

# PRESENT-DAY EDUCATION CHALLENGES: WORLD OUTLOOK

## DIMENSIONS AND ASPECTS

Slavova, L. and Vermenko, A. (2020). Present-day education challenges: world outlook dimensions and aspects. *Journal of Pedagogy and Educational Management* 4, pp. 172-178  
<http://jpem.vumk.eu/index.php/contents/21-volume-4/61-present-day-education-challenges-world-outlook-dimensions-and-aspects>

Slavova Liudmyla Leonardivna – head of the Theory and Practice of Translation from English Department, Taras Shevchenko National University of Kyiv, Doctor in Philology, associate professor, tel. 0970678852, e-mail: slavovall16@gmail.com, postal address: 22 Liatoshynskogo Str., Fl. 32, Kyiv 03191, Ukraine. ORCID 0000-0001-8035-1801.

Vermenko Anatolij Yuriyovych – associate professor of the Philosophy and Sociology Department, O. Bogomolets National Medical University, associate professor, Candidate of Sciences in Philosophy, tel. 0961178459, e-mail: [tomcossack1648@ukr.net](mailto:tomcossack1648@ukr.net), postal address: 22 Liatoshynskogo Str., Fl. 32. Kyiv 03191. Ukraine. ORCID 0000-0002-1626-7709.

**ABSTRACT.** The article deals with the problem of motivational component improvement in present-day education. The authors made the survey of a possibility to provide closer relation of educational programs to systematic reference to human basic needs in educational and self-educational process. As a main way to optimize the nature and results of the present-day education the authors suggest forming personally and socially optimal content, hierarchy, orientation of the world outlook and motivational sphere of people involved in the educational and professional training process by giving systematic information to all individuals about new ways and means of satisfying their basic needs, as well as the use of optimal forms of stimulating the assimilation and use of this information. Such motivational correction programs will succeed if they simultaneously influence the conscious and the unconscious, altruistic and selfish, conservatively and progressively oriented components of the personality structure, combine the security and efficiency of the proposed methods and means of educational, professional and other activities. These changes must be made on the basis of modern European concept of universal human values added by the theory information support of human needs formation and manifestation elaborated by representatives of anthropological and psychological science.

**Key words:** education, world outlook, human activity motivations, basic and secondary human needs, information supply of human needs, emotional assessment of information.

**PRESENT-DAY EDUCATION CHALLENGES: WORLD  
OUTLOOK DIMENSIONS AND ASPECTS**

**INTRODUCTION.** Most representatives of modern anthropology, psychology and social philosophy who dwell upon worldview challenges and aspects of present-day education agree on the necessity of forming a flexible systematic worldview of the person, in which professional and universal elements can be harmoniously combined.

The representatives of philosophical anthropology and psychologists investigated motivational dimensions of human activity, including educational. Traditional classification of needs into material and spiritual, natural and cultural proved to be inconsistent. Instead, they began to divide all motivational bases into two large groups: primary or independent in origin, and derivatives of them (secondary, quasi-needs). In their turn, quasi-needs were divided into Level 2, Level 3, Level 4 needs, etc., since one need may give rise to one or more others which in turn predetermine the appearance of the next need or group of needs.

**LITERATURE REVIEW.** Scientists single out different types of needs, their number also varies. A. Maslow identified 15 basic needs, while all others

considered variants of their existence and manifestations, differing in objects, conditions, means of satisfaction, situations and “starting stimuli” of actualization, etc. (Maslow, 1987: 31-42). According to P. Simonov the needs are divided into 4 groups: vital, social, ideal, auxiliary (Simonov, 1989: 9-15).

The first group consists of living or biological needs that ensure the self-preservation of individuals (in food, water, temperature comfort, sleep, safety, etc.) and the breeding (bringing up) and survival of offspring. These human needs have most in common with the needs of animals, but are significantly different from the latter in terms of content and structural organization, in objects, means, forms and conditions of satisfaction, since people, unlike animals, are not only biological, but also social and cultural beings. A somewhat isolated and specific place in this group is occupied by the need to maximize energy and time savings while achieving the goal of all varieties and levels of life activity.

