VALUE ORIENTATION IN THE PROCESS OF THE WORLD´S GLOBAL DIRECTION AND ITS PROBLEMS

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Abstract: The study deals with contemporary issues of value orientation in the conditions around the world. The text analyzes current problems such as armed conflicts, multicultural contacts, morality, quality of education, dangers of life, cooperation between people and others, which all negatively impact the stability of human civilization. The author emphasizes the need for a direct approach to humanity as an essential subject of social development with proposals for greater application of the strengths and importance of education.

Keywords: value orientation, personality, society, education, globalization

1 Introduction

Value orientation is an important part of the scientific knowledge of pedagogy, as it is directly oriented to real life with its contexts and problems. Value orientation is represented not only as a state but also as a process associated with the facts of life with a focus on the norms of contemporary life in a globalized world.

Value orientation is a serious part of every person's life, more specifically, it can be said to be part of the quality of life. Quality of life is characterized as "personality cognitive-emotional psycho-reflexion of a particular person linked to the evaluation of the reality of personal life compared with the ideal in terms of experience and formed values in the context of society, civilization and culture"(Kováč, 2013, p.31). Quality of life is also influenced by social reality of a particular country as well as by overall morality, global economic and worldwide social reality including environmental conditions.

2 Methods

The issue at hand is researched by using the method of analyzing the reality of the present-day world and related contexts whose understanding should be realized in the process of education. We emphasize the aspects of eight deadly sins of contemporary mankind in Konrad Lorenz's interpretation. There is a need to highlight the development of life and goodness in interpersonal relations in the conditions of globalization, which is viewed as a "connection of different parts of the world in economic, political, information and social fields and which results in a higher level of present society´s development" (Hubinková, 2008, p. 49). These are factors that can provide a peaceful future for human society in terms of mutual cooperation and globalization.

3. Analysis

While combining quality of life and value orientation, it should be noted that value orientation has two aspects: the procedural aspect, i.e. educational aspect and the positional, or social aspect. Both of these aspects represent facts related to taking a stand, having an opinion or viewpoint manifested in everyday life, as well as the facts related to certain navigating, influencing and searching for an objective position of man in society. When considering the reality of value orientation, it is necessary to address and take into account the various aspects of life and humans in it. Life is characterized as "physical, mental, and spiritual experiences forming human existence" (Webster, 1989, p. 691). From this point of view, it is necessary to observe and specify the following factors when analyzing value orientation:

- the position and importance of a person in an existing society,
- existing worldview,
- economic conditions and standard of life,
- general social culture,
- opportunities for work and remuneration,
- quality of education,
- health condition,
- interpersonal relationships,
- environmental conditions,
- security situation and
- progressiveness in acquiring information.

These factors are linked to living conditions and overall norms of existing relationships, influencing life orientation and the overall perception of one's own position in a particular situation. The position of value orientation is assessed by each person from his/her own point of view, that is from the position of either rudimentary, conformational or cultivated personality. This serves as an evidence supporting the need for dynamic education with an impact on the overall activation of each individual with an aim of forming a cultivated personality prepared for social as well as working life. This means a cultivated personality that is interested in overall social life, in solving his/her own problems with the effort of enforcing dignity, strength and ability of each person. It is necessary to gradually eliminate manifestations of rudimentary and conforming personalities, that is those who satisfy themselves with securing only basic needs or with taking advantage of the environment for their own benefit. We should take measures linked to activization of the overall social life, trying to prevent a situation in which decision making is solely in the hands of political parties and their agents, labeled as democratic In this respect, the power of public opinion must manifest itself as a specific role of life, because political and state officials often promote their own interests or the interests of their associated groups or their own popularity, but do not address the contemporary phenomena of social life. Examples of this include the failure to cope with the refugee crisis, economic crises, cooperation between countries, poverty eradication, disease and world unemployment, promotion of the fundamentals of globalization or illiteracy. It is clear, that optimal enforcement of democratic conditions is not possible under conditions existing in the contemporary world, because, as stated by R. Dahl (2001, p.45), "democracy cannot ensure a situation in which all citizens would be happy, successful, healthy, wise, peaceful, and fair. No regime is able to achieve these goals and neither can a democratic one."

