

EDUCATION CAPSTONE PAPER SAMPLE

The Role of Knowledge and Education in the Modern Society



Contemporary society is a society of knowledge, hence the knowledge and competence are the basic premise of its development. They allow individuals to actively engage in society - take on work and other social roles. This implies continuous learning and training (the adoption and the ability to apply new knowledge, values, skills acquisition, etc.). Individuals firmly integrated into society, "equipped" with new knowledge and skills represent a valuable human resource. They contribute to the development of society as a whole - improving the material position and quality of life, developing and improving human needs. It is therefore necessary to recognize knowledge and education in all societies as major developmental levers, and that a significant proportion of public funds be allocated to them, to achieve a close link between educational institutions, in particular, higher education with the labor market, and the cooperation of various social subjects (educational institutions, business entities, social partners, etc.). Human development resources should be realized in the direction of recognizing the abilities, opportunities, interests and needs of individuals, and that through the educational process they direct and train for different social roles. Knowledge (science, education, creation) has always been a powerful driver of social development. However, knowledge has become a generalized need in the modern society - it has an economic, political and cultural significance (enables employment, social cohesion, economic wealth creation, development of diverse needs, different types of activism, etc.). Individuals and social groups are "positioned" in the company depending on the knowledge they have. It promotes all aspects of human life and action. Investments in science, research and education in developed countries are not treated by spending, but by investing. This proved to be correct because the consequences of the current world economic crisis were to a much lesser extent felt by countries investing resources in science and research and making changes in education in line with technological change. Broad widespread benefits to society include research findings of highly educated people in all fields of science. All the above-mentioned social benefits are the reason for financing education from public funds. In most developed countries, a large share of the business results achieved had a knowledge-based industry (high technology, education and training, research and development, finance and investment). New technologies move the boundaries of education (electronic communication, exchange of diverse learning activities, etc.), lead to changes in workplaces and job types. They are involved at all levels of education, which gives the possibility for greater access to knowledge and learning for all. This should further result in a reduction of class differences / division in society. Still, everyone do not yet have equal access to new technologies, so information poverty appears as a serious problem and an obstacle to reducing class differences. In developed countries, the rate of functional literacy is high (with differences in gender, age, social origin), but this is not the case in underdeveloped countries. According to UNESCO research, there are 781 million adult illiterate people in the world (around 15.7% of the adult population). The most illiterate are in the region of Sub-Saharan Africa and Western Asia. The goal of education in modern society is, above all, acquiring knowledge and skills that are in line with business needs and encouraging the development of creative ability of people.

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However, the humanistic aims of education should not be neglected, in the sense of achieving the virtues, of the knowledge of moral and cultural values, as pointed out to us by Plato and Aristotle, and with which many modern theorists too agree.

In each society, institutions are shaped in accordance with their needs, so through the educational institutions and their activities, individuals are preparing and enabling them to contribute to the development of society. To the development of education systems from the beginning of the 19th century, the process of industrialization and urbanization had to a large extent demanded an educated and capable workforce (functional literacy, general knowledge, skills, etc.). The development of science and technology in modern society significantly changes the notion and the role of education. Modern education does not only mean functional literacy and encyclopedic knowledge, socialization, but also the development of creative potential of individuals, their abilities and ambitions, the acquisition of practical and applicable knowledge. Knowledge is in all segments of modern society, because work and business activities in this society require educated and complete persons. Thus, through the process of education individuals train them for professional and other roles. Knowledge is treated as the basic resource of economics and every other development. It is inseparably linked to education. As an immediate result of science and scientific research, knowledge drives and directs all social flows, raises the overall level of society development, as it produces innovations and new information. It is constantly changing and advancing. That is why education cannot be limited to formal education, but must take place throughout the life. In order to respond to rapid changes in society, it is imperative that we constantly acquire new knowledge and skills. Knowledge in modern society includes critical thinking, innovation, ability to solve complex problems, ability to approach and respond in unforeseen situations, use of information, analysis, synthesis, independent and team work, development of various skills and competences to be acquired through the educational process. The ability of "transfer" and the application of acquired knowledge in social reality are important here. This knowledge (the comprehensiveness of facts, information, and skills acquired through education and experience) should be developed from the individual's involvement in the education process (modeling, shaping). However, in modern society, the notion of education is significantly "transformed" into a broad concept of learning in and out of formal institutions. The concept of education - which implies a clearly structured transfer of knowledge within the framework formal institutions - take a broad concept of 'learning' that takes place in different environments. Learning throughout life should, and must, play a role in moving to a knowledge society. Learning is not an education in the narrow sense of a well-trained, motivated workforce, but a system that is viewed in the context of wider human values. In the modern age, the formation of global knowledge (a set of multitudes of individual knowledge and skills) is depending on the character of national states, social, cultural, local characteristics, etc. It enables a person to easily find, adapt, understand, and participate in diverse social processes that take place at a global level, as well as the readiness to respond to different challenges (terrorism, crime, separatisms, divisions, etc.).

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Science and new technologies have an impact on all spheres of modern society. In peoples' development, research centers, laboratories, experimental and simulation centers play a major role. The classical working class is being abolished and a number of other outdated professions and occupations disappear, and experts, scientists, experts etc. appear. In the contemporary social structure (in economic, scientific, technological and classical) changes have been made thanks to the development of new technologies. The share of intellectual work in developed economies is increased, so the basic criterion of the class divisions is no more productive work (immediate consumption of physical labor force). Greater engineering of production (robotisation and informatics) has led to a transformation of management and a fall in its importance. Electronic business, communication, information literacy etc. have a great influence on changes in work, increase productivity and efficiency. The contemporary stage of economic development is characterized by the achievement of the third scientific - technological revolution. The advanced degree in the development of information technology, robotics and biotechnology, and so on, necessarily changes the way of production, labor relations and capital, and influences the adaptation of people to a new technological basis. New technologies and economics of knowledge require learning throughout life. Given that the new economy requires computer-educated workforce it becomes increasingly clear that education can and must play a crucial role in meeting the needs mentioned.

References



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