The second group consists of social needs. They are even more different from the similar needs of "social" animals (e.g. apes), but they retain many similarities with the latter. First and foremost, this concerns the so-called lower social needs: in communication as a process and means of obtaining and providing information about themselves and the natural and social environment; in the formation, preservation and enhancement of the individual's social status; in self-identification with a certain group; in assimilation, observance of norms

and stereotypes of individual and group behavior; in protecting and improving the territorial and other conditions and resources of the group life, etc. More specific to the person are the higher social needs: in freedom, independence, being free from external limitations of the development and manifestation of all abilities, essential forces and spheres of vital activity of individuals and their associations of different levels and types, in self-respect and preservation of their own dignity, etc.

The third group consists of ideal needs that can be considered as most specific to the human race. These are, first and foremost, the need for knowledge and understanding of the world, of humans themselves and their relationship with the world, in contemplation, preservation and creation of the beautiful.

The fourth group includes the so-called activity-supportive needs, which stimulate the constant providing of individuals (and therefore their associations) with the most effective means and methods of activity and practical application of the programs of satisfying the individual and collective needs formed in this way. This group also includes a need to use strong-willed efforts in order to overcome obstacles on the way to achieving the goal (Simonov, 1989: 11-15).

American researchers D. Price and J. Barrell also investigated the above mentioned problem in their works. They proved that the mechanisms that are

true for lower level human needs will also be true for higher level human needs (Price, Barrell, 1984).

**RESULTS.** It can be seen that the needs of the first or second group are mainly responsible for the selection of objects and goals of the activity process according to the existing social conditions and requests, and the needs of the third or fourth groups can provide self-sufficient activities, when the improvement of programs, means, personal capacities, as well as the intermediate and final results of creative activity can occur fairly and systematically without the influence of external social stimuli. This is especially true for the need for regular and systematic self-education and professional self-improvement, which are the necessary components of virtually all contemporary public educational programs and, at the same time, important elements of the personal outlook.

Each of the above primary needs and secondary needs can be oriented in some way according to a two-dimensional coordinate system: altruistic or selfish, conservative and stabilizing or radical and transformative. In other words, the individual or the group may seek to maintain or increase the level of satisfaction of an individual need or group of needs, continue to use established methods and means of satisfying the needs, or create, borrow and apply new methods and tools. At the same time, such conservative or innovative orientation of individuals and their associations can be oriented either to the

needs of only the subjects of action, or to the needs of other personalities and groups.

Obviously, there is no predefined and optimal for all situations and subjects correlation of the above "coordinate" orientation of human needs. The basis for maintaining harmonious relationships of the individual with the natural and social environment in the process of their creative activity is the utmost correspondence to the specifics of the structure and content of the need-motivational and other areas of personality to the specific conditions of his life while simultaneously observing the highest and most humane of the moral and worldview values. Thus, the formation of such ideological and motivational orientation of students and their groups can be considered to be one of the most important tasks of the present-day educational process.

According to the formulated by A. Maslow and P.V. Simonov theory of information definition and provision of human needs, universal or generic basic needs do not directly affect the character of life of the individual and society directly. They are only a deep basis for the formation of secondary derivatives, individual or quasi-needs in the process of complex, multidimensional and multilevel interaction of the need-motivational sphere with the spheres of world outlook and abilities. Quasi-needs differ from primary needs in many important ways. If the basic needs are common to all representatives of the human race, then the cultural, ethnic, socio-historical, social, group and individual

specificities are necessarily to the secondary needs. In other words, they specify the content of primary needs in accordance with the conditions of life and experience of the individual and society. Individual needs encourage people to perform a specific program of action with some set of material and ideal objects in order to obtain a predetermined result. Achieving the result is either accompanied by the occurrence of a predictable set of positive emotions, or eliminates negative emotions or prevents them from occurring. It should also be noted that as a result of the above nature of their formation, secondary needs are largely implemented by human consciousness, as opposed to the almost completely subconscious basic generic needs. This feature causes, in particular, the possibility of a relatively quick and easy change in the content of quasi-needs, while altering the essence of a person's primary needs is very difficult or practically impossible. After all, this deep part of the human personality determines its vitality and identity, and therefore it is protected by the most powerful mechanisms of psychological protection against any internal deformation and external interferences.

