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The role of the education in the sphere of the psychological health and creating humanistic system of values

This article treats as one of the leading factors of the terrorism prevention and the reciprocal aggression the degree of the adequate representations about Self, world, and ways of the interaction with it. It is suggested to make accents on the existential aspects in order to create holistic world outlook, humanistic aims and values. There are examples of two educational projects: «Retraining in the sphere of the health psychology» and «Health culture», through which they can realize the aims of the education which let to make the education of «mechanism of the sociogenesis».

Key words: *the existential aspects of the education, health psychology, health culture, paradigm of «Exist», paradigm of «Possess», holistic world.*

Life purposes, values, principles of the interaction, moral orientations of the man, representations of the happiness and ways to achieve it, are foundations of country customs, as well as the object of the management from the point of view of the state.

Regulating the process of creating world outlook and world view of the man, we build the future of the individuals as well as the society in the whole. One of the most important instruments of exercising influence on the process of forming life purposes is the educational system, strategic aim of which is showing horizons and opportunities for self-realization. The contemporary education is more and more concentrated upon such tactic moments called KSE (knowledge, skills, experience), improving the technology of the "industrial man". Undoubtedly, this technology must be effective at the period of the industrial revolutions, when it was necessary, in the literal sense of the word, to throw out the youth from the peasant environment, and, after giving them the necessary number of knowledge and skills, «put to the manufacturing machines». But we live in the informational, postindustrial society; at present we are going to the new stage, where the integrity and moral are the conditions for the further development of the humanity. Besides in our days we still keep the forms and contents of the education of the previous period, which do not answer the modern challenges (particularly for example to the existence of such reality as the terrorism). The time challenge is so, that, the main thing we should teach today is to be ready for the changes in the very quickly changing world and the ability to react according to the moral law inside us.

It has recently become obvious that the students prefer new interactive (dialogue, polylogue) forms and methods of teaching, and are also interested to the existential topics like "The man and his destination", «Life as the project», and others.

Comparing the contemporary students with those of the eighties and nineties, we can denote a number of the constructive changes in the students' conscious.



These changes start a lengthy discussion at the topics like: «Who Am I?», «What Am I?», «What world I would like to live in?», «What is the happiness?» and others, and also while doing special exercises, directed to improving of the consciousness of the being, reflection, conscious and transformation of the life purposes and values.

The students more often link their development to the opportunities for everyone; they demonstrate the comprehension of the respect to any life; realize the interrelations and the interdependence of the every being and the interconnection of everything; they recognize love, creativity, interaction, freedom as the most important characteristics of the life (paradigm «Exist»). However these representations are not dominant, because there are also other trends and brightly expressed tendencies, connected to the idea of the consummation, entertainment and pleasure, when the life purpose and condition of the happiness is having some material values and wealth, instead of the realization of their own creative and moral potential (paradigm «Exist»).

This tendency of the type «Possess, but Exist» in the contemporary socio-cultural situation is supported by the mass media and, incredible as it may seem, by the educational system, where dominates the formalism.

We are sure, that the new conscious, paradigm “Exist” is the best prevention of the terrorism. The creation of this conscious must be supported by the educational system, more flexible, designed to react sensitively to current socio-cultural processes.

We achieve this goal including into the educational programs of the three blocks:

1. Special – acquiring professional knowledge, skills.
2. Personal – realizing professionally important qualities and their development, potentials, resources, life purposes, values, contexts and their development.
3. Educational – knowing with the modern worldview, social, political and economic representations.

This is the combination of the three blocks will allow students to form the world outlook, including personal responsibility, the idea of the self-realization and duty; realizing the involvement into everything which happens on the planet; accepting the interdependence and equivalence of different cultures and religious confessions; understanding the necessity of the interpenetration and integration of religion and science.

This approach to the education has been realized by us through the two projects. One of them is the project «Retraining in the sphere of the health psychology». Another project – teaching the course “Health culture” at all the faculties of SFU.

In the frame of the project «Retraining in the sphere of the health psychology» we are oriented to the fact that one of the particularity of the contemporary life is the growing demand for the psychological knowledge, which allow to answer to the questions: what is the man, what is his place in the world and what are his purposes, values, senses. This interest is caused by removing ideological barriers for the spiritual



search, and new economic relations when the personal qualities become the basis of the man's competitiveness, and changes of life make everyone do some conscious choices.

