

The Ideal Image of a Man: the Main Characteristics and Ways of Achieving

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Key aspects of the problem concerning culture and arts implementation in the context of an ideal personality creation are described in the article. The focus is on the crucial necessity to overcome the upbringing crisis in modern society. It has emphasized that lack of culture and arts development, which appears to be fundamental for creation of human excellence, could lead to a great failure in the context of cultivating a true human. The views of the world-known educators as well as national ones are represented in the articles. The importance of upbringing, culture and arts is underlined. It has been identified that improvement, purification, culturalization and enlightenment of “human material” should be carried out through the mentioned above approaches. It gives a person an opportunity to glitter by the brilliancy of the unique individual talent, which everyone gets from the Almighty. The model of a cultural personality is described in the article as well. It is underlined that following the moral rules of the Universe will allow people to achieve a higher level of spirituality and morality, to improve their interaction culture between individuals, nations and countries. Also, it will give people an opportunity to get excellence. Usage of the counterfactuality as a term for marking the modality to some event becomes a new trend in social sciences.

Key Words: ideal image, culture, arts, personality, creation of an ideal personality, man of culture, perfect image

Introduction

Future of Ukraine significantly depends on the quality level of teaching new generations about spirituality and culture. Of course, it is urgent for people of any age as well. A great upbringing failure has become evident in the context of a military conflict and social confrontation, which has finally led to a deep crisis in all spheres of people’s life. In connection with the mentioned above, it comes to mind the ideas expressed by Erich Fromm and Immanuel Kant focused on the fact that a personality should become the main value and purpose of human existence. People should cultivate their best traits. Moreover, the Day of the Humanity is worth to become the main holiday of the year! Nowadays we have to observe depreciation of spirituality, moral values, vagueness of ideals, and uncertainty of people’s desires in the context of their life planning, as well as a general lack of culture in the society. Degeneration of the human spirituality is increasing. Social vulnerability and instability as well as mass media and other information and technical tools have had a negative impact on human souls and spirit. Particularly, it has influenced on consciousness and feelings of young people. We strongly

believe that education and upbringing should become an energy source for the further “culture production” where “culture” term is closely connected with high moral values. This is because the culture aspect discussion implies taking into account many centuries of humankind’s experience in sciences and arts development as well as all kinds of the conventional wisdom. Also, it is necessary to take into account the highest human aspirations such as spirituality, moral and esthetical views, as well as behavior in general context and the particular human deeds. Without dealing with culture and arts, which serve as a fundamental basis for an ideal creation, it is impossible to educate a true human being — a patriot, a man of consciousness and honor. In the mentioned above context an ideal creation as an example of excellence can be considered as a road map for forming an individual values scale and finding opportunities to make human life rich and fulfilled.

The objective of the study — to represent the role and significance of culture and arts for educational process where they are considered as a fundamental basis of youth’s upbringing in the context of universal and national human values.

The content of the study

Nowadays education in Ukraine is looking for innovative ways of further development, particularly, in the context of European education. We strongly believe that it can lead to success only if we follow the words of wisdom said by well-known educators as for the importance of upbringing, culture and arts. We should remember that improvement, purification, culturalization and enlightenment of “human material” should be carried out through culture and arts. It gives a person an opportunity to glitter by the brilliancy of the unique individual talent, which everyone gets from the Almighty. John Amos Comenius, a founder of a pedagogical science, was right when he encouraged all nations of the world to build a rapport and support as well as to form a universal human brotherhood and to encourage peaceful labor. He highly appreciated human life that, as he believed, should reflect a humanistic idea. In his view every person is the most beautiful and perfect creature of nature. Only through education and upbringing, it is possible to realize the full human potential and not to become “wild animals, still logs” [Komenský, 1982: 80]. That is why he called school as a “humanity studio.” He recommended studying at Academies only for “the finest human individuals.” In his mind, only the most talented young people should get education.