In addition, secondary needs "arise from one another and can be replaced by one another" (Simonov, 1989: 5). That is, the inability to meet individual or group needs in most cases will not be catastrophic for the individual and the group, since there is always the possibility of finding and implementing new, more effective programs of action. In fact, the constant creation, practical

application and refinement of new methods and means of satisfying needs is the main driving force for the progressive development of all mankind and each of its representatives. As for the ancestral needs, they are equally important and cannot be replaced. If any of them has not been satisfied for a long time, it will inevitably lead to significant deviations in the development of the individual and society, to the reduction of their vitality and death, or to the transformation of their way of life in accordance with the requirements to achieve and maintain a normal level of ensuring human existence as biological and socio-cultural beings. It is the insufficient level of satisfaction of basic human needs that compels the individual and society to develop, practically apply and improve qualitatively new programs of activity, which lead to changes in the content and structural hierarchy of secondary and individual needs.

The basic component and the main way of forming and changing the nature of the creative activity of the individual and the group is getting (or self-creation), assimilation, verification and evaluation during the practical use of information on possible means and methods of activity aimed at satisfying the generic human needs. The term "information" is used here to refer to many different influences on human consciousness and subconsciousness.

The emotional component of information influence is of no less importance than the process of acquiring, assimilating and using information as purely logical and logical knowledge. After all, emotions are the "language"

which "subconscious motivational and intuitive spheres of the personality" speak, the "content and structure of which determine the orientation and nature of creative and other activity" (Simonov, 1989: 7). It follows that the emotional coloring of information can have an extremely strong and many-dimensional effect on the course and results of the process of its assimilation and use.

The emergence of positive emotions in the process of perception and assimilation of certain rational and logical information accelerates and facilitates this process as well as the more frequent and intensive use of the knowledge and skills acquired in this way in practice. The latter, in its turn, in the case of sufficiently high efficiency of the new methods and means of activity formed that way, causes changes in the structure and content of the outlook and motivation sphere of the individual, i.e. the emergence of new beliefs, ideas, and most importantly – new complexes of secondary individual needs. If the implementation of these quasi-needs, i.e. the implementation of certain holistic and purposeful programs of action, allows to satisfy the basic needs of the person more fully and/or with less time and physical, intellectual, volitional efforts, with less subjectively and objectively predicted probability of undesirable and remote negative effects of activities, in less dangerous conditions, then these secondary needs are consciously and subconsciously assessed by individuals and societies as more priority oriented than others, and

gradually increase their hierarchical rank in the structure of the motivational sphere of needs.

The basis of such an assessment is again the emotional component or variety of information. After all, the higher the level of positive emotions and the lower the level of negative emotions resulting from the implementation of a holistic program of action or the use of a separate tool and method of activity prove to the subconsciousness of a person higher efficiency of the chosen option of activity compared to other programs practically tested by subjects of action and so to other individual needs. It is only on the basis and against the background of such initial assessments that a more detailed, critical and objective analysis of a new elementary or complex act of human creative activity is carried out by individual and social consciousness, with its subsequent correction according to the conditions and consequences of activity.

The academician P.V. Simonov experimentally determined the dependence of the level of emotional reaction during the assimilation of information, which can be used in the process of selecting or creating the optimal program of action for a particular situation, on the urgency of actualization of the human needs that can be satisfied as a result of the implementation of such an action program, and the subjectively predictable degree of likelihood of pleasure acquired in the process of performing it (Simonov, 1989: 7).

The American psychologists D. Price and J. Barrell proved the possibility of applying the findings of this experiment not only to vital but also to higher social and ideal needs, which allowed them to formulate the so-called "general laws of emotions" (Price, Barrell, 1984). According to these laws, when perceiving any information the person acquires positive or negative emotions that influence the degree of assimilation or rejection of information.

