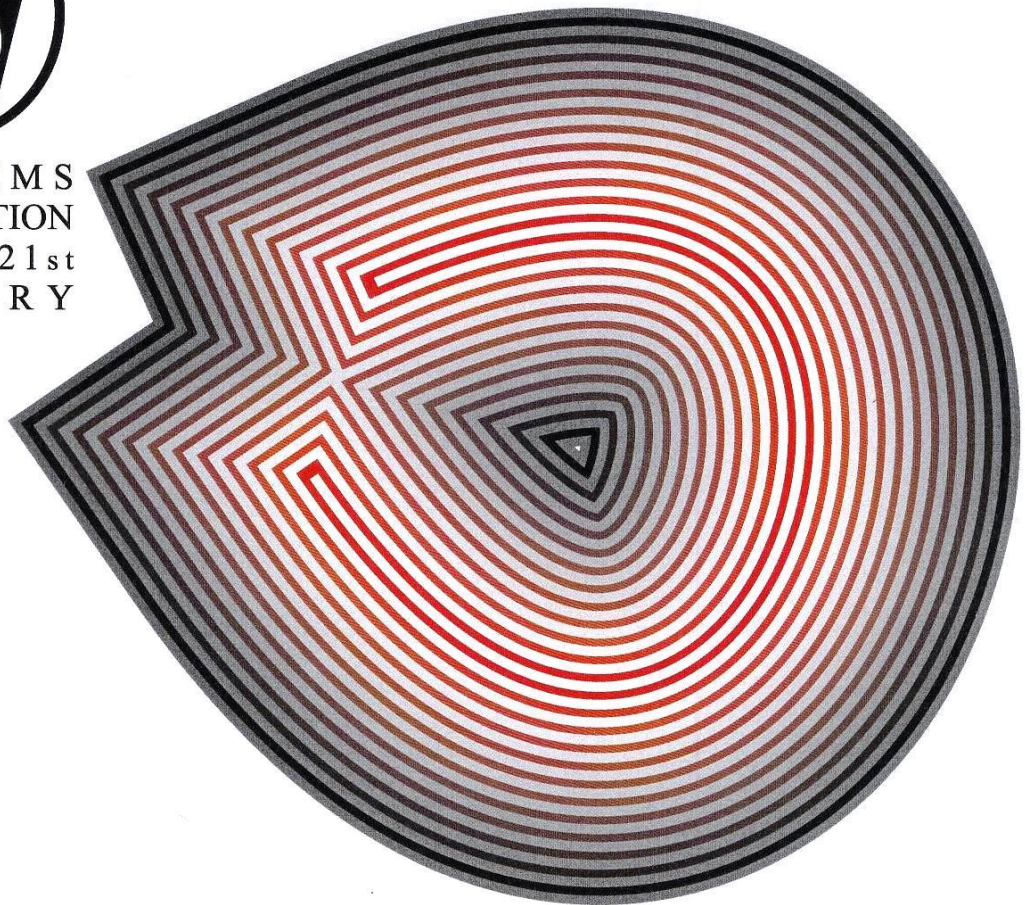


VOLUME 24, 2010



PROBLEMS  
OF EDUCATION  
IN • THE 21<sup>st</sup>  
CENTURY



# INFORMATION & COMMUNICATION TECHNOLOGY IN NATURAL SCIENCE EDUCATION – 2010

ISSN 1822-7864



# **INFORMATION & COMMUNICATION TECHNOLOGY IN NATURAL SCIENCE EDUCATION – 2010**

Scientific Methodical Center „Scientia Educologica“, Lithuania,  
*the associated member of Lithuanian Scientific Society and ICASE*  
*(International Council of Associations for Science Education)*

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Scientific Methodical Center „Scientia Educologica“, Lithuania, the associated member of Lithuanian Scientific Society and International Council of Associations for Science Education (ICASE)

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*Problems of Education in the 21<sup>st</sup> Century* is an international, periodical, peer reviewed scientific journal, issued by the SMC „Scientia Educologica“.

## Sponsor

This volume is partly funded by the Research Council of Lithuania

**Address:** Scientific Methodical Center “Scientia Educologica”

Donelaičio Street 29, LT-78115 Siauliai, Lithuania

E-mail: [problemsofeducation@gmail.com](mailto:problemsofeducation@gmail.com)

Phone: +370 687 95668

WEB page: <http://www.gu.projektas.lt>; [http://www.jbse.webinfo.lt/Problems\\_of\\_Education.htm](http://www.jbse.webinfo.lt/Problems_of_Education.htm)

**ISSN** 1822-7864

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# SOME GENERAL TRENDS WITHIN THE DEVELOPMENT OF MODERN NATURAL SCIENCE AND TECHNOLOGY EDUCATION IN THE BEGINNING OF 21<sup>ST</sup> CENTURY

**Andris Broks**

University of Latvia, Latvia

E-mail: andris.broks@lu.lv

## **Introduction**

As a result of tremendous development of science and technology our modern life has become very complex. Diversity and speed has become the main characteristics of our life today. Actual changes in life always are followed by corresponding changes (reforms and transformations) in education, because education means specially organized gaining of life experience for life. Life experience – it means not only knowledge, not only knowledge and skills, but all together knowledge, attitudes or values and skills (Broks, 2010). Education as a process of gaining life experience includes not only traditional learning/teaching, but also development of corresponding value orientation – attitudes. This note is very important today when globalization processes have initiated a loss of clear value orientation for future development of human's life on global as well as on local scale. World needs more clever and honest people tomorrow when we have today.

