

## SHAPING THE FUTURE CITIZEN

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### Abstract

Youngsters have eagerness and vitality that can turn teaching them a joy. However, to teach them the 'The New Testament', one must know how to enable them to divert their vitality the correct way. It is imperative to comprehend them and their worries and difficulties. Youth is a more flexible classification than a settled age-group. Part and role of a teacher in life of youth is fundamental.

An educator is a person who helps other people to procure information, capabilities or qualities. Educators build up the internal quality of the youth and stimulate in them the aggressiveness with the end goal that they grab each opportunity as and when it appears. Educators' endeavour to create in the youth the quality to battle, confront and survive the basic and negative circumstances of life. This paper deals with the role of teachers in the shaping of youth.

Keywords- Youth, Teacher, Understanding, Role, Responsibilities etc.

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### Introduction

"Youth" is best comprehended as a time of change from the reliance of adolescence to youth hood's freedom and consciousness of our association as individual member of a community. Youth is a more flexible classification than a settled age-group. Role of a teacher in life of youth is indispensable. A teacher is a person who helps other people to procure information, skills or qualities. Teachers build up the internal quality of the young people and stimulate in them the aggressiveness with the end goal that they grab each opportunity as and when it appears. Teachers endeavour to create in the young people the quality to battle, confront and survive the basic and horrible circumstances of life. Educating is a challenging and demanding social action here, with a definitive objective of preparing youth to secure the capacity, information, social qualities and abilities keeping in mind the end goal to apply and

incorporate them in the community. Teachers perceive the requirements and call of their country and in turn readies the young who can share responsibilities.

## **UNDERSTANDING THE YOUTH**

Youngsters have eagerness and vitality that can turn teaching them a pleasure. In any case, to teach them the 'The New Testament', one must know how to enable them to divert their vitality the correct way. It is vital to comprehend them, their worries and difficulties. To help comprehend the youngsters, an educator should, recollect their days as an adolescent. What encounters were most testing or agonizing for them? What did they stress over? What was their opinion about themselves? What were their objectives and beliefs? What were their social and passionate needs? Who were the general the most accommodating to them, and how could they help? Pondering over these inquiries can enable them to educate and direct youth in all the more adequate ways. There are numerous astute that investigate the part of teachers in empowering youngsters to participate in the project of shaping their identities, or 'becoming somebody'.

### ➤ **Understanding the Challenges the Youth Face**

Youth confront essential difficulties as they get ready for grown-up hood. In the event that a teacher knows about these difficulties, they can offer savvy, emotional help and consolation. The accompanying data can enable one to see a portion of the difficulties they confront.

#### **- Making Social Reforms**

As youth are in transition between childhood and youth hood, they may feel that they do not fit in with the larger society. This is particularly valid in social orders in which their essential part is to get education. In view of the progressions they are encountering, they perceive that they are not any more youngsters, yet they likewise know they are not yet ready to satisfy the duties of youth. Regularly they don't understand that the progressions they are experiencing are ordinary, so they may feel hesitant.

They may imagine that their sentiments are unique and that nobody comprehends what they are encountering.

- **Learning to Use Their Critical Cognitive Abilities**

Most youth increment in their capacity to learn. They are better ready to make great judgments, think legitimately, and plan for what's to come. One will impact youth provided that he/she regard their psychological capacities and gain from them as one might want them to gain from him/her.

- **Maintaining Emotional Connections with Their Family Members and Other Youths**

Youth want to gain from their folks and other young people. They additionally need youth to regard, comprehend, and focus on them. A tolerant and understanding youth who give regard can have a beneficial outcome in the life of a shaky and unsure youth. Teachers should discuss routinely with the guardians of the youngsters. Tell them about the gifts, development, and positive commitments they see in the children. Keep guardians mindful of what they are examining in class. Teachers should guide youngsters, and look to fortify family bonds.

- **Establishing Their Own Identity**

Some young may endeavour to build up a personality by wearing odd garments or hairdos or by communicating bizarre thoughts. They may do this to attract consideration or to fit in with a gathering of companions and separate themselves from different gatherings. By and large this sort of conduct does not keep going long. Truth be told, if youngsters sense authentic warmth and are given the chance to express their thoughts unreservedly without being scrutinized, they will regularly feel more secure and stop acting in surprising ways.

- **Preparing to Contribute to the World**

Youngsters invest quite a bit of their energy in getting ready for a profession. Teachers should urge them to consider their education important and to get ready well for what's to come. Urge them additionally

to consider how their tutoring, their investigation of the gospel, and their decisions among good and bad are setting them up for future.

- **Internalizing the Values by Which They Will Live**

The re-established values, customs and traditions give the standards and guidelines that guide us to joy and commendation. Accept each open door to enable youngsters to receive these for themselves. Urge them to step up with regards to their own otherworldly development.

