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## **EDUCATION AND QUALITY OF LIFE: MODERN ASPECT**

***Summary.*** This article questions mission and strategic goals, and some means of education, related to the promotion of individual self-realization, and determines the quality of life of each person and the total population.

***Keywords:*** education, mission, strategic objective, individual self-realization, quality of life, population, civil society.

### **Statement of the Problem**

Today, the system of education in Ukraine, with basic program and legal documents (the program "Ukraine of XXI Century" the doctrine, the relevant laws), continues to declare the primacy of the individual in all learning and teaching processes. While in practice, domestic education continues to focus on providing a wealth of knowledge with the help of reproduction means, without the inclusion of students's reflection. Because of this, in general it is doubtful the whole quality of educational services provided to customers: students, their parents, employers, external micro-society, the whole society as macro-society.

**The purpose of this article** – to reveal the essence and substantiate opportunities of reorientation of the system of education on the individual, in particular, at promoting learner (student) in the next life activity in the context of improving the quality of life of the separated individual and their totality which is the population of villages, towns, cities and countries as a whole .

Putting in the forefront the individual as a person and starting to measure (using qualimetric ratings) quality of life, based on its own opinion about the satisfaction its needs in different areas of life, individual can go to a specific integral index that characterizes its deep essence of the quality of life.

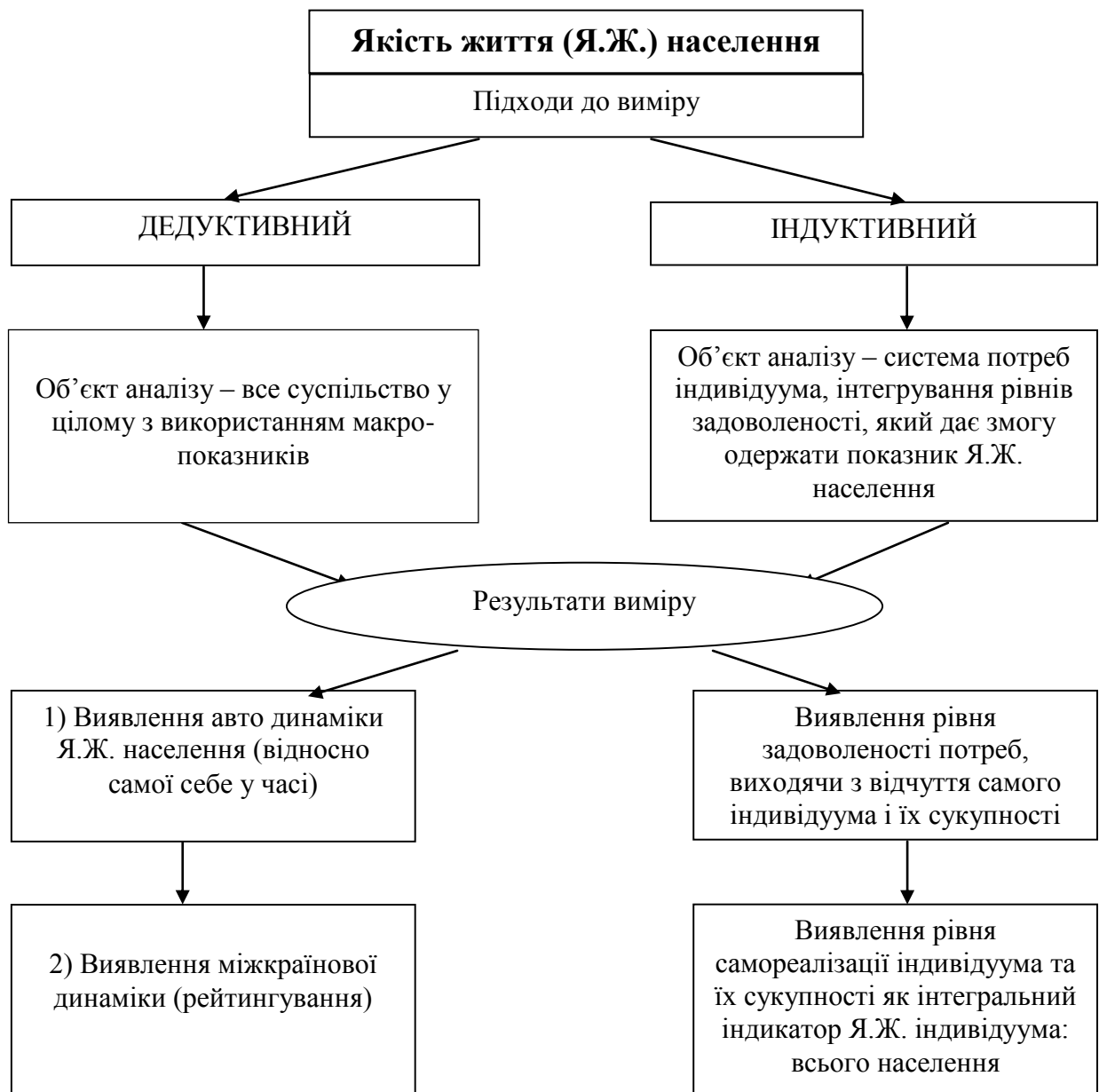
This is an indicator that can be determined only through the own sense of the individual and is directly linked to the satisfaction of the five types of needs (according to A.Maslow pyramid): physiological needs, safety needs, social needs for affiliation and recognition on the part of society, the need for self-expression, self-actualization. This is a degree of individual self-realization as an integral indicator of the person's satisfaction with its life status, living conditions, finally, the quality of life.

