HUMAN METAMORPHOSIS - THE NEW ENVIRONMENTAL EDUCATIONAL PARADIGM. BETWEEN ETHICS AND TRUTH

Simona-Nicoleta Stan
Bioterra University of Bucharest, Romania, simonastan.research@gmail.com
Amalia-Gianina Străteanu
Romanian Academy - CSCBAS Bucharest, Romania, strateanuamalia.research@gmail.com
Oana-Angela Ticușan
APSE Aquarius, Romania, oana.ticusan@yahoo.com

"Let him that would move the world first move himself."
~ Socrates ~

Abstract: Every human being is unique. Child or adult. For this reason, the uniformity which we are subjected to, in order to adapt to the economic, social and educational standards of the current global system, often throw us on a path that does not correspond to our personal pattern. Traditionally, a stable society is built on hierarchies, and hierarchies involve power-based relations, at all levels, in all social contexts. This system and paradigm of thinking lead to phenomena that generate crisis and conflicts that endanger the balance of life on Earth. The current crises are not necessarily caused by us, but they acquire valences of conflict in ourselves. As for the quality of life lived in a responsible way, it is important to know to what extent the feeling of "harmony" can be perceived as an array of the values, beliefs, abilities and strategies that determine and guide our behavior in interaction with the environment. Considering this information universe that is revealed step by step, increasingly complex for the human mind, diversity and at the same time, the uniqueness of each individual highlights how important it is to find the right communication channels to continue to exist as humanity, in a state of well-being, harmonized with the environment. There is a big difference between what we do and live and what we could do and live. The question arises: How can we reduce the current gap between natural resources and human needs, in order to "live together" with joy, potential, capabilities and human wisdom? The fine observation of the specific traits and characteristics of each person, the need to open new horizons, behavioral flexibility and the willingness to find optimal methods and strategies to interact, work and educate, are fundamental and absolutely necessary in the new environmental educational paradigms. At this moment of our existence as a species, we are obliged by the evolution of crises, to think not through the prism of competitive advantage but through the perspective of the sustainability of humanity in direct relation with the natural environment. The new education system pays attention to the characteristics of the current generations of pupils and students, determined by the social, economic, technological changes etc. for their adaptation to new bio-technological contexts. Education aims at "working" with the human being, in its entirety. Balanced reporting to the environment aims to harmonize the student with his characteristics and needs, personal potential, interests, skills and virtues. This means changing the focus - from the system / program / textbook / teaching style and the needs of the teacher - to the student, living the authentic learning experience, setting goals of common interest and achieving them through the pedagogical act, so that the school can train people, characters, leaders and, finally, to change the current, dysfunctional system with a new, coherent and sustainable one, adapted to the present and future global needs. Learning is a personal act, through which the real purpose of teaching becomes the creation of the right framework or context, so that students can evolve, with high ethical and moral values, by developing high skills and competencies needed in the labor market - as it will look in 2030 and beyond.
This paper brings the perspective created by the use of the fractal modeling method, through a type of construction called "fractolon" - an innovative tool designed to identify solutions for the current educational crisis, for a sustainable management of the relationship between human = nature. The innovative method identifies and activates the skills needed to find solutions and make ethical decisions and indeed, by connecting and by the sustainable use of resources needed to avoid a future crisis of humanity humanity in relation to the environment.
The sustainability of humanity's relationship with the environment can be achieved through using another type of human resources that involves not a pyramid of power but a collaborative human network, programs designed to increase the level of human consciousness, so that the changing of paradigm of thinking (from quantitative to qualitative, from competitive to collaborative, from consumerist to ecological, coherent and sustainable etc.) to be able to be achieved globally and sustainably.
Keywords: paradigm, education, humanity, sustainable, fractolon.

1. INTRODUCTION

Every human being is unique. Child or adult. For this reason, the uniformity which we are subjected to, in order to adapt to the economic, social and educational standards of the current global system, often throw us on a path that does not correspond to our personal pattern.

Traditionally, a stable society is built on hierarchies, and hierarchies involve power-based relations, at all levels, in all social contexts. This system and paradigm of thinking lead to phenomena that generate crisis and conflicts that endanger the balance of life on Earth. The current crises are not necessarily caused by us, but they acquire valences of conflict in ourselves. From these derive the way in which the different tasks and roles that we assume are lived as well as the rules according to which we live them.

For the quality of life, lived responsibly, it is important to what extent the feeling of "harmony" can be lived as a totality of values, beliefs, abilities and strategies that determine and guide our behavior in interaction with the environment. Concidering this information universe that is revealed step by step, increasingly complex for the human mind, diversity and at the same time, the uniqueness of each individual highlights how important it is to find the right communication channels to continue to exist as humanity, in a state of well-being, harmonized with the environment.

