

## Teachers or Doctors?

The importance of doctors in the period of the COVID-19 pandemic is difficult to overstate. The well-being of the nation depends on how well doctors can fulfill their duties before society. The US society acknowledges the importance of doctors and healthcare, as it is ready to pay large sums of money to cure the diseases. However, during the lockdown, students and parents all around the world began to understand the importance of teachers. Before lockdown, everyone took the presence of teachers for granted, as they were always available free of charge. In this country, it has always been the case that while doctors received praises and monetary benefits, teachers remained humble, even though they play the most important role for humanity: passing the knowledge through generations. How fair is that? The present paper claims that even in the period of the pandemic, teachers contribute more to modern society than doctors do.

While doctors treat diseases and conditions, teachers help the community learn how to retain a healthy mind and body. Recently, preventative care and patient education have become an integral part of healthcare.<sup>1</sup> Teachers provide preventative care starting from kindergarten when they explain to the children that it is unsafe to cross the road on the red light. In high school, history classes prevent students from making the mistakes of people in the past, economics classes ensure the financial health of society, and PE classes help students strengthen their physical health. Thus, the role of teachers for the health and well-being of the nation is comparable with that of doctors.

Apart from being crucial for the health of society, teachers also play a myriad of different roles for every person. While students can learn from books, YouTube videos,

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<sup>1</sup> Yadollah Zarezadeh, "Importance of patient education in management of chronic diseases," *Chronic Diseases Journal* 4, no. 1 (2016): 1.

interactive courses, and articles in popular media, the importance of teachers is difficult to overstate. In the 21<sup>st</sup> century, teachers remain the most important resource of the students, as they can provide all the knowledge they need in the sphere of interest.<sup>2</sup> At the same time, teachers are controllers and organizers of education, as they discipline their students and coordinate their learning process.<sup>3</sup> Finally, teachers are the learning facilitators, as they show their students easier ways to achieve the desired knowledge.<sup>4</sup> In summary, teachers' spectrum of duties before society is larger than that of doctors'.

Teachers and doctors often have similar consequences for their mistakes. If a doctor makes a mistake in diagnosis or treatment, the patient may suffer from considerable health conditions for the rest of his or her life. At the same time, if a teacher makes a mistake, the student may acquire some emotional or psychological conditions. If a teacher fails to discover the talent and the internal strength of the student, the student may fail their whole life.<sup>5</sup> Therefore, the cost of the mistake of doctors and teachers is comparable.

In conclusion, even though the importance of healthcare workers is difficult to overstate, teachers make a greater contribution to society than doctors. Similar to doctors, teachers' cost of mistakes is very high, and their contribution to the health and well-being of the nation is crucial. At the same time, teachers are fascinators, organizers, and controllers of the education process. They serve as a valuable resource for their students as they pass the knowledge base through centuries. Thus, the contribution of teachers should be acknowledged by every member of our society.

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2 Djumanova Barno Oglonbek Kizi and Makhmudov Kudratbek Shavkat Ugli, "Roles of teachers in education of the 21st century," *Science and Education* 1, no. 3 (2020): 555-556.

3 Kizi and Ugli, "Roles of teachers," 555-556.

4 Kizi and Ugli, "Roles of teachers," 555-556.

5 Kizi and Ugli, "Roles of teachers," 554.

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