Every historical stage according to the prevalent culture, arts and ideals used to build a particular model of a cultural and aesthetic human image. In Antiquity, an ideal of a man who had a beautiful body and soul was glorified. In Middle Ages, an image of a noble knight who served as an example of honor, modesty and courage was celebrated. In the mentioned above context Renaissance is of a particular interest for us. That time the focus was on humanistic ideas, universal knowledge, personal harmonious development as well as educational, cognitive and hedonistic values of arts. An ideal human image of those times has been imprinted forever in masterpieces of art, sculptures, literature and music. Eternal images of a true Man are still recognized as hard-working, creative and honest people who have high moral qualities and are able to create a better life. Moreover, that life is associated with the ideals of Wisdom, Beauty and Goodness. Only true patriotism, spirituality and fortitude can inspire arising of the best ideas and sincere feelings. We speak about a strong desire to harmonize the surrounding reality, to create with a great excitement for the benefit of the whole humankind.

It is important to understand that there is not only a generally accepted image of human

excellence but it also exists a personal understanding of an ideal in the context of “ecology of personality.” That is the reason of differences existence. The process of the ideal creation is connected with identification and development of the personal originality. That necessitates constant inner world development of as well as an ability to find the whole world beauty and of every particular person as a part of it. We should remember about goodness and generosity of a human soul, people’s intentions to get the highest aspirations, come close to wisdom, warmth, behavior culture and high ground acts. “Cain” and “Abel” sculptured likenesses by Giovanni Dupre vividly illustrate the mentioned above ideas. The main point is that every man can act as Abel or Cain did. Moreover, it is important not to make a mistake in the context of his life choice. As it was mentioned by Mikhail Bakhtin “every image needs much time to be assessed and understood.”

An urgent need to educate a spiritual, cultural, moral and aesthetic personality is a challenge in the context of our time. We speak about a man who should be ready for social, economic and cultural changes as well as for revolutionary and reform challenges in all spheres of the modern social life. As it has been mentioned by culturologists, “in case of necessity a person can merge his individuality into culture which is considered as a memory of the whole mankind. It reflects human spirituality development, which is a consequence of the particular cultural events in the past. A man addresses that culture as ‘a talking mirror’ and creates his personal image.” [Kruglikov, 1987: 181] The problem of educating a well-cultured person is extremely challenging. A number of factors, which inhibit the process, affects it. The following ones could be identifies as the most influential: lack of interest in the inner world exploring and improving, focus on personal everyday troubles, mass media hypnotic influence on consciousness and feelings of youth, current trends to commercialize, pragmatism and deprive society of spirituality.

Television is the most powerful tool for the mass influence. As Dario Salas Sommer mentioned “it is the strongest and the most excellent hypnotist.” That is why to distract the viewers from the thoughtful life reflection and to change positive worldview they substitute true culture and high art on the cult of entertainments and cruelty, depreciation of high morals and noble deeds as well as second-rate stories and characters. The “hypnotist’s” target is to “weaken” people’s pure intentions and high aspirations. The focus is on dealing with the everyday issues.

Personal culture is formed in the context of cultural diversity. It includes friendly environment, well-cultured people, self-education and considering culture phenomenon as a great value. These points show the way how to create an ideal personality. Level of an individual culture must correspond with the national scale and the culture level accepted in the whole world. An image of a Man of Culture reflects harmonized aspects of both external and internal worlds. Neither perfect, aesthetic appearance nor good communication skills and an ability to give a professional assessment to the works of art can be considered apart as a complete image of a cultured person. It is too little. It is also necessary to remember about human inner world, sincerity, integrity, honesty, justice and behavioral culture, attitude to the world and other people. At each historical stage there was presented a particular model of a well-cultured person. Immanuel Kant described a Man of Culture as a mystery, “an unknown object in itself.” As it is mentioned by Sommer we can describe a well-cultured person as a man who “believes that his inner spiritual world is the main value. Moreover, that evolution of his consciousness helps to fill his every wish, deed or though with goodness. It will allow people to come closer to the main purpose of human existence — self-improvement. That is only thing that can help us to change the world where we live for better” [Sommer, 2014].