2. MATERIALS AND METHODS

This paper brings the perspective created by the use of the fractal modeling method, through "fractolon" type constructions - an innovative tool designed to identify solutions for the current educational crisis, for a sustainable management of the relationship between man and nature.

There is a big difference between what we do and live and what we can do and live. The question arises: How can we reduce the current gap between natural resources and human needs in order to "live together" with joy, potential, capabilities and human wisdom? Fine observation of the specific traits and characteristics of each person, the need to open new horizons, behavioral flexibility and the willingness to find the best methods and strategies to interact, work and educate, taking into account the specifics, gifts (giftedness), uniqueness and needs of each, are fundamental and absolutely necessary elements in the new environmental educational paradigms - both for the teacher / parent and for the student / child, in the case of the latter being necessary, first, the development of these skills through early learning.

The approach is done by introducing new terms and tools for thinking and analysis, identifying errors in the way of thinking unconstructively and unsustainably - as a factor generating blockages or identity crises.

A purely scientific approach to how human thinking is related to multiverse thinking — requires at least a subjective approach. Starting from the premise that the human mind and the universe - as a surrounding reality, can communicate, fractal modeling increases the ability to understand and integrate the processes and phenomena of the current information universe (AI), in which the human mind can become a "multiverse". starting from the principle of triangulation, through the complexity of transdisciplinarities, towards the well-being of this complex and dynamic system called “human being”.

Image 1: The basic structures of the qualitative analysis model (after Prof. F. Colceag)

Minimum structure of the coherent information space | The minimum structure of the sustainability of the coherent and vectorized information space | The structure of feedback over the structure of sustainability.

But reality itself operates with that intrinsic, deep information in which the human mind has not yet been able to interfere... The answers could be outlined based on a few assumptions that will satisfy our critical sense, looking for

solutions to the complex situations generated by the current crises generated by power struggles, using fractal analysis.

3. RESULTS

At present, power relations are established at all levels, in all social contexts. The “obedient” behavior induced by education, with the best intentions, from the first years of the child's school life, has become a destructive tool, through manipulation, inducing fear, undermining self-confidence and the child's own abilities, imprinting limiting beliefs in their minds and souls and, above all, by inducing false values, on the basis of which the entire current educational and pedagogical scaffolding was built.

How is it possible to teach interesting and effective information and tools so that, later, they can be used by students in their daily lives, with utility, love and respect for themselves and the environment and not for the exacerbation of personal power and destruction of the environment?

The answers to these questions have led to the concept of "source of power", which - together with the values of "source" - provides this protection and allows each child to find their ethical framework and shape his/her life with others, in a space of truth.

What meaning can the concept of “truth” acquire when we encounter the phrase in its multiple forms: “scientific truth” or “philosophical truth”, “historical or religious truth”, or even “political truth” and “economic truth”? The space of "truth" includes, in fact, all those truths seen exactly by each of us as an intimate act of self-manifestation, just as Socrates showed us, clearly that "the truth is in us, in our soul. It must not be sought outside of us".

Extrapolating/ generalizing, in order to reach the truth, the child - future adult must find the answer to the question "How should I live in harmony with myself and the environment?" Socrates helps us with an answer as full of probity in the 21st century as his millennial mind could comprehend… "by acquiring sophrosyne," that is wisdom, in the sense of "temperance," of a well-ordered mind, in the balance of selfcare, doubled by a gnoseological meaning, by relating to concepts and virtues with which nature inspires us. Thus, Socrates invited us all to explore - in the most fascinating journey a person can undertake - "Know thyself!" or “Nothing changes until you do!”.

Balanced reporting takes into account both realities and their harmonization: Sociocentrism (by reference to society, the evolution, needs and requirements of society, social constraints, etc.) and Anthropocentrism (which targets human nature, the child with his characteristics and needs, personal potential, interests, skills, personal abilities, etc.). From the two realities, two new perspectives can be opened in education, as pedagogical currents: the pedagogy of “essence”, with the sociocentric dimension of finality, with human models socially determined and imposed within the educational process and the pedagogy of “existence”: correspondent of the anthropocentric approach that starts from human nature in general and from the specificity of the child's nature in particular.

4. DISCUSSIONS

The new education will pay attention to the characteristics of the current generations of pupils and students, determined by the social, economic, technological changes, etc. to adapt them at least to the new bio-technological contexts. Education aims at "working" with the human being, in its entirety.

Balanced reporting to the environment must take into account the harmonization of the student with his characteristics and needs, personal potential, interests, skills and virtues. This means changing the focus - from the system / program / textbook / teaching style and the needs of the teacher - to the student, living the authentic learning experience, setting goals of common interest and achieving them through the pedagogical act, so that the school people, characters, leaders and, finally, to change the current, dysfunctional system with a new, coherent and sustainable one, adapted to the present and future global needs.

