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## The teacher of the generation Z

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### Abstract

Incredible technology deviations are describing our current reality, impacting on our attitude to planning, to society and to creating new ground in terms of teaching. There is an augmentation of a new generation that is tech savvy. This paper goals to convey a response to the queries why learners are distracted from reading more from a book and less from the board, why their consideration is very little engrossed and disperses in small things as compared to us. For better teaching-learning outcomes, what we can do as teachers.

**Keywords:** Generation Z, Generation  $\alpha$ , Teacher's ICT (Information Communication Technology) competencies

### Introduction

There is no disbelief in the point that in the system we teach and employ learners in the learning process has a deep effect on their attitude and performance. They are open to digital devices and own easy access to free information 24/7. This marks them distinctive to earlier generations of students while digital technology became no longer as customary as it is in this day and age. This marks them distinctive to earlier generations of students while digital technology became no longer as customary as it is in this day and age. They're built-in digital users, digitally linked and most of them make the digitalize education as their fundamental educational preference. They prefer to be connected with friends on social sites. Chronicle of Higher Education, 2018 shows that Generation Z (Gen Z) or the new generation of students is "more sceptical and money conscious, interested in education they can apply and focused on the value of a degree". Technology is indispensable to them but not always a net positive, and they may need more in the way of personal development than their predecessors did."

To assist this era of students to examine and achieve success in educational institutions, teachers have to have understanding approximately their preferred style of mastering and then they have to constantly adapt and re-design their learning resources and surroundings that echoes with Gen Z. Generation Z encompasses children or teenagers who were born between 1995 and 2012 (Schroer, 2008) [8]. Another author divides Generation Z into two groups viz. Z1 and Z2. Z1 generation includes students born between late 1990 and 2000, and those born after 2005 belongs to the Z2 generation. Another one proposed a new generation i.e. for those born after 2010, namely Generation  $\alpha$  or Google Kids (Grail, 2011) [7].

### Characteristics of Z learners

However, so as to decide what the future of technology  $\alpha$  can be like, the technology Z currently attending faculty presents a number of traits that a few authors have attempted to study and which might be summarized underneath (Bennett, 2008) [3]:

1. Expert understanding of technology
2. Multi-taskers
3. Socially open through the use of technologies
4. Fast and impatient
5. Communicating;
6. Resistant

This generation gap between teachers and students raise questions about the preparation of teachers for accelerating the teaching-learning process. The children of this generation are ones, who threw out the toys in favour of smart phones and tablets.

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Therefore, we will not be surprised that, as highlighted by the current research (Sparks and Honey, 2015) <sup>[9]</sup>. Gen Z spends about 41% of their time outside the school on the computer or on other gadgets, and they suffer from fear of missing out. Through social networking, individuals of the Gen Z easily develop links with members of other cultures, which they consider integrated into a global culture group, in which all individuals are equal in terms of identity (Burrus, 2016) <sup>[4]</sup>. Besides the positive aspects of the use of technological devices in their lives, a number of issues that raise concern have been found. Thus, the constant presence of gadgets in the lives of these young people is reflected by transformations in certain mental processes, such as the period of attention is reduced (Sparks and Honey, 2015) <sup>[9]</sup>. This effect is not seen as a threat by the subjects of Generation Z, because they see the world as a multitude of possibilities: their conversation stems brief responses, with the formal appearance of stanzas, being generally a notation of the thought of the moment, because individual knows that there will always be the possibility of repairing any imprecision in the message by adding comments and meta-comments to the original message.

### Teacher's ICT teaching competencies

Teacher's ICT competencies remain a crucial element for educational development. These can be understood as the collection of necessary skills that teachers must have in order to make more cohesive use of these technological gadgets as educational resources in their daily practice. UNESCO produced and published a document for states such as Spain, and education institutions those had not produced any specific endorsements about what their teachers should know regarding the use of ICT in education. and it included a detailed study of standards for teacher technology competency (UNESCO, 2008) <sup>[12]</sup>. Besides this, UNESCO ICT Competency Standards for Teachers project is aimed at improving teachers' practice in all areas of their professional work, combining ICT competencies with innovations in teaching, the curriculum, and organization of the teaching institution (UNESCO, 2011) <sup>[13]</sup>. A further objective is to ensure that teachers use ICT competencies and resources to improve their teaching, cooperate with colleagues and ultimately to become innovation leaders within their institutions. The overall goal of this project is not only to improve teaching practice but also to do so in ways that contribute to improving the quality of an education system so that it furthers the economic and social development of the country (UNESCO, 2008) <sup>[12]</sup>. UNESCO has defined three levels of ICT competencies for teacher education:

**1. Technology Literacy:** Understanding the technologies and integrating technological competencies in the curriculum

**2. Knowledge Deepening:** Use of these competencies in order to add value to society and the economy, and applying this knowledge to solve complex and real problems.

**3. Knowledge creation:** Production and subsequent leverage of new knowledge.

These three approaches correspond to alternative visions and goals for national policies on the future of education (UNESCO, 2008) <sup>[12]</sup>. However, each level possesses

different characteristics according to the dimension analyzed:

1. Policy and vision: aspects of ICTs in the curriculum
2. Curriculum and assessment: planning and assessment of ICT's
3. Pedagogy: ICT methodology issues
4. ICTs: use and management of the technologies
5. Organisation and administration: management of ICT resources
6. Teacher's professional learning: continuing education in ICT's

Teachers with ICT tools at home present a better attitude and better training in the use of these resources in education (Tejedor, 2014) <sup>[10]</sup>. Likewise, teachers who have PC, laptop, tablet or smart phone and an Internet connection at home present a better ICT teacher training profile. As regards attitude and inclination towards ICTs, researchers also indicate that there is a better ICT teacher profile among teachers who believe in the usefulness of these technologies in education, have a positive attitude and are convinced of their usefulness for improving the teaching-learning process. It is a reality that there is a lack of expertise among current teaching staff to facilitate the development of digital competence in students. Clearly, teachers cannot help students to develop competence that they themselves do not possess in depth.

### Conclusion

To sum up, there is a need for teachers to be trained in the application of digital competence in the classroom for better learning outcomes. Teachers who have received training combined with technical aspects of the use of technological devices and pedagogical aspects. Regarding their instructional application in learning activities, they do possess a better ICT teacher training profile. They enable their students to learn effectively to acquire skills, knowledge, and also to show a good attitude towards learning.

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