

# Education

# Outdated Science

## Theoretical Pedagogy 1

By: Prof. Israel Cruz

Education- Outdated Science

Theoretical Pedagogy No.1

All Rights Reserved in the name of Israel Cruz Perez  
and Amazon International.

ISBN: 9798834329138

Sello: Independently published

The reproduction and transmission by any means of  
the content of this book is prohibited without the  
consent of the Author.

## Index

Introduction.

Chapter 1.- Why is education obsolete? .....1

Chapter 2.- Effects of Obsolete Education. ....2

a.- Classic Conditioning – Pavlof.

b.- Create Individuals with Minds that are Easy to  
Manipulate

Chapter 3.- Learning to Unlearn. ....3

Chapter 4.- Tools to Train: .....4

A.- Logical and Critical Analysis.

B.- Formation of Common Sense.

Chapter 5.- Stimulation of Human Ingenuity. ....5

Chapter 6.- Conclusions. ....6

## Introduction

This work is a tool to learn a little about the reality of education as a science.

In many years of my experience as a teacher and pedagogical advisor, I always had the feeling of how little objective the curricula and study plans of educational systems at a global level have.

Starting from the need to simplify teaching, to optimize the teaching-learning process. I have tried to address the educational issue in a simple way, but with sufficient scientific basis to achieve a modern and advanced education.

Through pedagogical proposals, which can be included in the classroom for the benefit of the students.

I sincerely hope that the information in this book will be of great use to everyone, especially to teachers.

## **Chapter 1.-**

### **Why is education obsolete?**

To answer this question, the first thing we must know is; the definition that is made of education and obsolete:

Education is the process of facilitating the **learning** or **acquisition of knowledge** , **skills, values, beliefs and habits of a group of people who transfer them to other people** , through storytelling, discussion, teaching, example, training or research.

**Obsolete** : it is a term that comes from the Latin *obsoletus* and that refers to **something outdated and little used today** since it is not appropriate under the circumstances.

If we look at these two definitions that circulate on the net, which are reflected in many dictionaries and education books. And taking this definition into the context of advances in technology and social facts that are marking negative changes in societies, we can see at a glance the answer to this question, the one we formulated at the beginning of this book.

But to be considered, education a social science; we must approach it objectively and scientifically for its analysis and application.

In my personal opinion, I consider, That; a science to be considered obsolete, the first thing is that it has

lost its object of study and second, as defined by the word "Obsolete", it can no longer be applied to current circumstances.

In order to elucidate this concept, we will venture to remember a little about: how education as a science has been applied, through the centuries and in contrast to reality, how this science has been; useful or detrimental to human development.

Although a convincing proof of the backwardness of education as a social science is; the social facts that every decade are repeated like an incessant left.

With the appearance of social networks, the development of new technologies and the social transformations that have occurred in more than 40

years, education finds itself in a vicious circle of politics and ideological manipulations.

It is no longer relevant to store a large amount of information in our brain and this is because with a simple click on the computer, we can access infinite information on the global Internet network.

Namely; learners do not need to memorize an entire history book to complete a task. By typing a simple term in a search engine, we have access to scientific and empirical data, which can be more relevant than the book provided by the local educational system.

In addition, most people have access to a mobile or cell phone with artificial intelligence, which makes it unnecessary to process so much information, since there is immediate access to all human knowledge through the Internet.



According to the current teaching experience, the majority of students to carry out a task or school research use the Internet; and in the worst case, what they do is cut and paste the information they find online.

Faced with this phenomenon, education has shown itself; inoperative, because its main objective was the transfer of that knowledge, which for years filled the world's libraries with millions of books.

We must know that human behavior, in biological terms, has changed very little and that what has happened is an adaptation to climate change and the use of current technologies.

I make this clarification because many defenders of educational policies and their systems argue that the sciences that help education have made important

advances. But that is not a valid reason to ensure that current education has also advanced. Likewise, Psychology and Sociology, great contributors to the science of education, have not shown significant progress either.

Still these auxiliary sciences of education continue to use very old methods and techniques; This does not mean that the contributions of great scientists to these sciences lack a foundation and scientific importance for human development.

But we must remember that they developed their theories in times with different theologies and different social environment, that is, a student from 50 or 100 years before our era, despite being the same human being, with the same genetic characteristics of the current ones, responded to

social and technological elements very different from those of now.

