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A Philosophical Analysis[1] On The Relationship Between The Problems Of The Modern Era And Education

Mikail Söylemez*
Dicle University Ziya Gökalp Edcation Faculty,Educational Sciences Department

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Today there are many problems waiting for the support of education to be solved. Some of them arise from social uncertainty, economic deficiency, the worldviews of policy makers who lead societies, differences in faith and some from the societies' having an eye on other nations' surface and underground resources. When we consider today's problems, we notice that the source and main cause of poverty, unemployment, prejudice, environmental pollution, loss of respect for humans, individual/state interests and falling away from the essence of being human, is the wrong or poor education (Söylemez, 2010).

Is it limited to mentioned problems? The answer is simply no. When we examine the underlying reasons of such problems, we come to understand that educated people always play key roles.

The reason for that must be the fact that educational institutions do not sufficiently nurture needed human capital who are hardworking, sophisticated and honest. The desired and ideal person is the one who has a good court conscience, virtuous, self-conscious, knowing the reason of his existence, respecting the universal values; open to learning and always self-improving. If that is not the case so far, the reason behind it should be sought in educational philosophies and curriculum programs applied at schools. I do believe that what conveys the aim and dynamism in a country is the need for individuals who improves and develops the country without harming the social structure, discovering and knowing himself and productive. I also believe that nobody has words to claim the opposite.

Some academicians presented their papers generally on raising perfect individuals in terms of professional fields; such as a good medical doctor, a good engineer, a good chemist and a good nurse. I believe that it would better if they also stress the importance of a "good person" who respects human beings and human values besides having a good content knowledge.

Considering the critical age, it is too late for changing the earlier acquired character and personality structure of a young person who is about to attend a university. The chances of changing the self, character, and personality, let us say re-shaping and re-moulding him becomes significantly reduced. What is left to higher education institutions is limited to offering such youths merely the professional knowledge, skills and techniques. I suppose my fellow academicians in that congress avoided the topic I stress here for the same reason.

The problems I am trying to draw attention here, is the underlying reason of serious problems for individuals, societies and the globe in general. Modern educational philosophies, institutions, and some educators either overlook or avoid these issues, or they simply remain helpless.

This paper is limited to insensitivity of education in response to certain problems of individuals, societies and the world facing as caused by the above mentioned issues.

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* Correspondence: soylemezmikail@hotmail.com

Introduction

With the accumulation of knowledge and experiences of the past, humanity has achieved a rapid development pace in many fields during the last few decades. One of the most important areas of success is the exciting improvements in science and technology. Considering the moral and humanistic values, have these advancements been useful to the civilizations or not? This paper will try to find answer to this question.

If we leave aside the fact that the current technology provides people with great relief, nothing else forms a basis for the burnout of people. Underestimating the negative outcomes of science and technology such as environmental disasters drags the polluted mental interaction alongside. This mental pollution changed the status of Mother Nature as being a holy mother hug and filled with nuclear reactors which pollute both the human-nature relationship and the environment with devastation and exploitation. The main reason of it is that scientific information is used for profit purposes. Its reflection to the environment leads to the off balance of the natural environment" (İnam, 1993).

Today's societies on one hand losing their own cultural values through mass media and on the other hand losing universal values which keeps the individual and society alive. During this change a financial dissatisfaction has emerged among people. We face with this financial dissatisfaction as humans' consuming things ruthlessly in vain, wasting the earth's resources without thinking the future of humanity and as the greedy games of developed countries which are played against under developed countries in order not to face difficulties in the future.

People chose over-consuming the resources while they could survive with the less and they were unable to afford the expanses with their income thus they headed for bribe and unearned gain finally they disturbed public peace. As a result of this over consumption our civilization is pushed towards chaos and universal values are violated. **"**Contrary to the expectations such as peace, social justice, happiness and equality; hunger, poverty, exploitation, war, violence, hatred and socio-economical injustice turned out to be modern civilization's outcome values all of which have nothing to do with being human. Now European scientists who are the founders of the western civilization admit that the western civilization is in a very deep and irrecoverable social crisis. The most distinguishing indicator of this case is the European civilization's using his power and energy more and more for eliminating the poor, sweeping away those who struggle for life and justice, destroying the family and society, off balancing the ecosystem thus finally moving through the extermination of the human race." (Holland, Henriot, 1983; cited in Köylü, 2004).

