

The Human Measurements of the Modern Educational Process

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The human-centric approach to the modern educational process emphasizes individuality, personal development, and the consideration of each pupil's or student's needs. The educational process extends beyond the mere transmission of knowledge, aiming instead for a profound understanding of each student's needs, interests, abilities, and unique characteristics. This organization of the education system necessitates individualization and differentiation. Curricula and teaching methods are tailored to the specific needs and capabilities of each student. This approach involves employing varied strategies, methods, and learning paces depending on individual characteristics. Modern education fosters the development of critical thinking and creativity, as well as analysis and problem-solving skills, thereby stimulating students' creativity and innovative approaches. It also promotes social and emotional development by supporting the growth of students' social and emotional skills, responsibility, cooperation, and interaction with others. To encourage active student participation in the learning process, a variety of interactive methods, project work, and group assignments are utilized. The human dimension of the educational process is defined not only by its content but also by the methods and forms of organizing learning. These contribute to the comprehensive development of each student's personality, taking into account contemporary socio-cultural and technological realities.

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Introduction

Modern society is undergoing significant transformations across all aspects of life, inevitably impacting the educational landscape. Education is not merely a conduit for knowledge transfer but also a crucial environment for the cultivation of values, skills, and abilities essential for successful existence and development in the contemporary world. The evolution of the modern education system is now markedly influenced by emerging values. The transformation of values is a natural process wherein outdated values are discarded, and new, effective, and efficient values emerge to meet contemporary demands. Today, there is an increased emphasis on global interaction, sustainability, environmental responsibility, and inclusiveness within social values. These factors profoundly influence the mission and objectives of educational institutions. Consequently, the education system must adapt to these new socio-cultural realities.

Publications in recent years

Simultaneously, the development of the modern world and education, in particular, is driven by technological innovations. The introduction of advanced technologies, such as artificial intelligence, virtual reality, and online learning, enhances access to knowledge and transforms approaches to learning and assessment.

Creativity and innovation also significantly impact educational development. Modern education aims not only to impart factual knowledge but also to foster critical thinking, creativity, and innovation. This is essential for preparing flexible and adaptive individuals capable of responding swiftly and effectively to change.

These factors contribute to the development of interdisciplinarity and complexity in educational programs. There is an increasing focus on integrating various scientific disciplines and approaches, opening new avenues for developing integrated solutions and understanding complex problems. Such integration supports personal development by emphasizing individualized learning, allowing each student to cultivate their unique abilities, interests, and needs.

In light of this, contemporary educational approaches aim not only to educate students but also to prepare them for life in a rapidly changing world where creativity, innovation, and a profound understanding of social and environmental issues are crucial. These approaches enable the formation of highly qualified specialists while simultaneously developing the creative and ethical aspects of individuals, which are equally important for successful and harmonious integration into modern society.

As is well known, the structure of higher education in Ukraine is evolving in alignment with the educational frameworks of developed countries, recognized by international organizations. Currently, one of Ukraine's challenges is to elevate the standard of higher education and integrate into the international scientific and educational community. In this context, the reform of higher education in Ukraine is being conducted with consideration of various international documents, including the International Standard Classification of Occupations (ISCO), the International Standard Classification of Education (ISCED), the International Quality Standard, and the requirements, criteria, and standards agreed upon by the countries participating in the Bologna Process, among others.

The main results of the study

The modernization of the national educational model in accordance with the principles of international documents that Ukraine has signed and committed to implement, such as the Bologna Charter and the Sorbonne Declaration, significantly alters the role of humanities in the educational process. However, in most modern countries, there is a clear shift in educational focus towards the study of applied sciences and the training of practitioners rather than scientists. Pragmatically, Americans have begun emphasizing practical knowledge, supplementing it with fundamental knowledge only to the extent necessary for overall development. For instance, the United Kingdom, dissatisfied with its educational outcomes, has since 1988 focused on strengthening the links between education and industry, viewing the latter as the primary customer and consumer of education. As a result, according to the Confederation of British Industry, by the 1990s, approximately 63% of schools had regular links with businesses, and 46% of corporations maintained relationships with schools (Ognevyuk, 2003).

Similarly, France is reforming its higher education system to professionalize universities, which were traditionally centers for basic research training, incompatible with narrow, pragmatic professionalization goals. Additionally, in Germany, 90% of graduates from basic and vocational schools receive vocational training on a “dual basis,” involving practical training at enterprises and theoretical education at vocational schools.