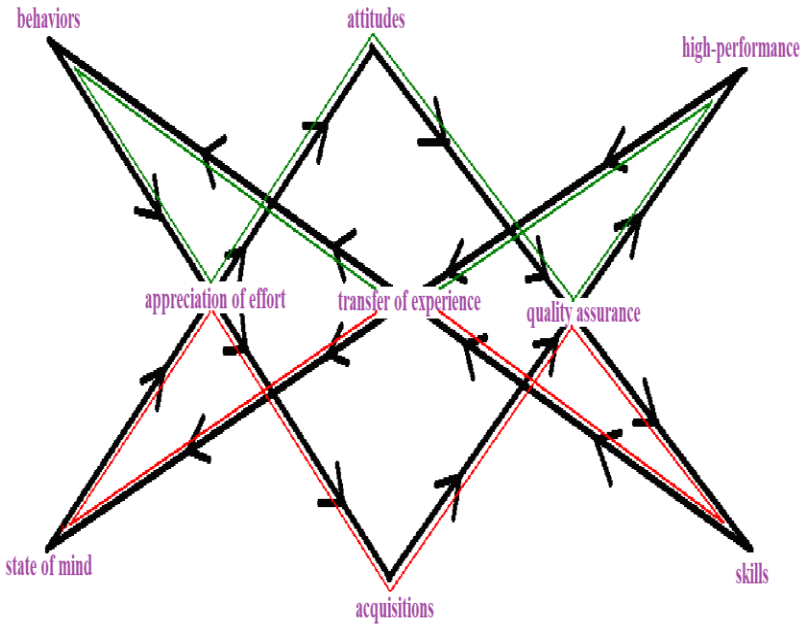
Changing the paradigm of thinking in education - from "what?" to "what and how?" provides a phrase that becomes the key to lasting, coherent and sustainable change. In the field of education, the new paradigm means changing the focus --- from the system - curriculum - textbook - teaching style and the needs of the teacher --- TO the student, with his needs, graces and gifts, with the learning style and especially with its virtues, through the authentic experience of learning - by generating positive emotions, curiosity, experimentation, self-control, amazement, discovery, assumption and performance, by "enjoying school" and everything that happens in it, along with the possibility to use in his real life most of the information and skills developed in his school experience so that the School can "produce" - People, Characters, Innovative Ideas, Leaders - instead of so many "functionally illiterate" and finally , to change the outdated and dysfunctional system with a new, coherent and sustainable one, adapted to the current global needs.

In this whole context of change, the real purpose of teaching means providing the framework through which children can evolve, develop their personality and complex thinking, by instilling high ethical and moral values and by developing skills and competencies necessary for the labor market, but especially by developing those virtues that are in full accord with the environment and nature. Once this goal is achieved, results and behavioral changes

will be achieved on their own, in a coherent and sustainable way, as a logical consequence of the premiums, not just as a quantifiable result by grades, obtained as a forced result and useless, in a formal competition with a single winner and many losers, as is the case in classical education today.

The regulation and self-regulation of the teaching process is and must be done through different types of feedback, having as a good reference both the educational context and the student (by adapting to its particularities), its playful spirit and, along the way, attention, attitudes, involvement in the process, the behaviors (both of the teacher and of the student); motivation; involvement, passion and enthusiasm, cooperation; and the teacher's teaching style.

The motivation of a child towards the positive evolution of his personality is based on a mechanism that ensures the different loops of positive feedback that allows both the harmonization of the child's brain structures and their complex use. The general scheme of work is presented below:

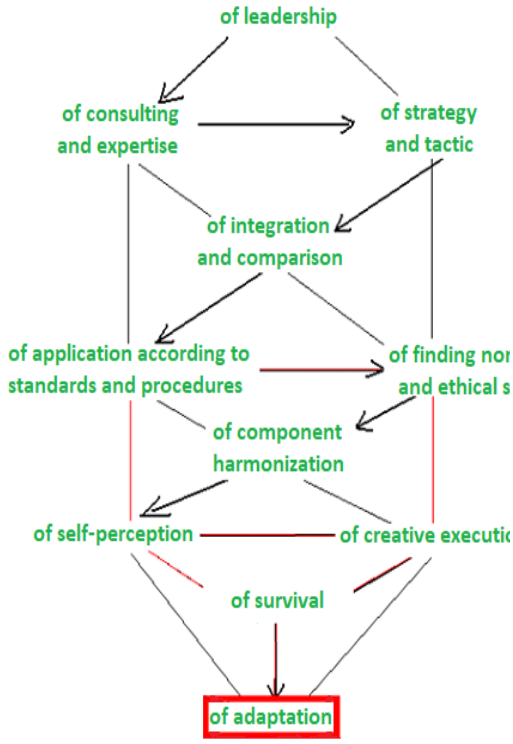


All these elements must be alive, dynamic, evolving and in continuous dialogue, interdependent and constantly re-evaluated and adjusted to the real needs of the group, the student and the proposed teaching purpose.