### **The main material**

According to the author, as part of an inductive approach to determine the quality of life through the senses of the individual itself makes sense in the future to start using the term "degree of individual self-realization" (human, person, the individual) when it comes to education and its person-orientation. (Figure 1)

The relationship between these concepts is direct: the higher the quality of life, the higher the degree of individual self-realization. Moreover, these concepts are identical in terms of the satisfaction of human needs, **but the term "self-realization" as if absorb more personality and becomes an integral exponent of the quality of life of the individual.**

Thus, there is an indicator that shows the degree of satisfaction with life through the degree of individual self-realization in all areas of its life. Specifically, the following four areas: labor activity by place of work; family as the closest society, place of residence and recreation, learning activities in schools.



**Figure 1. Two approaches for measuring the quality of life**

Namely, the degree of meeting the needs in these four areas will determine the degree of quality of human life and the degree of individual self-realization considering the above-mentioned five types of needs. Particular importance to us are in these two spheres: the sphere of human employment activity, under which individual self-realization appears of the individual as the main productive force of society and the system of education, and as final important sphere of human life from an early age, and as organized management structure, which significantly affects the individual self-realization in other areas.

Let's see how this can be accomplished.

### **Target orientation of the system of education on the individual**

Quality of educational services is determined by the value or usefulness (in terms of meeting the needs) for both the students and their parents, and employers. Furthermore, consumers of these services are nearest micro-society — family, school and labor collectives and others, and finally macro-society — the whole society.

Taking this into consideration, to give only the general and professional knowledge, as it does today's education — this is only a small fraction of the above usefulness.

For example, what is the most important need for the person who is searching for the meaning of his life? The answer can only be the one — the need for individual self-realization, by enjoying his work, family (personal life), training and education, accommodation and recreation. For this purpose the human was born. What do parents have as their deep need? Obviously, to see their child happy, self-realized.

What does self-realization mean, for example, in the crucial area of human life, like his employment activity (which "holds" the entire economics)? First — this should be "akin" work corresponding to genetic abilities of the person, his professional and personal qualities.

**Obviously, a person should know his abilities, his business and personal qualities, his professional level to self-adapt himself as much as possible, sit in "his sleigh" in the interests of the employer (the organization).**

This situation is beneficial to the employer — he gets really productive workers — and even more beneficial to the worker himself (though for the last one the full self-realization requires decent financial reward, thankfully-respectful relationships in society and normal working conditions).