In the 19th century materialism and atheism spread to the world like a plague and ripped humanity off its core and moral values. In the last quarter of this century the movements and search of those who want to get rid of this moral disorder increased the return for religion. This search generally ended up as comeback to Islam. Islam which is felt more and more in Western societies, disturbed some circles. "Probably as a result of religious pluralism, on one side the beliefs about the doctrines of religion were refused and "no religion is superior to the other" principle was fostered. It was stated that the absolute religious reality was only acceptable in individual and private aspect. But on the other side it is seen that there is vigorous research and study on the accuracy of a specific religion. Apart from this a missionary movement seems to have increased (Hempelmann, 2003; cited in Köylü, 2004).

In today's society unfortunately we observe that belief-disbelief, classic-modern, science and

ignorance are hand in hand. The co-existence of such discrepancies in society is a disorder for humanity. The reason for this illness is that modernism and secularism are dominating the societies. As a result of this dominance, incredible traumas occurred in moral issues.

Another outcome of secularism is that: "Secularism which exists as a result of separating the religion from politics, provided a number of gains like religious freedom, compulsory education and rights for women but excluded religion from almost all of the social life and left no room for religion in individual's life. It is possible to see that secularism's effect in many European countries. Many people spend their daily life and do jobs away from the religion or ignoring it. From now on religion is ignored or treated like a personal issue, and considerable declines in attending prayers are observed (Bosh, 1991; Conn, 1993; cited in, Köylü, 2004).

After these explanations, global issues, the problems of the individual and society which the education has been insensitive so far and need to be solved by education will be analyzed respectively.

1. Insensitivities of Education for Individual's Problems:

People living in the modern World are more educated and have more nutrition and health opportunities when compared to the past. On the other hand it is clear that people are exposed to violence, drugs and depression because of corruptions in faith and moral values.

Violence and violence related crimes are mostly seen among youths aged between 15 -25 and especially in developed countries. Of course the reason for these is not only the corruptions in faith and moral values. As stated earlier; unemployment, financial problems, internet, television programs and many more can be counted among the reasons. We also should not forget the fact that the faith is the most important factor compared to others.

Among the reasons of this process, is pushing the masses into crime because of unemployment and poverty. Another important reason is constitution which facilitates putting people in prison. Policies adopted worldwide since 1980's are outstanding for impoverishment and toughening in punishment policies (Özdek, 2002).

Probably sexuality is the most serious one among other problems that youths face today. Now while youngsters are entering puberty at earlier ages, they prefer to get married at a later age for various reasons. Thus sexually active teens wait for a longer period when compared to the past. As a result of this change which modern world offers, today sexual relationship before marriage is accepted as normal in many countries while marriage was a largely accepted lifestyle and sex before marriage was not tolerated in many countries in the past. It is possible to see dramatic increase of numbers in many countries for this problem. Contemporary teens are of the opinion that sex before marriage is not a moral issue. Furthermore they adopt a philosophy which they think it is a personal right to choose. In addition the characteristics surrounding the modern life of individuals, both encourages the sex before marriage and have more opportunities through mass media (Clouse, 1991; akt, Köylü, 2004).

At the end of the out of marriage relationships, girls are heading for abortion or leaving the baby after birth. Some of them go under serious depression and try to commit suicide. People who have no faith consider suicide as an escape or exit. However, according to the Islamic faith those who commit suicide are supposed to go to the hell forever. Diseases caused by out of marriage sexual relationships are the most important health problems.

Alcohol and drugs are associated with modernism and secularism, pushing individuals into a chaos and threatening the social life. Some individuals use alcohol and drugs as they find it as a way out from loneliness or isolation.

These alarming problem rates indicate that current young generation is in a serious crisis. What is even worse there is no serious effort to alleviate this case. The problems that seem trivial today may cause more serious problems in the future. Among them are; loneliness, depression, hopelessness, boredom, school problems and troubles within the family which are increasing day by day.

Individuals within the society lose their self-respect and have severe dilemma about their personality and character. These people's soul is far from the harmony and dynamism to survive. Their self-esteem and the intimidating manners of the soul turned them into a walking dead. Educational institutions cannot overcome these problems and accept them as normal.