- **Developing Kinship**

Youth want to discover a place among individuals of their own age and draw quality from them. Companions assume critical parts in youth hood. They help fill his or her requirement for acknowledgment. They empower him or her to rehearse social aptitudes. They give consolation that others have comparable needs and battles, decreasing sentiments of disengagement that he or she may feel. They enable him or her to find out about the sentiments and thoughts of others. They offer help in developing qualities. At the point when youngsters with honourable qualities amass together, they help protect each other from weights of those with varying qualities.

➤ **Understanding the Demands of Youth From Their Teachers**

- **Assistance**

At the point when youngsters feel warmth, friendship, and support from a parent, educator, or other youth, they feel urged to confront the difficulties of life hopefully. Teachers should ensure the youngsters they teach to feel that they are accessible and interested in them. As teachers consider students and the things they should learn, they should first inquire as to whether they themselves are doing whatever they can to enable the students to advance.

- **Expectations of Proper Conduct**

At the point when youngsters are relied upon to meet gospel guidelines and obey rules, they are significantly less prone to act in hazardous or degenerate ways. It is good to establish right at the initial stage of teaching, the desires the teachers have from them. Teachers should keep in mind that being a companion to youth isn't sufficient. Teachers should be a decent case. Teachers should likewise show genuine principle and expect great conduct so they will know how to carry on with a dedicated life.

- **Respect for Individuality**

At the point when youth feel that young people regard and hear them out, they tend to feel secure and free of the need to pull in attention toward themselves. Teachers should get some information about their interests, leisure activities, and ordinary encounters. Hear them out, and regard their thoughts, assessments, and emotions.

- **A Perception of Their Future**

Teachers are planning future pioneers—guardians, ministry, teachers, and maybe prophets. Since youngsters need involvement, as a teacher, one can give them a dream of their future and direction in getting ready for it. Urge them to envision themselves later on. Show them today the things they should know tomorrow.

- **Encouragement to Identify with the Blessed State**

Despite the fact that adolescent are regularly worried about themselves, they likewise have an awesome ability to be worried about others. They stress over the states of society and are normally optimistic. They need to have a place with a noble purpose. When they know they have a place with a gathering that has a genuine and important reason, they will probably be inventive, helpful, and benevolent. A teacher can support their unselfish wants by rousing them to help construct the kingdom of God.

➤ **Understanding Youth as Student**

The subjects of these educational approaches are 'students' – subjects who are characterized through their status inside educational foundations. The sad side of the story is that one-third of youth are not able to complete lower secondary. To exacerbate the situation, the interest for abilities is moving to non-routine subjective and relational aptitudes, since numerous employments are being lost to automation. Educational module in schools don't ordinarily consider this change and instruction frameworks don't have the apparatuses to address these more advanced abilities. Eventually, on the off chance that we need youths to become citizens, teachers have to give them a voice. Regularly, in educational systems, teachers regard young people as immature and don't confide in them to be in charge of their own lives and decisions. This implies that teachers should confide in them to partake in essential choices about the school educational modules and we should examine their conduct issues with them specifically—not their family members. This would likewise require enabling some space for them to commit errors and figuring out how to remedy them successfully. A global citizen, it must be understood, is first a citizen in his own school, network, and nation. On the off chance that teachers really need to set them up to end up educated and dynamic individuals in their nations, it is critical to give them some space to practice decisions and activism at a beginning period.

### ➤ **Understanding Youth As Consumer**

Inside the inexorably market based way to deal with instruction, students are projected as customers of instructive items. This instrumental way to deal with instructive strategy endeavours to adjust teaching to nearly monetary results, and positions youths and their families as settling on decisions about instructive speculation from a scope of instructive suppliers, on the presumption that this venture will be compensated in the labour market.

### ➤ **Understanding Youth as Future 'Adaptable' Worker**

Thirdly, youngsters are viewed as labourers of future. They have to be 'adaptable' specialists who will bear the dangers of the deregulated work advertise. It is likewise the case that non-standard life-course directions require a more adaptable way to deal with instructive arrangement – and a more extensive origination of youth inside approach (Wyn, 2009). The suspicion that youngsters are essentially buyers in instructive and business markets is additionally hard to accommodate with the truth. Youngsters and their family are compelled to settle on decisions obviously, yet it is the profits on an interest in training that are a long way from clear or certain. Youngsters are a standout amongst the most defenceless group in this specific circumstance, and education has an obligation to prepare them to see the master plan, and additionally to give them the aptitudes to be exclusively aggressive.

