

**EXAME DE PROFICIÊNCIA EM LÍNGUAS - 1º. SEMESTRE/2021**

**PONTIFÍCIA UNIVERSIDADE CATÓLICA DE SÃO PAULO**

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## Excerpts from Edgar Morin's Seven Complex Lessons

Adapted from: <https://tonykashani.com/articles/excerpts-from-edgar-morins-seven-complex-lessons/>

- 1- If we want this earth to provide for the needs of its inhabitants, human society must undergo a transformation. We must rethink our way of organizing knowledge. This means breaking down the traditional barriers between disciplines and conceiving new ways to reconnect that which has been torn apart. We have to redesign our educational policies and programs. And as we put these reforms into effect we have to keep our sights on the long term and honor our tremendous responsibility for future generations.
- 2- Humans are physical, biological, psychological, cultural, social, historical beings. This complex unity of human nature has been so thoroughly disintegrated by education divided into disciplines that we can no longer learn what being human means. This soluble connection between the unity and the diversity of all that is human.
- 3- The history of the planetary era should be taught from its beginnings in the sixteenth century, when communication was established between all five continents. Without obscuring the ravages of oppression and domination in the past and present, we should show how all parts of the world have become interdependent.
- 4- Every person who takes on educational responsibilities must be ready to go to the forward posts of uncertainty in our times. Misunderstanding must be studied in its sources, modalities and effects. This is all the more necessary in that it bears on the causes instead of the symptoms of racism, xenophobia, discrimination. And improved understanding would form a solid base for the education-for-peace to which we are attached by foundation and vocation.
- 5- Ethics cannot be taught by moral lessons. It must take shape in people's minds through awareness that a human being is at one and the same time an individual, a member of a society, a member of a species. Every individual carries this triple reality within himself. All truly human development must include joint development of individual autonomy, community participation and awareness of belonging to the human species. From this point, the two great ethical/political finalities of the new

millennium take shape: establishment of a relationship of mutual control between society and individuals by way of democracy, fulfillment of humanity as a planetary community. Education should not only contribute to an awareness of our Earth-Homeland, it should help this awareness find expression in the will to realize our earth citizenship.

- 6- According to Marx, 'the products of the human mind appear as independent beings, endowed with individual bodies, in communication with humans and among themselves'. Taking this one step further, we can say that beliefs and ideas are not only products of the mind; they are also states of mind that have life and power. That is why they can possess us.
- 7- Learning about learning, which includes integrating the learner into his knowledge, should be recognized by educators as a basic principle and permanent necessity.
- 8- The education of the future is faced with this universal problem because our compartmentalized, piecemeal, disjointed learning is deeply, drastically inadequate to grasp realities and problems which are ever more global, transnational, multidimensional, transversal, polydisciplinary and planetary.
- 9- General intelligence  
As H. Simon expressed it, the human mind is a 'GPS' (General Problems Setter and Solver). Contrary to what is widely believed, developing general aptitudes of the mind improves the capacity to develop particular or specialized skills. The more powerful the general intelligence, the greater the ability to treat special problems. Further, to understand specific data we have to activate general intelligence which operates and organizes the mobilization of knowledge of the whole for each particular case.
- 10- As knowledge strives to build by reference to the context, the global, the complex, it must mobilize what the knower knows about the world. As François Recanati observed: 'Understanding statements, far from being reduced to pure and simple deciphering, is a non-modular process of interpretation that mobilizes general intelligence and draws broadly on knowledge about the world.' There is a correlation between mobilizing knowledge of the whole and activating general intelligence.

Read the text attentively and choose the right alternatives.

- 1) Read paragraph 1 and choose the alternative that is wrong.

**Traditional barriers must be kept as they are.**

- 2) In paragraph 2, the meaning of the word **thoroughly** in “*this complex unity of human nature has been so **thoroughly** disintegrated by education*” is:  
**completely**
  
- 3) According to Morin, one could interpret paragraph 3 by saying that  
**communication between all continents has made the world interdependent.**
  
- 4) In paragraph 4, Edgar Morin states that educators should  
**improve their provisional understanding towards peace.**
  
- 5) In paragraph 5, in the sentence, “*Education should not only contribute to an awareness of our Earth-Homeland, **it** should help this awareness find expression in the will to realize our earth citizenship*”, the word **it** refers to:  
**education**
  
- 6) In paragraph 6, based on Marx’ views, beliefs  
**are products and states of the mind.**
  
- 7) In paragraph 7, Morin believes that  
**education happens when learners are integrated into their own knowledge.**
  
- 8) In paragraph 8, choose the alternative that is incorrect. Education has been inadequate because  
**instead of interdisciplinarity, transdisciplarity is used all the time.**
  
- 9) In paragraph 9, one can interpret that the capacity to develop particular and specialized skills  
**can only be attained by developing general aptitudes.**
  
- 10) According to paragraph 10,  
**any context needs global knowledge to survive.**