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Humanistic dimension of pedagogical futurology

Extended summary

In this paper, the author critically observes pedagogy in the 20th century and gives humanistic dimension of futurology. We are educating children for profession and this kind of education lasts in the age between 12 and 20. This is the profession a man should work in the future 40 years, and in the system of teacher and pedagogue, education there is not pedagogical futurology. The author starts with criticizing basic terms in pedagogy. He states the definitions of pedagogical work, which suffers from behaviourist S-R pattern. It is stated that there is no humanistic dimension of these terms. The author's belief is that these determinations must be a duty for teachers. It is possible, according to the author, that future pedagogical concept can be realized. The condition for this is that teachers stop being so tightly bonded to the curricula and that they face the needs of children.

Further on, the author criticizes the concept of "education for the service of society", which has its roots in the model of real-socialism. It is shown that with this approach emotion being of a man has remained outside the classification of the area of pedagogical and educational work. The system of education in the twentieth century fostered cognitive competences, neglecting emotional ones, as well as social and working action, and moral and aesthetical dimension of these competencies remained at the margin of teaching. Pedagogical futurology meant foreseeing the future, and schools bring up and educate the young for the future. Therefore, one of the priority tasks of teachers and pedagogues is to prepare children for free and happy life in the future. Nevertheless, pedagogical futurology does not exist. It is only fiction in the heads and texts of some authors. Developing this discipline is the imperative for all the people in the pedagogical work.

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Phenomenon of humanistic pedagogical work is also the subject of the author's research one of the primal tasks of pedagogical work should be preparation of people free and happy life. This task cannot be accomplished by the traditional (contemporary) school. What is the solution? Radical changing of the system of pedagogical work and education can be the solution. This is easy to be said but not done. Nevertheless, the first steps must be made, and it is better to make them today than tomorrow. "Learning for life and not for school" is a Greek saying, which is revived in this text. We are living in the leaning civilization, and we are not preparing children for learning. It is absurd that children are not learning at school how to learn. Life requires abilities, which are much different from those developed by school. More precisely, the school praises memorizing and reproduction of facts, and life demands emotional competencies, social and working action, it searches for the ability of communication and emotion control. Memorizing and reproduction are cognitive tasks at the bottom of Bloom's taxonomy, representing the lowest competencies. Nevertheless, even in the cognitive sphere we are staying at the lowest point.

The author deals with humanistic future of pedagogy. He points at four futurological trends in future development of pedagogy and in this sense pedagogical and educational work. These are: 1) from pedagogy of teaching to pedagogy of leaning; 2) from pedagogical separatism and didacticism towards integrated pedagogy; 3) from pedagogical needs an principles towards performed pedagogy and 4) from orientation towards past towards orientation towards future. These four trends point at the fact where pedagogy of the future will go, making its humanistic function.

Analyzing the relation of contemporary pedagogy and psychology, the author shows that the future of learning can be expected more from pedagogy than psychology. Psychologists study constancies of the personality, dynamism of its function, nature of intelligence, etc, but pedagogues should answer the questions such as what pedagogical approaches and methods offer the most optimal results for development of free and creative personality, what are the ways of motivating students, how to teach them to learn fast and easy, etc.

The author points at ten humane assumptions for human pedagogical futurology. When we search these ten assumptions, we can conclude that today we should start with changes in the school system, which would satisfy these assumptions. In the end of the paper, the author gives projection of human competencies of the man of the future. Those are: (1) emotional self-management, (2) symedonian competencies, (3) human-mechanical competencies and (4) evolutional self-management. Compared to the machines, a man lives longer nowadays as the time passes, a machine lives shorter. Pedagogical futurology is based on the vision of the future development of society, and today the vision is the imperative for pedagogy and school in our country and abroad.

Key words: humanism, society of knowledge, competencies, learning, human work.

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