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## **EDUCATION – A PROPOSED VISION OF THE FUTURE**

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Practical preparation of pedagogic students for the teaching profession increasingly focuses on the use of innovative educational methods incorporating the latest digital technologies. Although the progress of implemented changes is slow, there is an unrestrained need to set new competence challenges for pre-service teachers, as Furmanek and Walt [1, p. 18] clearly point out. However, by placing specific demands on future teachers in terms of the quality of care and education for young children, some expectations are becoming ever higher. These requirements are generated primarily by scientific and technological advancements, new technologies and the broadly understood modernity that parents expect. On the one hand, however, this is the greatest challenge for preschool units and teachers, who should understand that scientific and technological progress will not pass over education in its broadest sense. It is therefore rightly emphasised by Aristanto et.al, that a shift from traditional, uniform teaching methods to highly individualised learning strategies is becoming a necessity and will most likely mean significant advances in educational, parenting and care practices [2]. In addition, new technologies are setting new standards and becoming one of the biggest challenges in the world of education, as they pertain to the different ways and speeds at which each child learns [2; 3, p. 69]. However, in the modern world, it will be possible to acquire knowledge quickly and this is the direction that sets a new path that preschools should also follow. Another issue of marked progress is the translation of digital knowledge into practice, realised in the process of activating children, but in a way that will be

determined by new models of learning. Under these circumstances, the issue signalled by Raup et.al cannot be overlooked, as they emphasise that the use of artificial intelligence will enable personalised learning and play for each child/student. AI systems can also help to create a learning profile, adapting teaching materials to the child's abilities, as well as ways of learning and experiencing the world [4]. This new style of learning, being but one piece of evidence of the usefulness of digital technologies and scientific and technological progress, should not be an obstacle, but an indicator of a new educational trend that we should also aim for in preschool units. The image of a digital future should not be dismissed because teachers, children and their parents expect it.

Modern education, according to Mogas et.al, should be innovative, non-traditional, interesting, and animating the cognitive activity of children/students. In turn, combining the discussed proposition with new technologies, it is their digital reality that leads to a paradigm shift in which online cyber-physical environments will shape future educational and even upbringing environments. In this view, the way of learning becomes ubiquitous and schools and preschools take on new roles with systemic changes in communication, administration and management, becoming learning organisations [5].

Schools and other education communities need to lead innovation processes to become key stakeholders in decision-making processes [6]. In this context, educational leadership is crucial to changing the existing culture of educational organisations [7, p. 876; 8]. Certainly, meeting these conditions will not be an easy task for education as a whole, but we should begin the process today to avoid an education quality crisis. Modern paradigms always raise questions, especially when they concern education.

However, looking from the perspective of education and its future, it is the new teacher who becomes crucial, requiring a new form of organising their education if we – as a society – wish to meet the modern future head-on. We will certainly have to deal with new models of teacher education, the implementation of which will be a condition for the implementation of sustainable and flexible changes in education. Unfortunately, the future will also impose changes in the teacher-student/child, teacher-technology and teacher-social space

“relationship dynamics”, which clearly points to the need to search for a new, not only contemporary, but more innovative model of educating teachers and, consequently, children/students. It cannot be said that this is an easy task, but it is also based on certain expectations of an upcoming and modern society. Besides, looking into the future and somewhat ahead of the transformation in education, we cannot exclude the emergence of the AI digital teacher model, as clearly emphasised by Mulian, Shlomov et al. [9]. However, looking at the issues raised, rather important concepts are put forward by Selwyn and Facer. Indeed, they believe that educational technologies (EdTech) have become important markers in the creation of visions of the future, in which school technology is presented as a prerequisite for educational progress [10]. Walter, on the other hand, sees yet another challenge. Specifically, the introduction of artificial intelligence into education, in his view, marks a significant departure from conventional teaching methods, offering personalised learning and support for diverse educational requirements, including students with special needs. However, this integration comes with challenges, including the need for comprehensive teacher training and the alignment of the curriculum with societal structures and demands [11, p.1]. Therefore, referring to the question of contemporary expectations, which arise from the vision outlined by researchers of this issue, it is possible to put forward the thesis that education, and in fact at each of its levels, is not fully prepared for the challenges of the future, both in the context of its equipment, but also the enrollment of active teachers to training and in-service training courses in this area. Teachers should understand that scientific and technological advances will not pass over education, which should be ready and among the first to adopt and put digital solutions into practice.

It should be emphasised, that both supporters and opponents of such far-reaching changes in education should work out possible educational standards in confrontation with a range of external entities. This is because the younger generation will be employed in professions that are not yet in operation when they complete their education. Hence, the knowledge they acquire, starting in preschool, must be modern and interdisciplinary enough to correspond to the signalled

solutions of the future. In modern times, as Nowak writes, when access to information has become virtually unlimited and therefore knowledge is no longer an axiom, we no longer equate learning with the acquisition of knowledge about the world, but with the ability to function in the realities of changing reality. There is, therefore, a clear shift of emphasis in education from teaching to learning; from what we learn to how we learn [12].

Therefore, Jozef Balachowicz's statement that a broad and multi-generational educational system, reinstitutionalised and embedded in different spheres of collective life and its various forms of organisation, is correct. It should necessarily extend to the education of citizens – from the earliest years to adult educational activity and knowledge development [13, p. 113].

Education, being a critical link in the acquisition of knowledge, skills and competencies by children and pupils (young people), should meet their expectations. However, in line with this thought, their aspirations are towards modernity, the knowledge society, and new technologies, which for many of them are the answer to the times in which they function. Hence, modern education cannot be a distant entity waiting for the challenges of the future, it should meet them, as a modern model of an intelligent knowledge society.

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