İkbal clearly explains this issue: "It is such an education that is like an acid which melts a person who stands out full of life then moulds him into a shape as it wishes. This acid has such power and influence that no other element in the nature has." And he describes a man who had that kind of education as: "The teens look like a grown up man, but they are not. They denied their existence and expect help from others… Their hope and purpose of life is lost even in their cradle. They do not know to think on liberty." (Nedvi, 1979; cited in, Tozlu, 2012)

"'While in the early 1950's 12% of teenagers between 14 and 16 agree that "I'm an important person", in 1980's 80% of teenagers perceive themselves as important. Today this rate is even higher. The following sentences important statements of "I generation" "I believe that I am a special person. I live my life freely anywhere I want. This body belongs to me. I use my body according to my own will. If I managed the world, it would be a better place to live…" This generation is far from altruism and empathy and is behave in a narcist way. Curriculums and programs under the title of "Personal Development" embitter this selfishness (Tozlu, 2012).

Another important problem that individuals have is violence. Many people perceive violence as beating or fighting. According to the Violence Workshop report held by University of Dicle in Turkey in 2013; violence is harming people physically, sexually, psychologically or financially. Violence is defined also as all of the actions and attitudes of an individual which cause other people suffer by threatening them or preventing their freedom. Based on this definition the kinds of violence are verbal, physical, financial, psychological and social violence. According to this information violence is at alarming rates within the society. There are many factors increasing the violence within society. Among them are misconceptions about violence, mass media, people who grow up without values and faith, psychological, social and financial problems.

The claims that in the modern educated man's world violence will decrease, he will be more empathic, welcoming to others thus peace will prevail are still delusions. The World War, Gulf War, Afghanistan, Iraq, Lebanon, Bosnia, Nagorno-Karabakh, Syria and Egypt's agonies and chemical weapons… The discrepancies in educational philosophies are ignoring the universal values in education and corruptions in social norms.

"Computers, internet, satellites and other mass media are fostering the violence and cause people to perceive it as "normal". In computer games both the child and father are proud with

the number of deaths the child scored. Children are experiencing many kinds of violence everywhere including the books and cartoons. According to the studies a child experiences almost 8000 suicides until finishing the primary school. Today children say “"By the power of Grayskull..." "...I have the power!”

Apart from this many artists and politicians prefer a language which spreads hatred and grudge instead of peace and respect for others. In our songs we have a discourse which increases the violence more. In the songs we come across such lyrics: “I gouge out your eye, tear your hair, I shoot a bullet into my head. God damn you!” In movies main characters have utterances as “I cut your head” The language of violence in sports, art and politics triggers the desires to obliterate so spreads violence subconsciously.

Violence is perceived as if normal in that way. A rich family’s son cut his girlfriend’s head and threw the head into the dustbin in Istanbul. A surgeon was killed while working in Gaziantep. A little school child was screaming as “I am fed up with violence at home, at school in the streets, everywhere. A bus was set to the fire and a girl was burned to death in İstanbul. Many women in Turkey who wants a divorce and applies to the court are exposed to maltreatment of their husbands.” (Eyigün, 2013)

The above mentioned problems are not limited to Turkey sample; these events are observed in any society worldwide. The reason for that, educational philosophies are not consistent and universal. More informed and religion integrated moral approach is not examined seriously in educational philosophies.

2. Insensitivities of Education for Society’s Problems:

The family which is the milestone of the nation is being demolished. The source of our happiness and inner peace is in serious danger. The divorce rates are increasing day by day. The couples who states that we are happy to get married now says that “We are not meant for each other, we should get divorced” Many people have problems in their marriage life. But why?

Moral problems that humanity faces today are threatening the families. No one can deny the significance of the verbal communication’s quality which creates the harmony within family and society. I am going to stress “sensory communication” which pedagogue Adem GÜNEŞ refers to as the cause of moral destruction within family and society.

