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**Abstract:** *The new educations are adapting to the present, and are connected as a priority to the future, to the possible challenges of the evolution of the world. The new educations represent, in a way, a contour of the pedagogical current affirmed at the beginning of the twentieth century, under the name of "New education", which was centered on the renewal of the educative-educated methodological report. The new educations are focused, in particular, on new objectives and messages, which determine the contents and strategies of education in the conditions of the contemporary world. Through the questionnaire-based survey method, the study centralizes and analyzes the opinions of 52 students, future teachers, related to the implementation of new education in pre-university education. The 14-item questionnaire is its own conception, and includes questions regarding three areas of interest: the presence / absence of new education in its own formation of future teachers, barriers and their benefits in the current education system, respectively, the role of new education in developing skills the students. By analyzing the answers given by the future teachers, we can conclude that they like the integration of the new education in the pre-university education, consider that they contribute to the development of the social competences of the students, increase the capacity of their responsibility, facilitate the stimulation of the creativity and contribute to the training of the skills of technological means.*

**Keywords:** *opinions; future teachers; new educations; integration.*

### **Theoretical framework**

As a subsystem of society, education must respond to the increasingly complex challenges of the present and future world, entering into structural and functional connections with its systems and components: economic, political,

cultural, religious, community demographic, etc., which is relevant. its transformative functions on human knowledge and behavior (Cristea, S., 2008). Education thus appears as a set of actions for shaping the human being in relation to a multitude of social life factors and demands imposed by general social progress. A quality education is focused not only on adapting to the current imperatives, it is oriented towards the future, thus being anticipatory.

Regarding the procedural aspect of the educational approach, there are voices that warn us about the need for resizing and even changes of educational paradigms. (Botkin, Elmandjra, Malita 1981, p.26-71) achieve an interesting dissociation between maintenance learning and innovative learning, which may suggest possible paths for the present and future of education. Maintenance learning is meant to provide the functioning of an existing system, of a known way of life, and stimulates the individual's ability to solve given problems, but also to perpetuate a certain cultural experience. Innovative learning, Botkin argues, is meant to prepare individuals and societies to act in new situations, and implies the qualities of autonomy and integration. Intercultural education, in the context of migration and coexistence, seems to be topical (Jones, Kimberley, 1989). Although societies become multicultural, educational systems remain rigid, adapted to monocultural situations, education for and in a united world must cultivate values such as respect, tolerance, mutual respect, belief in cultural equality or complementarity, universalising some differences, in favor of better communication or coexistence.

For the future, the goals of education must be infused with cultural connotations. The world decade of cultural development (1988-1997), decreed by UNESCO and the UN (according to resolution 41/187, adopted by the General Assembly of the United Nations in 1986), forces the school to orient itself towards cultivating authentic universal values. The aforementioned program is articulated around four major objectives:

- taking into account the cultural dimension of development;
- asserting and enriching cultural identities;
- broadening everyone's participation in cultural life;
- promoting international cultural cooperation.

The modeling of human personality, in the perspective of the fiancées, defined at macro and microstructural level, was expressed in several pedagogical expressions that emphasized the unitary character of the training activities. The formula "dimensions of education" is increasingly embraced by theorists, expressing the systemic, multidimensional and dynamic character of the training activity. In this sense, five dimensions of education are devoted: moral, intellectual, technological, aesthetic and physical education, these being approached as general contents of education that have an objective, unitary, dynamic and open character (Cristea, S., 2003 ).

The problem of the contemporary world, characterized by universality, globality, complexity and priority character (Văideanu, 1988, p. 106), is

increasingly demonstrating that the most efficient solutions cannot be found through the sequential employment approach, but are based on a holistic vision of the great problems facing humanity.