In Ukraine, from 2017 to 2018, 100 schools began testing a new educational standard called the New Ukrainian School, which emphasizes learning through activities. Currently, middle and high schools are undergoing reform, paving the way for the creation of a network of specialized lyceums. According to the Law on Education,³ the final transition is set for 2027 when NUS students enter grade 10. The new approach stipulates that after grade 9, students must choose between academic and vocational secondary education. Studying in specialized lyceums allows for a reduction in the hours spent on non-core subjects, thereby increasing the focus on core subjects. There are proposals to enable students to choose their preferred subjects, corresponding to their future professions. This approach also fosters adolescents’ maturation and a sense of responsibility for their choices.

However, it is important to note that the processes and the concept of professionalization have faced a crisis, as has the entire process of its implementation in education. In many areas of modern technology, knowledge becomes obsolete and depreciates faster than students can acquire it. Half of all the knowledge gained by students in 10 years needs to be completely revised. Moreover, according to Ukrainian scientist A. Priyatelchuk, “in modern society, people began to feel helpless among the multivariate proposals for solving existing problems instead of solving them independently based on their abilities, skills, knowledge, and preferences” (Priyatelchuk, 2013).

Meanwhile, literature on humanities education indicates that the business world opposes a narrowly focused professional bias in training young people, demanding increased attention to general education and the formation of a holistic worldview, particularly for the future managerial elite of capitalist firms (Graff, 1993). It has been noted that high qualifications and overall production culture are ensured by a high professional culture, which, in turn, depends on the level of general culture – competence primarily fostered by humanities education. The role of humanities education in training modern competitive specialists is well articulated by Ukrainian scientist L. Huberskyi, who notes that “radical changes in all spheres of modern society

³ <https://zakon.rada.gov.ua/laws/show/2145-19#n1844>

significantly impact scientific processes. Research paradigms, interdisciplinary boundaries, and concepts of the interrelationships between natural, technical, and human sciences are changing. The processes of differentiation and integration of social and humanitarian knowledge are taking on new forms. The new methodology prioritizes and values humans as active, creative, and meaning-making agents, paying increased attention to the significance of events, and thus to social and humanitarian knowledge. The potential of this knowledge, which has been accumulating for centuries, now holds fundamentally new opportunities and significance” (Huberskyi, 2006).

In philosophical literature, there is a close affinity in the interpretation of the terms “humanism,” “humanity,” and “humanitarianism.” In interpreting humanity, it is essential to note that the highest manifestation of humanity is a person’s desire to minimize human suffering to the greatest extent possible. Humanity encompasses not only love, attention, respect for dignity, kindness, and respect for all living things – attributes conditioned by social values and norms – but also fundamental human qualities such as altruism, morality, will, and willpower.

In modern philosophical literature, altruism is viewed as a moral principle, a mode of thinking and behavior antithetical to egoism (Altruism, 2002). Altruism emphasizes acting for the benefit of another person, who is recognized as more significant than oneself. This principle is clearly articulated in Kant’s categorical imperative, wherein a person is the highest value. The essence of altruistic behavior lies in enhancing the adaptability of individuals and social groups to changing conditions of existence.

Morality, from a philosophical perspective, is defined as the manner, level, and limit of the influence of its norms on real human life. Researchers emphasize two main aspects in its interpretation. The first is a qualitative characteristic of a particular system of social or interpersonal relations from the perspective of the implementation of moral guidelines and values. This means that, on the one hand, it is a sustainable form of behavior, and on the other, it is a clearly defined set of duties a person has towards the state, society, other people, and family. The second aspect of morality’s interpretation involves viewing it as an internal, spiritual self-determination and value orientation of the individual beyond prescriptive norms and duties (Altruism, 2002).

One structural element of humanity is will, which is the ability of a person to regulate and direct their activities and behavior in the appropriate direction. It involves the capacity to formulate goals and make efforts to achieve them. In understanding the essence of will, it is important to consider its structure. Most researchers (philosophers, sociologists, psychologists) identify two main components: decision-making and the realization of the goal. In today’s world, many people need psychological support in making decisions due to the situational nature of modern life, which often leads to unimplemented decisions, causing disharmony in an individual’s inner world.

There is another aspect of decision-making and its implementation where the decision is already made, and the action follows automatically. This model should serve as a guideline for modern education. Individuals requiring assistance should be confident that they can both make and implement decisions independently, thus becoming more self-assured. As demonstrated, altruism is a crucial component of education.