Thus, arises the the most important task of **human centered education—goal-oriented formation and creation of conditions to promote individual self-realization to learners in the next life activity by, first of all, instilling in them the desire for self-knowledge.** “The man who knows himself — is a wise man”

(Antoine de Saint-Exupéry). Or, as the ancients said (Socrates) “Know Thyself”, have not heard before on The Union of Soviet Socialist Republics territory, and, in the majority in the Ukraine today.

Indeed, self-knowledge contributes to individual self-realization and self-adaptation also in the surrounding socium. For example, it allows quite consciously build relationships with other people on the basis of mutual understanding in the workplace or in such complicated society as a family. Precisely in the family individual self-realization through love and understanding at the same time often fails due to the lack of knowledge about themselves, including their psychological compatibility characters, values, sociotypes etc.

At all, it is difficult to overestimate the importance of the above-mentioned strategic direction of all educational institutions and apparatus of the Ministry of Education and Science, **the mission of which should just be to facilitate self-realization of learners in further life on the basis of self-knowledge.**

In this case, the essence of quality education services will have boil down not only to provide students with knowledge in any way (exclusively reproductively) in their chaotic plurality as to assist children in the development and self-determination.

Can not say that education wasn't engaged earlier in the promotion of pupils in self-employment. The so-called vocational guidance based on propaganda, including visual, as well as school and extracurricular hobby groups played a role. However, the identification system (via tracking) genetic abilities and characteristics of individual students with the involvement of parents in this process first, and then the students themselves was not paid almost any attention. As a result the vast number of high school graduates did not know where to go to study and did it, basically, for quite different reasons than finding themselves in employment activity.

**Human centered education has its own characteristics in preschool, school and professional education.**

In preschool education the main strategic objective is the organization of detection (based on the tracking results in the entry of the personal cards) in children of certain genetic abilities and person characteristics with the process involving parents. This will dramatically change the relationship's tonality of the parent-caregiver who has common goals now — to promote self-realization of a child in the future life.

In the school system even more attention should be paid (along with the promotion of a particular method for tracking) inculcation for children aspiration for self-knowledge through the gradual connection of the children themselves in the process.

It is characteristic here that as the children express themselves better in games, it will be necessary to develop science-based industry of targeted children's play, that is, those games that allow a sufficient degree of objectivity purposefully detect the presence in children various abilities and individual characteristics.

In this situation, a special role is played by elementary school and its teacher, the image of whom was unfairly low for equalization with high school teachers. Exactly elementary school must awaken in every student the desire not only for general knowledge, but for self-knowledge. In the context of the above said, it should be all sorts of methods (including economic) to improve the image of elementary school teachers with simultaneous careful selection of those who are "Teacher from God."

In general, tracking in pre-schools and schools genetic abilities and characteristics of personality of children with their parents, you can begin the process of implementing the idea of self-knowledge of students, their EGO. At the same time personal card, where results of observations were recorded until the end of high school is transformed into a personal passport is given to graduates.