And precisely for this reason we speak of an obsolete science such as education, for continuing to apply outdated and outdated knowledge to the current context.

Since the appearance of education more than 400 years ago by Comenius, humanity has experienced great social and technological changes.

Since that time, education as a science has been the most used instrument for better or worse, for the construction of societies and their structures.

But the contributions have been very insignificant for human development, especially to all the social sciences.

Proof of this is politics, law and the coexistence of the peoples of the world.

Many of us have experienced major war conflicts, social upheavals and a clear deterioration of the environment due to human unconsciousness.

I do not intend to say that education is responsible for these social problems, which have happened since the appearance of the human being on earth.

But its backwardness and its involution, have interference as a social science in the coexistence of societies on our planet.

Most human beings spend a large part of our lives in educational institutions, learning a quantity of knowledge and rules that govern societies.

And the most frustrating thing is knowing that at the end of that amount of time that we use to supposedly train our mind and our behavior, they are useless; seeing that social problems, such as; violence, intolerance, discrimination and lack of common sense, are the daily bread.

This would propose a manipulated and useless knowledge, due to the ideological and religious influence that is intended to be imposed on the students, according to the morality of each society.

All the social phenomena that we are spectators or participants in today have their roots in study or training centers.

Currently education lacks objectivity as a science, despite great contributions from; Friedrich Fröbel,

Agazzi Sisters, Maria Montessori, Johann Heinrich Pestalozzi, and John Dewey.

All these great thinkers had one primary goal in common. Make a concrete contribution to the advancement of education as a science, with its experiments and theories.

I want to conclude this first part with the following; Education as a science has become obsolete, for being used as a method for the destruction of humanity.

I end with this sentence;

**A manipulable mind is such a lethal weapon; like an Atomic bomb .**

## **Chapter 2.-**

### **Effects of Obsolete Education:**

The **word " education "** (teaching, action and effect of developing intellectual and moral faculties) comes from the **Latin** educatio (upbringing, training, **education** ) derived from the verb educare (nurture, raise, educate), which derives from educere (guide, export, extract)

As we realize in this definition that circulates through the network, the term "Education" is outdated and contrary to the development of humanity as a civilization.

But in reality it is consistent with the objective that this science fulfills in society; train and tame the wild beast for the society circus. In other words, uproot

that humanity from the individual to receive orders and decrees.

I do not propose with these statements, the abolition of the laws that govern our societies, because even in the African jungle, the animals; in their social circles, they have these norms, albeit adapted to their wild heritage.

The objective in exposing how education suppresses the natural being of the individual, with indoctrination attached to the repression of what makes us human; thinking beings, unique beings and a species that cares for the rest of the living beings in this world.

Therefore, education, being a science that does not advance, is not renewed and does not provide great value for the social progress of humanity and this causes negative effects on individuals, which



translate into social problems that we all already know.

## **Effects of Obsolete Education**

### **a.- Classic Conditioning – Pavlof.**

Pavlof, with his "Tinkerbelle" experiment, gives us a clear idea, what training produces in the brain.

Pavlof's experiment consisted of; Every time a "bell" rang, he served food to a dog and they did it for several days, and the canine, upon hearing the "bell", began to salivate. He finished his experiment when when the bell heared and he did not give the dog food, the dog always salivated. He realized that he had conditioned the animal's brain, because in the dog's brain it associated the sound with feeding time.

As in animals, classical conditioning in humans works the same way.

And precisely that is the final result that education provokes today; conditioned individuals, with manipulated minds, branded stereotypes and a series of useless prejudices, for the development of societies.

Education from its beginnings as a social science, until today, is the main instrument to promote discrimination and racism.

Human beings, from the first months of life to 3 years of age, are basic beings who begin to receive conditioning in their minds and this translates into their behavior.

The people in charge of raising the individual, at their discretion, try to teach the basic rules that govern society. Trying to eliminate all natural behavior of the

human being, for acceptable behavior by a manipulated society.

In these small individuals, their thinking and behavior begin to form in accordance with the beliefs, myths and customs, in the family nucleus where they are growing up.

