

ESSAY

THE FUNDAMENTAL NATURE OF HUMANITARIAN VALUES IN THE EDUCATIONAL PROCESS

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Abstract

Trends in the development of modern education are considered in the context of the globalization process as a return to humanitarian priorities and values. It is shown that education is people-centered, learner-oriented. This applies to changes in the content of education. It is allocated the relationship of the educational sphere of society and values. They are considered as classic and basic.

Key words: *educational process, globalization, humanitarian values*

Radical changes in Ukrainian and world realities of both social and individual life of people stipulate the change in philosophy of personal adaptation to life, philosophy of education which is the basis of teaching and educational technologies, in wider sense - the process of individual socialization is being developed. The issue of how and what to teach, which priorities to choose in organizational, administrative, and, mainly, in educational context, which personal qualities are to be shaped firstly and generally in order for an individual to find one's place in life, to be successful, competitive, and, finally, happy, appears to be a global and central issue of educational reforms in the XXI century. Without its deep and thorough understanding on the level of academic philosophical and pedagogical sciences, without public discussions, any further reformative steps might have only partial and temporary success.

State educational policy in its basics is certain to be philosophical by its nature. Such factors as globalization and information revolution, ownership, the evolution of which is taking place in the context of global establishment of market relations,

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and the factor of cultural wealth, the need in which seems to be the only safeguard of survival and maintenance of civilization's integrity in global as well as in local dimensions, are reasonable to be determined first and foremost among the rest. Facing the challenges of these factors education has to change (improve, modernize) its own basic philosophic principles. The first two processes form mostly pragmatic individual attitude to life, the last one - spiritual, moral, sensitive. Altogether they are objective and at the same time contradictory towards one another, shaping opposing viewpoints, and consequently – philosophies of the world perception. The issue at the agenda is which of them to give advantage to and on the basis of which philosophy to build the system of education in the XXI century. Modern education and upbringing appear to solve controversies between these notions. Differences can be settled only by means of «involving into their common basis», formed by practice (people's activity) and culture created by it.

As a result of globalization in the late 20th - early 19th century the world has changed, thus, it is evident, adaptation of an individual to life is to become different as well. Globalization marks a new era of cooperation among nations, economic and political systems, and among people. It alters the notion of «national borders», significantly broadens cultural and information contacts among peoples and states, influences management, manufacture, trade, labour market, political establishments, other social institutions and processes. The role of education and upbringing is changing accordingly. Specific demands of globalization to the system of education as the basic mechanism and means of determined personal development, adaptation to life and work require immediate reaction on the level of education of Ukraine.

Education fundamentalization is both a response to the challenges of globalization and a condition of social, national and state growth. The greatest demand of globalization to the people is professionalism [Anbrushenko, Guberskiy 2012]. It is built up by universities with academic schools in their structure, highly qualified academic teaching staff and authority in scientific tradition. Teaching and learning process should be held on the basis of the newest achievements of contemporary science, culture and social practice; should be advanced and shape independent creative thinking, personal will skills. Responding to globalization challenges we must shape a personality that would combine the qualities of a patriot and a highly intelligent person, and master the whole range of humanitarian culture.

Spiritual values are the essentials of sociality, humaneness and civilization. Mankind cannot exist without them. Living through any crisis, falls, collisions and catastrophes people always turn back to humane priorities as to the only spiritual stem, the core of their being. Education should react to this process by the first principal change of its content, be people-centred, personality-oriented. Making education more humane has a lot of dimensions. It embraces the sphere of administration (its democratization, transformation to state and public form of government); relations between lecturers and students (they should be developed on the basis of partnership); set-up of teaching and educational process (the right to choose a study course, form of study, teachers' and students' mobility), etc. The focal point of 'humanization' lies in the content of education – from physics to mathematics and other natural and technical sciences to philosophy, sociology, jurisprudence, to the whole range of the humanities.

The significance and value of the university education is primarily in providing with fundamental academic training, which is of utmost importance for shaping general outlook, awareness and ability of a specialist in any field, be it natural and technical sciences or the humanities, to think creatively. The spirit of democracy, scientific research, discussion, knowledge priority and polymathy having been a distinguished feature of classic universities is substantial as well. This is just the right atmosphere to shape a creative individual.

