

ROLE OF TRAINING IN THE KNOWLEDGE SOCIETY

Abstract

Today we are witnessing an excessive introduction of nanotechnologies in our lives which brings a number of benefits, the elimination of communication barriers between people, freedom of movement to the acquisition by them of routine activities as well as the emergence of new needs would need continuous training to keep up with them and to reap the full benefits of potential.

Division of labor and specialization in the entrepreneurs, the emergence and widespread quality standards, professionalism, teamwork, accountability are just some of the reasons that lead us to believe that, at present, although the activities are generated by individual needs, these can not be satisfied entirely by a single entity called the individual, household, business or civil society

Keywords: Training, Public Services, eLearning, Knowledge Society

JEL CODES: M53, O45, P46

ROLUL INSTRUIRII ÎN SOCIETATEA BAZATĂ PE CUNOAȘTERE

Sorin BURLACU

Sorin BURLACU

Lector univ. dr., Facultatea de Management, Academia de Studii Economice din București
E-mail: sburlacu@man.ase.ro

Rezumat

Astăzi asistăm la o introducere excesivă a nanotehnologiilor în viața noastră fapt ce aduce cu sine o serie de avantaje, de la eliminarea barierelor comunicaționale dintre oameni, libertate în mișcare până la preluarea de către acestea a unor activități de rutină dar și apariția unor noi nevoi cum ar fi nevoia permanentă de instruire pentru a putea ține pasul cu acestea și a profita din plin de beneficiile potențiale.

Diviziunea muncii și specializarea întreprinzătorilor, apariția și generalizarea standardelor de calitate, profesionalizarea, munca în echipă, responsabilizarea sunt doar câteva din motivele care ne determină să credem că, în prezent, deși activitățile sunt generate de nevoi individuale, aceste nu mai pot fi satisfăcute în totalitate de către o singură entitate denumită individ, gospodărie, societate comercială sau civilă.

Cuvinte cheie: Instruire, servicii publice, eLearning, societatea cunoașterii

Outsourcing is not only a fashion but a necessity. If we agree that resources are limited and needs are constantly increasing and diversifying, then we accept that a solution could come from the substitution of production factors, the emergence of production units and / or competing service providers to use alternative resources results at least comparable to traditional ones.

Information and consumer awareness of alternatives that may have at some point to meet a need not be exclusively left to the market without it being trained on the rules to be observed in its rules without which no system could define and work.

Beyond these considerations, the Romanian society on the need to follow their natural course of training so that Romania aims of basic education (all levels is envisaged general and mandatory training: primary, secondary, vocational schools and high schools and colleges as well as theoretical) are (Law 84, 1995):

- Capacity of reflection of the present world, to solve current problems through knowledge gained in various areas;
- Socio-cultural skills and the ability to integrate active in various groups (family, professional, community etc.)
- Basic skills for social success: problem solving, decision making, negotiation, conflict resolution, etc. Creative use of information.

Paradoxically, in RaportUNESCO (1997), in contemporary European school "education aims to prepare people deliberately for types of society which no education, through its systems to provide care to the highest the formation of children to a world unknown unknown".

After December 1989, the educational ideal of contemporary Romanian society is changing and is "the free, full and harmonious development of human individuality, the formation of autonomous and creative personality" (Law 84, 1995).

William K. Cummings in "Educational Institutions" (2007), a comparative study on the development of education in Germany, France, England, USA, Japan and Russia in terms of a researcher receiving any developments in science education in recent decades and their educational experience in different cultures, continents and education and concludes that "any educational ideal, values and norms of a society are encoded in an institutional practice that characterizes".

As described editors, William K. Cummings holds a Ph.D. from Harvard University and currently a professor at George Washington University, where he teaches education courses in the international context. To advise in over 15 countries around the world with extensive experience in developing and monitoring programs of higher education, the author of over 100 articles and 20 books or monographs

devoted to education and development. In November 2007 the launch in Romania of the book "Educational Institutions" in the presence of Romanian Minister of Education at that time, Cristian Adomnitei, Cummings (2007) stated that: "It is a great challenge to make reform of choosing from so many conflicting models of education one that suits you".

What educational model was Cummings (2007) reference? What educational model fits today's Romania as part of the European Union?

Education law in our country's educational ideal of Romanian school is the free, full and harmonious development of human individuality, the formation of autonomous and creative personality.

The ideal educational requirements and aspirations of a society express a certain historical stage as a desirable model of human personality has a high level of generality and achieve long-term.

