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NEW EDUCATION *VS* SCHOOL CURRICULUM FROM THE VISION OF PROSPECTIVE PEDAGOGY

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In this scientific article we elucidate references for the development of new educations vis-à-vis school curricula in the vision of prospective pedagogy at the European and national level. The super-technological society in the 21st century is dominated by research, innovation, creativity through new models of education and approaches to contemporary development, and in the Republic of Moldova the curricular policy documents themselves acquire new valences by capitalizing on the concept of lifelong learning. In a descriptive sense, we approach scientific developments of European researchers in the field of New Education curricula from a prospective perspective, through its representatives: G. Berger, B. Suchodolski, G. de Landsheere, G. Văideanu. New educations in school curricula between the necessity and actuality of the knowledge society identify directions of integration through the key competences stipulated by the European Commission.

Keywords: *new educations, school curricula, prospective pedagogy, European key competences.*

NOILE EDUCAȚII *VS* CURRICULA ȘCOLARĂ ÎN VIZIUNEA PEDAGOGIEI PROSPECTIVE

În prezentul articol științific elucidăm referințe de dezvoltare a *noilor educații vizavi de curricula școlară* în viziunea pedagogiei prospective la nivel european și național. Societatea supertehnologizată în secolul al XXI-lea este dominat de cercetare, inovație, creativitate prin noi modele ale educației și abordări ale dezvoltării contemporane, iar în Republica Moldova documentele de politici curriculare însăși capătă noi valențe prin valorificarea concepției învățarea pe tot parcursul vieții. În sens descriptiv, abordăm evoluții științifice ale cercetătorilor europeni în domeniul curricula *Noilor educații* din perspectiva prospectivă, prin reprezentanții săi: G. Berger, B. Suchodolski, G. de Landsheere, G.Văideanu. *Noile educații* în curricula școlară între necesitatea și actualitatea societății cunoașterii identifică direcții de integralizare prin competențele-cheie stipulate de Comisia Europeană.

Cuvinte-cheie: *noile educații, curricula școlară, pedagogie prospectivă, competențe-cheie europene.*

Introduction

The unprecedented, super-technological social dynamics impose continuous changes in the field of education. The informational advance specific to postmodernism forces a redesign of educational policies and school curricula from the perspective of *new educations*.

„In this postmodern context, the new conception of education involves resizing both the relationship between educational partners and the entire instructional design. Thus, in the vision of traditional didactics, the teacher is perceived as a person who transmits more or less finite knowledge, and the student as the one who receives or assimilates it more or less passively. In modern didactics, the pedagogical status of the student changes from *object* to *subject* of education, he having the task of discovering and applying various knowledge, independently or under the guidance of the teacher. Moreover, the degree of autonomy of the student increases in postmodern didactics, a situation in which he is invited to research, apply and produce logical inferences based on the results obtained, the teacher having primarily the role of facilitator" [1, p. 7].

The notion of educational curriculum appeared in European pedagogy only in the 1950s. It has been circulating in Anglo-Saxon pedagogical literature for almost two centuries, but has long been avoided by the French-speaking literature. However, the evolution of new educations responds to the "emerging, serious and planetary challenges" registered especially after 1989 under the generic term of *the contemporary world's problems* [17, p. 65-67]. Preparing for the future is based on a deep understanding of *the problems*

of the contemporary world - a concept initiated after the 1960s by Aurelio Peccei, former president of the Club of Rome - of the causes that generated it, in order to anticipate its developments and adapt to them creatively.

The *new educations* represent a continuation of the pedagogical trend affirmed at the beginning of the 20th century, under the name of *New Education* or *New School*. This trend was focused especially on the renewal of the methodological relationship and the educator/teacher – educated/student relationships. The *new educations* are focused on new objectives and messages, which determine the contents and strategies of education in the conditions of the contemporary world. Thus, the *new educations* evolve depending on the processing carried out at the level of the proposed objectives that also give the “name” of each content structure, which can be designed as a *module* or *discipline of study* conceived strategically in a disciplinary plan, but especially in an interdisciplinary and transdisciplinary plan, these being stated [7, p. 253-254]:

- Ecological education or environmental education;
- Education for change and development;
- Education for technology and progress;
- Education towards mass media;
- Demographic education or population education;
- Education for peace and cooperation;
- Education for democracy;
- Modern health education.

Therefore, according to S. Cristea, the *new educations* integrated into school curricula from the perspective of prospective pedagogy also mark the process of their methodological valorization at the level of the five dimensions of the activity of *training-development of the student/educated person's personality* [7, p. 254]:

- an intellectual approach of the “new educations”;
- a moral approach of the „new educations”;
- a technological approach of the „new educations”;
- an aesthetic approach of the „new educations”;
- a physical-sanitary and sports approach of the „new educations”.