Modern education should be full of vitally important, contemporary concepts and issues the meaning and significance of which a pupil or a student will realize by means of discussions, comparison of concepts, thoughts, views and approaches practised in real social and cultural environment. It is important to raise immunity to realistic resistance from manipulatory technologies, imposing doctrines of doubtful scientific, social and cultural quality by propagandistic means. This can be achieved by developing independent personal views, accurate knowledge of a discipline, self-confidence in opinions and beliefs proved in discussions. «Democratic tolerance ... and scientific objectivity, - as Karl Manheim wrote, - do not hinder us from advocating our point of view and entering into discussion about final goal and life values» [Mangyim 2008: 273]. To know and be convinced of one's right is the final result of education in contemporary society which is globalized. It is well-known that the reason for any evil is insufficient awareness (understanding, realizing) of the essence and specificity of social and cultural context in which we live and act. In the past we used to have a system detached from life; ideals were imposed but not raised. Nowadays there is a turn to reality. Globalization safeguard is nurture of morality of such concentration and weight that the life of an individual would turn into live experience [Anbrushenko, Guberskiy 2012]. Education must shape a holistic image of the world, not only of its separate parts.

On the other hand, education changes its emphasis. The main indicator of effectiveness is not just the amount of knowledge gained at a higher educational establishment, but the ability to acquire it and study independently, skills to use sources and media and constantly improve the level of education, the need in lifelong learning, involvement of all the knowledge and skills into solving extraordinary tasks, problems and disputes. Education should be able to shape a competitive personality not only in Ukrainian but also in the world socio-cultural and industrial environment.

A range of problems of modern education is connected with elicitation of information flows. Attention should be paid to fast spread of computers, telecommunication means, electronic mail, and other means of communication. Education is called to protect a human being from the crucial flow of information, at the same time teaching to live within, use the information in conditions of limited time and enlarged (in planetary scale) opportunities. This stipulates transition to advanced teaching and learning information technologies built up on narrowing of information and directed to shaping information and individual analytical abilities. Cultural wealth and economic aspects of globalization constitute a certain contradiction. Therefore, the core necessity at the present stage of globalization is to provide guarantees in order that all human and social values govern the process of economic globalization. Further social progress of the world community does not seem to be possible. Thus, an essential prerequisite of economic and political

globalization effectiveness is a so-called globalization of values. However, one question arises in this context: which values shall be the focus of globalization? In the modern academic literature the process of emergence and spread of values of global culture gets the name of cultural globalization defining appearance of new forms of large cultural areas and new value guidelines. Correspondingly it is possible to speak about consolidation, confrontation, competition, cooperation of values as the main cultural archetypes within the framework of united cultural space. That is what can be observed at present.

Understanding education as a unity of knowledge and values does not assume ignoring contradictions arising in Ukrainian educational sphere in connection with this, even without any particular emphasis on globalization processes. This is a contradiction between out – of – date knowledge in different areas of social life and contemporary democratic values. If national cultural and educational systems do not agree with global ones in addition to abovementioned contradictions, the whole unity of education and values appears to be problematic.

Overall, it is a classical and a core issue of the basics of the education to underline an indissoluble connection between educational sphere and its value system. Besides, it concerns not only the content of the educational process, but characteristics and features of the participants of this process. As the unity of common eternal values within the educational system itself has always been presented in the high level of teachers' ethic, in their attitude towards academic disciplines as well as towards their students. Speaking about the content of the educational process, not about the subjects of education, it should be noted that there is a gap inside this interrelation which is primarily stipulated by the disposition of axiological and cognitive components of the educational process. This in its turn results not only in devaluation of moral norms, but leads to alienation from knowledge constituent, which is undermanned by the present labour market. On a nationwide level it is a consequence of competence and social potential pragmatism.

Education in any community or society is developed under the influence of a wide range of factors: historical, political, economic and social, features of ethnic and cultural, national and cultural traditions, social beliefs, status, role, competence and pedagogical staff professional functions, as well as fundamentalism, globalization, computerization, integration, humanization. Traditional as well as new values of the society of any country gaining European and world integration are landmarks, spiritual vectors of this evolution.

As «National doctrine of the development of education in the XXI century» states, education in our country is based on cultural and historical values of the Ukrainian people, its traditions and spirituality; it asserts national idea, promotes national self-identity, development of the people's culture, mastering of world cultural values and achievements [*Nationalna doktryna rozvitki osviti v Ukrainini v XXI stolitti*: 3]. In conditions of globalization, transition to post-industrial information society, establishment of priorities of steady development and other peculiarities of a civilized process, fundamental traditional values of education still remain true, but insufficient for personality growth and adaptation to effective integration into society. In other words, educational sphere reflects social need in optimal connection between national traditional values and innovative values of global

culture. Nowadays it is the interrelation between previous and up-to-date values that should regulate modern and future modifications in the educational sphere.

At the very beginning it was mentioned that state educational policy should be of philosophical nature. And this is true due to the fact that philosophy, since its birth, has always appealed to people's thinking as it is, to human ability to shape the vision and understanding of the world and one's place in it. Philosophy as thinking itself is not merely a certain result fixed in strict and unambiguous notions, but it is a process to be learned. The mentioned ability to think can be acquired only through a dialogue with thinkers of the past and present, between a student and a teacher during the process of getting Philosophy education.