All these problems should be resolved through quality of education and upbringing. Countries with a strong support for educational systems can serve as a good example of this idea. By supporting their educational systems these countries enhance their internal social quality resulting in prosperity, internal tolerance, cultural communication, responsibility and morality in public life. Evidence can be found in Luxembourg, Finland, Singapore, The Republic of Korea, Japan, Germany, and other countries where education, teachers, responsibility, culture, and care for people are prioritized. All of these facts significantly affect value orientation, either as a process or as an existing state. The process or state of value orientation must be formed based on the overall world situation in social, economic, political and cultural sphere, as well as on domestic conditions of each person's own life and biodromal work with people in a particular country. In a contemporary information filled world and society, people, children and adults acquire much information about nature, society and humanity, worldwide and national life, they recognize the causes of existing facts, are subjected to official ideology as conforming people, or try, despite problems, to solve existing phenomena as cultured personalities. In connection to global problems, Z. Helus (2009, p. 673) states that "five apocalyptic riders threaten modern humanity: the clash of civilizations with the threat of chemical, nuclear or biological weapons in the hands of terrorists, demographic disaster with unmanageable migration, AIDS pandemic (or other epidemiologic disaster), economic or ecological collision,

weakening of peoples´ moral equipment, and the ability to adjust their life goals in favor of universal and higher values." It is necessary to work with the above-stated world issues through education on the basis of objective facts with a realistic approach to truth. In the process of education, it is necessary to combine international problems with domestic conditions, as stated by M. Šikula (2008, p. 23), that "the aim of education is not only to increase man´s knowledge but at the same time to adjust attitudes towards himself/herself and to the social and natural environment he/she lives in". From the aspect of creating and maintaining value orientation, as a phenomenon linked to the quality of life, it is necessary to take seriously into account the personality of each and every person, as J. Danek (2011, p.59) agrees that "education, therefore, needs to be provided in the context of mutual connections, logic, continuity, methodical sequence, but not just through memorizing, and this can, indeed, lead to better use of natural resources, their protection, social harmony and the elevation of the position of man as the highest asset of each society ". The three aspects: international conditions, domestic conditions and the expectations and position of people in the country's social life greatly influence the process and stability of value orientation, which again puts emphasis on the quality of life with its indicators, which are the environment, health and disease, personal and collective security, quality of housing, interpersonal relationships, leisure time, social and technological characteristics of work, participation in corporate governance, social security and civil liberties. These indicators unambiguously point to the fact that value orientation is closely linked to quality of life and, above all, to the position of humanity in society. Every philosophy and every religion at the moment, emphasizes respect towards people and meaningful human relations, and this cannot be stressed enough when taking into consideration contemporary world conditions and situations. On a daily basis we must be conscious of and analyze the ideas stated by Nobel Prize winners such as M. L. King and the 14th Dalai Lama, for example. M. L. King articulated the following timeless words as a challenge to the process of education and social life: "we´ve learned to fly like birds in the winds, we´ve learned to swim like fish in the sea, but we have not yet learned the art of living together as brothers." This view is consistent with the analysis of human civilization expressed by the 14th Dalai Lama, who stated that the present world is threatened by three poisons, namely ignorance, intolerance and hatred. These ideas again emphasize the importance of education and upbringing in direct contact with the reality of life, and in accordance with scientific knowledge, objective truth and trust in the thinking ability of children, young people and adults, who need to develop and consolidate their wisdom, which is viewed as an integrated unity of reason and character (Ruisel, 2005), i.e. personality of a human. In this context, too, it is necessary to look at the importance of each person for the social life of every country and its economic and social order, while agreeing with Ch. Yost (1968, p. 21) that "peaceful co-existence is not threatened by capitalism, communism, imperialism or Maoism, but simply by human behavior." And human behavior is part of the formation and existence of value orientation as it is influenced by the overall social climate, relationships, quality of communication as well as the norms of an existing world-view in the conditions of quality of life.

The position of people in a country´s social life is the fundamental point of this context. Constitutions of most democratic countries state that when it comes to dignity and rights all people are equal. However, it is also necessary to add that people are equal not only in rights, but also in duties. And, when it comes to value orientation, we cannot focus only on the Universal Declaration of Human Rights from 1948, but also on the text of the Universal Declaration of Human Obligations from 1996, on both international as well as national levels. The proof for this need can be also supported by eight deadly sins of the present time, as formulated by K. Lorenz in the 8 Deadly Sins (1990). They are the following shortcomings of the contemporary world:

- over-population of the Earth and growing lack of interest in the fate of other people, growing distance and indifference among people, loss of social contacts and decline in cordiality, hospitality, friendship between people and mutual sensitivity resulting in the growth of crime
- devastation of the environment, inability to regenerate nature, extinction of biocoenosis, diminishing appreciation of beauty not only in connection to nature, technocratic and economic thinking that dulls aesthetic taste and the consequent emergence of vandalism, lack of interest in historical monuments as well as cultural, unique and individualized environment
- overall hastiness resulting in undermining of people´s health, emergence of stressful situations, increase in the number of heart attacks, lust for possessions and superior social positions, fear of not being able to manage all tasks
- degradation of emotions resulting in disappearance of emotional relationships with people, animals and things, unwillingness to suffer any physical exertion, dullness towards enjoyable experiences, retreating to comfort and strong experiences, often with drugs or other crimes
- genetic decline manifested through increasing feelings of entitlement and acquisition of things without increased effort, loss of sense of responsibility and of values created by previous generations
- separation from traditions visible in relationships between children and parents, promotion of moral ideals the children and adults have little knowledge of, rising of hate and decline in feelings, that can be misused either politically or for racial and nationalistic reasons
- increasing compliance with doctrines, manifesting itself through a loss of authenticity, lack of resistance to majority opinion or uniformity with the result of attempting to manipulate people, often via demagogy of political parties, through stating certain political or economic doctrines as the only possible ones, or through the influence of advertising, fashion and other forces
- disintegration of human personality and a loss of individuality, which manifests itself in a conforming attitude towards existing society and the ruling group; people gradually lose self-respect, cease to be themselves, they satisfiy themselves with partial joys and successes, cheer-up themselves by hedonism and day-to-day business without realizing the significant threat of destruction of humanity with various weapons

