The core learning strategies and structure for nurturing future talent in Koreas AI era education system

Korean education has long focused on finding the "right answer." Students spend years preparing for exams, repeatedly training to identify predetermined answers. However, doubts are growing about whether this approach truly develops the skills needed for the future society. Especially in an era where artificial intelligence (AI) can quickly and accurately produce answers, simply being able to provide the correct response is increasingly seen as insufficient for securing future competitiveness.

The core issue explored here lies precisely at this point. It is essential to fundamentally reconsider why Korea's entrance exam system shows limitations in nurturing talent suited for future society and what abilities parents and educators should help children develop. Understanding new educational directions and growth methods for children that align with the AI era is a crucial task for all of us.

Currently, many advanced countries, including the United States, emphasize not only academic performance but also skills known as "future literacy," such as leadership, collaboration, creativity, critical thinking, and empathy. UNESCO's concept of future literacy goes beyond predicting the future to include the ability to create the future one desires. This fundamentally differs from traditional "finding the right answer" education. While AI excels at analyzing data and identifying patterns to predict outcomes, there remains a uniquely human domain of "anticipation" and "innovation."

Korean education still tries to teach students the predictive abilities at which AI excels, but it is impossible to surpass AI's skill in producing correct answers. As a result, even those who rank first in entrance exams face uncertainty about their future careers. The talents who will thrive going forward are those who create and innovate new futures rather than simply follow existing frameworks. They must trust their own intuition and instincts and have the courage to lead change even in uncertain situations.

Parents and educators must play a role in helping children grow into such innovators. It is especially important to create an environment where children can freely ask questions and explore from an early age. Children are born with potential suited for the AI era, but Korea's exam-centered education tends to suppress their curiosity and questioning abilities. An educational environment that stops

children from questioning and pushes them only to seek correct answers ultimately kills intuition and creativity, often referred to as a "sense."

This "sense" grows only through lived experiences and mistakes. Therefore, it is necessary to allow children to freely make mistakes within safe boundaries and gain diverse experiences through play. Play and systematic sensory development education are essential for cultivating uniquely human abilities that AI cannot replace in future society. For children before elementary school, varied play experiences are especially important, and this should be a structured education aimed at nurturing this sense, not mere free-for-all.

For middle and high school students, whose sense has often already diminished, recovering it is a challenging task. Career education at this stage must also shift beyond simply guiding students toward universities and jobs, helping them find their true destinations and choose appropriate means accordingly. The reality that many Korean students pursue only "good universities and good jobs" without dreams or visions leads to emptiness and frustration.

True dreams and visions should connect not just to jobs but to ways of life. Children must be able to set their own goals and independently design the processes to achieve them. Parents should welcome and support their children's dreams and provide trust and stability so they can face failure and setbacks and try again. Respecting the child's growth pace and letting go of impatience and anxiety are the starting points for healthy relationships and future preparation.

Moreover, social challenges faced by today's youth are not merely individual problems but arise from changes in family structures and social environments. With the rise of nuclear families, dual-income households, and family dissolution, children often struggle to form stable and lasting relationships. This negatively affects their emotional stability and social development and, in the long term, contributes to declining birth rates and reluctance toward marriage. Therefore, governments and society must establish new systems to support families and children, creating environments where parents and children can spend time together and rebuild relationships.

Finally, an educational approach that raises children "strictly but without oppression" plays a vital role in nurturing their inner senses and intuition. The key is to allow children the freedom to make mistakes and gain experience within safe limits where mistakes do not cause harm. As children grow,

the scope of this freedom should gradually expand, enabling them to develop the ability to judge and act independently. This is also the path to developing the uniquely human "anticipation ability" in the AI era.

In summary, the direction Korean education should take is to move away from exam competition and focus on cultivating children's abilities to design and create their own futures. Parents and educators should concentrate on supporting children's dreams, nurturing their sense, and helping them form stable relationships. Only when such changes occur can Korean society nurture talent suited for the AI era and welcome a healthy future.

Now, let's examine these educational essentials and directions from the perspectives of three education experts. Each expert emphasizes different aspects of education and offers diverse views on learning strategies and environment creation suitable for the AI era. Comparing their insights provides valuable perspectives for reviewing current education methods and future-oriented learning approaches.

Expert	Core Perspective	Keywords	Interpretation Point
Sal Khan	Emphasizes equal learning opportunities and accessibility, focusing on creating environments where anyone can learn anywhere	Accessibility, equality, online learning	Education suited for the AI era should focus on supporting all students to develop creative abilities beyond physical and economic constraints.
Barbara Oakley	Offers effective learning methods and brain science-based strategies to systematically grasp difficult concepts	Learning strategies, focused and diffuse modes, repetitive learning	To develop future literacy, it is essential to appropriately use focused and diffuse modes and accumulate experience through repetition and mistakes.

Richard Feynman	Values deep understanding and the ability to explain as the essence of learning	Understanding, explanation, simplification	Creative problem-solving in future society requires not just memorizing answers but fully understanding concepts and being able to explain them independently.

These three experts illuminate the essence of education in the AI era from multiple angles. Sal Khan highlights educational opportunities and environments, stressing the importance of increasing accessibility so all children can express their creativity. Barbara Oakley focuses on learning methods, proposing brain science-based strategies to help children effectively acquire new skills. Richard Feynman emphasizes depth of understanding, arguing that moving beyond rote memorization to fully internalizing concepts is key to nurturing future talent.

Their perspectives complement each other and offer important implications for setting educational directions suitable for the AI era. When efforts to accelerate learning, deepen understanding, and improve educational accessibility come together, children can prepare for the future more effectively. Experience accumulation through repetitive learning and mistakes, along with self-explanation and problem-solving, are essential to enhancing learning quality. Moreover, when educational environments are diverse and inclusive, children can maximize their potential.

At this moment, it is worth reflecting on what learning strategies and environments you provide to help children move beyond simple answer-finding toward deep understanding and creative problem-solving. Considering what changes you can make to help children develop the ability to design and create their own futures is also a meaningful process.

For a summary of the key points discussed here, please refer to the PDF material below. The PDF offers an efficient review of the main content and serves as a useful resource for setting practical educational directions.