New Areas of Philosophy of Education in the World Facing the Future

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Abstract

Studies that focus on the future prospects indicate that globalization and the future of life has an obscure destiny. The effect of technology and having democratic lifestyle in the future is inevitable. Technological philosophers who have universal thoughts can have great influence on this issue. Philosophy in the future should consider the ethics, aesthetics inclusive and global needs, and global knowledge that can be able to provide and expand universal thought, responsibility, fluctuation and cooperation for all according to all dimensions of human's existence. According to the lack of control over information technology in education, this issue requires a kind of philosophical revolution in education that provides self-responsibility in the area of education so that a man can be democratic, technical, responsible and universal citizenship.

Keywords: Philosophy, Education, Globalization and Technology.

1. Introduction

Man always looks forward and considers his future; this kind of attention comes from his eternal willing. If his future situation is obscure, anxiety will fill his being and he will be unable to manifest his ability. In the present time this anxiety has been increased considering scientific, technological progression, human thought development and experiences of traditional, modern and postmodern areas. Human anxiety also has been increased by formation and development of virtual environment, information explosion and

communication revolution which are the products of the present time and serious challenges have been formed in the areas facing philosophy of education.

Destruction is the main aspect of the present time and which results in what is called information revolution. In destruction, the time and place distances won't have any specific meanings. Individuals can actively cover the time and place distances by their decision and can choose from communicative internet webs (Bagheri, 2007). Presently, researchers like Mac Beth and Mortimore believe that in the present time we have entered an age which is full of complicated sciences and technologies, and we don't have the necessary knowledge for educating the children (cited in Ghaedi, 2006). Therefore, we cannot lead the future generation and we must look for a cure. Considering the 20th century problems and challenges, two related events of globalization and technology have crossed our mind. The word globalization is used by most people around the world (Tom Darbi 2004, as cited by Tbarnikh). Technology and globalization are interrelated. Globalization is an attribute which naturally emerged as a result of universal changes (Dezhgahi, 2010).

Globalization goes hand in hand with new technologies, some technologies related to the international, communicative and transitional aspect of globalization, because according to Giddnes and Hubermas, one of the apparent aspects of modern era is the emergence of new production ways which are based on new tools. This view of technology based on this definition that technology is a systematic knowledge which is based on experience or practical theory and it can increase the potentiality of society in good production ad services in the form of production skills and organizations or machines (Hydeger, cited by Dezhgahi, 2010).

The present article focused on, only that aspect of globalization which include the educational topics. Topics which need essential out look about the guidance of educational methods which are possible by fore sighting the future of the world. So the education philosophers should design the views which are suitable with the future of the world to educate the youth and future citizenships.

Considering this view, two essential questions face the education philosophers: firstly, what challenges faces the education in the future world and what eras will be available for education? Secondly, what can education philosophers do considering these challenges and eras?

2. Main Discussion

In response to the question that what challenges faces the education in the future world it is necessary first to consider the fact that what direction will the future world follow. Of course, there are different opinions in this case the achievement of which depends on such factors as challenges facing the future world, operational eras for education and the role that citizens can play. From such theorizing about the future of the world, the final historical prevalence of the west over the east theory, the third wave victory, the age of knowledge and information based on Alvin Toffler's forecasts in "future shock", and "the third wave "books, can be pointed. Civilizations clash and predicting mighty civilization prevalence, and predicting the end of the world with the prevalence of the western liberal philosophy and civilization dialogue also can be added (Ghaedi, 2006). It can be pointed that anyone can generate new eras and challenges for the philosophy of education based on its presuppositions for the future education.

3. Education Challenges Facing the World Today

Passing from traditional age, modern and postmodern eras have the human associated with essential transformation in various areas of thought and action. Scientific and industrial developments such as mechanics, electronics, information and communication technology emergence, comprehensive exploration from ocean depths to space exploration and spaceships, telegraphic and space satellites launching, considering international language

teaching in communication extension, today has opened a new section of challenges and regions fore man. Among newly grown social and universal challenges, economic, technological and universal ones can be pointed out (Bagheri, 2010). Economic challenge has encountered the education with cost benefit issues and it will lead the role of education from mere spending to wealth production. This kind of challenge makes the education philosophers warn us about the entirely instrumentalized science. Technological challenges expand the influence of technology in education field. Substitution of teacher's role by educational technology, the importance of education compared with viral education, etc., including issues that are located in this challenge.

Finally, the challenge of globalization puts emphasis on particularly cultural issues of education. The local languages and culture relations with the prevailing language and culture, is among the important issues considering this challenge (the same).