“Sensory communication is a kind of connection between people which is carried out through the senses. In other words, we can define “sensory” or “emotional” communication as communicating with others using all verbal or non-verbal delivery items based mainly on senses (Güneş, 2012; cited in, Söylemez, 2012). For example a woman holding an item left from her dead father and remembering the old days burst into tears… At that moment her husband looking her in the eye and says “I see you”. The woman tries to understand subconsciously whether he told this sentence by heart. If the sentence is really meant for her and the woman perceives it to be so; this sentence is really important for her. But if we consider the opposite scenario, the feelings of the husband is not included within this sentence and if the woman realizes the formality the words of the husband may not be consoling for her. The woman in our example prefers husband’s the utterances which are said by heart with emotions rather than talking for hours far from the wife’s emotional world. If the husband says “I see you” and keeps enjoying around, his wife thinks that “he is cheating her” thus the trust is broken. We come across with the character’s dilemma here. We witness double

dealers in all layers of the society as well as the family.

Marriages are built on mistakes. Marriage is one of the most important phases of life and it is a long journey. The couples who are going for this journey either make it fun or turn it into a nightmare.

It is for sure that people marry to be happy and try to find the happiness they have always dreamt for. How much do you think the marriages today satisfy this expectation? Can we really fulfill our expectations within the family or marriage? Why do the families break up? Actually the answers for these questions lay in pre-marriage term. Marriages are built on mistakes and the outcome is breaking up soon.

There are many mistakes which are made before marriage. Couples get married without knowing each other very well. Couples have such logic as: "Let's get married first then we decide on what is right and what is wrong." Men and women choose who to marry before knowing what sharing the life means. Then trial and error phase starts. Then they decide to end the marriage. What is the role of education here?

Newlyweds do not pay attention to mutual ideas. Marriage is not just about satisfying the pleasures of the couple. According to our faith and culture individuals marry for gains that are both for life and afterlife. In other words people be happy with the life they lead and the children they raise. For this reason it is important that the partner in a marriage have morals and faith. Once people would mean that with the words "presentable or as straight as a die" I ask how many people care about it now. I wonder how much do families value and try to live with respect, love, loyalty, manners, empathy, sincerity, obedience and honor?

At first what unites the couples together is the similarities between them. But what sticks them together for years is their differences. We should treat the differences as an opportunity to learn instead of a reason for divorce or fight. A smart couple tries to learn each other's differences in a short time. They search ways to use these differences for their benefit (Söylemez, 2012).

Values are the most powerful tools to foster motivation. The best way to change the undesired behavior is to make an explanation based on main values. To tie the family members to the family one should address his or her feelings. If two people are connected each other with common values their relationship lasts forever. But if their values are different their relationship lasts shorter and they have more problems with their marriage. Thus the couples should have common values to have a bridge that connects them. Understanding the individual's values means to know what is important for him.

Values are the beliefs that guide people in their decisions and show what people care about. Our world image is a combination of our values. We respond to the world according to our values. To understand a family we need to understand the kinds of responses they give in their daily life. The decisions are based on values and exist within the subconscious of the family members (Söylemez, 2011).

In societies in which values education is ignored, the booming of psychological, pedagogical, social and faith oriented problems. The destruction of the values demolishes the family and the society. The family is the cornerstone of the society.

In the past if a member of the family has improper behavior the head of the family would

imply that with a glance and that member would change his behavior in desired way. No expert of pedagogy can question that glance. If he does so, he faces the moral enforcement of the society which roots in the culture of the past. While this fact is crystal clear, modern educational philosophies stress that "Transferring the culture is among the duties of education." We should question why education is ignoring that task.

Alienation is another important problem that many people suffer from today. Although the rates show that many teens can adapt to the society they live in, there are studies which indicates the adaptation problems of teenagers for the society and their own self. These members of the society try to overcome the stress of social exclusion and suffer from behavioral alienation. Now the young looks for his own identity and searches the ways to be accepted and approved as an individual (Davies, 1991; cited in, Köylü, 2004).

Social isolation is another problematic area of modern education and civilization. The change in the structure of the family forced the members to live in an isolated world within the family. This change brought many important moral problems along. Industry based working life ended large families and formed a basis for small families. This led to the increase in divorce rates. The children are the most adversely affected ones in this change. The children whose parents are divorced generally have problems. Among them are showing misbehavior and emotional abnormalities. In addition if the parents refuse them they are isolated from the society with the feeling of loneliness. We can name this as social phobia.

In the last quarter of the previous century some feminist movements were against the marriage and continuity of it. They argued that the marriage was a shackle which deprives women of their freedom. They proposed part-time marriage instead. Furthermore marriage against payment (A rich woman's getting married with a moderate or poor man till she has a child) (Söylemez, 2012) was another devastating factor for the values which the family is built on.

