

Can new school Covid problems put aside the old ones?

Mateja Peršak, *Faculty of Education, University of Ljubljana, Slovenia*

The changes in education caused by the Covid 19 epidemic put educators before a variety of problems, ranging from the difficulty of providing equipment and acquiring the skills needed to use it, to achieving specific educational goals, such as knowledge assessment. However, there are not just questions posed by the new situation, the old educational problems are not and will not simply disappear, but only get new forms. Without doubt problems of violence, authority, literacy and, above all, crisis of education will remain. And that is why this is a good opportunity to address the problem of the educational crisis as the most indicative problem of old un-covid conditions and return to the fundamental question of what is the function of the school. Why and how the school has gained its importance in modern societies and what critical changes it has undergone?

Dealing with the problem of lowering the educational level has a long history. It is indicative that these treatments come primarily from non-educational researchers and that they appear as theories rather than empirical studies.

In an attempt to thematise the problem of lowering the educational standards, we first derived from the reflection of the founders of the establishment of the educational system. In particular Humboldt who based the three-stage educational system on natural learning capabilities and divides it into elementary, school and university education. The problem of half-education was first highlighted by Adorno of which the unique remake represents Liessmann's miseducation and also Furedi who raises the question why school no longer educates.

Therefore, we believe that it is important to bear in mind the basic function of the school and, in this respect to address the problem of how much school itself contributes to the result of lowering standards of education through its methods. In these new circumstances, it is necessary to have a clear goal of what we are going to pursue, what we will strive for, which ICT options we will use and which we do not, because they simply conflict with the achievement of the set goals. With too much enthusiasm for the new tools and opportunities they give, the problem can only be deepened.

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