Instrumentalizad sciences are in fact the ignorance of the inherent value of knowledge. Having such a perspective, any knowledge which has more economic advantages will be valuable. Natural sciences have special significance because of their productive results but humanities and art don't have such a kind of significance in this view. In fact, knowledge will descend to a collection of information. Lyotard believes that the equation of "knowledge-information" as a result of information revolution will have unfortunate results that lead to knowledge legitimacy crisis (Bagheri, 2004).

When Knowledge is considered only as quantitative information in the "knowledge-information" equation, it will not have proportional relation with education in its individual and social forms; rather it will merely be as an interchangeable good or tool. That is why he spoke about the knowledge legitimacy crisis in information era (Bagheri, 2004).

Two- dimensional environment to education is also an issue facing the future world. As a result of technology influence development in education era, the existence of new virtual environment in this era is inevitable. Exposure to virtual environment in the case of awareness and self-control, learners may choose from numerous moral, behavioral and scientific patterns. In such kind of environment the possibility of modeling, choosing and controlling the knowledge, insight and method by teachers reaches its minimum point and the learner actively chooses his needs. Cultural issues of education which are the central challenges of globalization, are debatable in two aspects, on the one hand, a particular culture or language claims that it is superior and the right to present to the world, and other cultures and languages don't have such a kind of potentiality, so they they should follow the superior world culture and language. On the other hand, it may claim that each culture and language has its own value and status, i.e. cultures and languages are important and valuable, in this way we can not speak and emphasize only on one culture and language as a general communicative one, and pluralism will be ruled. Pluralism is a political belief based upon the fact that various values should be allowed to continue in the society (Winch, Cristofer, Jenigel, John, 1999).Most postmodernism thinkers have stopped the enlightenment thinker's way of seeking an absolute truth. In other words they have accepted the local truth (Nell Nodding, 1998; 72).

It should be said that globalization has different economical, political, and cultural –social aspects which are interrelated and have mutual effects. It seems that globalization in its cultural and educational aspect has very important influences because the global culture has made some problems for national and local identities by utilizing mass media.

Authorities believe that global culture analysis based on this principle of increasing mass media technological tools development, such as internet and satellites, will cause compression of time and place and proximity of nations culture, and in this way it will make a dominant culture in the world(Albero, cited in Yaghobi and Shirbeigi, 2010).This claim concords with a view that considers the globalization and media as instruments for the dominance of western cultures and cultural equation (the same).

Mutual relationships between economical, technological and global challenges in education field can be considered in this way that more industrially developed countries with more developed technologies try to magnify and spread their own cultural and educational doctrines by utilizing economical, political and technological power tools, and they try to globalized whatever guarantee their own profit without considering the other values, traditions, moral

norms, languages, religious doctrines, and social rules dominated the other cultures and nations, they try to seek their profit, so that they will plan the future world ,and future citizen education programs according to their own ends .The question posed here is whether these programs have the necessary flexibility to be used for all inhabitants of the world or not and how it is possible to provide such a kind of flexibility based on the man's future needs. These questions and other questions provide new fields for the philosophers of education to answer.

4. Territories in the Presence of Philosophy and Education

The philosophy of education involves the use of techniques and philosophical insights in realizing fundamental questions about education (Raley, Yvonne and Pryer, Gerhard, 2010) questions which seek new intelligence for each course of human kind according to its condition and needs to hard work. In globalization era, the class is inseparable from the policy and out of the schools issues and today students are facing entirely with a series of new subjects including dialogues between nations, the idea of global citizenship, worldwide equality of genders, and worldwide religious education (same). As the challenges of globalization and technology cause some problems and issues in education process, it can create new territories in the field of education. Among these territories which are new opportunities like the Internet, the information revolution, virtual environment and dialogues between nations and democracy can be mentioned.

Internet network and virtual environments are very important, which recreates the traditional and close space of education in traditional and inflexible space, the teacher was a full-scale model of morality, behavioral and scientific, and the only role of student was peremptory allegiance of orders which with attendance of virtual environments and information and communication technologies and compression of time and space, enables comparison and finally identifying the strengths and weaknesses of an educational system with all the relevant factors has been grown. Human familiarity with cultures and languages of other nations and comparing them and understanding their strengths and weaknesses, have significant role in informing and development of human's knowledge. Therefore, technological and communication advances, pave the way for political and social participation of peoples, which are prerequisite factors of democracy achievement.

