

A NEW EDUCATIONAL MODEL FROM THE PERSPECTIVE OF THE KNOWLEDGE SOCIETY

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ABSTRACT

Education is a social effect of millenary human action, stemming from the human experience throughout its existence, but also scientific and technical knowledge, who put their mark on human evolution and society. Sociology of education, scientific discipline border, studying the social effects on the development of education, has taken great theoretical and practical connotations of centuries XIX and XX century and we now consider the early Millennium III , an important scientific discipline, scientific accumulation products through all this time, the disciplines of Humanities and Nature, accumulations which sums up their brilliant education. We appreciate that, as human society, but nations have better access to knowledge and scientific information, education in general, exerted on the human individual through classical or modern methods, the development of education is more important for that society . The more advanced a society is an educational and scientific, so it is better to plan social activities. Knowledge society, the current type of planetary human society needs a new model for education, including some cases that the old educational models, whose viability has been demonstrated from antiquity to the present in historical periods, locations and areas geographical. Never been more important that education for human society in this period. Knowledge by all members of society the full set of information accumulated by mankind over time and how they are used for positive conduct of all human activities on the planet is very important. This finding generates the particular importance of the role of education in human progress.

KEY WORDS: *JEL Clasification: education, new educational model, knowledge society, lifelong learning, education throughout life.*

INTRODUCTION

Like all human experiences, accumulated and transmitted from generation to generation, education is part of the overall social system. The purpose of education is done in society, both within the family as the primary purpose entity for the transmission of accumulated knowledge in the education system (institutional social system of education), in its various stages, but above all the lifelong the individual, through continuing education. All three sequences - stage of education as a subsystem of the overall social system are directly dependent on the economic stage of development of each society and are influenced by all the accumulated knowledge, ideas and doctrines of specific historical periods, which put their stamp on education in each type of company to lower the level of individual and institutional entities in society.

Education is specific to each individual development of characteristic periods (childhood, adulthood, old age) but also historical periods experienced by each individual. Education is thus an epoch of spirit and quintessence of all that mankind has created valuable so far.

PERENNIAL ELEMENTS OF SOCIAL IDEAL EDUCATIONAL

Social ideal represented in each historical period covered the peak of humanity, a dream, a higher standard every time another, higher quality than previous standards, by which the most enlightened people turned using all his skills and knowledge. Similarly, education was and is ideal for each type of society, everything is better and more valuable time in thinking that the accumulations removed from reality, spiritual. There is a mutual inter-relationship between social and educational ideal - the first tangible achievement of all interpersonal factors and social effects, the second illustration of the knowledge and thinking of these achievements materials.

General functions of education are to: transfer of knowledge acquired by mankind through the work of each generation, development and training of professional training, specialization of each person able to work in a profession or occupation. Special functions are related to creative adaptation, continuous enrichment of knowledge gained by each of us in the learning process and their daily application. General and special functions is done through institutional social system of education. Both the social system of institutional education (nurseries, kindergartens, schools, colleges, continuing education system, improving the training system) and across all other social organizations and institutions provides a intermingling between the transmission of knowledge and information gained overall, individual and specific. If education achieved by the education

system is considered vital and most important to education offered by other social institutions we can consider special education, appropriate institutions. We believe that human societies most productive and efficient, so that there was a long period of time as, are those members of those societies in which education takes place in a constructive manner in all types of organizations and social institutions, primarily schools.

The evolution of human society so far has shown that education and its efficient transmission to those members of society, is the primary factor, the principle of its operation at the highest settings. Social factors exert educational instructors in all institutions of society are those that ensure the positive development of all persons, taken individually or for overall level of human society in question. Ongoing renewal of education and teaching content is dictated by the constant accumulation of knowledge and human achievement, which is the basis of human society these future developments. Peoples who, for various reasons, are not accumulations of material and spiritual knowledge were, are and will be removed from history. On this basis the ongoing development of a society, renewal must be continuous adaptation to new needs of the education system and education. Everything is found, the catalog and apply from the sciences and humanities is contained implicitly in education and training of the company. Applies to any human society, especially for the Romanian society in the last hundred years, which gave special attention to acquisition, learning and applying knowledge of natural sciences and humanities.