Today's reality shows that instead of helping people to get noosphere and, particularly, a cosmoplanet level of consciousness when everybody lives in harmony with nature, the Universe and his own soul, when people are able to transfer higher cosmic spiritual energies into the human world which is aimed at forming the noosphere civilization, technosphere rules the real world. It maims human hearts and souls, inhibits emotions and feelings. That leads to increasing the distance from the true human culture as in general sense so in national aspects. Development of Pedagogy of Noosphere is a current trend. This science has an important spiritual mission — to lay theoretical and methodical foundation for harmonization of human life and the Universe [Future Human Image, 2011; Future Human Image, 2012; Future Human Image, 2013]. Also, it encourages next generations to realize the main purpose of the mankind existence on Earth planet. A cosmoplanet human has a highly developed spirituality which can be found through showing care about the surrounding, creating Goodness and Beauty, a strong desire to improve personal inner world. Vladimir Vernadskyi underlined that an individual existence full of positive energy would encourage human transferring from the biosphere stage to the noosphere one. Modern scientists pay much attention to the noosphere education problem. They stress the necessity to harmonize a Man and the Universe relations on the basis of culture centricity, aethetization, artistry, spiritual and value aspects of the content and methods of education. It conditions the necessity to “pass through the filter of a bracing higher consciousness,” which will allow people to follow the Universe morals. As Dario Sommer states, “Everyone is connected with the Universe through invisible fibers and once been sending those vibrations will get back much intensified. Nature forgives nothing. The way you treat others is the way you will be treated. Therefore, if you want a better life you should sow the best seeds... As much you are ready to give so will get.” [Sommer, 2014: 236] In addition, it is worth revising the following moral Rules, which are the basis for the Universe and Man further harmonization. The author states: “Do not claim on what you doesn't deserve. Do not feel hate as it will get back hundred times intensified. Do not commit perjury and contempt. Show respect to older people and support them. Always defense truth and justice. Do not do to others what you would not have done to you. Be free from negative emotions and thoughts. Follow the Universe rules and you will be rewarded. Live in harmony with Nature and you will get the highest goodness.” [Sommer, 2014: 236] If people follow the mentioned, above recommendations it will be possible to get higher spiritual level and morals as well as better situation in the context of interaction culture between individuals and nations. It will give an opportunity to create an ideal image of humanity in people's souls. In addition, the author identifies morality as “a cause-and-effect, vibrating and energetic connection between a Man and Space where the following rule works — everyone pays for what he does.” [Sommer, 2014: 235] If a person is considered as a Man of High Spirituality, it is obvious that he should have high morals and culture. He should live in accordance with his spiritual values. It is worth noticing that Sommer has introduced the “morals physics” term, which considers such aspects as consciousness and voluntary interaction with nature all around the Universe aimed at getting the highest sake. It supposes general human perfection and, particularly, aesthetic aspect. [Sommer, 2014: 6]

What system of values does our society believe in and suggest follow? The information space is weakly controlled. It affects a personal value system, an ability for critical thinking as well as spiritual, moral and aesthetic ideals. The TV guide's analysis makes us to ask the following question: What has happened to those television programmes which consist of spiritual, cultural and art contents? We mean high quality arts: cinema, theater, painting, music, literature. Also, it is important to become familiar with museums around the world, meet out-

standing scientists and people of culture, as it will help to rich a higher level of spiritual life, to broaden the worldview, to observe examples of a bright human spirit and greatness. Then the second question has arisen: How idealization of successful in business and “cool” TV characters can help us to form highly educated and well-cultured individuals and society? If we want our country to become harmoniously developed in the context of accelerated changes, we should think about the following: Who are those examples for young people to follow? Dario Salas Sommer reflected on the mentioned above in his “Morals of 21st century” book. The author asked: “Are there Pythagoras, Socrates, Michelangelo, Leonardo Da Vinci, and Shakespeare within those people? Socrates was convinced of talking too much. Nero killed Seneca because he could not stand the truth. Jesus Christ exposed an imperfect world and was crucified. All those stories illustrate that at all times perpetrators could not hear the truth. That is the reason for destruction and defamation of true prophets by people who try to imitate goodness.” [Sommer, 2014: 30]