Although something similar expressed "Rousseau", when saying "The human being is born good and it is society that corrupts him" and in turn "Machiavelli" raised; "The human being is born as such, a natural being; It is the decisions that he makes that make him good or bad.

These theories, at the discretion of many weighers, take precedence, one opposing the other. Because the first justifies the actions of the human being, holding society responsible and the second makes

the human being directly responsible for their way of acting.

Nothing far from current reality, these analyzes of these great thinkers do not represent a separate thought to be applied to education, rather; form a single main idea, for the development of humanity through education.

An individual who has been manipulated, since his appearance in this world, throughout his life, may possibly make wrong decisions that cause harm to other living beings.

We have seen it throughout human history; individuals murdering in the name of a supposed God, others causing destruction by; radical philosophical thoughts and, in short, social problems,

which are becoming more acute every day in different parts of our planet.

As expressed by "Maquiavelo", (The human being is born as such); namely; racists are not born, with that thought formed. It is the erroneous discrimination that many make of the genetic characteristics of individuals; humanity is a single species, there are no sub-species or inferior humans. Everything is a branded concept of racists, making discrimination within a kind of life on this planet.

And that is precisely what education has been about for a long time, educating us for the discrimination and exclusion of individuals, within the same species.

In my years as a primary education teacher, I observed in the textbooks for the first levels of primary education; the word "discrimination"

appeared in various parts of the book used by students.

Although we will assume that these books are made by; Linguists and experts in the different areas of education, present indirect messages in the formation of the individual's thought.

When the ideal would be to use the word "description", to identify the characteristics of an object or living being.

In summary; indirectly or directly, education has become a social indoctrination, for the benefit of those who hold power and wealth.

That is why it is called, "educational system", a compendium of policies and guidelines, which must be executed for the aforementioned, education of the individual.

The books, methods, advice and even the infrastructure, is designed for the indoctrination that will allow the conditioned learning of behaviors and values.

A conditioned human being is just another animal that has been domesticated for the circus of manipulated societies.

With all that has been exposed, I am not proposing that education should be done; to defy and break the law that governs each community. Rather what is intended is that the human being, be aware, that the rules that govern societies; They are essential elements for its coexistence.

A human being, who is not conditioned in his thinking and behavior, is an individual without complexes and without prejudice.



He is a functional being in the affective and social part, with great empathy with others and maximum tolerance with the preferences of the other individuals around him.

And not only the school or secular study centers are responsible for limiting conditioning; those in charge of the custody or parents of the human being in his first years of life, are responsible for this conditioning.

In our first years of life, we are forced to correct; alleged antisocial behaviors, vocabulary and even the type of food we have to take.

A clear example of them is; when we go down the street and see a person with a few extra kilos, as adults we refrain from making comments about that person's appearance or on the contrary we also

make those comments on purpose as a form of violence to that person's psyche.

Children, on the other hand, rationally express the first thing that comes to mind, without a malicious intention of hurting the feelings of other people.

They only express descriptions learned at school and at home; that person; is fat, thin, with a big nose or they mention the congenital conditions that a person suffers from.

Although it could be said that in the school stage, the students are cruel with their comments.

Everything has been acquired through family education or in schools.

What education seeks is to correct these forms of oral expression, but when an imposition arises, we give way to conditioning.

**B.- Creates Individuals with Minds that are Easy to Manipulate.**

The educational sciences with their lag and little theoretical progress, has lost its objectivity and practical application for human development.

Education today has become a subjective method of manipulation. The methods, the methodologies and the didactic means are directly or indirectly plagued by an indoctrination with the purpose of benefiting those who hold power; political and economic.

Using the contributions of great pedagogues, with the inclusion of subliminal messages to suggest the minds of the students.

Even in the Universities, the programs or subjects to obtain a professional degree lack a practical sense for the development of future professionals.

A practical example is a University in my town; in which the undergraduate program in philosophy only includes 3 or 4 subjects on philosophy, in the entire course that lasts 5 years.

Starting with the educational programs, it is an education that lacks logic and causes a delay in the human sciences.

We would assume that; These programs are intentionally adapted to create mediocre professionals with limited knowledge of their specialty.

Education at all levels is in a manipulative process in favor of local political systems.

The supposed advances and discoveries in education are simple curricular adjustments for corrupt economic and political purposes.