Comparing with the classical academic education the institution of the post-graduate education is the flexible system, which should react to current socio-cultural processes. To fulfill this task we have created the educational program of the additional psychological education which must include the three blocks, which we have mentioned in the first part of this work. Namely:

1. Special – acquiring professional knowledge, skills.
2. Personal – realizing professionally important qualities and their development.
3. Educational – knowing the modern worldview, social, political and economic representations.

These three blocks together allow to make the education «the mechanism of the sociogenesis» [1].

The first block includes the basic psychological subjects, and also the opportunities of the maximum variety of the modern directions of the psychological practice. This knowledge will help every student s to find the direction for the following professional specialization, the maximum corresponding to his individual particularities and values.

The second block is dedicated to personal compound, because this is the specialist's personality is the instrument in the professional work. The conditions of осознания professionally important personal qualities and their development are:

- a large use of nontraditional interactive forms of the education (for example, transformation of the teacher from the lecturer into discussion leader);
- introduction of the number of the additional courses and trainings, directed to make think over the professional self-determination and individual style in the profession (for example, simulating the professional activity in order to create the individual professional style in the frame of the training);
- reinforcement of the existential aspects of the educational programs in order to create the holistic world picture (for instance, personal comprehension of such notions as «life», «death», «love», «happiness», «creativity» and others [3, 5, 6]; comprehension of the individual life purposes and values and their discussion in the group and etc.).

The third (educational) block is directed to the improvement of the general competence, letting to understand the life context, where the psychological problems appear.

In the frame of the project «Health culture» we solve the problem of forming the culture of the creative, active and happy life, which gives the students, the future specialists, the opportunity to understand their potentials and to find optimum style of life activity. Besides, the classes of «Health culture» help to create holistic world picture, where is no place to terrorism, the hate to terrorists, but there is a desire to realize the causes, the origins of this phenomenon and to search for the ways of changing Self and the world [2, 4].



The aim of the project «Health culture» consists not only in the translating concrete technologies of making healthier the organism and mentality, but in creating conditions, necessary, for inadequate representations as for changing stereotypes, attitudes, unhealthy attitudes, prejudices, as well as for creating the unique positive attitude for Self and the world at the deep worldview level.

The aims of the project are:

- 1) the students' training to the efficient technologies of the самооздоровления, self-regulation, overcoming negative consequences of the stress, extreme and crisis situations, creative self-development;
- 2) psychological and valeopsychological education of students;
- 3) correction of their inadequate attitudes and deficit representations about health, caused by insufficient knowledge and irrational use of their own interpersonal resources;
- 4) psychological help to students in the processes of the social adaptation and self-determination (in the form of the psychological consulting);
- 5) organization among students of the groups of the mutual assistance, clubs and circles at the basis of the ideology of the healthy life style;
- 6) trainings, workshops, groups of self-studies and personal growth;
- 7) translation to students of the basic principles of the healthy and integrated world outlook and self-attitude, creation of the stable skills of the holistic thinking.

The project includes the complex of the united general concept of the lectures, workshops and practical classes, training forms and individual consultations, and also the coordination of the work of the students' clubs and groups of the mutual assistance.

We would like to attract your attention to one more important compound of the educational process. It is a question of the communicative –educational –club space, in the frame of which they continue the process of the professional and personal growth of the listeners and teachers.

They create and realize the program of the thematic measures of different types: from the meetings up to special workshops and trainings.

In our opinion, объединение of the educational and communicative processes into the whole **продолженное space contributes to the improvement of the students' erudition and general efficiency of the educational programs.**

The main particularity of the above mentioned type of the education doesn't consist in the forms and contents, but in relations of the mutual evolution of the teacher and the pupil. These relations suggest the trust, openness, equality, naturalness, facility, respect, soul generosity appearing in the process of the education. The main criterion of the assessment of this educational process doesn't only become the level of the professional training but the ability to perceive, analyze, and relate to life events (including such extreme things as the terrorism) through the prism of the condition of being, integrity and personal responsibility for everything happening.



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