

SCIENCE EDUCATION AS A CORE COMPONENT OF EDUCATEDNESS

Dear Readers,

This is the first edition of a new scientific collection *Problems of Education in the 21st Century*. The articles included in the publication discuss the issues of modern education. Professor A. Broks clearly defines that ‘scientific and technical literacy for all and high quality science and technologies education for a coming new generation of specialists is the main task for the corresponding development of general as well as professional modern science and technologies education (Broks, 2007)’. The latter statement can be an argument that teaching science faces problems in the majority of countries. The investigations reveal that in comparison with other subjects, those of science (particularly chemistry) are the most complex and boring ones in comprehensive school.

There are plenty of different scientific research on recent science and technology education carried out across Europe. We need to know the diversity and findings of the conducted investigations in order to more carefully coordinate further research. According to Eurobarometer opinion polls, the EU instrument for the analysis of public opinion, in comparison with the older generation, the younger Europeans generally have a positive attitude towards science and technology. However, less and less students are interested in scientific studies and careers. The fundamental question is addressed to stimulating young people interest in science studies and science in particular. We can state, that crucial to any learning is motivation and interest – perhaps the most valuable thing a science teacher can do is to demonstrate enthusiasm for learning science (Goodwin, 2006). We are clearly targeted at primary and secondary school learners as well as at those studying in colleges and universities. Obviously, more attention in the field of natural science education should be devoted to the preschool age children on the one hand, and to the adults, on the other. The result to which we are expeditiously aspiring is development of a real and rather strong interest in science. We must intensify the efforts to make natural science education more effective at all levels of education. Due to a huge amount of specific information, natural sciences are very hard to be properly mastered.

Another important argument for improving science education is awareness that scientific knowledge in modern societies is one of the key elements of economic and social success. In this context, modern science education must be accepted as a bridge between scientific research and society.

The above mentioned statements are underpinning for our new scientific edition *Problems of Education in the 21st Century*. In general, European countries have totally different schooling practice and apply a number of specificities in the field of science education. It seems logical to accumulate this experience in order to show links between Western and Eastern traditions in the field of modern science education. Volume 1 *Science Education in the Changing Society* is dedicated

to the problems encountered by science education. We hope that the next volume will cover more topics.

I believe that this edition will have a high (theoretical and practical) impact on the development and advancement of public natural science and technological education not only in the region of Central and Eastern Europe but also in a number of other countries worldwide. As we all are full of interesting and useful ideas and experience I'd like to invite you to share your knowledge on the pages of this new scientific compilation. I am expecting to see all scientists and teachers including those from Eastern European community to be both - readers and writers.

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Broks, A. (2007). Science Education as Life Experience for Life. In.: V.Lamanuskas & G.Vaidogas (Eds.), Science and Technology Education in Central and Eastern Europe: Past, Present and Perspectives (The proceedings of 6th IOSTE Symposium for Central and Eastern Europe). Siauliai: Siauliai University Press, p. 26-30.
Goodwin A. (2006). Constructing Science Education. Journal of Science Education, Vol. 7, No. 1, p. 4.

** Source: special Eurobarometer “Europeans, Science and Technology”, 2005; related Press release “Why do our youth stay out of scientific careers? New EU-wide data”*