Educational systems teach philosophy; but not the philosophy that allows you the use of reason and logic. They teach politics, but not scientific and orderly politics, educational systems obey the rulers of the day, not the process of preparing the human being for life.

In many international forums on education, a global standardization process with regional characteristics has been proposed.

But they haven't taken the time to; evaluate, coordinate, enrich and allow the advancement of educational sciences.

All educators and the population in general, know all this that happens with education today. But we are so engrossed in the violent and intolerant solution to

current social problems, that we stop ourselves from looking for the most reasonable logical solution.

Generation after generation, the same patterns of action and reaction to the realities of each era continue to be repeated.

And this will continue as long as the educational sciences continue to become obsolete and without coherent scientific contributions.

Educational systems are planned to avoid training; thinking beings, with their own criteria, use of common sense and to avoid the development of human potential, everything is ready to facilitate manipulation and slave indoctrination by the world elites.

Proof of this are; the election of corrupt and authoritarian governments, the spread of racism and

discrimination, the promotion of war, the promotion of inequalities and above all the misuse of modern technologies.

All in a clear, conspiracy against all humanity.

Learners in our current era continue to learn the conditioning that their past generations learned, logically with other methods and methodologies, but the purpose is the same.

I want to clarify that when we talk about logical reasoning, I am not referring to the teaching of mathematics in study centers. What we are talking about is related to human thought that is formed in schools.



### **Chapter 3.-**

#### **Learn to Unlearn.**

When we raise the issue of manipulated education, we are confronted with decades upon decades of subjective indoctrination of societies.

In practice it is not easy to recover a conditioned and prejudiced mind. Because we deal with a complex issue where human thought is involved.

Psychology, psychiatry and all the sciences that assist education, still do not give concrete answers to help with this problem.

In the offices of psychologists and psychiatrists, hundreds of thousands of patients struggle to find the solution to emotional complexes caused in educational systems.

Traumas, prejudices and a series of affectations in the thinking of patients are the daily bread in these offices.

Currently we have societies plagued by doctrinal conditioning, which do not allow optimal development of the individual and of the communities that inhabit our planet.

Social discontent, suicide statistics, drug use and violence everywhere, are the result of maladjusted individuals; not to the precepts of utopian societies that many claim to have.

If not that is; the oppression that is received by subjective indoctrination, to limit the basic essence of human beings.

Societies that condition the human being, from basic physiological needs and emotional preferences of individuals.

What do I mean by all this?

I answer this question with a phrase from a great teacher; the truth will make them free. When education indoctrinates the individual, to see his nature as; sinful, vulgar, offensive, evil and total condemnation for it. Societies become a kind of religion, where the most perverse dictate the doctrine and the rules to follow.

We have not understood the concept of tolerance and empathy for our peers, regardless of their genetic heritage or geographical origin.

If we watch children play, we can realize that in the early stages of human growth, we are beings with little mental conditioning.

What interests us is having fun and we are not interested if those who are in our team are; beautiful, ugly, fat, thin, black, white, good, bad, poor or financially rich. All of this is the misclassification we do to describe our peers.

Our team are our friends, the essential thing is to contribute to the excellence of our group. Regardless of the type of clothes they wear, their tastes for ice cream flavors, their musical preferences and even more so their family environment that surrounds them.

We are in a basic state, being human beings, being authentic and especially being children. We are free

to express our emotions and feelings, which would allow us to form a mind without prejudice or complexes.

The problem of education is not the norms and rules that teach students, rather it is: the set of policies dictated by the governments of each nation, which integrates a series of subliminal or direct manipulations in the mind and therefore it will translate into the behavior of individuals.

All this conditioning, prejudices and habits acquired in the educational systems of the world do not promote the unified development of the human being and therefore it is difficult to achieve conscious and equitable societies.

One of the practices most used by great teachers such as; Buddha and Jesus of Nazareth, is the promotion of positive thoughts, feeding it every day to form an individual; compassionate and with a great spirit of service to others.

The teachings of these great masters have made great contributions to the development of thought and the functional integration of individuals.

But it is not about studying Buddha or Jesus of Nazareth in study halls, I mention them for their contribution to human thought.

