

Chapter 44

Education and Altruism and the Competence That Students Do Not Know They Possess

Rosa Iaquinta

Università della Basilicata, Italy

Francesco Milito

Università di Salerno, Italy

ABSTRACT

The term altruism in Italian contains semantic root “other” that means the one who is distinct from itself. Its meaning indicates love towards one’s neighbor, more particularly, the attitude of one who directs his work towards the goal of achieving the good of others (or if you prefer, to find the own good in the good of others). Educating the students requires a particular educational-training plan. The school is responsible of this type of education, which is not only necessary within the class, but it is the necessary attitude to face the increasingly complex social problems of our time. The self-centered culture is infusing in everyone the conviction that people do not need a community anymore, promoting the abandonment of feelings, and of the sharing of relationships with the neighbor. The path to take is based on the education to the developmet of pro-socal competences, bringing into play the community as a relationship founded on the research of the common welfare.

INTRODUCTION

The term altruism in Italian contains semantic root “other”, that means the one who is distinct from itself. Its meaning indicates love towards one’s neighbor, more particularly, the attitude of one who directs his work towards the goal of achieving the good of others (or if you prefer, to find thier own good in the good of others).

However, altruism is not a widespread attitude in the everyday life people living in the historical moment even if this word often recurs not only in the common language, but also in the language “technical”,

DOI: 10.4018/978-1-7998-3476-2.ch044

such as the political one where it is difficult to find altruistic attitudes despite the widespread use of the term. Training young people on the value and meaning of prosocial attitudes requires special attention, which engage the family and school. The school is widely involved in this type of training, because the school class constitutes a “gymnasium”, where it is possible to train and measure the capacity of each student one to promote the good of the class in which he or she is living, but school is also the place where the teacher prepare the young to face social problems, which are characterized by an increasing complexity that affects the different aspects of the life of each individual (Compte, 2015).

In our globalized time every aspect of the life of individuals, both professional and private, is connected with the expectations and interests of life of so many other people, due to the inevitable link of the contemporary world. Therefore privilege as the disadvantage of living in this form of community requires people to be responsible for acting correctly, considering the implications of their choices, whose effects take on wider aspects than those strictly personal and individual, think for example of the problems related to the environment (Dormah, 2018).

However, people are acting in the community feeling less and less connected to each other, although through the use of technological equipment they are virtually always in contact, receiving and exchanging an abundance of information. These possibilities generate a sense of self-sufficiency, allowing you to feel a greater sense of security and capacity in solving any kind of need without the need to lean on someone who can support us (Turtle, 2017).

An egocentric culture is spreading, instilling in people the conviction that they no longer need community help (Bauman, 2001), and this sense of self-sufficiency promotes the abandonment of feelings oriented to the possibility of sharing the joys and sufferings with others.

From this point of view the sense of community is also damaged, it is exposed to the risk of developing forms of isolation and demotivation that people feel, and which could also affect the very adults who have the delicate task of educating, with very dangerous consequences for the formation of the new generations. The path to take is based on the education to the development of pro-social competencies (De Beni, 2000), involving the community in a relationship founded on the pursuit of common well-being.

Bringing young people’s attention to the importance of altruistic attitudes is a necessity, it arises from the deep crisis that characterizes modern society, whose indicators of emotional malaise, isolation and aggressive attitudes are increasingly common in both young and adult life.

It is therefore necessary to pay greater attention to empathic skills for the new generations, due to signs of social alienation and individual forms of desperation, If unchecked, they could lead to deeper lacerations of the social fabric (Decety & Ickes, 2011).

The interest in the subject stems from the desire to explore the implications and behavioural consequences of educating new generations towards forms of solidarity and participation. . The work concentrates on the importance of altruistic attitudes in social life.

The subject of the work is not yet adequately explored, except by philosophy. It is a recent pedagogical research trail. The theoretical frame of reference is, therefore, gradually being constructed.

Poor results the literature of the sector.

BACKGROUND

In the countries of the European Community, the general trend of societies is towards increasingly more autonomous forms of the individual, which lead to a reduced availability towards manifestations

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/education-and-altruism-and-the-competence-that-students-do-not-know-they-possess/258806

Related Content

Real-Time Mobile Assessment of Learning: Insights From an Experiment With Middle School Students From Remedial, Mainstream, and Excellence Tracks

Ina Blau (2019). *Mobile Technologies in Educational Organizations* (pp. 283-301).

www.irma-international.org/chapter/real-time-mobile-assessment-of-learning/227234

Student Expectations on Service Quality as a Determinant of Service Planning and Marketing for Higher Education Institutions in Tanzania

Majiyd Hamis Suru (2021). *International Journal of Technology-Enabled Student Support Services* (pp. 17-36).

www.irma-international.org/article/student-expectations-on-service-quality-as-a-determinant-of-service-planning-and-marketing-for-higher-education-institutions-in-tanzania/308462

Student Satisfaction Approach for Enhancing University Competitiveness

Booyesen Sabeho Tubulinganeand Neeta Baporikar (2020). *International Journal of Technology-Enabled Student Support Services* (pp. 31-54).

www.irma-international.org/article/student-satisfaction-approach-for-enhancing-university-competitiveness/270262

Teaching English Language and Critical Thinking Through Authentic Short Videos (Ted Talks)

Sudhalakshmi Panneerselvam (2020). *Innovations and Technologies for Soft Skill Development and Learning* (pp. 9-16).

www.irma-international.org/chapter/teaching-english-language-and-critical-thinking-through-authentic-short-videos-ted-talks/255646

Visualizing Online Education in the COVID-19 Pandemic Based on the Bibliometric Method

Lei Liang (2022). *International Journal of Technology-Enhanced Education* (pp. 1-19).

www.irma-international.org/article/visualizing-online-education-in-the-covid-19-pandemic-based-on-the-bibliometric-method/315598