In such conditions the realm of philosophy of education isn't only deduction of ideas and educational acts from metaphysical or epistemological point of view. Recommendation of specific methods or content is dependent on our view about the goals of education and their achievement way. A valuable educational philosophy can not be obtained through using the philosophy of philosophers to answer educational questions. The educational philosophy, can be obtained when philosophers, educators, and other wise citizens, face educational issues and discover their influence on valuable inconsistent commitments and to find a comprehensive theory about human values that will lead us to solve conflictions and to seek them(Hook, Sidney, 1956). Today the appointment of educational objectives is probably the most important philosophical issue in the territory of education. For appointment of educational goals it should pose broad questions about the objectives of human communities, the final stabilizer value of fundamental goals and objectives in personal and social lives. In this regard, education philosophers' task at first stage is analysis of thoughts and ideas which exist in tradition and in the next stage to logical structuring of concepts and appropriate meaning selection. Abraham Edele believes that philosophy is like a theoretical workroom which has a logical device that can process various theories related to various fields. And among this processing are: 1. the concepts of an educational theory distinct. 2. The structure of these concepts specifications 3. Predetermine theories definitions 4. Real elements adjustment based on natural, social and psychological sciences 5 - according to a selected pattern, the entire component and elements are arranged (Quoting Beheshti, 2007, pp 77-88).

In processing of views about the goals of education, creating an evaluator basis seems to be necessary for overall assessment of ethics, organizations and social views. The base involves global needs, constant desires and prime goals of humankind, fundamental conditions

necessary to express human's progress, an important and possibly critical factor that a person should face. For example, democracy as one of the main objectives of constant desires of humanity is one of the fundamental and necessary conditions of social organization in today's world and provides people political participation. Isn't education responsible for transferring correctly the concept of democracy which guarantees equality, eliminating the discrimination and protecting human dignity? Isn't school responsible for the content, methods, and their attitudes, their direct or indirect role in realization of ideals of constant peace? (Same, pp: 86 - 80).

Considering the advanced technologies and globalization process and the speed of changes which is very high, it seems that neither the rules of action in education field are enough and nor even educational methods of educational philosophers should return to fundamental views, i.e., the philosophy. It means the ability of philosophies and comprehensive and integrated understanding of life and culture and also responsibility and critical perception in pursuing predeterminations and testing objectives and also having the necessary flexibility in facing other cultures and languages.

5. Future Citizens and Philosophy of Education

One of the main roles of education is to train and nurture students for future life. Looking into the future and analyzing and forecasting future events and conditions and living conditions of future years, Education institutions must prepare students to consider problems, needs, challenges and opportunities and inform them about abilities and limitations and make necessary capabilities in planning educational activities for facing them.

According to various technologies in fields of information and communication and inevitable process of globalization and the very effect of this on education, the mission of Education institution is great and is more exact.

Education as in the past cannot have the sole role of transferring but the role of education must be to reinforce the research and enhancer of the rational operating skills to lead individuals to personal growth and independence (Philips, 2008).

In classroom, the teacher should design a model of energetic critical activities and rational dealings. Freire as an educational theorist can orient us in this field. His "The Education: Posing the Issue "wants the students and teachers to communicate in their activities with each other and develop the idea which their world and their nature are in "process of becoming" (Altman, 2004).

In educating future citizens it must be identified based on the challenges and discussed territories, opportunities and constraints, and plan according to them. We can mention some of the challenges along with future citizens' education as follow:

1. Values and identity crisis because of access to different types of information. As mentioned above, access to Information and communication technology is very high and spatial and temporal boundaries have been vanished and people are subject to all kinds of information.

Although such a possibility is evaluated as very positive and constructive, may be it contains many negative consequences. So in educating future citizens the aim should be to try to provide necessary capacities in individuals for facing all kinds of information either appropriate or inappropriate. Awareness, strengthening the power of critical thinking, development of moral levels, increasing the power of evaluating and electing information and planning to create identity sense and responsibility, can be of the objectives of future education. Today technology infinitely causes human disappearing (Tabachnick, David an Koivukoski, Toivo, p. 189). In such condition, peoples feel alienated and are amoral to ethics, values and traditions carried out during the time. If they know this point in future which the best service of technology is the disposal of information and facilities and the ease of life, they will be responsible toward human values and individuals and the society.

2. Absolutism and Relativism Crisis due to globalization:

Globalization on the one hand with expansion of pluralism in the field of culture and civilization, religion and traditions cause the fixed condition of this issues to become weak,

and on the other hand introducing the idea of global village and world culture, may reinforce a particular culture, and social and political superiority of that culture and may lead to transforming it to a worldwide power and cause other cultures to weaken.