New educations, arising from real needs such as *education for change, education for peace, ecological education, democratic education, education for leisure*, etc. are adaptable to each dimension of education, depending on their particularities but also on the life cycles and the specific conditions of each educational system.

The purpose of this research aims at a descriptive reference for *new educations vis-à-vis school curricula from the perspective of prospective pedagogy* within European education and at the level of the national system.

Scientific developments of European researchers in the field of *New Education* curricula

The approach to new educations is highlighted from a prospective perspective, through its representatives: G. Berger, G. Milaret, B. Schwartz, B. Suchodolski, G. de Landsheere, G. Văideanu and others.

The French culturologist ***G. Berger*** (1896-1961), within the framework of scientific manifestations on *prospective education*, analyzes the highly topical idea of lifelong education, which is found in the published work “Modern Man and His Education” (1962). He noted that it is impossible to give modern man, especially in the youth stage, all the informational material necessary for use in another stage of life. G. Berger emphasized the need to keep him up to date with the various mutations that occur in his specialty or profession. In this vein, G. Berger insists on the need for education to precede training in contemporary schools. Thus, the current educational process should cultivate specific qualities of creativity and originality, without insisting on endlessly resuming the informational treasure trove that humanity has acquired in knowledge and science, but which is always outdated.

In G. Berger's vision, *lifelong education* (which later, in the 21st century, will have several conceptual and praxeological meanings, such as lifelong learning, adult education, etc.) involves not only a continuous

refreshing of knowledge in the field of activity, but also maintaining an intellectual prospect on the desire to create something new, something original [*apud* 19, p. 132].

Therefore, G. Berger – a prominent contemporary personality who linked his name not only to an original philosophical conception, but also conceived the idea of *prospective pedagogy*. For a modern, dynamic and perspective education, he highlighted cardinal features, such as: imagination, enthusiasm, team spirit, courage, sense of humor, etc. [8, p. 72-73].

Another contemporary pedagogue, of Polish origin, B. Suchodolski (1903-1992) criticizes anachronistic educational conceptions and theories, which are no longer in step with the current existence of man, defining the trends in the development of education from the perspective of the „mutation of signs" of the contemporary world. Author of several pedagogical works: „For a pedagogy on the scale of our era"; „Education for the future"; „Pedagogy and the great philosophical currents" etc. In his analytical writings of a philosophical-pedagogical nature B. Suchodolski captures the existence of two fundamental trends in the *history of pedagogy*, as researchers M. Vișan and M. Martin noted [apud 19, p. 132]:

a) pedagogy based on human essence – has its roots in the history of the pedagogical spirit, is based on the thesis of achieving a perfect, ideal man;

b) pedagogy based on human existence – appears much later, with the debut in the pedagogical conception of J.J. Rousseau, approaches man as he is, the concrete man, not as he should be ideally.

In B. Suchodolski's view, the *school of the future* includes two synthesizing objectives: *education for „being"* and *education for „having"*. For the school of the future, the Polish thinker states two important objectives: [*apud* 13, p. 331]:

- *education for "being" is the first objective that answers the question "how to live?" and aims at the development of the human personality;*

- *education for «having» is the second objective that answers the question «what should I do?», orienting educational activity towards preparation for life.*

Thus, B. Suchodolski contributed to the development of the history of pedagogy by approaching pedagogy based on human essence and existence. At the same time, he advanced the message and idea of a "prospective" pedagogy [14, p. 72-73], anticipating the value of *new educations*.

An illustrious figure in European educational sciences, ***G. de Landsheere*** (1921-2001), a Belgian professor, worked professionally at the University of Liège. At this university, he received a degree in philosophy and German philology, then obtained, in 1960, the title of doctor in educational sciences, with the thesis based on experimental pedagogy. He holds a managerial position at the Institute of Psychology and Educational Sciences at the University of Liège and rigorously researches research methods and techniques, through which he publishes "Introduction to Pedagogical Research" (1964). The directive activity in the laboratory, led by him from 1965 to 1986, becomes the main pillar of European scientific research in the field of educational sciences. In the context of his productive activity, he organizes various conferences and international scientific communities, maturing the academic intelligentsia from various universities.

