

UDC 371.5: 01.324

doi: 10.15330/jpnu.3.2-3.15-20

## EDUCATION AS A GENUINE SOCIAL AND PERSONAL VALUE

NATALIYA MACHYNSKA, YULIYA DERKACH

**Abstract.** Education is considered to play the role of social institution which transmits basic cultural values and goals of society. It helps to create new things not forgetting about the old ones. The process of education turns and directs the life of society, saving even of the smallest value to humans. Education has the capacity to design individual skills and values, to increase the mobility of the individual in society being the main source of forming a certain system of human values. A person who is able to live effectively and work in a global environment should be prepared by education. Education as a personal value is displayed through the implementation of tasks of patriotic education, which is important because of a sense of belonging to a nation and state. In order the education to become valuable for everybody, it is necessary it to give the key knowledge. To encourage a new generation of independent, individual learning, that will reflect in the desire to do something and to create something.

**Keywords:** education, educational process, value, social value, personal value individual.

### 1. INTRODUCTION

The course of integration into the European future and increase of the intensity of life requires qualitative changes in all spheres of our life. What is a tool which will help to achieve favorable positive changes that are expected? It all starts with the person and to change something does not mean just to be a man, but an educated person. Hence, the education plays the role of new builder. It turns and directs the life of society, saving all that is even of the smallest value to humans; determines the strategy and realistic conditions of the development of the society, turning it from the "society of today" into the "society of tomorrow", generates new way of thinking of citizens, a new vision of the meaning of life [13].

As the category of pedagogics, education concept initially developed in the context of anthropology and philosophy. According to this approach the individual must be "educated", focusing on a specific image of a man. This image can be identified with a fully developed personality, or (as in Christian ethics) focus on excellence that is the Absolute, or the person acquiring the image of human in history time and cultural environment. Thus, education is always linked with personality. However, though it is a prerequisite for its existence by external moments which have a certain impact on it, the process of development of the world takes place within the individual, in the space of the attitude of the subject.

However, education is an internal process that develops under the influence of internal incentives and interests of the individual. The outer circle phenomena can only prepare the process of acquiring

education but direct educational development is within the subject and because of his personal efforts [2, p. 43].

## 2. RESULTS AND DISCUSSION

So, what is education? There are a lot of definitions of the concept. Moreover every of them has a right to exist.

Education it is...:

- The transfer of the accumulated knowledge of generations and cultural values;
- Social institution through which basic cultural values and goals of society are passed and implemented;
- Internal human condition because of the need to learn new things, acquire knowledge, produce material and spiritual values, be helpful, create kindness.

American politician and specialist in education John Brademas mentioned that the current role and importance of education means: "Firstly, education is necessary for happiness, as the Greeks said, through learning human vitality is developing and the horizons are expanding. Secondly, education is like a "ladder" for social and economic success. In addition to the high capacity of education to design individual skills and values, to increase the mobility of the individual in society, education became the basis of our hopes for strengthening the nation in economic and material relationships possessing the quality level of intellectual and cultural life" [4].

Education in general is a complex of research, interdisciplinary approach and system analysis, because it is a "system" object. Its main problematic situations have systematic character either. Here opens a wide space for anthropic dimension of philosophy of education. For the reflection any area of relationships between the subject of the learning with its process (object) can be a problem of philosophical reflection, though at a certain angle and philosophical goals necessary to guide a man in the world and the construction of adequate practical action [6].

According to S. Sysoieva, today the term "education" is broadly defined in different contexts, which can be summarized as follows: [14]. Education is a value (public, social, personal); the system of various schools and educational institutions; special process; multi-level result; social and cultural phenomenon; social institution that affects the state of consciousness of society.

Having analyzed each one it is possible to conclude that education includes not only the process of enriching scientific knowledge about certain phenomena or events, but also reflects the way of the moral and cultural development of the person who gets education. One of the main social functions of education is socio-cultural or cultural that allows to develop, store and transmit spiritual heritage, moral values, to form culture aware personality.

Education is the main source of forming a certain system of human values, because it is able to transmit this cultural heritage from the past through the present to the future and, most importantly, education is the builder material that is able to build a new system of human values . However, is education a value itself?

To answer this question, we should clarify what is meant by the term "values"?

Values are especially important for humans. Their awareness and implementation enables the individual to emerge as a person, to feel satisfaction from work.

A. Nikiforov thinks that the value of education must be viewed from three positions: as value of the state; social value; and personal one [12]. The first two values of education reflect a common social significance of this cultural phenomenon. Every society reproduces itself through the system of education, broadcasting to the next generation the knowledge, skills that enable young people to be included in the structure of society, to adapt to the changes to live in society, to find themselves in personal and professional directions [13].

According to V. Kremen, civilizational development trends pose new challenges to the individual, and therefore to education, which play a crucial role in the development of each individual [7].