Globalization, on the one hand disrupts stability, assimilation and integration, transmuting society to a penetrable and scrappy environment, and on the other hand includes adjacency, multiplier relationship and interdependent coherence among people, groups and communities, increasing global awareness of human. It also intrigues the expansion of our culture and identity (Beheshti, 2004) in the collection of articles to national identity and globalization.

So the most important element of future citizens education Is the power of logical criticism which peoples in field of pluralism don't run afoul of total rationalism and in field of universalism don't run afoul of total absolutism .future citizens should be able to reach equilibrium between pluralism and universalism.

Considering the preceding realms of the future world, it can introduce the following components in philosophy of education as new understanding.

A. Information and Communication Technology: Two dimensional environments which resulted from information and communication technologies, Internet and the possibility of exchanging ideas and information will be of expandding elements of future citizens' view of God, the universe and human. Exchanging ideas and information and allowing comparison , peoples knowledge of customs, cultures, religions and different views have grown and unilateral views and prejudice towards tradition and culture will fade if not completely vanish. Information technology has put the enclosed educational environment to the exposure of uncertainty and insecurity, assumptions such as fixed values, logocenterism, absolutism, linear text and the teacher's authority are subject to challenge. Other facilities for education system have emerged which have wider aspects with greater diversity and more dynamic and more teaching and learning opportunities that have strengthen the role of teachers in the learning process. In such a system of education the tendency is toward learning and the teachers are facilitators of the learning process and provider of the learning environment and learning space is not bound to classroom.

Therefore, future citizens must be dominant users of international language of the computer and the internet, and should be familiar with virtual environments and able to operate, evaluate and select them.

B. The possibility of discourse and attention to otherness: The universalism due to modernity prevented the possibility of discourse and attention to others. But in postmodern era it was possible and citizens will be able to have reasonable and suitable communication by maintaining the identity of their local, traditional, religious and cultural with other identities, traditions, religions and cultures. Dialogues between nations and attention to others will intrigue the cooperation and partnership and the emergence of democracy idea.

C. Democracy: Information and communication technology and globalization will supply the possibility of universal contribution for all citizens' and their affairs and with realization of peace participation and integration between nations; future society will be a democratic one.

In democratic global community the theory of "democratic peace" is also established. Thus democracy has effect on international organization and the more democratic countries will lead to wider peace zone in the world (Plattner, Marc and Smolar, Aleksander, 2004). And also future citizen will be democratic which will have both democratic attitude and participation in political, social and cultural affairs and have moral and social responsibility toward world affairs. In these democratic standards, moral responsibility and global participation are also with philosophy.

Conclusion

We can conclude from the above discussion that although inevitable phenomenon of globalization and information and communications technology make significant challenges facing the future world, it must be said that the philosophy of education has attained some opportunities in the field of globalization , Information and communications technologies. With expansion of advanced communications and information networks, educational philosophers have wider, more comprehensive and accurate information and are able to compare opinions and ideas and different schools of thought. Therefore their understanding and knowledge of current and future world have grown, and universality in thinking, flexibility and accuracy will be provided. This issue will give the philosophers of education awareness and strengthen of critical thinking of future citizens, and will help them in fields of evaluation ability and selection or rejection of information and having cognitive perspective toward newfangled phenomenon and its contrast with the traditions and values and personal and social identity.

And design models for future education, which allows philosophers' efforts toward development of education system the citizens of which have the following features.

1. Technological: with the dominance of international language and the internet, future citizens will be familiar with the latest technologies.

2. Democracy: with converging and attention to others, future citizens will participate in world affairs.

3. Universal: the future citizen does not have a local personality and does not belong to a particular area but has a universal attitude.

4. Critical: future citizen will actively criticize newfangled issues, ideas and thoughts. Sarcastic, dating and self creating which are of Rorty's philosophical approach elements acts as observers to criticize (Bagheri, 2007).

5. Flexible: Future citizens have Flexible personalities toward other cultures, customs and values, and avoid unilateral views and cultural, local and religious prejudices. Of course the existence of these features requires understanding of the challenges, development of valuable standard, and new ontological view that is impossible without philosophical thinking. Furthermore, it may be suggested in educational philosophers' territories the possibility of with implementation of a single orientation that places all spiritual and material needs of human beings in one side, transfer varieties, ideas, methods and Education techniques to a single direction. Is it possible to create a single core in area of critical thoughts? And whether this core is a kind of tendency to dogmatism or not, is education the concept of non directional growth of Dewy's or we need directional growth for humankind, the growth which can enable make a connection between virtual and real space and makes human a responsible creature.

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