The great scholar G. de Landsheere argued that "Just as the *new psychology*, which appeared at the end of the 19th century, is called at the beginning of the 20th century, *new pedagogy*, an amalgam of experienced pedagogy with a strong empirical component, of pedagogical psychology and of experimental pedagogy proper" [9, p. 25]. These original ideas are subscribed to in French, which are numerous, over 250, and translated into different languages. We delimit some of these scientific publications:

- „Assessment Tests" (1965, Brussels, translated into Spanish);
- "Training the Teachers of Tomorrow" (1976, Paris, co-author, translated into Spanish and Italian);
- "Introduction to Pedagogical Research" (1982, Paris, 5 editions, work translated into German, Spanish, Italian, Dutch);
- "Defining the Objectives of Education" (1982, Paris, co-author, 7 editions, work translated into Spanish, Italian, Portuguese, English, Romanian);
- "Universal History of Experimental Pedagogy" (1986, Paris, translated into Italian and Romanian);
- "Piloting Educational Systems" (1994, Brussels, translated into Spanish, Italian, Portuguese), etc

We note that numerous scientific and honorary distinctions were awarded to G. de Landsheere, including:
- Member of the International Academy of Education, then President of this Academy;
- World Prize for Education, World Cultural Council, Mexico, 1988;
- Doctor Honoris Causa in Educational Sciences from the universities of Geneva and Jassy;
- Grand Officer of the Order of Leopold II;
- Knight of the National Order of Merit in France.

In 1990 he was ennobled and named Baron de Landsheere by King Baudouin for exceptional services and contributions to education. We highlight G. Mialaret's characteristic of his contemporary «G. de Landsheere was a just, courageous and honest man. The commitments of politicians were lucid and there was no hesitation in appealing to him, to his sense of social relations, to his spirit of conciliation to try to solve some difficult social problems (*through education*). He knew how to lead a strong research team within the University of Liège and his numerous disciples, spread today throughout the world, constitute a solid research network of educational scientists. Our mutual friendship dates back several decades and it was, for us, a great pleasure that we knew how to enjoy when we were given the opportunity to meet" [9, p. 197].

The contemporary Romanian pedagogue ***G. Văideanu*** (1924-2014) made an essential contribution to the definition and structuring of the *new educations*. The main works of the European expert in educational sciences are: "Aesthetic Education" (1961), together with Șt. Bârsănescu; "Pedagogical Foundations" (coordinator, 1970); "Intellectual Education. Comparative and Prospective Studies" (coordinator, 1971); "Pedagogy. Guide for Teachers" (coordinator, 1st edition – 1976); "Education at the Frontier of Millennia" (1988); "Les contenus de l'éducation" (together with S. Rassekh, 1987, a book translated into English and Chinese, in which a coherent conception of the new educations is proposed); "UNESCO – 50. Education" (1997), etc.

G. Văideanu scientifically explains the concept of *new educations* that appears defined in UNESCO programs, adopted in the last decades of the 20th century "as responses of educational systems to the imperatives of the contemporary world", imperatives of a political, economic, demographic, ecological, sanitary, civic nature, etc. [18, p. 12-25].

The *new educational horizons*, in G. Văideanu's vision, can be adapted to each dimension of education depending on their particularities, age categories, as well as the specific conditions of each educational system.

In the European educational context, G. Văideanu elaborates a synthesis of the axiological system of human education as a foundation for the conceptualization of *new educations*:

I. *Knowledge to be acquired*

1. Equality of peoples: all peoples are equal and have the same rights to existence, freedom and self-determination.

2. Peacekeeping: understanding different types of conflicts and the negative or positive nature of peace, understanding the causes of conflicts.

3. Development: understanding the need to maintain a balance between economic growth and social development.

4. The United Nations System: understanding the role, methods, functioning and initiatives of the UN and its agencies (UNESCO, OMS, FAO).

II. *Attitudes and values*

1. Self-respect and respect for others.

2. Care for the environment.

3. Commitment to justice and peace.

4. Spiritual openness and solidarity.

III. *Competencies*

1. Critical thinking: the ability to approach problems with a critical and flexible spirit, to know how to recognize and reject prejudices, indoctrination and propaganda.

2. Cooperation: the ability to work in a team to achieve complex objectives.

3. Imagination: the ability to project a desired future.

4. Assertiveness: the ability to express and argue points of view.

5. Tolerance: the ability to engage responsibly in decision-making at the local community level, but also at the national, regional and international levels [16, p. 209, p. 219-220].