The process of; "Unlearn" is complex because; to that the acquired habits, especially the complexes and prejudices. They have taken an important place in the minds of human beings and are often so

ingrained in our thinking that it becomes difficult to replace them with new ideas or thoughts.

To give so much redundancy to the matter we will summarize it as follows; **thoughts of hate – we fight them with thoughts of love, racist and discriminatory thoughts – we fight them with thoughts of empathy and tolerance.**

Although these are all human feelings like; greed, anger, nonconformity, envy, selfishness and many more, are part of our biological nature, in the study centers, they must be overcome with; mental tools, to achieve the functionality of individuals.

These great masters compared human emotions to a "seed", which, falling into fertile soil and beginning to be cared for every day, grows like a strong tree with deep roots.

Education has been the method used to promote inequality and discrimination in societies, as it is the main cultivation of the human mind since time immemorial.

Education has led us into a vicious circle, where the end result is dysfunctional individuals and major social problems.

It is the moment to begin to “Unlearn”; stereotypes of all kinds, racism, apathy towards our fellow human beings and, above all, the denial of human nature.



## **Chapter 4.-**

### **Tools to Train:**

The mental tools; they are a series of knowledge that allow us to solve the different problems that we face in our professional and affective lives.

Some sciences, such as Mathematics, have made significant advances in the development of new technologies and have especially made great contributions in fields such as logic and analysis.

The problem is that education as a science has not been able to integrate these contributions to the development of human thought in the classroom.

The advances in Mathematics are only presented in schools, as a subject of rigor. Not as practical

knowledge for thought, but as a set of calculations for processes.

And that is one of the reasons for the backwardness of education as a science.

In this book I have brought you a proposal of tools that should be acquired in the classroom, for the development of human thought, in order to achieve functional individuals and the advancement of humanity.

### **A.- Logical and Critical Analysis.**

Dialectic has been par excellence an essential tool for dialogue and the resolution of social problems.

That is why its correct understanding and application in all areas in which individuals develop is essential.

Its study allows us to process the logic of the events we live and form an opinion of them.

The correct use of this philosophical tool allows us to know the ideas of others, their perspective, their opinions and, above all, the contributions that we as social individuals can make.

What leads us to the logical reflection of thought, allowing us the formation of individual criteria with a deep criticism and questioning of our ideas.

The formation of logical and critical thinking does not mean that things should be as they are in our thoughts or infer excessive criticism of everything that is presented to us as human knowledge.

Logic is an orderly process of thought, it does not allow knowing the illogical character of racism; that it lacks common sense to discriminate against a

person because of their genetic heritage, because of their skin color, that like all human beings, the individual has affective feelings that can be hurt by unnecessary actions or comments.

Sexual preferences, gender and diversity of thought, is an essential part of each individual. It allows us to understand that we are unique and important beings for our species, but that we are not better or worse because of our tastes or genetic heritage.

The logic of thought is to be able to understand the functionality of being, before any preference that we decide to have.

Understanding that we are emotional and sexual beings, which has been exposed by psychology for a long time. Understand that biologically we are born

with certain characteristics, but that since we are born our affective part begins its formation.

When students acquire logical and critical thinking in schools, positive changes occur in societies.

Because we know it identifies the prejudices based on manipulative doctrines, which allow the denial of the scientific basis and the natural being that we human beings are.

Logic allows us to reason that we are sexual beings, but that this sexuality should not cause physical or emotional harm to our fellow human beings.

Logic also helps us to understand that there is a diversity of opinions and that opinions must be expressed with empathy and that knowing their branded character, when they cause harm to others, which should always be avoided. The most important

thing that we take into account when sharing our opinions is not the imposition of these on our peers, rather the enrichment and expansion of these.

## **B.- Formation of Common Sense.**

common sense they are the knowledge and beliefs shared by a community and considered prudent, logical or valid.

It is one of the most accurate definitions that we can find on the net, taking into account that it correctly covers what we have addressed in the other chapters of this book.

The promotion of the use of logical reasoning and the prudent behavior of individuals is the basis of coexistence in societies.

Especially with the use of social networks and the interaction in the different communities.

Promoting the use of common sense does not imply a robotic programming of individuals, rather it is to

develop human thought, for peaceful coexistence in society.

Unlike human beings, the other species of the animal kingdom lack the development of this mental capacity.

