

Summary

Competencies for living in the 21st century and educational aims of students

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What are competencies? Definitions of competencies are numerous, but none is sufficiently simple, yet sufficiently complex. A simple and undisputable definition is offered in this paper: competency is an ability to do something. Furthermore, the author offers a model entitled „Twenty-eight competencies for the 21st century”, stating that it is difficult to believe that the contemporary school system supports just one of the twenty-eight competencies, which is memory – a selection of information that must be remembered. According to Bloom’s taxonomy, that is the lowest of the cognitive personality functions. The paper also includes a critique of the European Parliament’s model „Eight key competencies for lifelong learning”. Alongside the author’s own model, a futurological projection is given of the cognitive (evolutionary self-management), emotional (emotional self-management), social (simeonian competencies) and working-action competencies (human-machine competencies). It concerns a new perspective on competencies which will be unconditionally embraced or rejected by the future. To know how to learn with ease and pleasure in the learning civilisation of the 21 century will be the key to individual freedom. Throughout Europe and the world lifelong learning is advocated, which will not be possible unless we first learn how to learn and come to love the process of learning itself. We cannot make the third step without making the first two – that would be like trying to build a roof without first constructing the foundations and the supporting walls.

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