training and character are the fundamental establishments and it is laid by instructors just as guardians. They will in general ingrain qualities, frames of mind and conduct in youngsters directly from youth. Today with testing condition, in any school or college, everything fundamentally relies upon the educator. The job of educators has turned out to be exceptionally testing. It is very fundamental for educators to be social, understanding and inviting nature, so understudies feel great to look for any assistance decisively. The essential job for any instructor is to make an extremely intriguing homeroom for understudies. Understudies must feel great with the educator and in the meantime, instructor must support understudies. Understudies ought to be encouraged the correct way and learning or matter ought to be passed on in such a way, that understudies would think that its straightforward.

Keywords: Global community, cultural exchange, English, role, teachers.

Introduction

An English teacher, credits abundant of his/her students' success to the robust relationship as he/she had with the regular schoolroom academics. "The schoolroom academics were perpetually lecture regarding what they were doing in their categories," according to the statement. "They created it really easy on behalf of me to support them: If an instructor was about to be doing a unit on plants, I might confirm we tend to use a number of that very same vocabulary within the English communication category."

Ideally, this might be systematized, wherever English language academics might frequently get copies of lesson plans or collaborate with regular schoolroom academics to make solid back-and-forth support, however "it doesn't need to be that abundant work," its insists. "Just refer to one another bring up what's happening in your lecture rooms, invite one another to special displays, share what your students square measure learning, and therefore the words can naturally notice their manner into the English language category."

Review of Literature

According to Linyuan Guo (2016), "The changing instructive scene in the worldwide setting and the expanding interconnectedness and association of the world have put phenomenal requests on educator training programs in getting ready instructors to teach for 21st century worldwide

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citizenship in K-12 schools." To graph the course of getting ready worldwide teachers for an interconnected world, the Faculty of Education at the University of Prince Edward Island (UPEI) and UNICEF Canada have cooperatively built up a college class, entitled Educating for Global Citizenship. It centers around planning instructors to educate for 21st century worldwide citizenship and has been incorporated into UPEI's educator readiness program as an obligatory course. This paper depends on a three-year study analyzing instructor applicants' encounters in figuring out how to teach for worldwide citizenship, the progressions of their recognitions on worldwide citizenship training, and the difficulties and accomplishments they encountered in instructive practices. Discoveries from this investigation show the one of a kind chances and difficulties educators face in figuring out how to instruct for worldwide citizenship and propose the need of coordinating worldwide citizenship training in instructor instruction programs through an all-encompassing methodology.

McLean (2014) says, "Teachers are seen as key actors of change within programmes and projects on global learning. But all too often they are regarded in an instrumental way or as promoters of some form of ideal global teacher." Evidence from the UK and elsewhere suggests that if a pedagogical approach is taken to the role of teachers within the process of learning, then three distinct locations of teachers as change agents can be identified. These are as change agents within the classroom, within the wider school, and within society as a whole.

Reid (2014) states, "While educators recognize that teaching and learning are complex activities evolving from social and cultural contexts, pressure is mounting to be internationally competitive." This research relates a global and responsive discussion of internationalization in education through comparative analyses of current educational discourse about mathematics, science, and technology in the United States, Mexico, India, and Taiwan. Interestingly, changes in education in countries around the globe seem to be leading to a global curriculum. This research examines that phenomenon in several ways. First, we examine

what has been happening in the United States. Second, we examine what has been happening in one area of Mexico. Third, we examine what has been happening in India. Fourth, we examine what has been happening in Taiwan. Fifth, we discuss what we have learned relative to the possibility of a global curriculum, specifically related to mathematics, science, and technology, and sixth, we make recommendations for teacher education. In our search for a "global" curriculum, we use an ethnographic procedure referred to as "walking around" culture, which includes participant observation, personal reflection, and cultural immersion. Four of us made several visits to the three countries: India, Mexico, and Taiwan. The findings show that, even though there is no actual global curriculum, there appears to be a de facto global curriculum. Based on that, six recommendations are provided for preparing pre-service and in-service teachers.

Evans (2014) asserts, "Global education plays an increasingly important role in enriching students' learning experiences in US institutions of higher education." Students are connected to the world through global culture, economics, politics, technology and immigration. This paper examines the perceptions of 305 graduate students and alumni concerning the need for global education programs in the United States. Participants shared their views of the importance of global education in understanding today's economy, culture, and environment, while addressing our future needs and challenges. There were no significant statistical differences between the perceptions of graduate students and alumni or between those of international and American students in regards to the importance and benefits of global education.