According to R. Inghart, the value of education is that, on the one hand, it prepares people for life in existing society, and on the other creates a person's ability to make independent, authentic solutions to change positively themselves and the society in which they live [4].

Education is a powerful driver of social development. Modern educational practice because of the active and dynamic social development and modernization of education in Ukraine needs to provide integrated solutions to problems facing education. Education becomes the object of special studies of various branches of knowledge, namely, philosophy, economics, education, psychology, sociology, cultural studies, management theory, policy and education science - scientific knowledge integrated learning about education itself.

In Ukraine, the scientific field of integrated knowledge of education was proposed by the academician Volodymyr Ognevyuk in 1995. The scientist grounded the object, the subject, the subject matter of education science and philosophical foundations of this scientific direction [8]. According to V. Ognevyuk's concept, the object of the study of education science is the sphere of education in sustainable development. The subject of the research of education science covers the existing systems and subsystems of education in sustainable development, conditions and factors that influence this development, the dominance of modern education. The main objective for education science is the development of educational field as an integral social phenomenon that promotes the spiritual, social and economic, scientific and technological development of society [8].

It is believed that the education of the XXI century is the education for a man. Modern methods of gaining knowledge allow each individual to become highly skilled in the beloved profession. Nevertheless another question should be asked: Does each person consider education as the value? Nowadays, there are many of those who do not consider to value education. For them it becomes a tool to achieve the goal: money and fame. Thus, this result devalues the value of education in its cultural sense.

An important factor that transforms higher education system of most countries in the twentieth century, happen to be the idea of mass higher education, which became widespread. The USA in the late 1920s went through the system of mass higher education. They were followed by European countries in the 1960s, and in 1970 - 1980 mass higher education was popularised in Asia. In the twentieth century it is expected that this process will cover all higher education in developing countries. Today 140 million people are studying in higher educational institutions in the world; 60% of teenagers become students. The massive demand for higher education spawned significant financial problems for the state, which contributed to the spread of neoliberal ideas regarding the role and place of education in society. The ideas about higher education as a public good were replaced by those about private good that should be paid by each individual who gets an education. In practice, this has led to the transformation of economic policy in the sphere of higher education and to the rise of direct participation of citizens in financing their own education [1, p. 85].

In order the education to become valuable for everybody, it is necessary that it not only gave the key knowledge, but also to encourage a new generation of independent, individual learning, meaning self-development that will reflect in the desire to do something, to create something, to cognize something.

The peculiarity of national school is explained by the fact that it sends to the younger generation the ethnic culture in the broadest sense of the word. Traditions, folklore, national epic, music and painting, crafts, ethnopedagogs and traditional medicine, philosophy and religion all of these in varying degrees, is a component of educational content displayed in the national school programs. Thus, a school, if it is truly national, has since the first days of the child attendance to raise his national culture, folk ideals and art, the system of national values [2, p. 48; 3, p. 22-23].

The universality of higher education in UNESCO documents provides that any carried out under its auspices activities should promote a culture of peace and understanding, and this culture begins with the respect and consideration of the interests and wishes of the other. The culture of Peace is the key to public safety implies participation, involvement, responsibility, sense of respect, keeping to the obligations. To promote the culture of peace means taking the necessary extensive research in this area

(studying, for example, factors that give rise to war and civil conflict, of violence, of disorder, spreading hate, etc.), paying to this issue its proper attention in the curriculum [11].

The leading factor in the recognition of education as a general social and personal value is the ratio of “man – power”. The long stage of the historical past of our country is characterized by total faith of people to the government. This is what caused the mass labor enthusiasm and active dissemination of the concept of “labor morality”. A man consciously or unconsciously downplayed the significance of their current social life for himself, and lived on a “belief in the bright future”, limiting the range of his needs and aspirations, and in return exaggerating promised weight of the good prospects. Radical social, economic, political, cultural and religious changes in our country significantly reduced the level of confidence in the government which reflected in the fall of morality (unreliable person, especially if he is in authority over others, a sharp drop in educational action of public opinion and national traditions), which could mean social and psychological crisis of society.

As it is noted by V. Ognevyuk in the twenty-first century, the role of education in the life of modern civilization has become defining. Philosophy and education sciences should pay attention to the evolutionary process of forming of a new type of a man – “homo educatus” (educated person). The emergence of homo educatus is primarily the result of intellectual and spiritual development of modern man, which distinguishes this type of a man among his predecessors in the evolutionary series. Of course, this does not exclude the influence of natural, biological and social factors, but factors of intelligent and moral content of the appearance of homo educatus are crucial. The most important of them should include:

- awareness of bio-spiritual nature of a man;
- deployment of the process of self-awareness through self-knowledge;
- mastering knowledge of system integrity and unity of the world;
- develop the system of values on which unfolds own worldview and life position;
- understanding of the responsibility for global harmony.

