Chapter 1
The Transformation of Modernity and Its Influence on the Style of Thinking and Acting in Education

ABSTRACT

The first chapter deals with the phenomenon of incomplete or unfinished modernity. The author starts from the notion of pragmatism, which stresses that it is impossible to distinguish between thinking and acting but that they form one particular style. The chapter focuses on three stages of modernity: the first two are taken over from Šíp (early and late modernity), and the third forms a new conceptual framework for the present, taking into account the reflections of Floridi. These styles of thought and action are not understood sociologically but are related to the philosophy of education. Throughout the book, they serve as specific models (pure types) to describe the changes in thinking about education that need to be made in the context of the information revolution.

INTRODUCTION

The first chapter aims to analyse the approach to investigating the philosophy of education. In general, we can encounter many different traditions -some authors focus on particular phenomena such as the teacher, the pupil, the topic of inclusion, or the structuring of school subjects. Others seek to define broader perspectives in the form of answering the question of what the purpose of the educational process

is. For this approach, it will be essential to identify two critical steps addressed in the first two chapters. In the first, we focus on the crisis of modernity. The contemporary school and philosophy of education are built on the needs of the industrial revolution and modern society, which derives from the tradition of the Enlightenment. We are trying to show that the crisis of modernity is essential for building a new perspective on the philosophy of education. This perspective will emphasise the fact that technology, the information revolution and globalisation have transformed the meaning, forms and goals of education in quite fundamental ways. A change that is much more profound than we are (mostly) willing to admit. At the same time, we will try to show how combining thinking and acting into one concept enables education to look at problems in a new and more nuanced way. The chapter describes three styles of thinking and acting that show different stages of reflection on modernity and its imprint on the shape of the contemporary school.

The study of the changes that education (whether institutional or non-institutional) has to deal with requires specific theoretical tools that allow us to approach the phenomenon adequately. The philosophy of education aims to trace the broadest characteristics of education and offer a perspective that may involve a certain distance from the small, particularistic phenomena typically part is usually educational research.

CHANGES IN THE INFORMATION SOCIETY

Teilhard writes:

What has made us, throughout four or five generations, so different from our ancestors - no matter who denies it - what has brought us such ambition and anxiety simultaneously... We have become aware of the movement pulling us down - and in so doing, have also become aware of the terrible problems posed by the reflected practice of human endeavour (Teilhard de Chardin, 1990, p. 180).

This reflection on the birth of modern society in the 1940s takes on an even more intense dimension when looking at how information[1] and communication technologies have changed the face of human society.

Education, therefore, has to cope with the ever more rapidly changing structure of society, social ties, and above all, with technologies that fundamentally enter into the innermost form of human beings - we use them to communicate, search and verify information, to solve problems or to work and study. It is difficult to imagine a dimension of human action that technology has not affected, influenced, or fundamentally shaped. Such a conception corresponds to how Jarvis (2007, p.

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