Another issue which has outcomes for the society is abortion of the illegitimate child. There is no need to discuss the moral aspect of abortion. Women who had an abortion face psychological problems as, guilt, shame, escape from the society and even committing suicide. But how sensitive is the educational institutions for these depressions.

3. Insensitivities of Education for Global Problems:

Problems and depressions are modern civilization's bitter fruit gift for humanity. These problems are at serious levels for the individual, society and globe in general. Science and technology offers many facilities to teenagers in many fields, but made them face serious troubles in terms of morals and ethics. In my opinion the most threatening of these problems is the global one. If we look analyze the World we see socio-economical inequalities and the increase in conflicts and violence in developing and Muslim countries. Especially we do witness revolutionary rebellions under the title of democracy and civil wars in countries which are rich in underground resources. Egypt is outstanding example of it. The western countries did not even call it as "overthrow". To prevent that kind of events it is essential to discuss the principles and messages of Abrahamic religions, morals and universal values as well as universal integrity through educational institutions. Those principles should be analyzed carefully and then they should be turned into an educational philosophy in the curriculums. If pedagogues and educational institutions are insensitive to this issue the results I think will be more devastating.

Turning the science into an ideological tool, preferring the minority's welfare to other people's health, not respecting to the developing countries for the last two centuries, leaving a polluted world for the next generations is a desperate situation. For the sake of modern science, thousands of cultural and civilization elements are being destroyed. Vital resources are plundered. Ideologized science is trying to resemble everything to it. On the other side it is giving harm to the nature and ecosystem.

Interfering with the ecosystem is so much that, we come across with ecological pollution which threatens human life and the next generations. Some chances occurred in the genetic codes of the all animals because of various radiations, chemical substances and other environmental factors. Although improved noticeably, industrialized countries are at great risk for environmental pollution. As chemical industry provides many kinds of products and determining the harm of synthetic materials to the nature takes time, the earth turned into a trial and error laboratory and the environmental activists cannot do much about it. Mental pollution has appalled moral values too. If we define the moral only as our responsibility for the society, what about the nature? How much is the moral responsibility of a farmer who sets on fire the margins of his field. We face with the moral pollution as the sinking oil tankers in the oceans, nuclear waste that are sent to the underdeveloped countries, explosion of nuclear power plants, computer viruses or internet crimes don't we?

Not only the trouble of refining the industrial waste which includes mercury but also agricultural or atmospheric contaminators and accidents which happen in chemical industries depends on legal arrangements and technological development. The quality of the city atmosphere is neither a research nor a scientific methodology issue. It is all about politic decisions and investment preferences. The accumulation of these problems is caused by one day thought and precaution, the decision makers' choice to deal with them in a way that provides political, personal or easy prestige rather than making huge investments which affects the whole country finally (Ulugbay, 2008; cited in, Köylü, 2004).

The destruction of the rain forests, causing global warming via emitting various gases into the atmosphere is the insensitivity of positivist educational philosophy which is destitute of universal or moral values, isn't it?

"Hasan Ali Yücel also denotes that setting a bridge between the materialistic and moral values is the most vital and most important duty which to be thought on and grasped by humanity at the first place. This duty needs to be reviewed in today's world in which millions of children die of hunger, nearly a half billion people suffer from malnutrition and have insufficient health services while developing countries spend much more money on weapons than they do for education and health services." (Kenan, 2004)

It is easy to realize that those who are active in polluting the environments except for their own, are the ones who cause the violation of financial sharing balance. Moral problems are not only individual or national. Moral problems are turning into a "universal moral problems" some time later.

Industries produce 36 chemical waste weighting more than two billion kilograms each year which mainly induce cancer and other chronic disorders. As a result more than half of the water we drink contains toxic chemicals. The consequence of these events is expected to be severe problems in the ecosystem because of the warming in the atmosphere (Colaw, 1991; cited in, Köylü, 2004).

We can guess the size of global social crisis in case of facing military based sickness, war, tension and conflicts as well as socio-economical injustice.