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Module

The framework way to deal with training, which relates association, task and assessment of the showing learning process, additionally features the significance of instructors and students who are the significant part for proficiency and nature of instructive procedure of what really occurs in the study hall. It joins specific significance to the connection between the parts of this procedure: destinations, substance, learning techniques, showing assets, association of guidance, the way toward learning and assessment.
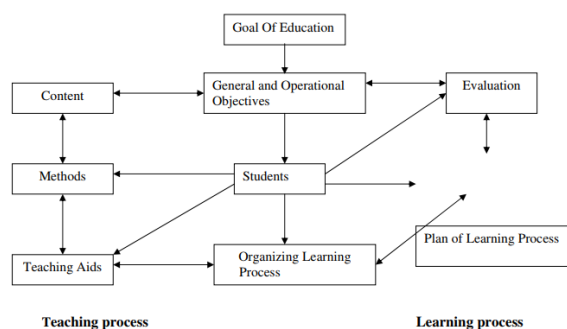

Figure 1: Teaching-Learning Process

The Role of a Teacher

Schools are one of the main spots where child's conduct and future instructive achievement is molded. School is additionally a spot where one goes to adapt yet in addition there ought to be times where fun is a need. That is the reason an instructor ought to likewise mess around with the understudies. Children adapt quicker when they feel pulled in to an energizing exercise. Educators must not overlook that children get catch on quickly that is the reason imaginative exercises must be planed ahead. An instructor ought to likewise be somebody who aides understudy instead of somebody who is an authoritarian in the study hall. The educator needs to show regard toward the understudies so the understudies likewise regard the instructor. Instructor must not overlook he/she educates to various understudies who bring various conventions and traditions on the grounds that the understudies originate from various foundations. In this way, educators need to make an educational program

that aides the understudies to a way of accomplishment. Thus, they have to get direction relying upon their understudies need.

All instructors have the way to give a decent situation to the understudies. The advantages of having a lovely domain are for the educator and understudies. Be that as it may, before that happens, an instructor should be decidedly ready all together that the understudies get the best treat. It is fundamental and significant for instructors to be readied in light of the fact that the primary long stretches of school are significant for the understudies. Instructors need to show regard, mindful, become good examples, make a charming situation, treat understudies right, teaches them yet not be extremist, and aides them through the street of achievement.

Connecting Educators across the World

Similarly, as instructors of variable based math realize how to comprehend conditions and music instructors realize how to play scales, teachers ought to likewise endeavor to build up these worldwide capabilities in themselves with the goal that they can cultivate them in their understudies.

Connecting with the world is one way instructors can create worldwide capability. Generally, in the United States, teachers all in all have encountered restricted preparing around worldwide assorted variety. For instance, not many instructors planning projects give chances to pre-administration educators to think about abroad or require coursework in worldwide themes. In this way, interfacing rehearsing educators, principals, and area pioneers crosswise over networks and mainlands through summits, gatherings, trades, and virtual gatherings equipped towards basic expert adapting needs can give encounters that help build up a comprehensively situated mentality, information base, and range of abilities. Moreover, when given a stage to organize, instructors can lead the path in changing the more extensive training framework locally and all inclusive to more readily bolster the entire youngster and hoist the educating calling.

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Classroom Strategies

There are a lot of steps that instructors can take today to put understudies on the way towards making a superior world for tomorrow. This doesn't require enactment that commands an adjustment in the educational plan, the presentation of a worldwide investigations course for graduation, or a detail from the state or government spending plan. In an ongoing investigation of instructors focused on all around skillful educating, analysts found that the teachers utilized the accompanying basic systems to encourage worldwide citizenship and competency:

- Integrating worldwide subjects and viewpoints crosswise over substance regions. All inclusive skillful educating does not require a different course or unit of study. Rather, instructors injected worldwide substance into the required educational plan, paying little heed to branch of knowledge. For instance, math educators utilized genuine worldwide difficulties as settings for presenting new ideas (e.g., utilizing word issues on populace development as an approach to show the principles of examples) and language expressions instructors utilized writings that speak to different social points of view and that occur in settings around the globe to show writing and educational writings.

- Providing open doors for bona fide commitment with worldwide issues. Educators gave certifiable spectators to understudies to draw in with around worldwide issues. This appeared as friend through correspondence and Skype trades with schools in different nations, administration learning ventures accentuating issues of worldwide concern (e.g., access to clean water), or working in groups to devise and discussion answers for certifiable issues, for example, environmental change, and imparting those answers for government pioneers. Outstandingly, these exercises were understudy focused and request based.

- Connecting the worldwide encounters of understudies and educators to the homeroom. Instructors received socially responsive instructing rehearses that consolidated the way of life, dialects, points of view, and encounters of different understudies into educational plan

and guidance. Instructors additionally consolidated their own culturally diverse encounters into the homeroom through casual discussion, discourses around antiquities and photographs, and exercise designs that joined information picked up and connections worked through their worldwide encounters

Conclusion

The criticalness of getting ready educators to teach for worldwide citizenship in Canada is two-overlap. In the first place, Canadian study halls are ending up progressively differing phonetically, socially, and ethnically due to a quick increment in the number of inhabitants in outsider and displaced person families just as interior movement. This condition requests that educators be socially capable to address the assorted variety issues and advance comprehensive instructive practices. Second, globalization has expanded interconnectedness among nations, strikingly in the zones of monetary security, culture, innovation, wellbeing, and harmony. This setting expects instructors to be instructively capable to help understudies mentally and ethically look at the intricate and disputable worldwide issues, go about as capable worldwide natives for practical advancement of nearby and global networks, and advance all-encompassing reasoning and culturally diverse comprehension.

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The author, **Parupalli Srinivas Rao**, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council and American based Ed Web (USA).

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