

NDM-PHILOSOPHY OF EDUCATION IN THE 21ST CENTURY

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Abstract. *The scientific literature ([1], Notes 1, Notes 2, [3], Notes 3, [4]) has already concluded for a long time that all three types of learning: formal, non-formal and informal, must go hand in hand. It is so because these forms are in constant synthesis in learners' lives and sometimes one of them is dominating the others at different periods of training. The NDM-paradigm (respectively the NDM-approach) [8] as an interdisciplinary field in the educational system of 21st century. This is a new dynamic modification, i.e. a new complex concept as it covers the concepts eidetics, reflection, synectics, synergetics, enigmatics, akmeology in synchronization with creativity, cognition, emotion and motivation, thus making possible an optimal development of the intellect. The complex environment covering these concepts is called NDM-environment, as it is a foundation in the development of morphodynamics. The morphodynamics itself leads to the defining of the necessary and sufficient conditions in order to enrich itself as an interdisciplinary field for harnessing the power of thought [8]. It is implemented through the mental environment covering two varieties – environment for developing thought and harnessing thought [8].*

In this context, the morphodynamics also has 2 varieties – external and internal. The external morphodynamics [2] is crucial for the generation of options for the development of its modeling features. This means increasing the power of the internal morphodynamics, which is related to the ideal internal processing of external information (from external morphodynamics). And this comes from the fact that persons develop their intellectual potentials [2] during periods of thinking, when they use incoming information from outside and process the priorly accumulated information internally. This means that within the NDM-paradigm the relational links between the concepts mentioned above are clarified in the mental environment – in the context of morphodynamics.

Based on that, the belief is that in this way one will get faster to the optimization in the development of intellect in the current and future technological society having in mind the ever more increasingly complex integration

in various scientific fields. Such statements require continuous changes in numerous educational paradigms with an emphasis, above all, not on the evidence, rather than on the cognitive side of science, with the aim of reaching to the optimal development of the intellect of trainees of this age [9].

Key words: NDM-philosophy, NDM-paradigm, NDM-environment, NDM-approach.

Notes

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