

EDUCATION IN THE 21ST CENTURY AND ITS IMPLICATIONS ON THE FUTURE SOCIETY

Steluta Radu¹, Iuliana Barna²

¹ Faculty of Agriculture, University of Agricultural Sciences and Veterinary Medicine, Iași

² Faculty of Food Science and Engineering, Galati „Dunărea de Jos” University

E-mail: r_stela_222@yahoo.com

Abstract

Taking in account the research on number of 1260 students it has resulted that their perception related to the most often violence manifestation in the relation student and teacher presents the following evolution : pedagogical pressure 18%, verbal violence 15%, emotional abuse 14%, non verbal violence 10%.

The competition between students is being truly shown up first of all using contradictions which lead to verbal or nonverbal violence ,emotional abuse and pedagogical or social pressure. The biggest domination is obtained using the violence fight and less using the fair competition: ability, intelligence, capability, competences, noncognitive personality characteristics .

These items can influence the counseling function which has to guide the students and parents decision for the educational activity and for the future professional activity therefore this orientation must be the best and have the proper equilibrium between wishes and possibilities .

The educational success expresses the performance which it is the equivalent of the aimed objectives in the educational activity .The study of the factors which can explain the educational results lead to the determination of the students learning abilities .

Students educational results are not depending only on their abilities , but on the educational efficiency of the abilities which are conditioned by some qualities :interests, motivation, perseverance, emotional stability, the attitude on learning .

Decisive factors of the educational success : educational performances are the result of some multiple conditions ,some related to the student (biological, psychological aspects)others are aiming to the teachers ,school and last but not least the family or the educational environment .

Some of these can action as internal factors and are related to the pupils bio-psychological condition , others are extreme ones and are concerned with the environment where the educational activity of learning takes places .

Keywords: education, quality, innovation

1. INTRODUCTION

This demonstrates that young people, students are not being aware of the raising tendency of the violence manifestation forms and its following negative influences upon the social life .

As concerns girls and boys perception on the frequency of the violence manifestation forms in the relation student –student it is quite different from the previous presented one. Girls have a verbal violence of the 40% percent, while the verbal violence for boys it overfull fills almost 40%.

The competition between students is being truly shown up first of all using contradictions which lead to verbal or non verbal violence, emotional abuse and pedagogical, social

pressure. The biggest domination is obtained using the violence fight and less using the fair competition: ability, intelligence, capability, competences, noncognitive personality characteristics [6]. These items can influence the counseling function which has to guide the students and parents decision for the educational activity and for the future professional activity therefore this orientation must be the best and have the proper equilibrium between wishes and possibilities. The educational success expresses the performance which it is the equivalent of the aimed objectives in the educational activity [7]. The study of the factors which can explain the educational results lead to the determination of the students learning abilities[2], [3].

Students educational results are not depending only on their abilities, but on the educational efficiency of the abilities which are conditioned by some qualities :interests ,motivation, perseverance, emotional stability, the attitude on learning[4].

Decisive factors of the educational success are:

- Educational performances are the result of some multiple conditions, some related to the student (biological, psychological aspects) others are aiming to the teachers ,school and last but not least the family or the educational environment .

- Some of these can action as internal factors and are related to the pupils bio psychical conditions, others are extreme ones and are concerned with the environment where the educational activity of learning takes places[5]

2. ACKNOWLEDGMENTS

The factors which complete for the educational success are:

1. Internal biological factors can affect in a negative way the students performances because of some physical or sensorial disabilities, which generates some inferiority complexes and they can have effects of decreasing the intellectual potential (a fat student isolates himself and has an informational deficit being compared with his classmates) .

2. Internal psychical factors: intellectual development, abilities, interests, wishes, attitudes .

Using the evaluation with IQ coefficient it was demonstrated that if the environment of easily mental retarded people is positively organized it can be obtained quite a considerable improvement of these competences through out the development of different supplementary functions.

3. Noncognitive psychological factors concerns with attitudes, interests, wishes, volitional, emotional and characteristics qualities. Each of these factors can generate or stress the detail of the educational process and even the failure of it .

In this category we can include the following factors:

- Volitive – the incapacity of starting, maintaing and ending of the volitional effort which it is necessary to overcome the problems which can appear in the educational process ;

- Emotional–affective – incapacity of positive strength of the learning activity ,using some feelings and constant interests ;

- Characteristic – the incapacity of concentrating in the learning process, of correct reporting at the proposals of the learning possibilities ,the tendency of overestimation or underestimation .

- These three groups of factors are dependent of the young education got in the family and in school, too.

- To develop these three categories the young student needs guidance, patience, consistency and spiritual understanding .The rigorous, even imposed for a well defined educational road on the volitional , affective or characteristic capacities will solve the overtaking of the actual social crisis[1].

4. The external social factors where the most important role is the school and the family are concerned with the :

- The general dominant atmosphere in school;

- From the research and its interpretation of the last survey results the fact the students need more to communicate and it does not matter the environment which they are related to. There is also a fluctuation between the pupils which on a way refuse the authority of adults, but in the same time they admit that some compulsions make them to behave properly .The same thing happens with the teachers. It is very important that students can discern from true and non true values. The conclusions which can be taken out from the survey of the study make us to call the school and family attention on the very important role they have for the student life.