We can find further development of the mentioned above thought in works by Pitirim Sorokin. The author has mentioned that the basis of an existing culture is always those values, which are important for a particular society [Sorokin, 1992]. In this context, it is important to notice that every historical stage forms a unique architecture of social life. It identifies a particular system of values, which all members of the community have to share. In turn, that system determines the content and the purpose of human existence. Dario Sommer has rightly underlined that a real human value is in his own content, but not because of the assessment by others. “We should please our Lord, not the crowd. We should understand that only following the way pointed by our Creator we can get full self-realization as humans” [Sommer, 2014: 41]. In his “Morals of the 21st century” book, the author draws our attention to the fact that modern people have not been still reflecting a Perfect Human Image programmed by the Almighty. They rather look like a bridge between a wild animal and a true Man. Current image is not completed. That is why “people should realize their eternal unimportance, rebuild their capacities and complete the true Man’s Image. Every person has enough spiritual power to break out of imperfection through constant moral and spiritual improvement” [Sommer, 2014: 47]. The author underlines the importance to become people with a strong will and a firm character, but being sympathetic and united. [Sommer, 2014: 215] To get that purpose, as the author believes, it is necessary to come back to the traditional human values: hard work, honesty, integrity, readiness to sacrifice, tolerance, goodness, love, justice, solidarity, friendship and altruism. It is also important to remember about spirituality as a particular practice, which allows people to develop the highest virtue and get self-improvement through formation of a personal consciousness. As Sommer has identified the mentioned above qualities are the basis for a Completed Human Image. His classification consists of 23 points. Let us consider some of them. “A Completed Man” cannot be influenced by the crowd. His “I am” perception is developed and mature. He is thankful to God, his family and country. He feels hate to anybody. He is patient, kind, sympathetic, obtains the highest human qualities. He is not able to cause harm consciously. He assesses himself objectively. He controls his consciousness and stays open-minded. He evaluates himself according to the current development level, but does not depend on other’s appreciation” [Sommer, 2014: 41 50].

The 21st century is known as a period of rapid changes in the environment, society, culture, economics, interpersonal communication sphere and a Man’s inner world. Alvin Toffler, the author of the “Future Shock” book, discusses in his work the following question: “What do

people feel in times of changes?” In his opinion, they experience an unprecedented accelerating and that is why people might look for another world escape. “Their souls can’t catch up with the changes. The world seems to be hostile and scares by its immensity. When new cultural standards appear, people get a “cultural shock.” The author underlines as well that every culture has its own pace of development. That’s why cultural shock should be considered as a particular phenomenon in the context of a certain period which has appeared as a result of overlapping a new culture level on the old one [Toffler, 2002]. As Professor Pavel Gurevich notices, it is important not to become a slaver of transience. It is necessary to be prepared for changes, train adaptability in the context of decreasing fear of changes. The proper training should include development of observation and critical thinking skills. It will give an opportunity to assess the particular events and phenomena in the context of their accordance with the purpose and potential value for future.

Unfortunately, most often we face anti-values. It provokes such negative emotions as pessimism, disappointment, irritation. They affect human ideals in general and, particularly, negatively influence on our young generation. In this situation, it is extremely important to support humanitarian aspect of social life. Today the process of youth education is focused on mastering competencies. The whole system gives the top priority to the professionalism. However, it is a well-known fact that “professional improvement can’t be substitute for the complex human development process, as these two aspects do not usually go together.” We speak about education, which depresses upbringing. Moreover, it is dangerous for a person. Particularly, it is pity to notice that youth upbringing activity as a part of teaching has been excluded from HE teachers’ working plans. Following Anton Makarenko ideas, it is worth to say that people create their image all his life. Therefore, we can definitely state that a person should be educated and increases his culture level all his life as well.