The egoist frameworks that are based on peer benefits which roots in modern educated peoples' minds. As a consequence of sacrificing moral values and respecting the nature, many manners which affect the society's harmony and health are ignored. Perspectives to the environment and value weakened nature is deprived of the moral aspect and just considered for financial benefit thus it started to be misused. Because the contents of moral education lacks themes as protecting the moral values, genesis of human beings, earning without harming others and respect for the nature

The role of education is to save people from this mind pollution and soul shift thus leave a better world for the next generations. That depends on raising self-conscious and self discovering people via education. People looked for happiness at the sky in medieval ages. Today's humanity is doing so in the nature. These two partisan pursuits are wrong. The people should look for their happiness with a metaphysical approach in their clear soul's depth and in the future promising environment that they live.

Conclusion

As discussed before, the main reason for both individual and social-cultural problems is ruining the human honor as a result of cultural aggravation. We cannot ignore the destruction of life, human and nature as the restriction of joy and pleasure madness is not easy. The case is the same both for the western civilization and the other countries which imitate the Europe.

Talking about the problems of the era, the issues as poverty, unemployment, prejudice, pollution, absence of respect for humanity, individual/national benefits and people's migration from their essence are well known by everyone.

It is evident that today's technology facilitates human life but if misused it causes a lot more tragedy. Modern societies lose their cultural values as well as universal values which unite and keep the people and society together. During this change financial dissatisfaction arises in developed countries at global scale.

Secularism which existed as a result of separating the religion from politics played an important role in the problems as it ignored the religious values in social life. The co-existence of belief and disbelief, classic and modern, science and irrationality within the society created a character dilemma of the individuals. As an outcome moral disruption and unbelievable calamities existed. In the end sexual problems which threaten both the family and health are increasing.

Unemployment, financial problems, internet, television shows created the violence which is the biggest problem of the era.

The problems of the era are not limited to the society and individual. We face socio-economical inequalities around the world, wars at developing countries, faith and partisan conflicts (especially in the Muslim world). Analyzing this case more carefully, it is known that developed countries have a role in this case.

The ideas which root in positivist educational philosophies are also another reason for the

destruction and the loss of nature's holiness.

In order to end forever the mentioned problems above, modern education needs to solve the problems fundamentally.

Values that are kept out of modern education, especially the moral ones are handed in a manner that they are judged and decided on subjectively. The reason is that positivism fosters modern education. Positivism cannot guide people to find what is right. As a consequence there is a need for an approach to education which fosters main moral values such as justice, mercy, responsibility and philanthropy.

According to the Cartesian view developed by Rene Descartes (1591-1650), the failure to balance the soul and body relationship taking a step further misinterpretation of physics and metaphysics dualism led to the "Cogito, er go sum" and created the term "self" and had devastating results. If an individual attaches importance to that term too much it creates the emotions such as pride, arrogance and egocentrism. Considering the social scale, the thesis as "the society think all the other societies are smaller than us and they should be exploited for the good of us" has destroyed all the universal values.

As explained above, modern educational philosophies' closing their doors for universal moral values as a result of Auguste Comte's positivism which is based on Descartes' dualist-cartesian view and Newton's mechanical world view; induced insensitivity of the individual and society for global problems. Considering the criticisms, I think it would be unfair to say that modern educational philosophies are at the end of the road. I want to tell that undesirable results overshadow the positive outcomes thus it is insensitive to many modern problems.

As Professor Necmettin Tozlu states "It seems that our educational philosophy is not the one which can foster the feelings of responsible liberty to the individuals that we raise." For this reason people do not feel responsible for their actions and always blaming others. But it is important to place the feeling of conscience thus improving self criticism among people. Now it is only possible to shape the minds which are conscious to accept the guilt, responsible and thoughtful." I think that his finding is valid both for us and for the societies around the world. What is meant by education here is "… the one which ensures grace and prepares individuals to watch willingly the idea of perfect citizen and teaches how to obey and govern within justice."

It is clear that the views which aim to raise individuals who judge the good and the bad based on benefits instead of Godly virtual values, letting to explain ideas approved by politics and accepts information as it is without questioning are desperate for finding solutions for today's problems.

It is necessary to build a new system which installs accountability for the God and ethic rules -rather than the mere rules- into the hearts and conscience of those educated within educational institutions.

There are many reasons for the changes which occur in societies both socially and individually. But it is stressed by many pedagogues and crucial to develop educational philosophies which try to solve above mentioned problems sincerely.

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