

Education for a New Millennium

by Maria Cristina Azcona - ARGENTINA

1.-Introduction:

During last years, humanity has developed immense growth in technical aspects and practical sciences. Paradoxically, philosophy is only sustaining weak advances and modifications which are uniquely trying, without any success, to justify and be at the side of rushing changes at daily news referred to human life, in general. Philosophy of Education is not out of this situation. The needs of the future individuals, and groups are in a severe danger of being forgotten by this important area of wisdom.

Modern technologies like Internet communications are only comparable to the invention of Gutenberg.

A total revolution is winning the career where the loser will be not the Theorists of Education but the next generation who is not receiving any chance to be formed in a good way. The sophistication of practical sciences advances is not being accompanied by a well-designed educational basis, worldwide.

Modern thinkers on Education must join efforts, abandoning any care about their individual fame, seeking after Goodness for the entire human community, under strong moral principles where their science must be firmly set.

First and foremost, we need to make a correct diagnosis about the weak points and the correspondent necessities of the pupil of this era. We can observe that the different countries have similar problems to solve if we quit apart the societies that live in the First World. They have other problems, other idiosyncrasies.

Problems

- Malnutrition determining lower IQ.
- Lack of equanimity in the individual chances towards success in education.
- Lack of interest in any activity that needs concentration.
- Hustle, anxiety and hypervelocity of life, leaving patience aside.

Needs

- A solid basis made of moral values common to every culture and even religion.
- A solid instruction around modern technologies of self/learning.
- A fluid interest towards the study of languages.
- A strong acceptance of the necessity of continuing education along life.
- A speeder logic scheme of thought, adaptable to modern activities.
- An adequate environment at school adapted to the modern characteristic
- of the attention and motivation.
- A former teacher who manages technologies, strategies, theories, fluidly.
- A non-discriminative programme which includes the education orientated against terrorism, fundamentalisms of any flag and discrimination of any colour.

Then, the education programme for the future generations must achieve consciousness about the following aspects to be developed as objectives in the short, medium and long objective.

Objectives

- A profound level of thought based on high and simple moral values.
- Good habits, good behavioural patterns.
- A solid and at the same time flexible way of thinking, not based on prejudices or pre/conceptualisations.
- An open mind orientated towards wisdom, beginning with a healthy curiosity, all the time, which looks after knowledge and understanding of the Truth.
- A capability to study new technologies in a non-stopping manner.
- An operative acknowledgement on calculation and recognition of arithmetical symbols.
- An operative acknowledgement of native language and other.
- Awareness of the necessity to be continuously informed about geography, biology, history and other sciences.
- Capability to understand symbols like maps, digital maps, and to search for information in Internet resources.
- Capability to have an independent logic thought, based on strongly developed abilities.

- Capability to manage resources of any kind, with a critical eye on the selection of material.

Conclusion

Then, we can mark two great routes to be followed if we are interested in the substantial modification of the educational meanings.

The education of the pupils towards being citizens of the world and not only citizens, where they develop awareness of their responsibility about human rights and social goodness.

The guarantee that every pupil will receive equal opportunity to be instructed in technologies and languages.

(See table in the next page)

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