The power of emotions depends on what needs of the person are actualized and dominant at the moment of perception of the information, and what is the subjective assessment of the expected impact of the information received on increasing or decreasing the likelihood, ease, efficiency, temporal distance of satisfying these needs. In turn, such assessment is conditioned by the general psychological and physiological condition of the subject at the time of information perception, greater or lesser number and strength of communicative barriers in the given situation, available amount of knowledge, skills, abilities, level of development and general orientation of world outlook and motivational sphere, and in the end, by the results of the influence of information previously learned by the individual.

Information subjectively assessed to be important enough to be remembered may be repeated, reevaluated and reproduced several times voluntarily or involuntarily. This occurs if needs of the dominant rank are activated when the information was first perceived and understood and the new

need acquired the in their system for a long period of time. The reason for such restructuring of the motivational sphere can be significant changes in the life situation and/or its assessment which cause transformations of certain components of the personality structure as a result of cognitive and practical activity. After the reproduction of information, it is re-evaluated according to the new situation, and it may be considered more or less important and useful than the previous time to satisfy the new group of dominant needs. Re-estimated information is used to develop, improve, implement, correct needs and programs of their satisfaction, and their storage in memory, further reproduction and use can be made easier or more complicated, accelerated or slowed down, sometimes with the removal of some parts and/ or combination of the remaining parts with other information.

Based on the above mentioned, it could be said that the important tasks of the educational process are to stimulate a constantly positive emotional perception, evaluation, systematic recollection and use of those components of information that contribute to the improvement of professional skills of the students as well as formation of humanistic and systematically scientific orientation of their world outlook.

**DISCUSSION AND CONCLUSION.** The constant relation to human universal basic needs of social and ideal levels together with activity support

needs and the vital need to save energy and time can give educational and self-educational processes a systematic, self-sustaining and self-sufficient character when improving both individual and group abilities, programs and intermediate and final outcomes of creative activity on the basis of systematic and effective use and influence of external social stimuli.

In order to maximize the satisfaction of the social needs of subjects, educational activity must include the tradition of honoring individuals and their associations that succeed in the process of assimilation, reshaping and active use of professional knowledge, skills, ethical and motivational regulations, as well as best components of general humanity values and cultural heritage in the sphere of ethical and motivational regulations of activity.

One of the main ways and mechanisms for optimizing the nature and results of the present-day education is the formation of personally and socially optimal content, hierarchy, orientation and mechanisms for identifying the world outlook and motivational sphere of people involved in the educational and professional training process by giving systematic information to all individuals about new ways and means of satisfying their basic needs, as well as the use of optimal forms of stimulating the assimilation and use of this information. It allows to reduce or completely stop the manifestation of those secondary-derived needs that cause destructive or ineffective for the society and the individual activity, by displacing them with new individual needs leading

safer programs of activity. Such motivational correction programs will succeed if they simultaneously influence the conscious and the unconscious, altruistic and selfish, conservatively and progressively oriented components of the personality structure, combine the security and efficiency of the proposed methods and means of educational, professional and other activities.

These changes, of course, must be made on the basis of humanistic and system-oriented outlook value approaches, which will be developed in the interaction of representatives of both pedagogical and psychological science, as well as philosophical sociology, ethics, cultural studies and anthropology.

Thus, further studies of the motivational problems of present-day education can be considered an important and promising area of applied and theoretical studies in all fields of humanities, and their practical implementation will greatly improve the efficiency of the educational process.

## **REFERENCES**

1. Maslow, A.N. (1987) *Motivation and Personality*. 3rd edn. New York, NY, US: Harper & Row Publishers.
2. Price, D., Barrel, J. (1984) Some General Laws of Human Emotion: Interrelations between Intensities of Desire, Expectation and Emotional Feeling *Journal of Personality*, (52). – pp. 389-409.

3. Simonov, P.V. (1989) *Interdisciplinary Concept of a Person*. M.: Znanie. (in Russian).