Contribute to the achievement of the education system as a whole and the link between what is and what should become man in the education whatever educational ideal society in which they operate. It therefore aims to achieve the defining historical and socio-economic context in which it is to be achieved.

Thus, the ideal of education is indicative and descriptive generality presents everything is done in shaping and educating man.

Identifying the role of education in the welfare of a nation still preoccupied and concerned researchers. Some (Bessenyei, 2006) believes that the answer to the following questions may lead us to find possible solutions.

1. As conditions have changed our learning?
2. What is self-organized learning?
3. What new roles as teacher, student we met in education based on electronic and communication solutions?
4. What types of knowledge we have gained in this way?
5. How to measure individual effort made in a collective work?
6. What interpersonal relationships and how attitudes were formed based on learning supported by internet?
7. What good is consciousness?
8. What gets new forms of learning academic structure?

9. To what extent is similar to the university as an institution of knowledge production, with a company?
10. What kind of general social problems are reflected in the current situation?
11. What are the advantages and disadvantages of learning supported by internet?

Researchers have mapped and identified problems (Table no. 1) the characteristics of Internet training.

TABLE NO. 1. LEARNING CHARACTERISTICS OF SUSTAINED BY INTERNET

Features	Problems
Includes all components of the learning environment (institution, study materials, communication, administration, verification).	The possibility of Internet access is not wide enough yet.
Provides access to the full range of constantly updated materials (text, image, drawing, video, sound).	Low speed transmission limits the use of multimedia.
Technology supports communication, search, documentation, evaluation multilateral automatic implementation and evaluation issues.	Use of electronic communication environment requires special expertise.
Ensure participation in the course without taking into account the time and place.	Orientation information flow involves using different criteria and techniques of personal choice.
The hypertext structure allows to achieve a linear learning process.	Communication is one-dimensional.
Support individual learning style and pace.	Missing emotional effect personal communication (face-to-face).
Self-organization helps the learning process.	Missing improvisation, spontaneity exposure, there is no occurrence of positive experience and training ideas on the spot.
Interactive communication tools make possible learning network.	You can practice speaking less vivid, direct dispute.
Rather than focus attention on the ability of individual exposure, the effect of providing sewerage charismatic teacher attention on ideas.	Work done on the monitor has ergonomic limits.
Provides the possibility to check individual progress.	Change or disappear many links.

Then they placed in parallel (Table 2..) The "two worlds conceptual vision to signal direction, implementation and verification of innovation. (Bessenyei, 2006) "

TABLE NO. 2. PARALLEL BETWEEN THE INFORMATION SOCIETY AND KNOWLEDGE-BASED SOCIETY EDUCATIONAL ENVIRONMENT OF CONCEPTS

Closed educational environment concepts, hierarchical (Information Society)	Open and cooperative educational environment concepts (knowledge society)
Centralized education plan ("the law curriculum")	Flexible skills portfolio as educational objectives
Linear curriculum	Modular organization
Textbook	Background information on the network environment
University lecture	Learning through projects
Communication of knowledge "from above"	Collective search for knowledge, knowledge management consultancy
Centralized information distribution	Parallel processing of information
Teacher	Tutor, facilitator, consultant, coach, organizer of the network
learning	Collective management of knowledge, super learning
Knowledge by definition	Information management, search, documentation, knowledge of communication
Notes, Ratings	Map of knowledge, competence portfolio individually, but collectively made
Exam 'license exam, "referring	Competence Portfolio made jointly by teacher and student
Examination session	Self-programming, joint evaluation of the path to the result
Control work	Free essays
Diploma	Skills acquired in formal and informal ways competence portfolio
Instructional learning theory	Constructivist learning theory

REFERENCES

- Bessenyei, I. (2006). Diary of a teacher about his experiments on the network, the Journal of Social Informatics, III year, no. 6, ISSN 1584-348X, article available online at www.ris.uvt.ro.
- Cummings, W.K. (2007). Education institutions: a comparative study on the development of education in Germany, France, England, USA, Japan, Russia, Ed comunicare.ro Bucharest, ISBN: 978-973-711-139-5
- Law 84 (1995). Education Law no. 84 of 1995, updated on 18.07.2008, art. 4. 3
- UNESCO Report (1997). education in the XXI century - "Lernfähigkeit: Unser verborgener Reichtum. Bericht zur Bildung für UNESCO-das 21. Jahrhundert" - "The ability to learn: Treasure of us", Ed German UNESCO Commission. Neuwied, Krieffel, Berlin: Luchterhand, pp. 50-52.