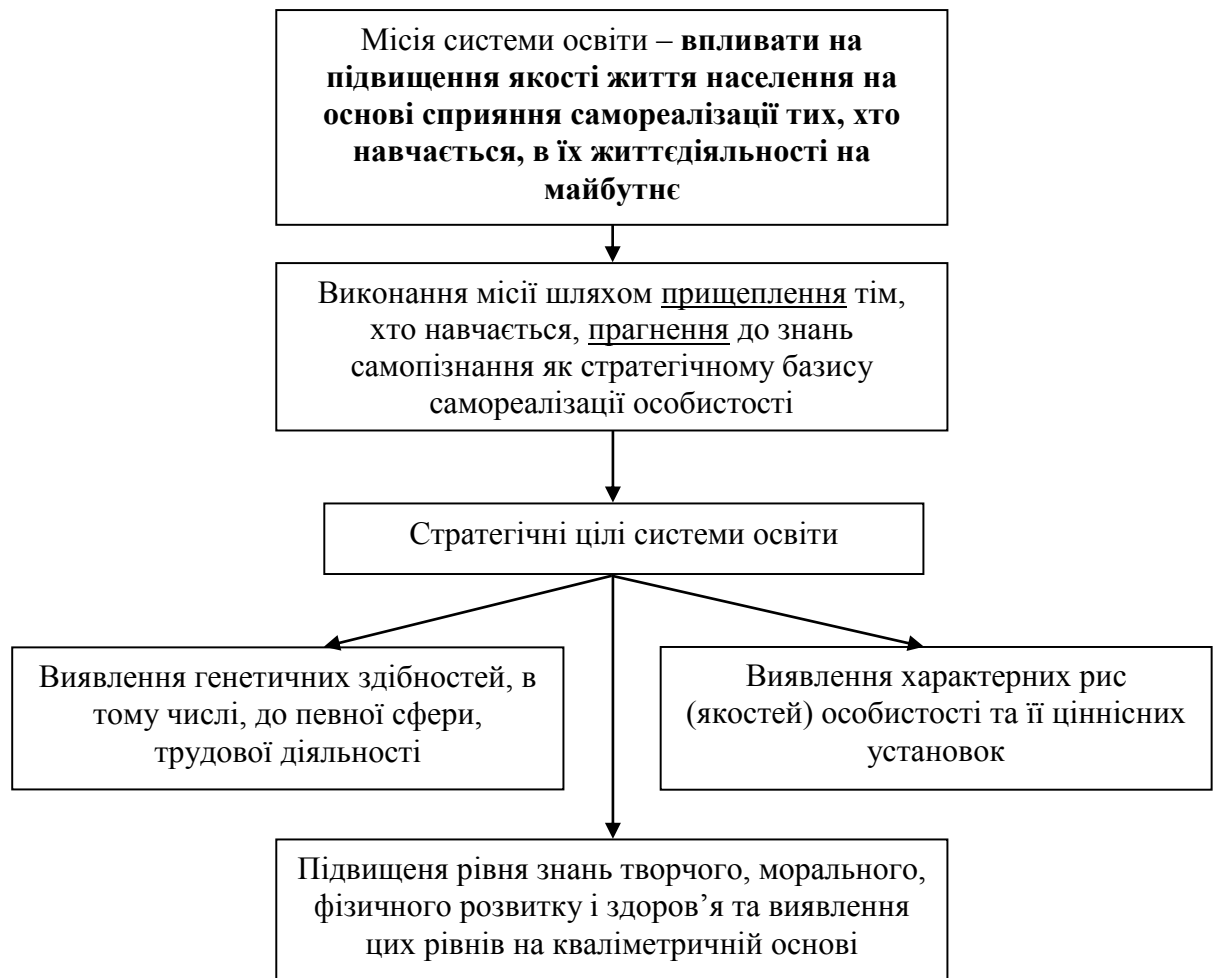
In the system of higher and vocational education strategic task of human centered education becomes preparation of competitive graduates who are able to

self-realize themselves in a employment activity with the interests (requirements) of the employer.

To solve this problem already today that can be approached from two sides (without waiting for legalizing school individual passports).

First, already at the stage of applicants admission attention should be paid not only to the main knowledge tests but as well psychological aptitude test, professional and personal characteristic qualities. University admissions of the applicants should be made maximum available (including through special loans). The first course in this case is not only dedicated to general knowledge mastering as well as in-depth self-determination of students, the adequacy of their abilities and the characteristics of the individual chosen profession.

Second, to sufficient objectively decide "first", we should know the standards of professional education of the following specialties. Today, they are sufficiently vague. For example, current standards of educational qualification characteristics (EQC) — there are put forward only requirements for knowledge and skills (which, incidentally, rapidly become outdated), with links to the need to have a definition of skills, professional and personal qualities for successful self-realization of graduates in a particular field of employment activity by specialty. Whether not therefore situations often happen when best students can not express themselves on a practical career in their chosen profession?



**Figure 2. The new mission of the system of education and directions for its implementation in the context of improving the quality of life of the population of Ukraine (under inductive approach to the measurement of quality)**

To change the situation, Ministry and educational institutions should strengthen their work in the field of interaction between the labor market and professional education. Accounting for the specific needs of employers, including requirements for skills and qualities of workers should go to the base of the formation of flexible standards. In this regard, it is ostentatious performance of works by studying the labor market, which started in the system of vocational training in the framework of Ukrainian-German project "Support to the reform of vocational education in Ukraine" [1], [2].