The existence of "involvement", of the student's engagement, in the act of discovery and learning, becomes essential for an effective learning. The new paradigms impose new methodologies, which highlight the teacher's ability to make the student an active "collaborator" in the process of assimilating the knowledge and skills required by the curriculum (V. Bunescu). All those methods that are able to mobilize the student's energies, to focus his attention, to make him follow with interest and curiosity the lesson, to gain his logical and affective adherence to the new ones, which are considered active, are considered active. urges him to put his imagination, understanding, anticipation, memory, etc. into play. - practically to direct him to conquer the world, not by force but by personal power, in balance and harmony with the environment and nature.

As I said before, the innovative method of fractalization created by Prof. Colceag and implemented together with his entire research team, identifies and activates the "skills" needed to find solutions and make ethical decisions and indeed, by connecting and using sustainable resources avoiding future crises of humanity in relation to the environment. The creation of the new scenario raises such questions… Can man adapt to any kind of conditions or does he need special living conditions? Can he discover new resources, in any situation, that will allow him to accomplish whatever he needs?

The solution proposed through the change of the educational paradigm, includes acquiring the skills of qualitative and quantitative assessment of how we use resources and orientation towards their sustainable exploitation.



What can we do to stabilize the ecological and economic crisis? Is the natural environment our permanent ally in this direction? How can we protect its resources, what kind of investments can make us stop wasting our current resources? Can we protect financial resources by intelligently and sustainably using the waste produced in productive activities? Who needs to design creative solutions? Innovative answers to such questions can come from the student whose skills of cognitive openness to the new, but keeping what is traditional and valuable, sustainable and perfectible, along with the skills of correctly estimating the impact of sustainable measures vs. economically unsustainable compared to the natural environment - they are well integrated.

All this is possible, starting from the human factor and its metamorphosis, by initiating, supporting and developing the human emancipation movement, primarily from the educational framework - respectively from the beginning of life and the process of formation of the child - but also during life - at all ages, social and professional.

The polarization between the terrestrial and the universal makes man in a position to live between the terrestrial adaptation and the evolution to the universal and cosmic. This dynamic is due to a multitude of complex factors, from our physical informational structure to the components of the social or natural environment that affect our lives, through studies in neuroscience, animal and human ethology, and other related scientific fields. of the positive evolution of the human personality.

Assessing children's natural or cultural-social characteristics, learning style, and horizons of concerns, interests, and motivations - become necessary tools for designing and selecting programs or courses adjacent to them, structured on the application of complexity sciences based on meeting the needs of applied education of students. This ultimately leads to other ways of approaching human evolution, which can create a more refined view of the destiny of humanity and the means of stimulating human evolution, towards a more harmonious world.

5. CONCLUSIONS

Although, apparently, human can develop only by successively going through the needs and dimensions of self-control, self-knowledge and self-discipline, social and behavioral integration, knowledge and development of personal skills, emancipation of personality, respect for what exists, man, nature, culture, creation, the effort of others or one's own, the integration and use of potential, inclusion and tolerance, nonviolence and balance, in reality, it can evolve simultaneously in all dimensions with the help of sufficiently tender and well thought out.

Learning is a personal act in which the real purpose of teaching becomes the creation of the right framework or context, so that students can evolve, with high ethical and moral values, by developing high skills and competencies needed in the labor market - as it will show in 2030 and beyond. And if for the vast majority of people educational techniques for cultivating personal skills are sufficient for a certain segment of children - who have higher abilities, where there are different needs and fields of personal development (cognitive, emotional, social and spiritual) much wider, doubled by a thirst for knowledge that exceeds the current social norm - the educational system urgently needs to be transformed. For this category of children, the system of individualized education, alternative through "gifted education" was designed. Why? Because, at this moment of our existence as a species, we are obliged by the evolution of crises, to think not through the prism of competitive advantage but through the perspective of the sustainability of humanity in the direct relationship with the natural environment.

Finally, the sustainability of humanity's relationship with the environment can be achieved through another type of use of human resources that involves not a pyramid of power but a collaborative human network and programs designed to increase the level of human consciousness, so that change thinking paradigm - from quantitative to

qualitative, from competitive to collaborative, from consumerism to ecological, coherent and sustainable etc. - be able to be achieved globally and sustainably.

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