Studies of educational prospective suggest the following essential coordinates (Vaniscotte, cited by Stanciu, 1999):

- the laboratory school: whose essential purpose is the processing and transmission of the cultural experience of mankind;
- school-business model: the out-put offered by the school must be efficient and capable of competition;
- the school integrated in a socio-cultural ecosystem;
- technology-oriented school: it would lead to the multiplication of learning places;
- school based on differentiated pedagogies;

To meet the challenges of the contemporary world, the following directions of restructuring the educational reality are outlined (Stan, 2001):

- ensuring an optimal balance between the informative dimension (knowledge and information transmitted in the educational process) and the formative dimension (construction and development of attitudes, values or behaviors);
- introduction of new types of education;
- ensuring a judicious distribution and a balance between the two types of learning: maintenance and innovation;
- the progressive imposition of the principles of the new educational paradigm (Wurtz, 1992, quoted by Cucoş, 1999);
- extending the educational act to the whole life of the individual.

The analysis of the contemporary issues and the identification of the major topics of mediation have led to the creation, in educational plan, of specific answers, by enhancing the new education, or of new types of contents: education for peace, ecological education, education for participation and democracy, education for change and development, education for communication and the media, education for leisure, education for human rights, education for a new community order, etc. it is expected that this list will change, either through the disappearance of some education, or by imposing new requirements and content.

As practical ways of introducing "new education", Văideanu (1988) mentions three possibilities by:

- a. introducing new disciplines focused on a certain type of education
- b. creating specific modules within the traditional disciplines
- c. the technique "approche infusionnelle (the infusion of messages related to the new contents in the classical disciplines).

The solution of solving the current problems must come not only from the institutionalized education. Today, the objectives of education and the educational processes are so complex that only a concentration of the efforts undertaken by

several institutions, materialized in the "educational fortress" (Faure, 1974, p.225), through the redistribution of education, which could be several factors. create actions whose results would be satisfying. of course, such restructuring is difficult, problematic, and as some analysts suggest (Sicinski, 1984, p. 226), a deeper rethinking and correlation of school, cultural, economic and social policies at the societal level.

The multidisciplinary character of the contents of the "new education" is complemented by the appropriate differentiation of the situations achieved in school and out-of-school, didactic and non-teaching contexts. In this sense, the resources of pedagogical projections of several types of curriculum are exploited: common (formal, non-formal, informal), hidden; compulsory, available to the school.

### **Perspectives**

The school is a good provider for the integration of new education, a central place of change, of changing mindsets. The school, as the main educational agent, among others, has the role of equipping young people with a critical sense, with the ability to adequately understand and respond to the various challenges of the society, to become more and more agents of their own training, to be organize, structure their knowledge by themselves, having formed the judgment and the future responsibility.

To what extent, the school as a living institution has fulfilled this role of training and adapting the pupils / young people to the new one, but also if the future teachers are willing to contribute to the construction of the future in terms of developing an education system designed from the perspective for this future, they are basic benchmarks in the elaboration of the present study. Thus, the question arises: have future teachers benefited from these changes in education? Are they ready, willing and sharing this vision of change?

### **Methodology**

The methodology of capitalizing on new education covers all dimensions (intellectual, moral, technological, aesthetic, physical) and the forms (formal, non-formal, informal) of education. The triggered process stimulates the transition from the specific steps to the global, interdisciplinary approaches, which allow the deepening of some social problems that require concrete solutions: peace, democracy, social justice, development, environment, nutrition, health, protecting children and young people, promoting education. The implementation of the new education implies the elaboration and application of special pedagogical and social strategies.

Through the questionnaire-based survey method, the study centralizes and analyzes the opinions of 52 students, future teachers, related to the implementation of new education in pre-university education. The questionnaire is its own conception, and includes questions regarding three areas of interest: the presence /

absence of new education in its own formation of future teachers, barriers and their benefits in the current education system, respectively, the role of new education in the development of student skills.

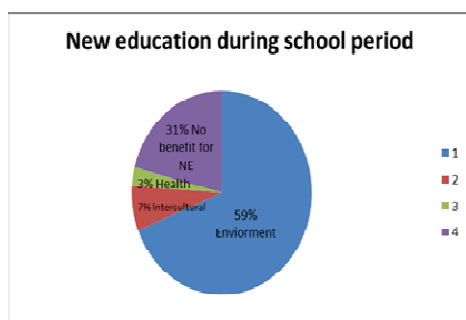
From the 14 items in the questionnaire, 3 represent identification variables, 5 items offer the possibility of future teachers to select variants of answers, each response giving the possibility of a clear and relevant statistical analysis, and the other 6 items offer personal opinions of the future teachers.