### ➤ **Understanding and Teaching Youths**

Teachers may feel deficient in a calling to teach adolescents. Teachers may stress not just over the apparently unrivalled learning and experience of a considerable lot of those they teach, yet in addition about the wide contrasts between them. Frequently, youth class individuals vary extraordinarily in their occupations, instruction, family challenges, certainty level, and profound advancement. This can make it trying to perceive how to plan material that will intrigue and important for every one of them. In any case, one can utilize these varying qualities and encounters—the specific traits that may have driven one to feel insufficient—to upgrade the exercises one educate.

## **COMMON CHARACTERISTICS OF YOUTH LEARNERS**

As a teacher tries to draw on the qualities and bits of knowledge of the young people he/she educates, know about the attributes they have in like manner. Most youth students share the accompanying qualities.

- **They Need to Feel That They Are Loved and Respected and Are Contributing Something of Value**

The desire to be cherished and regarded never outgrows with age, nor is the longing to make an important commitment. A comprehension of these necessities will propel a person to tune in to and esteem the thoughts of those he/she educate. Consciously consider all thoughts offered by class individuals, and offer thanks for their genuine commitments. Be mindful so as not to humiliate anybody in the class. Keep away from mockery and belittling funniness.

- **They Want to Learn by the Spirit**

Youths convey to class a rich asset of encounters. Many have learned in their own lives the intensity of genuine standards, and they can hold up under declaration of how the gospel has favoured them. In light of the preliminaries and delights they have encountered, they feel an incredible need to comprehend the gospel and get direction from the Spirit.

- **They Want to Talk about How the Gospel Applies in Their Lives**

Youths can contribute individual experiences they have increased through rehearsing their convictions and contemplating the sacred texts. They can instruct and fortify each other as they share encounters. Welcome them to share their encounters amid discourses. Help them comprehend and talk about how the standards a teacher are contemplating can have a beneficial outcome in their individual lives and in the lives of their relatives.

- **They Desire to Be Self-Directed**

Youths need to assume liability for taking in the gospel. A teacher should utilize instructing techniques that will enable them to do as such. Urge them to finish perusing assignments in anticipation of exercises. Welcome them to come to class arranged to make inquiries and offer bits of knowledge and encounters.

- **They Are Concerned about Their Family Responsibilities**

Young people need to discover answers for the difficulties they look in their families. They are restless to figure out how gospel standards apply to these difficulties, and they are keen on others' bits of



knowledge and encounters. Talks on such subjects are a decent utilization of the time a teacher spends with the youths.

### **WORKING WITH INDIVIDUAL DIFFERENCES**

Youths fluctuate broadly in their encounters and capacities. Some know the sacred writings well; some are fast with answers; some need a more drawn out time to consider an inquiry; some dither to volunteer despite the fact that they have much to state; some experience issues perusing. By pondering these distinctions precisely, a teacher can design learning exercises that will help all class individuals take an interest. A teacher can educate a differing bunch all the more adequately on the off chance that they become more acquainted with them as people and adjust their teaching methods to the necessities and interests of youths. It is particularly essential to support and cooperate with new members and less-dynamic individuals. These individuals have encounters and experiences, yet they might be reluctant to share them.

### **YOUNG PEOPLE'S PRIORITIES, HOPES AND GOALS**

Given the solid spotlight on planning youngsters for work, it is astounding that there is just insufficient data about what youngsters think. From the accessible research, it appears that youngsters share concurrence with the key components and direction, and even the ambitions of the described policies. Work matters. A study of research on youngsters' needs uncovers that they put an especially high need on having the capacity to get secure, sensibly paid and intriguing work (Wyn, Smith, Stokes, Tyler and Woodman, 2008; Eckersley, Cahill, Wierenga Education as an instrument for financial improvement 19 and Wyn, 2007). Youth wishes and hopes for raise in the standards for all, they desire for closing the performance gap, increasing access and equality, monetary, social and political security, scientific development and advanced facilities in every sphere of life.

## CONCLUSION

It is to the youth of our nation that we owe our responsibility as they are our future. It isn't just about scholarly execution; it is in addition about each young having the chance to achieve their potential, paying little heed to their circumstance throughout everyday life. Teachers assume a main part in accomplishing these objectives in the youth. In choosing what makes a viable educator, it isn't just their psychological capacities that are imperative. The demeanours they have are likewise critical, for example, mindful, decency, regard for students, companions, guardians and the general network, eagerness, inspiration, commitment to educating, profound quality, morals and an affectability to youths' encounters. This requires a composed push to guarantee that each youth on the planet has the way to finish quality education, and in addition create abilities to carry on with a solid and gainful life. Without quality educators it will be hard to guarantee the United Nation's objective to deliver a more educated and enlighten worldwide society, and that a superior world may rise.

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