It is important to notice that a principle of culture centrality has become as one of the current trends within the education content and methods modernization process. It supposes development of a humanitarian culture, which should make “the most complicated mechanism of a human soul” (Dmitry Likhachov) to start working through forming the universal value system, establishing positive dialogue as well as through emotional and spiritual development of youth. It is supposed that culture will become the content of pedagogy. Correspondently, the basis for the education content filling includes different texts within certain cultural contexts as well as different kinds of art, which represent an ideal of a particular historical stage. [Kashekova, 2014] These ideas have a strong potential to become implemented into modern educational process. Culture and arts will help to develop visual and verbal thinking skills, stir creative imagination, get high ground thoughts, arise Beauty in human souls, develop emotional culture and an ability to sympathize. What is the power of culture as an educational tool? Philosophical determinations of the “culture content” term give the answer to the mentioned above question.

Among a great number of the “culture” term determinations, we can choose the following: “Culture is a fundamental source for the world recovery which feeds human minds and feelings. People can perceive the world model and interpret the answers to the main questions in the context of human existence through culture. It lives by its own life. Therefore, it is necessary to save the culture as we do with a human life. Culture encourages high tension of a spiritual energy, intellectual excellence and human desire to harmonize himself with the environment” [Arnoldov, 2007]. In addition, we can enlarge “culture” term description and add the following: culture is a perfect performance. It includes the best examples of morals and aesthetics

of human behavior and deeds. Culture is a filter through which a person perceives the world. Culture phenomenon can be subdivided into the following subgroups: internal, external, spiritual, political, ecological, artistic, aesthetic, communicative etc. It should be considered as a part of an ideal creation and as an ideal based system in the context of human existence, where an ideal is considered as moral purity and consciousness improvement (Dario Sommer). The ideal is the center of a life sense idea and human spirituality. In the mentioned above context the following words of Fyodor Dostoyevskiy are relevant: both Man and nation cannot exist without the highest idea. The value system is a fundamental basis for a perfect existence. In turn, culture and arts are the most important tools for this. Arts draw our particular attention. We cannot imagine an Excellent Man who lives apart from it. The world-known Canadian culturologist Paul Shafer rightly admitted that studying arts should serve as a basis for general education. Arts “fill people with a spiritual fullness,” “teach to express thoughts and feelings through images,” form spiritual, moral and aesthetic ideals, emotional culture and a feedback to Beauty and Hatefulness, high art taste and aesthetic perception. Arts reflect advances and a culture level of a particular historical period, dominated aesthetic and artistic preferences and ideals. It can also show preferable examples of possible future. The art world teaches an individual the most difficult thing to do — live among real people through getting such experience that he did not have in his real life before (compassion together with the characters). It is urgent to implement into pedagogical practice the following idea of an American scientist D. Kagan. The main point is that educational process has some features that allow us to consider it as a particular form of art. In addition, it has characteristics, which help us to identify it as an art image and, in some way, as an artwork. That is why any form of educational process should be considered as an energetic art performance, an act of human interaction and as a picture of art. This process encourages formation of general cultural knowledge, visual thinking, value consciousness, humanitarian worldview. The value of art in the context of looking for the purpose of human existence is in an opportunity to unify people around the highest spiritual ideals. Moreover, it can be implemented through spiritual and moral deeds, ethics of human behavior, aspiration to beauty, overcoming “emotional still” aimed at creating an aesthetic world picture.

Conclusions

Culture and arts are the catalysts for appearance of excellent humans who have good souls, thoughts and deeds, who feel an urgent necessity to live in accordance with their conscience, to give people joy and happiness. The purity and light of these people are comparable with those perfect images, which are brightly represented in arts and nature. It comes to mind the following literary abstract, which is an excellent illustration to the mentioned above: “I saw a lily which was in dark swamp water. Everything around was rotted. However, the lily stayed pure like angel’s clothing. Then some waves appeared in the dark pond. They waggled the flower but any sport appeared on its surface.” So people should become like those flowers. We have to remember that “we aren’t so civilized, conscious, kind and fair as we suppose. Actually, we are in the very beginning of our long walk to excellence. Our feeling of greatness and power is based just on the advances of the scientific and technological progress. But it isn’t helpful indeed for true human improvement” [Sommer, 2014: 19].



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