Of the reference questions, we mention: *Do you consider it appropriate to introduce new education into the educational act ?*, *You name 3 competences of the students who, by participating in the activities in the new education, would develop, improve*, *Consider that in the implementation of the new education in the education is it necessary to collaborate with other partners ?*, *Name those types of education that you encountered during your schooling*, *Which form of implementation of new education do you consider optimal ?*, *Identify at least 3 barriers in the implementation of new education in pre-university education*, *Name 3 characteristics that, in your vision, should characterize the viola school*, etc.

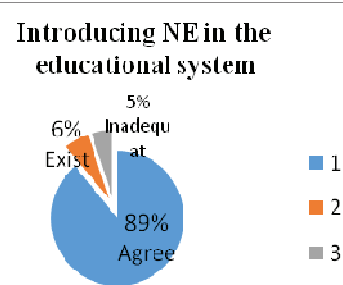
From the careful analysis of the questionnaires we can conclude the following:

- Although all the future teachers who completed the questionnaire were female, there was a change in the age category, so 82% of the students are between 20 and 25 years old, 14% are between 25 and 30 years old, and the remaining 4% are over 30 years old;

- Reported on the identification of new education in their own training, 59% of students say that during the schooling they met Environmental Education. It should be mentioned that this high percentage may be correlated with the age of the students, possibly graduates of recent promotions. 7% said that, when they were students, their teachers approached activities that were closely linked to ecological education, and 3% said that they had activities related to intercultural education. On the other hand, 31% found that during the schooling they did not encounter activities that were related to the new dimensions of education (Figure 1);



**Figure 1:** NE during school period system



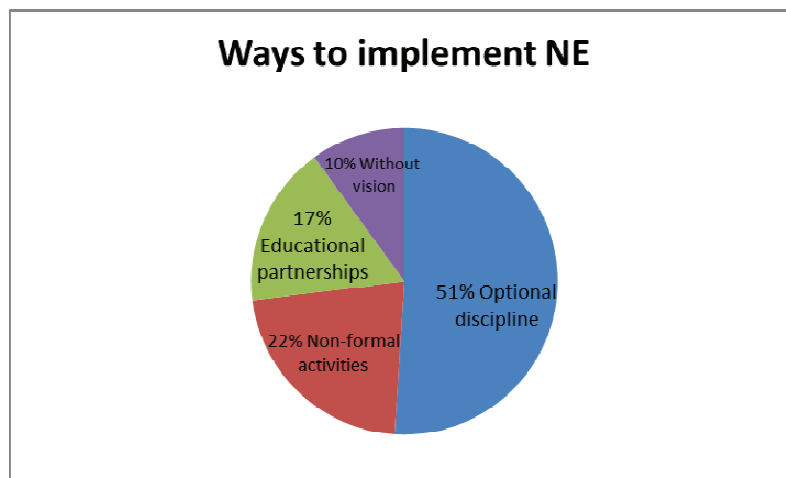
**Figure 2:** Introducing NE in the educational system

- Regarding the item regarding the opportunity of introducing new education into the education system, 89% of students consider this aspect to be impetuously necessary, 6% claim that these educations are already found in the didactic activities, and 5% consider that these dimensions of education is not required (Figure 2);

- Among the competences of the students that can be developed, improved as a result of participating in various activities within the new education, the questioned students identified: communication and interrelation skills, social skills, analytical and judgment skills, ethical and moral skills;