Analyzing the previous diagram we can see that the answers of these two segments are linked, the differences between 1-6%. Student perception regarding the violence manifestations, in all forms it is quite the same of the teachers.

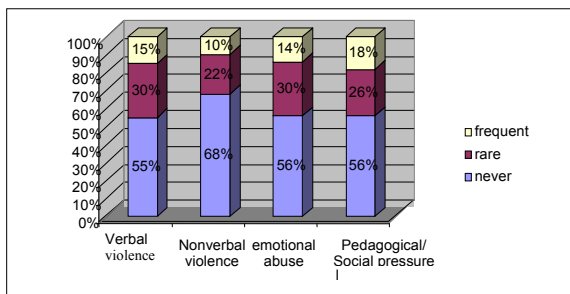


Fig.1. The students perception regarding the violence forms of the teacher-student relationship

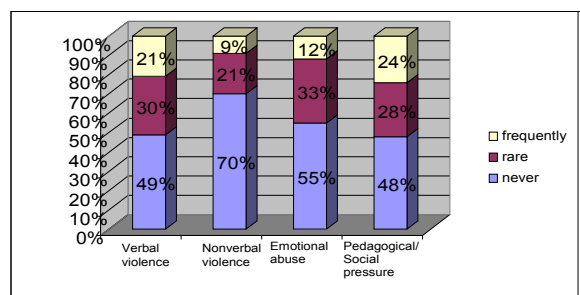


Fig. 2 - The teacher perception regarding the violence forms of the teacher-student relationship

The differences of 6 %, are represented in the violence forms, the *verbal violence* and the *pedagogical and social pressure* with the specification that in the perception of teachers these are represented more frequently.

The diagram shows that there is a correlation of varieties of answers for two segments: the sinuosity of those two lines is quite symmetrical.

The most common violence forms in the student- teacher relationship are :

- Overloaded programme
- Lack of communication
- Intimidation
- Threatening look
- Judgments values
- Threats
- Labeling

Relationship student-student

The perception of the two segments (students and teachers) is that in the student-student relationship the forms of violence are more represented if 59 % from the students which were questioned considered that the violence was not represented in the teacher-student relationship, when we discuss about student-

student relationship these percents decreasing to 40,3%. Similar the teachers answered in the 55 % that the violence forms are not presented in teacher-student relationship.

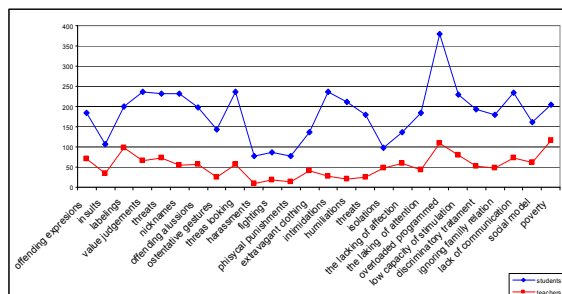


Fig.3. The teachers and the students regarding the violence regarding the violence forms of the parent-child relationship for “FREQUENTLY”

When they are regarding at student-student relationship this percent decreasing to 23,3 %.

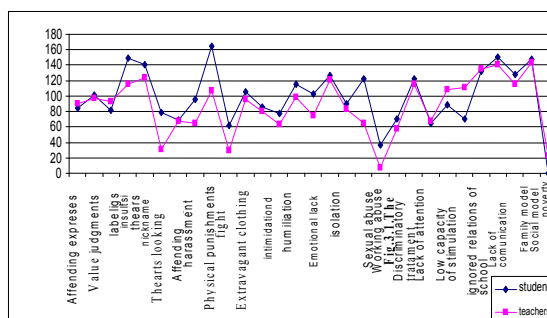


Fig. 4. – The teachers and the student perception forms of the teacher-student relationship for “FREQUENCY”

It can be noticed in this variant the losing percents by the “NEVER” variant are gained , totality, by the “FREQUENTLY” variant, the values for the “RARE” variant remained the same in both cases. Evidently that the violence manifestations forms are more reception in the student-student relationship.

The student perception regarding the violence forms in the relationship student-student.

3. CONCLUSIONS

1. With a view to assuring the students educational and professional success and for the young people and adults, too it has to be a

combination of the internal and external factors as :

- a. The educational success is the result of the combination of the factors, each contribution being variable and dependent on their relation;
- b. The factors interact, each having a complementary role or a compensatory one;

c. The influence of the factors can be modified. If the psychical characteristics, although it represents relatively constant variables, can develop step by step under the influence of the well organized educational process.

d. Intellectual, affective and attitudes processes can change due to the action of the family, socio-cultural and educational environment.

4. REFERENCES

Books:

1. Allport, G. – The structure and development of human personality, Didactic and pedagogical Editure, Bucarest, 1995;
2. Badea, Elena – The dynamic characterized of the pupil and young pupil – Technique Editure, 1997;
3. Badea, Elena – The physiological semantic for children– Technique Editure, 1995;
4. Beneke, Ed. – The theory of psychological experience as an important element of science in their essential characteristics, Education and Creativity, Didactic and Pedagogical Editure, Bucarest, 1995;
5. Birzea, C. – The Education Art – Ram Editure, Bucarest, 1995
6. Chalmers, J. – The personal Harmony – Metheor Press, Bucarest, 2004;
7. Chalmers, J. –Achieving personal well-being, New York 1999;