Throughout the historical development, all human societies have known and adopted, sooner or later, changes imposed by scientific thought and progress. These changes are reflected in particular in content professionals in occupational and social mobility, which stresses the need for lifelong learning. If education as socio-cultural phenomenon, can be addressed both from a historical perspective, but also ontogenetic perspective (access to education for every person in its progress), lifelong learning is a necessity of modern man, forced to cope with change inherent in education itself, due to dynamic developments in existing knowledge in the bottom of his time. While education is a historical phenomenon, scientific and socio-cultural, lifelong learning is only a scientific and socio-cultural phenomenon of the contemporary world. It is a concept and a trial of topical, illustrating the work of the integrator of all acts and forms of education, in a space-time continuum. Acknowledging that education includes ideas and knowledge about what mankind has created valuable during its millenary existence and passing the spiritual quintessence from generation to generation, man is merely to perpetuate their own physical and spiritual existence. Scientists have not yet managed to determine the existence of the human genome and to isolate the gene responsible to a person with education (self-education, lifelong learning, education throughout life). This means that education, as a social phenomenon multipolar record was not yet in our chromosome structure, because it continues to be exercised since the first and last moments of life to that person. A special place in exercise of the phenomenon of lifelong education is the socialization of the young generation person. Achieved in ways unique in space and time, subject in particular economic, education has a decisive contribution to the formation of the human individual, then, by repeating them by each individual, the phenomenon of breeding of education, its influence throughout society. Science has shown that hereditary factors and social risk factors are equally important in the life of each individual. Numerous cases of feral children and people discovered, measured and evaluated, showing that man can not form the man, without education in family and society, remain at or just slightly beyond the stage of animality.

All historical periods and all human societies have used education to control those people development and manifestations. The great religious systems of mankind are not only the essence of education millennial respective peoples, found in the everyday life of human societies in question. Spirit that always found time for the range of representations to the economic and ideological education merely represent what is allowed and what is forbidden members of that society.

As a form of social control, education became a means of social control and underlies all the changes that happen in society. We might call this „vicious circle” of education, is a system that creates norms and values imposed on them and modify them according to the stage reached by the science, technology and knowledge, there is a danger that at some point to experiments worldwide out of control. So every society and every human being are the result of education who knew her. Education effects and generate results that should be higher, exceeding the previous level of knowledge.

The evolution of modern societies has a strong impact on education. All the phenomena of economic, social, political and cultural relations with the countries concerned or the entire planet is facing, shall be without prejudice, directly or indirectly on multiple and complex phenomenon of learning. Education is itself sui generis synthesis of these phenomena of the contemporary world. Therefore, it would be desirable for countries in the world and the planet itself should be subject only to such phenomena and positive influences, unfortunately prevails appreciate phenomena and negative influences, leading to negative structuring educational phenomenon on the planet. Such negative influences are generated to the physiological minimum coverage for most of the planet's inhabitants, who live in poor countries and very poor (out of 178 UN member states, about 150 are large and very large problems caused by endemic poverty and lack of resources for education), the major economic and social problems these countries face (economic underdevelopment, quality of life below acceptable standards, etc.).

At the beginning of this new century and millennium, education is profoundly marked by the phenomenon of hyper media: media attention tends to exceed, for most people, the focus of education. Although the media should be made at least part of educating children, youth and adults, reality shows that, except some sporadic positive initiatives, among which lies open and distance learning (ODL), hyper-media harmful influences, being humans, education and personality. Numerous studies and examples demonstrate this. Furthermore, an objective self-analysis as each of us emphasize the negative consequences they endure because of hyper-media phenomenon.

Paramount importance on the education of the future or the future of education have a system of values and norms, evolving and transforming in step with changes in economic, social, political and cultural. Obviously, as has happened over time, changes in national and international value systems will make its mark in the future of education understood in its most general meaning, as a social activity aimed at sending individuals to the collective heritage society in which they are inserted.

AMERICAN MODEL OF EDUCATION IS NO LONGER CURRENT

„Consume, consume ! You have no money? Give you credit. You can not afford credit? We have the solution: another loan to pay by credit first! You just need to consume, we take care of the rest. And the rest is history, even today is History¹, including us, romanian.”