## **Reconsideration of the Content of Modern Natural Science and Technology Education (NSTE)**

Today it is becoming clear that two basic kinds of modern education must be separated and joined in much better way as it is done in traditional education systems (Broks, 2010). The content of General NSTE today is overcrowded with detailed professional knowledge as well as skills and follows outdated structures of text books and other educational materials. Onto-didactics propose systemic generalization of educational content and such approach has been reported as possible solution to improve the situation with overcrowded content of General NSTE (Broks, 2010; Ostergaard, Hugo, Dahlin, 2007). At the same time General NSTE today traditionally proposes only learning and teaching – gaining knowledge and skills with very small attention paid to develop also corresponding attitudes or value orientation. General NSTE has to insure balanced development of human's spirit what means systemic taking care of mind, feelings and will.

Modern Professional NSTE needs serious improvement of contacts with professionals in real practice. Based on high quality General NSTE modern professional NSTE has to get active support from corresponding professionals in order to learn really modern updated technologies.

## Development of New Pedagogical Approaches within Modern NSTE

There is actual need today for a new generation of creative and self dependent people in general and specialists in particular. First of all our traditional teaching/learning process must be changed to educational process (Broks, 2010). Instead of traditional drilling with the aim to memorize and then formally repeat facts and actions modern constructivist approach is developing (Nezvalova, Lamanaukas, Raikova, Valanides, Pekel, 2009). **Educational research** (problem solving, inquiry based education) **methods** are just in time to realize pedagogical partnership relations between educators and pupils, where educators are managers of pedagogical process and pupils have their freedom and responsibility for creative and self-dependent solving of given educational research problems.

Secondly, **modern information and communication technologies (ICT)** are successfully entering our schools to help educators as well as pupils when they are solving their educational problems. Like ontodidactics and educational research methods, IT today is actual part of the development of modern education. Effective use of ICT includes not only development of e-education materials but also e-education mediums where corresponding management of pedagogical process is possible. At the same it is worth to note that e-mediums just only adding new possibilities in educator-pupils partnership relations. Development of e-education technologies will never diminish high quality educators as pupils' educational research managers.

### Conclusion

All mentioned above actual activities in our life and education needs study and conscious use of systems thinking. There are many gaps all around us separating parts of the whole what results in low effectiveness as well as efficiency of many our life activities. The problem of bridging these gaps has become actuality. **Modern systems theory as theory of systems thinking** is an effective tool when solving complex problems not only in natural and technical sciences, but also in sociology and humanities (Broks, 2010; Sterling, 2003; Agoshkova, 2010; Давидов, 2008; Wilber, 2007). Systemology as applied theory of systems theory within definite branch of our life seems to be very perspective tool to manage many sophisticated situations. **Systemology of Education** is just one example of such practical use of general systems theory for solving corresponding complex social problems (Broks, 2010).

World globally and locally needs clever and honest people – good luck to all of us when developing corresponding theory and practice of education as life experience for life in the 21<sup>st</sup> century!

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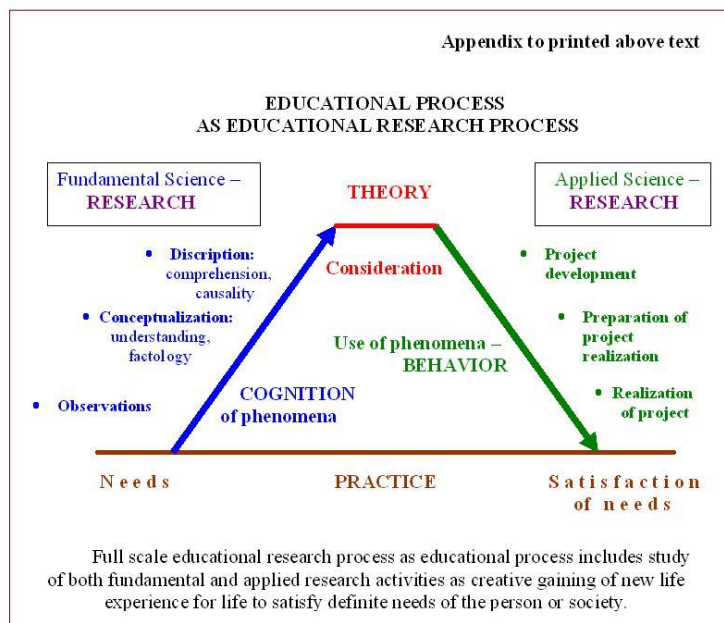
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**Andris Broks** Professor, University of Latvia, 19 Raina Blvd., Riga LV 1586, Latvia.  
Phone: +371 26567120.  
E-mail: [andris.broks@lu.lv](mailto:andris.broks@lu.lv)  
Website: <http://blogi.lu.lv/broks/>