Therefore, these values preceded the concept of learning to live together, thus determining its emergence, developed at the UNESCO International Conference in September 2001, which includes the four defining goals of 21st century education [5; 2]:

- *learning to learn* - knowing how to accumulate the necessary knowledge and information throughout life;
- *learning to do* - obtaining professional skills, but also skills necessary to adapt to the changing conditions of the modern world;
- *learning to be* - the ability to self-edify the personality based on moral and social values, the ability to evaluate one's own actions and to be responsible;
- *learning to live with others* - understanding the other from the point of view of tolerance, pluralism and respect.

Therefore, G. Văideanu had an essential contribution to the development of *new educations* at the turn of the 20th and 21st centuries. An illustrious Romanian pedagogue, he raises awareness of the social responsibility of teachers through the general approaches of the educational phenomenon and the new educational horizons, through the following aspects [*apud* 19, p. 135-137]:

- teachers' ability to approach the global (intellectual-moral-technological-aesthetic-physical) activity of training and development of the personality of pupils/students;
- teachers' attitude of openness towards the problems of adult education-lifelong learning-education for life;
- voluntary-intellectual capabilities of the teaching staff for continuous professional self-improvement.

Authors who followed G. Văideanu expanded the area of *new educations*, adding to them *economic education, family education, tolerance education, intercultural education, anti-drug/anti-smoking/anti-alcohol education, which derive, respectively, from education for technology and progress, demographic education, education for peace and cooperation, health education*. These precepts clearly enrich the axiological content of education, making it much more dynamic and, at the same time, orient the meaning of education from the classical multidisciplinary model to the interdisciplinary model [11, p. 8].

***New educations* in school curricula between the necessity and actuality of the knowledge society**

In a rapidly changing and highly interconnected society, each person will need a wide range of skills and competencies, and the development of these competencies must take place continuously, throughout life [6]. *New educations*, in the sense intended by the authors and users of the term, mentioned in the context above, represent the contemporary world's approach to education, a set of strategies and general objectives that respond to the imperatives indicated by the problems of the contemporary world, and not some educational concepts or theories regarding educational content [3, p. 14]. Thus, *new educations* arise from the types of education that have traditionally been constituted:

- Intellectual education;
- Moral education;
- Aesthetic education;
- Technological education;
- Religious education;
- Philosophical education etc.

Vl. Păslaru conceptually elucidates *new educations as a state of pedagogical consciousness*, arguing that "through *new educations* the imperative and priority areas of up-to-date education are marked, but their nomenclature does not exhaust the priorities of contemporary education, but complements them. UNESCO (the institution from which the term new educations comes, largely thanks to our compatriot from Iași George Văideanu), through the educational strategies formulated, draws the attention of world public opinion to some untapped potentials for solving the problems of the contemporary world" [11, p. 7]. Scientifically justified by G. Văideanu, he further conceptualizes these objectives: *environmental education or ecological education; education for change and development; education for technology and progress; education*

towards the media; education in population or demographic matters; education for peace and cooperation; education for democracy; modern health education [16, p. 65-66].

The European Commission, starting with the year 2000 until now, has adopted and continues to adopt a series of recommendations regarding the promotion in each European state of an education that would include elements of proximity and coincidence not only structurally, but also in terms of educational content. The first common desiderata provided for in the European documents were *education for democracy, lifelong education, multicultural education* etc. In social reality, however, violence, racism, religious, ethnic and cultural intolerance are increasing. In response to these phenomena, UNESCO is developing a new educational model, called the *new educations*, which aims to establish, on unique principles, a unique pedagogical society and a unique educational environment. The proposed model is developed on two complementary concepts: the classical concept, centered on objectivity, which represents the axis of rationality of education, and the modern concept, focused on the balance between the subjective and the objective, which represents the axis of integrating differences within concrete pedagogical actions, considered the educational standard of the modern world [15, p. 38-39].

The 21st century is dominated by research, innovation, creativity through new models and approaches to contemporary development. In the Republic of Moldova, curricular policy documents (and in draft form) themselves acquire new values by capitalizing on the concept of *Lifelong Learning* by capitalizing on *new educations* in school curricula [4; 12, p. 28]. By promoting *new educations* as a response to the *problems of the contemporary world*, the following will be pursued in the learning contents of school curricula:

- developing in students the capacity to identify and critically analyze educational issues in contemporary society;
- acquiring by students the tools necessary to promote and capitalize on the contents and messages of new education in various educational contexts.

The approach pursued through the school curricula allows students to familiarize themselves with theoretical aspects, but also to acquire functional skills, such as *new educations*. Their finalities are achieved by implementing the targeted contents in a variety of non-formal and informal educational contexts. Also, the acquisition of relevant skills for the roles that students will assume in the future, in professional life. Through structure and content, the school curricula offers students the opportunity to better understand the role and functions of *new educations* in the context of the educational challenges generated by a society in constant change – a knowledge society.