Mr Samuel Whybrow, head of the Institute of Neurological and Behavioral Sciences at UCLA Semel, has stated, argued, a theory on how justified, so disturbing. In fact, man is incapable of biologically, to live the American dream ...”We was taught” says Whybrow, that: „happiness comes at the end of a rolling road after an accumulation of material goods, which have been handled we want them to”. The title of his book - *American Mania: When More Is Not Enough* - said almost all. Primary human behavioral tendencies produced by millions of years of evolution driven by poverty, the place no longer fit the modern world that we built. In this context, our nervous system, based on the dopamine reward became addicted to immediate gratification. This led to the destruction of the natural balance between past and future.

We stuffed with junk food, rich in cholesterol and E’s using credit cards to purchase goods which, in fact, normally we could not allow us. And then, exhausted by work, sleepless and chase, us sick with anxiety and depression. Get to sleep that anesthetic vigilance. Actually, the credit means that you put a slave in a utopia, since after you bought everything you wanted - mortgage your future - find that it is actually happy. Markets ... we place no limit excesses, but rather encourages them. That sounds something like: „eat more and more, can give credit to others that he consumed more and more. Instinctive brain is well ahead of the intellectual” ... What would be the solution? ... One of them caught my particular attention: „People should be able to teach children to live modestly and to correctly identify needs”.

American or European consumer model of „general welfare state” live their last moments (days, weeks, even several years ...). The more „moments” will be shorter, the mankind will recover faster in a direction that has never been an evolution in a direction that would allow the return of deep and there is no formal scale and becoming perennial. And, for this is the need for a new education from the earliest age and up to the largest, a new way of conceiving the existence of each of us, as we have not done so now some (very few, initiates this new thinking and action) or others (the many, not only to think of physical competence, which unfortunately fail to reach all ...).

POOR EDUCATION - THE REAL CAUSE OF RECURRENCE OF SEIZURES

Despide, in support of the above, the issue of financial education on the agenda was the European Commission and Member States well before the credit crunch since summer 2007, but was not sufficiently disseminated and raised. Thus, European policies were formulated in order to achieve closer targets, such as better communication and consumer financial information and better protect them. Instead, there not have been too much for long-term educational goals, the EU in this area because the power is, in fact, quite limited. Although the subject has clear financial implications and a direct impact on the common market, education is still a matter of national competence.

European Commission noted the key role of education in a number of documents since 2005, supporting Member States to adopt effective measures to improve financial skills. On two occasions in 2006 and 2007, EU Ecofin Council stressed “the importance of supporting financial education and consumer awareness of Member States”. Introduction of new pension systems in different Member States, which employees more responsible investing autonomous part of their pension funds, the issue has particular importance of financial education. Many observers argue that the lack of financial understanding among American consumers has fueled the crisis. Informed consumers could avoid purchasing hazardous products offered by managers tend to assume certain risks. Thus, a weak consumer information and essentially uncontrolled sale of complex and risky products gave rise to the maximum downside of the financial crisis of September-October 2008.

¹ Cristian Crisbășan, *Mortgage the Future*, The newspaper of Sunday, November 7, 2008, p. 8

Consumer organizations also stresses the importance of financial education. Under European rules, banks must properly inform their customers when selling financial products and to warn of the risks assumed. And consumers should be able to easily compare different banking products whose characteristics make them aware. European Council of Ministers in April 2008 approved a revised directive on consumer credit, which has sought increased protection and harmonization of European citizens who are borrowing. Directive seeks standardization of information to be released to facilitate comparison of different loan offers to consumers.

Crisis is the real cause of recurrence in individual and social reality EDUCATION defective. It must therefore change the way people are educated throughout their lives. Albert Einstein, one of the largest earth spirits, said about the crisis: "The crisis is the most blessed event which may occur for countries and people, for it entails progress. Who is exceeded crisis than himself, but still exceeded. The real crisis is the crisis of incompetence. Problem people and countries in crisis are laziness and indifference to find solutions and output from such situations. Without is no value crisis. Blooms during the crisis better what each ... If we talk about crisis - promote. Instead, however, work better. The only crisis is a tragedy not wants to struggle to overcome the crisis."