Moreover, it should be stated that university education originally faces these very tasks. It means that not only should university provide with the whole scope of certain knowledge and shape relevant skills in different spheres of the humanities, natural and technical sciences, physics and mathematics, but it should create conditions for self – thinking of students, mastering skills to learn any material, deal with it by means of analysis and generalization, do scientific research, clearly set forth research tasks, have sufficient methodological basis to solve problems arising in this or that sphere of experience or practice. These are «universal» skills which are required by our information society, as stated above, when loads of information that present-day and future students deal with increase in geometric progression, when not just the search for certain data and research material is the main problem as it used to be several years ago, but the ability itself, the skill to reveal from a great number of various sources that very information to achieve the goal successfully and effectively and solve given tasks, make grounded forecasts and take appropriate decisions in different situations.

An inalienable part of a university education is a Philosophy education, which has always dealt with the outlook of a student, although on different levels and in various manner (for instance, depending on whether it goes about vocational training of philosophers or teaching philosophy for «non-specialists»), with the ability to think and take grounded theoretical decisions, work up information, apply scientific methods in all spheres of modern life.

Taras Shevchenko National University of Kyiv since its foundation 182 years ago has been built up and developed on a firm ground of European university traditions in close ties with other European universities. Most university professors have contacted in scientific and academic area with their colleagues from universities in Europe. German, French, Italian lecturers have taught at the university. On the other hand, a lot of university lecturers have been sent on long-term business trips to the countries of Europe. The issue of the role of universities in social development is, without any exaggeration, of lifelong and planetary importance as well as the matter of progressive advance of a human civilization. Not only have classical universities by their nature been leaders in intellectual and educational life, they have been forums for society as a whole, barometers of social mood and aspiration.

Social functions of universities, their organizational structure, substance and forms of activity were greatly changed in the early XXI century. Modern realities are serious challenges for universities. On the one hand, universities should give adequate responses to society's requests on scientific issues. On the other hand,

universities themselves require improvement, modification and modernization in accordance with new realities. Under modern conditions elevating education level, increasing effectiveness and diversification of scientific research, raising contribution to national and world culture are the main and focal tasks of universities.

At the same time education is a part of society, its section, and everything that is going on within a society is reflected and presented in education. It is necessary to clearly realize what society expects from education. Only then it is possible to make any movements in educational environment. Speaking about new goals and values of education we can and must mention the process of shaping an educated person. Today's information flow is much more intense than it was in the past; principles and ideals of encyclopaedism are losing their relevance, but civilization's anthropous determination remains unalterable even though it is getting new forms. It goes without saying that the ideal of an individual as a goal and not as a means of civilization is as relevant as it was in the previous times. Thus, the need in deep and thorough study of an individual, taking into account the mentioned changes in all spheres of social life, seems quite logical. This need is especially topical at present as global problems are rising. It is generally accepted that it is impossible for a single country or a nation to solve them by own means. Only common consolidated efforts of the world community can provide a proper result.

It should be noted at the end that a true academic education with a special place devoted to Philosophy education, can give any person the understanding of one's own meaningfulness in the system of common values and ideals. Only by involving thought and spiritual culture into high ideals provides a person with an opportunity to answer eternal questions about the sense of life and one's place in life. Analysing present state of education philosophy declares fundamentalism of educational traditions and points out that any experiments should be conducted very carefully. This is philosophy that lays down that the main thing is the goal of education based on outlook ideals. This is the very system of education which is of utmost necessity today. Classical universities with their fundamental academic and intellectual, moral and spiritual potential are able to build it up. At the present times of socio-political transformations in Ukraine it is classical universities that are called to favour the society in defining main strategies of development, be the focal points of civicism and Ukrainism assertion, creation of a new philosophy of education directed to the future.

Finally, the above mentioned ideas lead to making a conceptual conclusion. The importance of a new law on higher education providing significant autonomy in all spheres of activity of a higher educational establishment should be noted. Academic and financial independence is merely the most important one for any university, as due to it higher educational establishments can define the content of education strategically and implement advanced technologies into the study process more fruitfully. These are essential conditions for the innovative development of the university. It is education as a specific social institution that is called to perform the role of the innovative tool to «move» the society forward, initiating transitions to new stages of development. Besides, the main instrument which assists educational sphere to fulfil its function is the system of values, but not just the information delivered during the process of education. Therefore, education serves as a source

of innovations and social changes by means of intergeneration conveyance of values, which is being constantly renewed. This innovation should be supplemented by educational mechanisms of maintaining traditional values. Today, education should provide not only with the development of global culture, but with saving authentic values of every nation and ethnos as well. Universal human values may obviously be the criteria of harmonization of these controversial trends.

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