The above stated deficiencies fully coincide with the views of Z. Helus, M. L. King, the 14th Dalai Lama, Ch. Yosta and others. This situation, indeed, requires thorough education, teaching of life values, argumentation of acquired knowledge and justification of educational influences. While researching value orientation among pupils of elementary schools and secondary schools and university students, the following data regarding value orientation of these categories of young people were obtained. Primary school pupils, in the order of importance, preferred health values to moral, social, discipline, scientific (cognitive), economic, artistic values and the value of modern music. High school students preferred health, then moral values, social and scientific values, economic values, discipline, artistic values and the value of modern music. University students chose values of health and morality as the most important followed by social, scientific (cognitive), economic and artistic values. The value of discipline and modern music were at the bottom of university students´ value scale. The fact that the differences between the age groups were not significant proves the influence of education.

When considering value orientation and solutions for the future of human civilization, contemporary society, with its economic, cultural, political and moral problems, requires not only educated people, but also cultured personalities, courageous and capable communicators, who will not succumb to any doctrines, ideologies or moral superficiality. They should also be resolute advocates of truth, justice, rights and obligations based on an objective understanding of reality on a national and all-human level.

4 Suggestions

The analysis of conditions and contexts related to value orientation leads to pondering the direction of education, which should put children and young people in the position of determining subjects of social development. It is a position connected to quality of life, to strengthening the importance of people in society, and his/her impact on social development or living conditions.

Therefore, in the overall understanding of the essence and conditions of the process and state of value orientation the following ideas must be ensured:

- to teach values as an organic component of educational processes in schools in close connection with the reality of a narrower as well as wider social environment,
- to provide children and young people with truthful information and knowledge linked to scientific knowledge and associated with the activation of cognitive autonomy as a manifestation of acquiring wisdom,
- to create adequate space and support for children and young people in non-educational and social activities in accordance with realistic models, helpfulness and dignity,
- to clarify and explain the essence of individual life values in accordance with the educational approach of "using and creating living situations, in which the trainees come to certain conclusions, directly from the logic of the situation, and these are not only received, but at the same time confirmed by experience" (Pelikán,2007, p.36).

When seen like this, value orientation can become an organic part of an educational activity, where trainees understand that the influence of educators (teachers, parents, etc.) lies not only in guidance but also in real help with gaining a relationship to life, nature, civilization, other cultures, to humanity and to oneself as an organic component of social life.

5 Discussion and conclusions

Psychologists and teachers should work with units that represent a characteristic aspect of reality steering this matter towards understanding the development (in the retrospect of 60 years), while emphasizing emotional control, intellect, culture, responsibility and morality. With regards to determining the time for finding a solution, it is necessary to combine individual manifestations of personality centered on manifestations of the entire society such as ignorance and tolerance and, at the same time, to define a wider field for educational perspectives, such as:

- teaching autonomy,
- teaching solidarity and partnership,
- teaching pro-social activities and behavior,
- teaching prevention of egoism and ignorance,
- teaching to explore the meaning of life in society,
- teaching positive thinking,
- teaching active life position (Pelikán, 2007).

These are tasks which concentrate on those trends of education that lead to overcoming problems and orienting towards independence. This means they lead from closure to openness, from gaining to cooperating, from authoritarianism to democracy. This process can bring warmth to society, give preference to morality, civic activity, wisdom, hard work, responsibility, tolerance, friendly human relationships, nature conservation, cultural development and cultural communication, creativity to all human values related to democracy, humanism, human rights, and peace as a manifestation of true humanity. Therefore, humanity must be tied to aspects such as social conditions and ties. N. Pelcová (2010, p. 16) states that "the search for human identity and its formation can not only be a fact of reflection, but rather an object of human activities, the most important of which is education. It helps to develop not only the young person, but also his/her incorporation into society. Cultural traditions can be conveyed through education". This constitutes a fact of knowledge which means that education truly belongs to the category of inseparable tasks of humanity and society, influencing general behavior of maturing generations in accordance with the needed continuity of generations.

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