

TO LECTURE HUMANE STUDIES ABOUT PUBLIC SPIRIT TRAINING

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Humanity is one of the most important human values which can overcome estrangement, destruction, conformism, compulsion, aggression and other negative phenomena of the society. Humanity is the core of a mature person, the basis of his spirituality and honesty. For this reason the problems of humanism are being investigated by many philosophers and psychologists of the world: A. Camus (1990, 1993), J. Habermas (1985), E. Fromm (1974), M. Heidegger (1989, 1992), H. Maraise (1972), P. Peccei (1980), J. P. Sartre (1974), A. Schweitzer (1989) and Lithuanian philosophers Č. Kalenda (1981, 1991), K. Stoškus (1981), J. Morkūniene (1993, 1995) and others. In the works of all the mentioned authors humanity is considered the principal condition to preserve "a man like a human being". J. Morkūniene (1995) writes: "Mankind faces the alternative: humanistic development or destruction". Therefore training of humanity becomes one of the ways to solve the problem of the survival of mankind. Today Lithuanian education system faces the task of creating conditions for human intrinsic development and the formation of a humane spiritual person using the system of scientific knowledge.

All schools have the task to cherish cultural foundations and to create the possibility for the development of personal skills of independent learning and work and to form a personal system of values based on democratic and humanistic values of the world and nation. A spiritually mature and critical person should be trained on such basis.

Higher schools must form a person capable to act in such a way in order to save humanness not only inside, but outside too. The dissemination of humanistic ideas has to be in the center of attention of all the teachers, but those of the humanities play a special role. It is very important now because the future development of the state will be determined by the level of maturity. It is one of the most important strategic questions for Lithuania and its future.

The humanities as academic subjects help future engineers to appreciate the values which were created during centuries and which form the basis of a democratic state and social system. The aim of the humanities is to stimulate the development of public values so that conscious citizens would feel responsible for their own country and government, develop the values of national minorities, respect other nations and cultures, support the ideals of freedom and democracy and ground their views on reality.

The humanities develop a civic duty, that is the ability of an individual to join different associations and corporations uncontrolled by the state in order to express their interests and to establish limits for the state power. Civil training is linked with the process of socialization when a person becomes a member of the society supporting its ideals, values and behaviour.

Political and cultural level of the society will depend upon every person, his activity, readiness for life experience, fearless taking of social environmental changes, respect for the authorities due to their competence, essential rational procedure and the role of objective information for their opinion formation, orientation to the future, but not to the past, respect for person's behaviour with others and so on. Thus such a person estimates variety positively and understands that different points of view are possible in the solution of any problem. He has his own opinion of many important problems of public life.

In every society civil training is comprehensible and necessary. When independent Republic was declared in 1918 a chance to create a national school appeared. Philosophical and pedagogical foundations for the training of a new generation were formed. Civil and public training in independent Lithuania included political, economical education and social, national and global training.

The Constitution of 1938 emphasizes patriotism and state care for spiritual and physical education of the young generation.

The lawyer M. Remeris affirmed that a state is a civic or social condition of people which is expressed in the fact that people merge all individual wills into one "common" will or universal will. His ideal was a legal state. The formation of a legal state would mean the formation of a civic society and personal and political rights.

S. Šalkauskis paid much attention to public education of citizens. He divided political education into two spheres: civic and state education. Civic education must form a sense of solidarity of citizens as a base for public discipline. Education of citizens provides for political culture, civil initiative and responsibility, information. S. Šalkauskis disciple A. Maceina directed his attention to the problem of relations between citizens and state. He attached all his attention to national education.

During the Soviet period Lithuanian society was inserted into special frames. The aim of civic education was to develop a fighter for the rights of working people wishing to force his will upon the whole world. The Soviet occupation in 1940 broke off the process of natural creation of the state. Communist regime tried to neutralize the national self-consciousness with the help of ideological humanities and social sciences filling them with socialist ideas. In the Soviet period philosophy, law, economics, sociology and politology were politized.

At present our changing society lacks citizens able to estimate, to express themselves and to find independent solutions under conditions of creating democracy. Therefore starting to reform the system of education the necessity of creating conditions for students to learn how to find their way in the reality of the world and country political, economical and cultural life appeared. It is necessary to teach them to analyze and solve political and special conflicts by reason of different interests. In a modern society even a conflict is understood as a source of progress and civilization.

The present Lithuanian philosophers and historians are trying to discuss the concept of civic training.

Philosopher R. Grigas reasons about the society of orientation and civil democracy. In his opinion the main directions are: orientation to save and develop national peculiarity, orientation towards spiritual and intellectual culture and orientation towards the integration with democratic international associations.

Historian I. Zaleckienė investigates the role of civil training in the countries setting free from totalitarianism and she stresses that in these countries civil training is emphasized as one of the priorities in the sphere of education. Therefore in Lithuania the reform of education system directs the main attention to civil training because now there are not enough citizens capable of expressing themselves, looking for independent decisions and finding them.

V. Vėbraitė investigates the problem of civil training too. She asserts that in order to get a positive change it is necessary that children should know what we do not know, that they

should create what we have not created, and that they should be stronger than we are now. We do not feel being citizens of full value as people of future Lithuania should be.

The author of this article makes students' sociological questioning in Vilnius Gediminas Technical University, for five years. 95% of the questioned students point out that teaching the humanities (philosophy, history of culture, ethics, aesthetics, logics, psychology, politology) is necessary.

Summarizing theoretical ideas about civil training and students' thoughts it is necessary to state that civil training is not only a finished result of the rendered knowledge, apprehension and preservation. It is an internal process occurring only in the human consciousness. Civil training gives the possibility for a human being to perceive himself and others and the type of relations with other people.

In the process of civil training it is recommended not to concentrate on the search of an ideal citizen, but to emphasize the possibility of training critical, original and independent thinking. This can be achieved analyzing the problems of social life and its shortcomings, possible variants and looking for positive ways to solve them.

A. Sannikov, a representative of UNESCO participating at the international conference in Lithuania, pointed out that civil training, the humanities and social teaching are the most important tasks facing East and Middle European states during transition period because these subjects show the way to freedom and create conditions for the participation in social life which is the essence of democracy and personal responsibility at the same time.

Therefore civil training based on various spheres of political, economical and cultural life creates favorable conditions for democratic discussions. It is not only the aim of teaching, but the task of the whole society.

References

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В ДЕБРЯХ РАЗУМА И СЕРДЦА

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Молодежь, как особая социально-демографическая группа является наиболее динамичной частью общества и характеризуется специфической ролью и местом в системе общественного воспроизводства. Реализуя воспроизводственную, инновационную и трансляционную функции, каждое новое поколение интегрируется в общество, заполняя различные позиции в его структуре. Под социальной интеграцией молодежи подразумевается, во-первых, характер связей между обществом как целым и молодежью как его частью, возникающих в процессе включения этой социально-демографической группы в социальную структуру, направленную на поддержание и развитие устойчивых мировоззренческих общественных отношений и целостности общества; во-вторых, совокупность процессов, определяющих различные формы внутригруппового единства молодежи.