Based on a proposal from the Commission, in 2018 the European Council adopted a *Recommendation on key competences for lifelong learning* [6]. The Recommendation also updates, for general education graduates, a “European training profile” structured through the eight key competences necessary for personal fulfilment, a healthy and sustainable lifestyle, professional insertion, active citizenship and social inclusion. Thus, the fundamental elements of curricular development from the perspective of *new educations* represent the key competences for lifelong learning, which will be formed and developed in general education, as follows:

1. Literacy
2. Multilingualism
3. Numerical, scientific and engineering skills
4. Digital and technology-based competences
5. Interpersonal skills, and the ability to adopt new competences
6. Active citizenship
7. Entrepreneurship
8. Cultural awareness and expression

The need for *new educations* as curricular documents will contribute to the formation and development of current European key competences (which are also intended to be stated in the Education Code of the Republic of Moldova!). These will be nuanced and diversified, including both direct contribution - by supporting the formation and development of certain key competences - and indirect contribution or awareness-raising regarding other key competences.

The trends in the development of the National Curriculum promote the following new educations, which will constitute answers to the problems of the contemporary world:

- Education for sustainable development;
- Education for global citizenship;
- Financial education;
- Entrepreneurship and innovation education;
- Education for digital skills and artificial intelligence;
- Media education;
- Education for equality and inclusion;
- Education for health and well-being;
- Education for peace.

By incorporating *new educations*, the developed/new generation curriculum will become a strategic tool for social transformation, creating bridges between fields and offering students opportunities to develop their critical thinking, creativity and the ability to act responsibly in different contexts. These will not only complement traditional contents, but will also enrich them, offering a holistic vision of education [12, p. 28-30].

In this context, starting from the idea that a curriculum design approach requires giving the concept of competence the meaning of an "organizer" in relation to which the learning objectives are established, the specific contents are selected and the teaching-learning-evaluation strategies are organized. Thus, the school curriculum developed from the perspective of *new education* will aim to valorize the European framework of key competences through the following levels: formulating new competences determined by the challenges and developments of the contemporary world, disciplinary competences and selecting sets of values and attitudes; organizing content elements and correlating them with specific competences; developing methodological suggestions.

The methodology for capitalizing on these new educational values targets all dimensions of education – intellectual, moral, technological, aesthetic, physical, but also the forms of education – formal, non-formal, informal. Therefore, addressing new problems requires moving from specific approaches to global and interdisciplinary approaches, which allow for a deeper understanding of social problems with concrete solutions: peace, social justice, development, democracy, nutrition, health, protection of those in difficulty, poverty, etc. The strategies for implementing *new educations* consider the following *directions*: [17, p. 109-110]:

a) the penetration of *new educations* into school and university curricula in the form of independent recommendations or study models, also disseminated through the mass media;

b) the involvement of these *new educational* horizons in educational programs, as alternatives designed in various pedagogical formulas: complementary training modules, guides, methodological guidelines, fundamental works focused on major aspects of contemporary humanity (for example, *economic development, information society technology, lifelong education, education reform, school democratization* etc.);

c) re-evaluating the information selection and organization systems within the national curriculum, which either "introduce specific models" for new educational horizons - integrated as distinct objects in the curriculum (*ecological education, education for a new international economic order, civic education* etc.), or insert the specific contents of a *new education* within several disciplines, through an infusional approach.

Therefore, between the general approaches of the phenomenon of education and the new educational horizons, a series of methodological relationships are created, which involve four pedagogical approaches, already institutionalized at the level of the modern education system. [*apud* 7, p. 254]:

1. the «infusional» approach;
2. the modular-disciplinary approach;
3. the disciplinary approach;
4. the transdisciplinary approach.

M. Marinescu confirms in his research that "*New educations* should not be seen as sources of renewal and reconstruction of contents that derive from the traditional dimensions of education" [10, p. 18]. In this sense, it is currently the merit of the national school regarding the concerns for the issues of *new educations*.

In ***conclusion***, the prospective European approach to integrating *new educations* into the National Curriculum, through the forms of formal-nonformal-informal education, invokes a necessity between the current contemporary problems of a knowledge-based society. These *new educations* „will serve as resources for the reconstruction of the contents of the educational process that can be capitalized through several approaches: infusional, modular, disciplinary, interdisciplinary and transdisciplinary [12, p. 28]. At the same time, the *new educations* represent the desire to expand and deepen the axiological dimension of formal-nonformal-informal education, according to the current Project *Concept for the development of the school curriculum* [4] at the national level.

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