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Ornithologists do not fly...

Essay

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Information overflow has become a critical issue of turbulence. Rapid adaptation and filtration have led to developments in **mindfulness**. *Homo sapiens* is expecting a full mind to be able to live the miracle of life independently. I believe that **noting, remembering, and reflecting** are the key points for an inclusive future. However, **listening and immersion** seem to be strongly influenced by the speed of updating and making decisions. In addition to rational thinking, the next generation is willing to develop **intuition**. I feel that way and just do! Not all actions must be explained, and I will suggest accepting this approach.

In broad terms, present education can be defined as a way to differentiate an informed person from a thinking person. Cognitive processes must be the core of education. More recent news [**the United Nations 17 Sustainable Development Goals**] highlights that 'making education free and compulsory, increasing the number of teachers, improving basic school infrastructure, and embracing digital transformation are essential.'¹ In my personal experience, universities try to initiate logical decision-making thinking with such methods as simulations, group work, and verbal interactions between professor and student.

I hope to think that future education might be the richest and most beneficial essence of the present design, when it is human-centred. Nevertheless, I prefer process-oriented operations. In the paper *Meeting of the Minds*, management guru Peter Ferdinand Drucker (1909-2005) mentioned: 'I would say two things to the question of how an organisation should deal with rapid change. The first is to accept that you have to deal

with it, and not believe that this is something you do on Friday afternoon after 3 p.m. The second is to create receptivity to change, and there`s only one way to do it: by building organised abandonment into your system.¹²

This essay is divided into three sections and sheds new light and revision on objective reality through an internal prism. The importance of visual, auditory, verbal, and written competencies is underlined. The first section gives a brief overview of emotional intelligence. The next chapter investigates the question of novel approaches in communication and is followed by a new simulation learning case study in the third section.

I

While the world through digital platforms tends to focus on how to change oneself, the essentials refer to accepting yourself. Emotional intelligence is a remarkable characteristic of leadership for tomorrow. Self-communication or intrapersonal communication is set to become a vital factor. The French modern philosopher René Descartes (1596-1650) introduced two components of existence, in which the first addresses objective reality and the second subjective experience. Diving into the depths of the personal inside, sheds light on self-automonolog. A healthy self-automonolog is under the control of consciousness. In this context, phylogenetically, self-dialogue came after the external dialogue. Self-talk is a prolongation of the interaction with others. Additionally, silence could be a trigger of anxiety, because silence is an indicator of being alone or expecting danger. In such a situation, the intensity of self-dialogue gets higher or

instead of silence some other sounds are turned on. Together, these evolutionary manifestations suggest that dialogues are associated with the inability to stand silence.³

An alternative approach refers to 'zoom-in and then zoom-out'. Apparently, to begin communication with someone or to initiate an action self-reflection occurs. For this reason, it is recommended to use the third person for self-talk. It is more likely to reach you, increase objectivity, and build a healthy distance. Another point focusses on the linguistic combination 'she/he can' instead of 'she/he will be'. The goal is to initiate an action and reaction. Furthermore, speech is the code of our thinking. It reflects the thinking. When we think, our psyche generates ideas, followed by sorting them. In other words, self-reflection occurs through interaction with brain structure. Experts are seeing speech as an exponentially growing diversity and power within the next generations. With this in mind, the technological revolution today is a characteristic priority in education.⁴ Sometimes we do not need to change something, but we try to go forward and find the appropriate way in the labyrinth. Peter Ferdinand Drucker (1909-2005) postulated, 'You can not manage change – you can only be ahead of it.'² In contrast to today, the high potential of the last centuries was maintained through poetic writing that conceptually incorporated more handwriting.

Subtracting the real objectivity from life at that moment, we get the real state of ourselves. Because you are the closest person to you, good

contact is crucial to develop. Remember that **you are accompanying yourself every moment.**

The primordial interpretation of ourselves comes from the first look at the surroundings from a newborn child's perspective. **What and how do I see something, a conclusion is made about myself.** The inside world has huge potential and enormous value.

II

Despite the importance of immersion, a quick and informative look is asked.⁵ Most studies have tended to focus on the art of doing less. It means reducing the number of steps to complete a task or rationally utilising the resources. The 150th anniversary of the Nationwide Latvian Song Festival (NLSF) was to highlight the incorporation of cultural heritage on a scientific level. The aim of the study '*Assessment of Latvian Choir and Conductor Cooperation*' was to integrate information into a network based based mainly on data from the *Latvian Cultural Data Portal* and of the *Latvian Pre- Nationwide Song Festival* contest of the years 2018-2023 (Fig. 1-2). Furthermore, it relates to secondary and tertiary data source clustering and their integration into statistical processing and is at least followed by an aesthetic visualisation. The connections were made to investigate an attractive educational poster and give an overview of the long tradition in Latvia. This is an example of maintaining the knowledge and continuity of tradition in a socially relevant context, ensuring a quick interaction with the audience. Nevertheless, challenges remain to review other sources such as media and websites to gain a deeper and broader perspective of conductors

in the choir development way. This aspect relates to how diverse the information is presented and what can be done by summarising all these sources. Further disciplines might include systematic and united timeline information processing. Manual data clustering gives a formal solution that a broad overview could investigate a clearer and more comprehensive result.⁶