These act by instinct, guided by the natural laws and survival of the environment where they live. They do not understand the rules and laws that govern human societies, for this reason, we cannot pretend to humanize animals and want them to have a behavior adapted to our species.

Although they are pets, it is irrational to promote habits and behaviors that only human beings can understand.

Example: The one who owns a dog as a pet: it will bark, defecate, have aggressive behavior and act



according to the nature of its species. He does not understand that by barking all day , he bothers his owner's neighbors, he will defecate in the street without understanding the rules of order and cleanliness of the community. The being that is acting irrationally is its owner, because he has common sense and understands the rules and laws that govern his community, but in a thoughtless act he acquires this pet, causing unnecessary inconvenience to others and to the animal that lives as a pet. .

This is similar ha; enter a restaurant that specializes in serving meat-based dishes and demand that there be a vegetarian option, because we do not eat meat and even more verbal aggression for meat consumption.

Common sense dictates by logical reasoning, visit establishments where they can offer food of our taste or preference, to avoid unnecessary disappointment.

When the use of common sense is ignored, it gives way to misunderstanding and human stupidity, which has caused great social problems in all times.

The importance that students can assimilate the use and application of common sense should be a fundamental basis in the formation of thought in the classroom.

This type of mental tool is very useful for processing the information we receive in; the media, books, social networks and all the amount of information found on the web.

It can also help us make efficient use of new technologies and benefit from the immediate access we have to information.

## **Chapter 5.-**

### **Stimulation of Human Ingenuity.**

[Human Ingenuity](#) thematic area invites students to reflect on the importance of creativity, originality, the capacity for change that the human being possesses and to what extent these aspects influence and impact their daily lives.

With this definition that we find online, we can have a clear idea of the application that this statement should have in the classroom.

The arts in all their expressions are the result; of this wonderful thinking ability of human beings.

Human ingenuity has allowed us to develop new technologies that facilitate human activity and the

development of many sciences that are the basis of these technologies.

All human beings are possessors of this wonderful ability, but many times; its limited stimulation and promotion does not allow its full development.

Like dreams, human ingenuity is vital to the development of humanity. Since it is; the contribution of the individual to improve the living conditions on our planet and therefore the benefit for humanity and the other species that inhabit the earth.

But; How **does human ingenuity arise in our minds** ? Human Ingenuity arises as a result of the appearance of the different problems that arise with human activity. The desire to entertain ourselves, the need to help others and above all the search to understand everything that surrounds us.

An example is the stories told by the ancient poets of ancient Greece. Where characters like; Perseus faced the wrath of the Gods, managing to emerge victorious; not with brute force, since he was always accompanied by the best warriors of that time, rather what guaranteed his victory was the use of Human Ingenuity.

These characters solved problems, using the logic of thought and cunning in the fight against mythological beings.

And so, in many books of human literature, we find characters that make use of human ingenuity, reflected by the characters created by the writers.

Human ingenuity has allowed us to travel inside and outside our planet, also the cure of diseases that today are treated by immunization.

Our planet is in urgent need of human ingenuity, to avoid its imminent destruction.

In classrooms, the development of human ingenuity should be stimulated and promoted, not with simple analysis problems.

Innovation and creation of effective solutions must be achieved to solve everyday problems.

Knowing that problem solving does not take the most obvious techniques that everyone executes, rather it is the inner search for answers.

To defeat the Cyclopes of the Greek poet legends, they all followed the obvious solution of using brute force with metal weapons and were always devoured.

But the Hero of the Book, used the intellect to solve a problem that threatened his life and emerges victorious with his human ingenuity.

Human ingenuity is an innate ability of human beings, but its development depends on the individual and his motivation.

Many books make reference apart from the Greek classics, such as: Puss in Boots, The Art of War and many more works of world literature.

**Human ingenuity** , we can define it as the creative ability of human beings to solve problems.

Fostering this type of capacity in students allows the formation of more productive and unitary individuals for society.



Every day on our planet, with all the social and environmental problems we have, it is necessary that we all make our contribution, to solve these problems with human ingenuity.

Not only does artistic creativity exist, there is also inventive creativity, which has caused the appearance of new scientific and technological advances.

## **Chapter 6.-**

### **Conclusions:**

The idea of a super education has always been the subject of many books, hoping to achieve the creation of a utopian society.