Special mission of homo educatus is that he seeks to harmonize his being and his spiritual sphere of existence in the world that distinguishes him from homo sapiens [9, p. 74-75].

Every society reproduces itself through education, broadcasting to younger generation the knowledge and skills that allow to become a significant and meaningful part in the structure of modern society adapting to changes, The education system is a conservative on its own merits. That is why not the innovations in education cause social changes, but rather social changes open the way to new things in education. Development, as the process of improving any system in the new environment, including the development of the industry, person, begins with a new philosophy, a new culture. It is, on the one hand, the new philosophy and culture of the organization caused by the policy of social and economic relations in the country, on the other hand it is about the need for innovative changes that determine the possibility of the existence and development of the organization in the marketplace. Thus, the new business environment defines as a new business culture [15, p. 10].

The analysis research gives every reason to believe that the dramatic changes in society led to the emergence and development of new groups of values or rethinking of the past ones. The promotion of the values that have outlived their age or are in the process of completing it, means a negative impact not only on the nature of the individual, the adequacy of the historical time, but definitely on the way of life of a man and the nature of society. Vasyl Kremen said: “The formation of inadequate time values gives a three legs man, bends his life and substantially reduces, if not negates self-realization” [5, p. 18].

The problem of forming the values is caused by the following reasons:

- general civilized character of changes;
- Ukrainian society transformation (creation of an independent state, the transition to democracy, the market economy, establishing diverse spiritual world, etc.).

Upgrading of economic thinking in society, awareness by youth the realities of civilized economic relations in the XXI century.

### 3. CONCLUSIONS

Correction of values of educational process is the result of the various changes that occur in human relationships and the state, of man and the world, the state and the world. Education should prepare a person who is able to live effectively and work in a global environment. Here is extremely wide range of tasks - from the formation of the worldview ability to communicate with the world, with the people from other countries learning from their achievements. But along with this globalization means the increase in competition among the nations which is globally spread not only in the economy but other spheres of countries.

This is especially important for Ukraine as a state that has become an independent subject of geopolitics recently, when the world was already divided into zones of influence by traditional geopolitical countries - players. "Thus in a globalized civil unity, national cohesion and, therefore, patriotic education of youth, not only does not lose relevance, but rather is a truly the task of strategic importance" [5, p. 22].

Education as a personal value is displayed through the implementation of tasks of patriotic education, which is important not only because of a sense of belonging to a nation and state, but poses a purely applied character. The formation of the people belonging to national unity promotes more effective pursuit of national interests in relations with other states and, ultimately, social stability.

Education as a general social value promotes professional development of the individual and their preparation for life in the modern world. The main goal is generally to understand the nature of changes that new time brings, to direct the society and the state in a conscious, consistent and dynamic perceptions. And, of course, to prepare people for life and work in new conditions. This is the task of the whole society, and especially of the education.

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**Address:** Nataliya Machynska, Yuliya Derkach, Ivan Franko National University of Lviv, 7, Tuhan-Baranovskoho Street, Lviv, 79000, Ukraine.

**E-mail:** natalya\_im@ukr.net; derkach.yuliya@mail.ru.

**Received:** 29.09.2016; **revised:** 20.10.2016.

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Мачинська Наталія, Деркач Юлія. Освіта як унікальна соціальна і особистісна цінність. *Журнал Прикарпатського університету імені Василя Стефаника*, **3** (2-3) (2016), 15–20.

У статті представлено результати дослідження проблеми освіти в контексті окремих категорій цінностей: загальносуспільної та особистісної. Сутність освіти схарактеризовано як: процес передачі накопичених поколіннями знань і культурних цінностей; соціальний інститут, через який передаються і втілюються базові культурні цінності та цілі розвитку суспільства; внутрішній стан людини на рівні потреби пізнавати нове, здобувати знання, виробляти матеріальні і духовні цінності, допомагати ближньому, бути добротворцем; поле комплексних досліджень, міждисциплінарного підходу і системного аналізу тощо.

Автори концентрують увагу на взаємозалежності освіти та рівня сформованості різної групи цінностей; зазначають, що цінність освіти необхідно розглядати з трьох позицій: цінність державну; цінність суспільну; цінність особистісну. Значна увага приділена освітології як наукового напрямку інтегрованого пізнання сфери освіти. Зазначено, що головне завдання освітології – це розвиток сфери освіти як цілісного суспільного феномену, що сприяє духовному, соціально-економічному й науково-технологічному розвитку суспільства. Виокремлено, що провідним чинником у визнанні освіти як загальносуспільної та особистісної цінності є відношення “людина-влада”.

**Ключові слова:** освіта, цінність, освітологія, загальносуспільна цінність, особистісна цінність, філософія, вища освіта.