To unlock the progressive and humanistic potential of education, it is necessary to focus on the interpretation of humanity. The consideration of humanity is a pressing demand of our time due to fundamental societal changes, prompting a reassessment of values and guidelines that direct people’s lives. The totality of knowledge, however advanced, cannot fully explain the essence of humanity or human potential without analyzing concepts such as “humanism” and

“humanity.” Therefore, education holds a crucial role, understood as a special philosophical and anthropological category based on human existence and the process of becoming human. Individuals assimilate society’s spiritual values and thus emerge as spiritual beings, allowing them to understand the world of human subjectivity.

Humanitarianism implies tolerance, mutual understanding, and mutual respect. It involves internal self-development, the ability and willingness to accept external criticism, acknowledge one’s shortcomings and mistakes, and find the strength to correct them. This process is facilitated by regularly reviewing one’s capabilities and views, particularly when they conflict with life and hinder constructive personal development. The renowned scholar J. Comenius emphasized the necessity of cultivating humanity, arguing that a comprehensive culture of the spirit requires teaching all individuals to address earthly matters wisely and reliably, promoting unanimity and preventing harm to one another on both earthly and eternal paths, and guiding others towards agreement.

Modern research performs significant tasks, including the systematization and classification of knowledge, encompassing human-dimensional systems. These systems examine humans and their activities, deriving insights from various sources and areas of study. Contemporary scientific inquiry includes genetic engineering, which focuses on the study and modification of genetic material to develop new treatments. Significant attention is also devoted to biomedical objects, particularly the mechanisms of human body functioning, including molecular processes, pathological conditions, and therapeutic methods.

The necessity of studying large ecosystems and the biosphere is increasingly recognized. This involves analyzing the interaction between living organisms and their environment, particularly the impact of global climate change on biodiversity. The advancement of technogenic civilization has necessitated the study of human-machine systems, examining the interaction between humans and technological devices and systems, including the development and optimization of interfaces and process automation. This, in turn, fosters complex information systems where artificial intelligence systems and their capabilities in data analysis, decision automation, and decision support are investigated.

These domains intersect with modern technologies and information flows, enabling a deeper understanding of human interaction with both the environment and technology, as well as the reciprocal influences they exert on each other. Thus, modern technology significantly impacts all facets of contemporary life, including the sciences and the humanities. It is crucial to acknowledge that technology not only enhances human capabilities in both scientific and practical fields but also transforms our methodologies.

Technological advances facilitate the development of the humanities, particularly through enhanced access to information. The Internet and digital technologies provide instantaneous information availability. Humanities research now benefits from a vast array of data previously unattainable. Informatization and technological tools allow for swift and high-quality data analysis and processing. Big data and analytical methods offer profound insights into socio-cultural trends, historical processes, and societal mentalities. Modern visualization technologies improve the presentation of research findings, enhancing communication between scientists and the public. Technical tools enable the creation of models and simulations to study complex processes in culture, language, history, and other humanities fields.

Consequently, these advancements are reshaping human identity and relationships. Contemporary researchers argue that humans are evolving into the human factor within the technosphere. People have become active participants in the creation and development of

technology, not merely its users. Human interaction with technology establishes new socio-cultural norms, influencing societal identity and thought processes.

In summary, modern technology not only augments the capabilities of the humanities but also transforms our perception of intellectual, cultural, and social realities, thereby shaping the modern technosphere. The development of technogenic civilization profoundly impacts both natural and human sciences, fostering integration and interaction across different knowledge domains. Today, there is a collaborative synergy between the natural sciences, humanities, and engineering, aimed at addressing the complex challenges of modern society.

Conclusions

Modern research, encompassing both the humanities and the natural sciences, places significant emphasis on the study of humans. In the context of rapid technological progress, the world around us is evolving, and correspondingly, so are people. Previous theories and approaches to understanding human nature are increasingly insufficient to explain contemporary realities and to predict future trajectories of human and social development.

Particular emphasis is now placed on the study of the individual, as technogenic civilization fosters the emergence of a new type of personal autonomy. In traditional societies, an individual's identity was defined by their position within the social structure and their connections. However, in a technogenic civilization, individuals dynamically alter their social and cultural connections, shaping them according to their own needs and capabilities.

Individuals actively develop their creative personalities, gaining the ability to interact flexibly and effectively with others, including various social groups and cultural traditions. This approach facilitates the creation of new forms of self-expression and self-realization that align with the modern requirements and opportunities presented by technological progress.

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