At the beginning of the last decade of November 2009, MEP Lothar Bisky (EUL / NGL, Germany) asked if the Commission President was ready "to learn the lesson that the new Commission false market economy". Barroso stressed that the focus will be on education, training, worker mobility and combat social exclusion and poverty.

CONCLUSIONS

I thought that required a new educational model, the following principles, methods, means and measures for its realization:

Principles

1. Explain the meaning and the meaning „knowledge society”
2. Greater importance of innovation and discovery to acquire knowledge and mechanical repetition.
3. Adequacy of educational policies with a company through the period.
4. Education planning and predictability.
5. „Extending critical”distance education.
6. Primacy of practice before theory.
7. Evaluation and quantification of effects.

Methods

1. Individual energies to education.
2. Promoting learning through discovery.
3. Develop programs and clear responsibilities for implementation.
4. Time-bound plans for implementation.
5. Permanent and continuing education.
6. Promoting learning through visits to nature or objective.
7. Applying classification and evaluation systems.

Routes

1. Allocation of at least 3 percent of GDP for education.
2. A new education law, as comprehensive.
3. Curriculum related teaching practice, not theory.
4. Designing the educational activity through media and information and communication technologies.
5. Encourage and support institutions that promote effective educational instrument.
6. Using the experience of NGO's in education.
7. Promoting competition and rankings in education.

Policy makers and individuals directly involved in the globalization race is concerned, directly or indirectly, of thinking and application of measures affecting education and educational effects on individuals from different countries of the planet. In the process of globalization, the devastating nature of the planet and human beings, the most urgent necessary measures to be taken on line education in each country to propose the following ²:

1. Deep involvement, thorough and professional societies prognosis, as the new Society of Mathematics, Physics Society, Chemical Society, Biology Society, the educational process.
2. Increased education on practical training phenomenon, the formation of skills through laboratory experiments (even demonstration, where there is the material basis). A special concern should be given to equipping the minimum standard of school laboratories.
3. School on its various levels, providing access and opportunities to all, but to cultivate and elites. There special programs for gifted students and - reciprocally - for students with difficulties.
4. Teacher manual and computer must support and exploited each other in the modern education. Computer and Informatics Communication Technologies (ICT) should be seen as part of the educational process and not as a substitute for formal textbook or teacher.
5. Computer to be used as a tool for teaching and learning, not be an end in itself. Using the computer to be dynamic and teacher to verify hypotheses by computer, in an attempt to justify theoretically, but not just to read text on screen to present a documentary film or make simple comments.
6. Printing a trial basis in humanities teaching, but especially those belonging to natural sciences. Understanding of sciences and education, especially in mathematics - mainly middle to form the major powers of modern man: the possibility of correct thinking and logical reasoning in situations of any kind.
7. Using deeper exploratory nature of science to training the ability to switch from private to general. Enhancing the role of experiments to analytical thinking as subjects and not only to cultivate their practical skills
8. Develop educational programs with less detail than is currently loaded, which rely more on private crossings in the general and the appeal to intuition, experiment and critically. Abandoning the educational process focusing on memorization and transmission of information or the automatic playing their review processes / evaluation. Elimination of all, whatever that school levels, the test subjects and pre-published solutions and switching solutions, in the latter case, the trials with random allocation (computer) covering all relevant educational programs.
9. Acquisition of key skills in natural sciences and the Humanities, such as practical skills, learning skills throughout life, digital skills, the handling of computer or laptop.
10. Focusing on the needs expressed by business and the demands of the labor market, the study and acquisition of business needs in curriculum design.
11. Introducing innovative education, jump to pedagogy based on inquiry and discovery, observation, analysis and synthesis. Developing reasoning ability of the subject, understanding the phenomena and not saving their deployment.
12. Develop skills to act in a given situation based on information and previously acquired skills, education must be trained actor to independently judge the real problem, to form an opinion and find an answer.

² *apud * * **, Report summarizing the public hearing from October 28. 2009, on skills training: a necessity for the XXI century society? (Selective) website www.Sinteza_SAR_AA_Siveco_11091752.pdf, visited on the day of 17 December 2009

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