But as long as education continues to be used as a practical method of slavery and suggestion with students, we will be far from achieving an education for the freedom and progress of humanity.

Hundreds of educators around the world are aware of the abusive policies of educational systems, thanks to their vocation is that important advances are being made every day in the training of individuals in the classroom.

One of the great challenges to achieve the advancement of education as a science is the indifference of many to the contributions of teachers who, with a vocation, impress on their students the spirit of improvement and the optimistic legacy for humanity.

Governments do not give relevant importance to teaching and much less international organizations, they act servile to the global conspiracy against humanity.

Here it is not about creating autonomous and functional individuals, rather the objective is to break the innovative and progressive spirit of human beings.

Today more than ever, we need human ingenuity to help our planet from so much pollution and

deterioration and to delay the tragic end of all humanity.

New technologies are a very useful tool to awaken human potential and we are all responsible for its correct use.

Today, with the development of advanced computer algorithms, we have the opportunity to optimize professional training time, as well as access to advanced knowledge to better understand our world.

To integrate new technologies, we can begin that to obtain knowledge or learn, there is a diversity of ways that our brain uses to learn.

In the network we find some types of learning with which we obtain knowledge, on the page;

<https://www.tekmaneducation.com/blog/types-of-learning/>, lists 9 types of learning.

1. **learning** .

We learn by associating ideas and information.

2. Meaningful **learning** .

We learn when information has practical application.

3. Cooperative **learning** .

We learn through community and cooperative work.

4. emotional **learning** .

We learn based on emotions and feelings.

5. Observational **learning** .

We learn by observation.

6. Experiential **learning** .

We learn by experimentation and our own experiences.

7. Discovery **learning** .

We learn by discovery of knowledge.

8. rote **learning** .

We learn by mental processes with memory.

9. Collaborative **Learning** .

We learn through collective work and the individual contribution of ideas.

In the schools of tomorrow, a simple test will suffice to find out what kind of learning we identify with.

Then the algorithms will do the rest, providing us with the entire learning process, starting from the way we learn as individuals.

Example: An experiential learning individual; algorithms when requesting to learn about certain knowledge. It will begin to compile the information that fulfills the main characteristic that will be "the Experimentation".

For example; this individual wishes to assimilate the subject of science; "The Water Cycle", the algorithms will automatically compile videos, images, documents, applications and all the didactic material on this subject.

The videos about him; Water Cycle, they will be videos of experiments that explain this process that occurs in nature and so on, all the material will be related to the experimentation of said cycle.

Even the evaluations of the acquired knowledge will be based on the way of learning of each individual.

Due to world problems such as: war, pandemics and pollution, the mobility of human beings will be restricted every day and therefore technology allows us; continue with the educational and training processes remotely and automatically.

We must be aware that human activity is harmful to the planet and that new technologies are useful tools to reduce the impact of this activity on our world.



The idea of an education with the use of modern technology does not imply creating automated people for the productive processes, rather it is the opportunity to simplify the processes of acquiring more efficient human knowledge.

Thus, each individual learns under their own conditions, managing to obtain the scientific basis of knowledge, without this causing harm to the human being...

What we have addressed in this book is not a utopia about the development of education, rather it is a contextualization of current and past problems.

Educational communities are called upon to make contributions to this science, which is becoming obsolete every day.

**Dear reader;** if you liked the content of this book, you can be kind enough to buy me a cup of coffee or make your contribution to continue creating content.

I invite you to do it from PayPal, any contribution from you will be of great help to me and thank you very much for your contribution:

Donate Now at:

<https://www.paypal.com/paypalme/israelcruzperez>

Biography to:

Israel Cruz Pérez, is a Nicaraguan writer, born in the city of Matagalpa in the year 1982.

For many years he worked as a teacher of primary education, secondary education and pedagogical advice for teachers.

Master of Primary Education at the Escuela Normal "José Martí", in the city of Matagalpa.

A lover of painting and creative writing, this primary school teacher has written several books of fiction and poetry and is currently working as a content creator for educational blogs online.

Also as a developer of alternative therapies based on art and thought.

Professor Cruz is convinced that the contribution of teachers is essential for a progressive education.

**Contact the Writer at Email:**  
israelcruz82@gmail.com