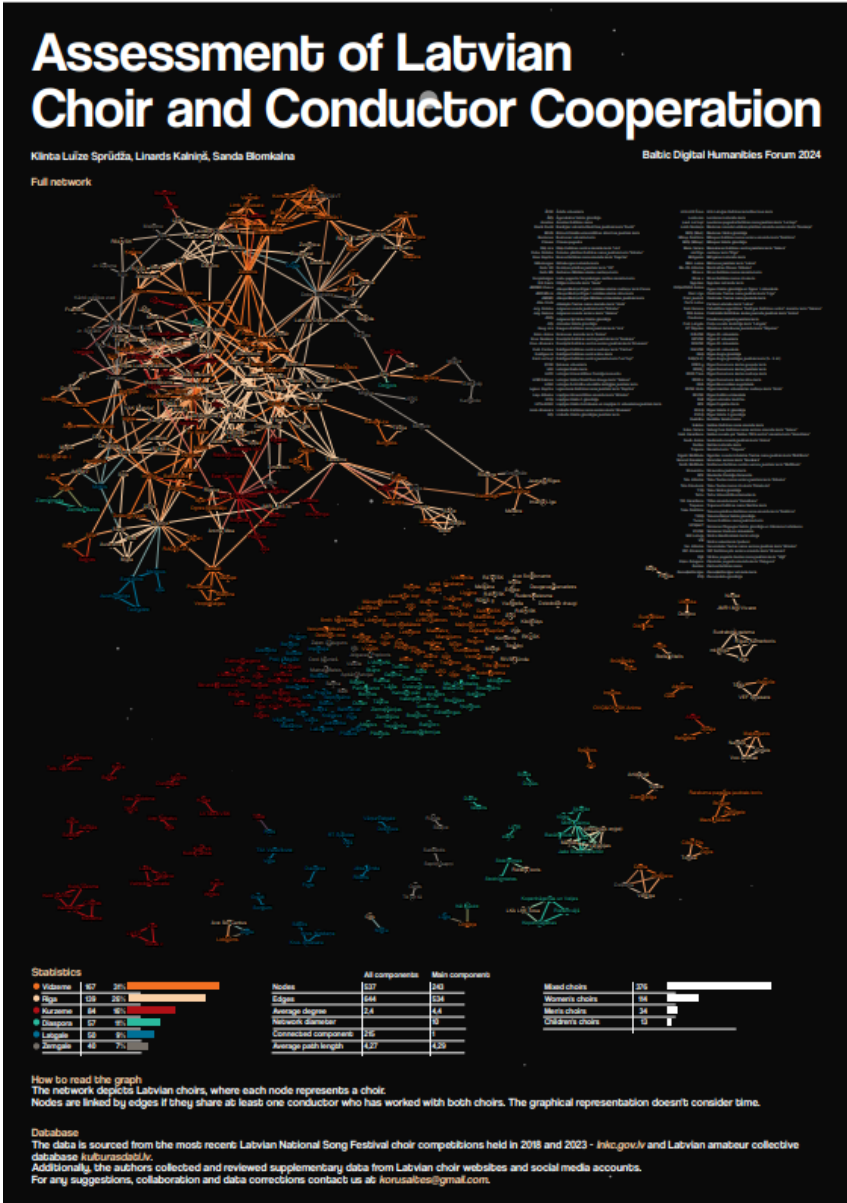


Figure 1

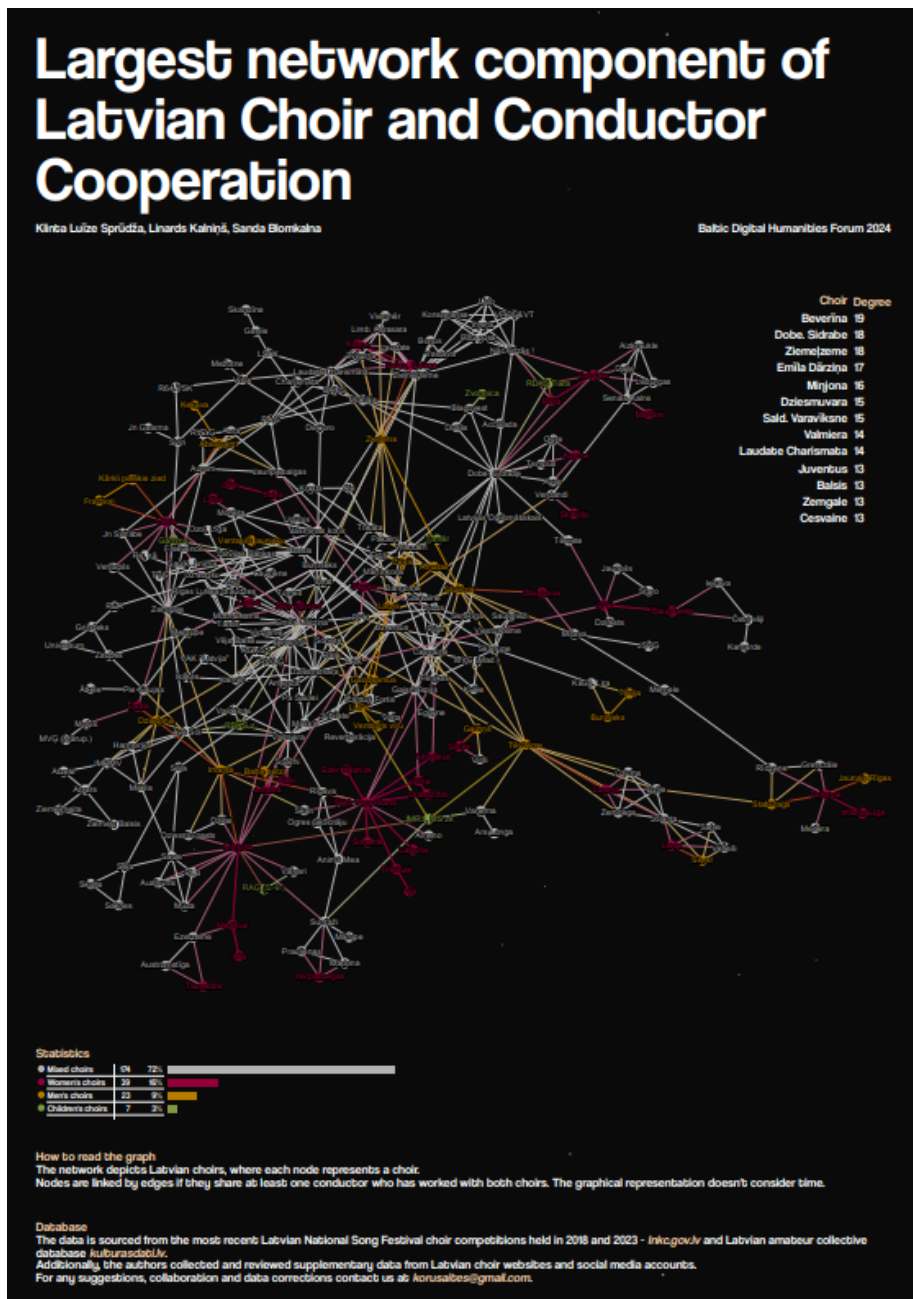


Figure 2

Due to the willingness to put together the relevant connections, the work was done. **Acquirement** in the choir and music field, let us deep into the details. We did immersion to enable a lighter way for the audience.

In broad terms, **digitalisation** can be defined as a way of **communicating distinctly**. Again, through **trustful and evaluated data** the immersion in the task could be reached by a qualitative visualisation, representing the tip of the iceberg.

III

'Going through fire and water' a human is growing, but learning modern is the focus of today. To promote awareness, maintaining the ability to adapt to the unpredictable, timely situational play is required. Thanks to an interdisciplinary team, a crisis simulation, including planning, action, and analysis was developed.⁷ The developed strategy is adaptable to national and public security affecting events. The team cooperates with university faculties, so that our contribution is to strengthen practice-based education. One of the highlighted approaches refers to *Team-based learning*. It is a technique to practice student-centred learning, supporting the flipped classroom method and working within small teams.⁸ Another point of view addresses *Team Reflexivity*. Furthermore, it emphasises information sharing and processing within teams. There may also be different interpretations of the results that are welcome to be discussed.⁹ To sum up, the goal is a cooperation of the tactical (services), operational, and strategical structure of the country. Peter Ferdinand Drucker (1909-2005) put forward similar characteristics regarding to human resources management in the military organisation. Firstly, 'the idea of focusing on organisational goals is imposed, by placing in certain positions the person that produces results and who

holds qualities essential to the evolution of that position. Tasks, competencies, and responsibilities are defined as the three sides of the 'golden triangle of management'.¹⁰

Nowadays, information bubbles are becoming strongly popular and education is encouraged to implement actions within different **scenarios**. So, when we read or hear something, weighed reactions can be applied.

The evidence from **simulations** points towards the idea that by acting **in a less stressful environment, a deeper understanding is obtained**. There can be good books, but the **real experience** is in the foreground.

These observations have the potential for several implications in education. In a first aspect, good contact with yourself is built, which has a huge impact on how the world is seen. In a second aspect, visual communication was investigated, which today could be strongly qualitative or manipulative. In a third aspect, practical approaches in education were explained where theoretical knowledge meets objective and practical reality.

There is a confrontation: staying and feeling stable or going and being unstable. 'The golden mean' eventually leads to a stable movement with a taste of risk and daring and possible obstacles on the way.

In a lesson, the student asked his professor, 'Have you had experience with these circumstances?' The professor answered, 'Ornithologists do not

fly....' Therefore each of us has to meet our case. The interpretation can not be learned, but from interpretation can be learned.

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