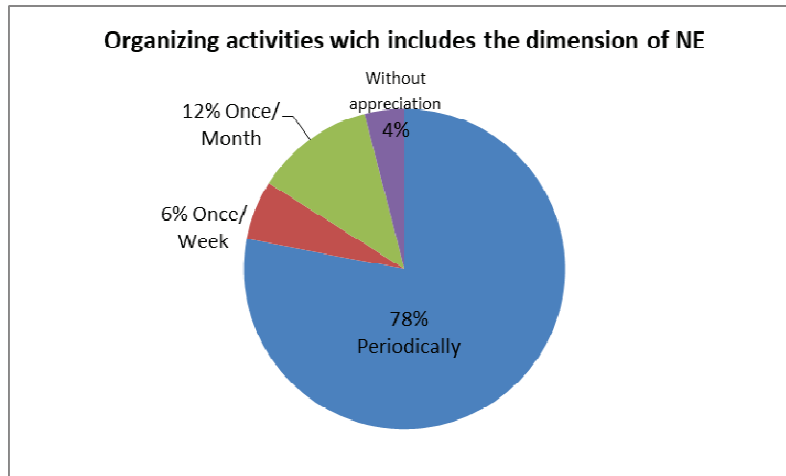
- Identifying the students' opinion on how they are organized, 76% considered that the implementation of the activities regarding the new education is more efficient if it is carried out in collaboration with other external partners. Of these potential partners we mention: other state institutions (museum, library), institutions providing community services (medical offices), other associations, non-governmental organizations, etc. 13% of future teachers stated that in designing and organizing activities in which to find the new dimensions of education it is not necessary to involve other parties, other educating adults, but the realization of these activities is within the power of the teacher. And on the other hand, 11% of future staff are undecided;

- As a form of implementation of new education in the didactic activity, future teachers (51%) consider that the most appropriate would be through a module, an optional one made through a curriculum at the school's decision. On the other hand, 22% of future teachers consider that the new dimensions of education can be addressed through extracurricular, non-formal activities. 17% of the students surveyed consider that the activities aimed at integrating new education into the teaching process can only be achieved through educational partners, and 10% do not yet have a clear vision on how to implement the new education (Figure 3);



**Figure 3:** Ways To implement NE in the opinion of future teachers

- Compared to the frequency of organizing activities that include the dimensions of new education, most of the students (78%) questioned consider that it is appropriate for them to be carried out periodically, at the assessment of the teacher, month, 6% consider that such activities should be carried out weekly, 12% consider that these activities can be performed once a month, and 4% cannot appreciate the frequency with which these activities could be organized/ performed (Figure 4);



**Figure 4:** The frequency of organizing activities wich include the dimension of NE

- Regarding the item that asked for the assessment of the students questioned regarding the naming of barriers that may arise, which can negatively influence the organization of educational activities (formal, non-formal or informal) in relation to the new education, they named: the poor motivation of the teachers , lack of adequate materials, incorrect identification of educational partnerships, lack of time of students, busy schedule, rigid schedule, lack of support from parents and decision-makers regarding the good functioning of the school institution;

- On the item regarding the identification of some characteristics that, in the opinion of the future teachers, would characterize the school of the future, we mention: optimization of the school syllabus, introduction of more recreational activities, digitization of school textbooks, promotion of the benefits of interculturality, greater emphasis on education for morality and education for spending free time, improving / adapting learning spaces;

### Conclusions

As a conclusion we can say that, the graduates of the 2018 promotions, during their own schooling benefited from activities within the new education, but the graduates of the previous generations did not have the same privilege. However,

all the students questioned expressed their interest in facilitating the introduction of new education in pre-university education by developing partnerships within the community, by implementing non-formal activities or by facilitating an optional module offered in the curriculum at the school's decision. Regarding the barriers, the obstacles that underlie the integration of new education in pre-university education, we concluded that the future teachers consider the insufficiency of the temporary space allocated to the disciplines that are not included in the school syllabus, as a main obstacle, respectively the lack of interest of the teachers in relation to the transformations reported to the teachers, triggered by reference activities within the new education, as a secondary obstacle.

Future teachers agree the integrational process of the new education in pre-university education, believes that they contribute to the development of the social skills of the students, increases their capacity of responsibility, facilitates the stimulation of creativity and contributes to the formation of the abilities to use the technological means.

### **Discussions**

Investment in education is the investment in the future of the nation, it should be at the base of the development of society. As an anticipatory activity, oriented towards the future, education will be all the more effective as it will be based more on the prospecting of social revolution, and will propose projects, models and tools for human formation for a changing context.

The formation of the human capacity to form competences, becomes a purpose and a priority of the contemporary educational systems. Thus, the need to rethink, restructure the entire education system, at the level of the relationships between formal, non-formal and informal education, self-education, lifelong learning, etc.

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