In general, the presence of such standards also makes it possible to compare the actual graduates evaluated by qualimetric system to the requirements of the standards to skills, professional and personal qualities. Comparison results makes it possible to clearly see by graduates their own deviation from the standards that



will be impulse for self-improvement or ... rejection from incorrectly chosen profession. But for the last one that should had happened only as an exception, the first year of stay in Higher education institution or vocational school, should be dedicated not only for learning ...

Activities of educational institutions, especially schools, to promote personal self-realization labor activity does not end with the students self-knowledge of their skills and characteristics of the individual.

For self-realization labor socium (self-adaptation) every student should know the level of their creative, physical and especially moral development. In this context, **the strategic objectives of educational development should also include raising the level of the creative, physical and moral development, which are measured with the help of valuation of qualimetric models.** Latest allows to see dynamic the changes of these parameters in ranked regime that can serve as a powerful motivator for pupils self improvement (this was several times observed in scientific and educational literature [3], [4].)

In general, education as sufficient organized system can take on more than human centered important function in case of change of personal mission in the context of the transformation of Ukrainian society into civil society (Fig. 2), where the value of a person should take the primary place [4].

It is obvious that the quality of the labor potential in this case would be increased by significantly, as an employee at the "right place" is obviously more motivated and productive than others ... Especially significantly it will be displayed if on the "right place" will be every top manager, the efficiency of which mostly depends on not only the level of self-realization of employees, but also the efficiency of the whole economics. In the scientific literature, the first publications about the necessity of forming the possibility in the educational system the corps of elite managers appeared, professionally trained and harmoniously developed, adequate to their profession and being able to obtain synergistic effect from the inherent efforts on management the collective. [5]

### Conclusion

Human centered education by promoting the self-realization of learners can most directly assist to solve the problem of population's quality of life. And it can do so in the framework of the inductive approach to the measurement of this parameter, in which the **quality of life - is the result of subjective evaluation of the condition by the individual itself.**

It is important to assimilate, that one should not fear the subjectivity of human perception of their feelings and their measurement. Necessary to have in mind, for example, that the feeling of dissatisfaction with their needs and consequently the impossibility of individual self-realization is forcing millions of people to emigrate from Ukraine, and at least one-third high school seniors and students willing to do so as soon as possible.

Today, there are some basic technical means of implementation of human centered education - qualimetric valuation techniques, computer nets of personal cards - and an outstanding international experience in this field. For example, in junior high school in Germany (where the author has been) teachers pay more attention to filling personal cards, than the evaluation of students' knowledge. This makes it possible to consistently move to the formation and implementation of the new mission of the Ministry of Education and Science. This mission is logically assimilated in the context of the transformation of civil society in Ukraine in an increasingly profound systemic crisis in the country. The last, according to the author, caused by weak governance, goal-oriented to person, alienation of government from public interest.

It is clear that education does not always affect the quality of life population through individual self-realization. For example in such sphere of life as accommodation and recreation, quality of life of the residents depends on the level of their needs satisfaction in communal services, transport, etc. depending on the local authorities (which is not always goal-oriented to the needs of the residents).

At the same time, well organized system of education can be the first step to the formation of human-oriented culture in Ukraine of the target management

which in the mechanism of governance bridges the gap for "pulling" which you can pull the country out of the systemic crisis. Thus, it is human centered education through appropriate culture of the target management becomes imperative for improving the quality of life of the population of Ukraine in the strategic aspect.

### Literature

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***Аннотация.** В статье рассматриваются вопросы миссии, стратегический целей и некоторых путей развития образования, которые связаны со способствованием самореализации личности, что и обуславливает повышение качества жизни каждого человека и всего населения страны.*

***Ключевые слова:** образование, миссия, стратегическая цель, самореализация личности, качество жизни человека, населения, гражданское общество.*