

DETERMINATION OF LIFE AND EDUCATION

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Research article

Sažetak: *Today, under changed circumstances and social movements, under the influence of the scientific-technological revolution and, in general, on a global scale, the need to connect life and education is projected, the search for what is identical in different, different in identical, multiplicity in one and one in the multitude ... It is that vast social and cognitive horizon that is often elusive and cannot be suddenly encompassed by the subject and put under the control of man as, above all, a social, creative and self-creating being. The paper articulates that education is an open horizon, a constant indicator of social movement, an adequate "transmitter" of that doubt of knowledge that humanity has created, but in a different form, under other circumstances, specific conditions and, in short, addresses different ages, developing personalities and must continuously take into account all aspects of the process, knowledge, activation and design of the "core dialectic" so that the interdependence of life and education and vice versa, education and life is present, grounded and professionally - scientifically based, and it is a matter of education and educational institutions, in my opinion opinion, to introduce a person to life, to enable him to find his way in it and to further help him in independent development and acquisition of knowledge. The connection between education and life will remain an eternal imperative of the entire society, but that interdependence that permanently offers qualitatively new situations in terms of education, teaching, ... in all aspects.*

Ključne riječi: *change, knowledge, formation of young people, ethics, person of the XXI century.*

1 INTRODUCTION

Eminent thinkers-scientists, in different forms and in different ways, have always asked questions about interactions and life and thus pointed to the real possibilities of such a comparison or, on the other hand, indirect conditioning. At the same time, thought always moved in different directions and expressed, implicitly or explicitly, the corresponding tendencies. With the power of their knowledge, their abilities and other individual as well as social conditions and circumstances, they were able to, at least in one time horizon, "move" the existing practice and influence the theoretical assumptions from the aspect of their own projection on nature, society and human thinking (psychological reality).

Today, under changed circumstances and social movements, under the influence of the scientific-technological revolution and, generally speaking, on a global scale, the need to connect life and education is projected, the search for what is identical in different, different in identical, multitude in one and one in the multitude ... It is that vast social and cognitive horizon that is often elusive and cannot be suddenly encompassed by the subject and put under the control of man as, above all, a social, creative and self-creating being.

However, today, aware of the activities of people, the mass of society, the activities of relations towards the social community and towards oneself, in a word - towards all kinds of relationships and connections in which a person finds himself and exists, in which he builds a more beautiful, more humane and happier „association“ - makes immediacy life and education becomes a requirement, attitude, way of thinking, regularity, and, finally, the standard and legality of today's time. Without these dimensions, "living life" would not be reflected. Especially since today's times require a creator, a competent personality, a personality ready for change, active and persistent to the limit. And lifelong education, which continues continuously,

must be organized in such a way that it significantly contributes to the formation of a free, all-round developed personality and is a necessary factor in advanced global relations and processes.

2 THE CONNECTION OF EDUCATION AND LIFE

Education is an endless horizon, a constant indicator of social movement, an adequate „transmitter“ so to speak, those doubts of knowledge that humanity has created, but in a different form, under other circumstances, specific conditions and, in short, addresses different ages, developing personalities and must continuously take into account all aspects of the process, knowledge, activation and design of the „core dialectic“ so that the interdependence of life and education and vice versa, education and life is present, grounded and professionally - scientifically based, and it is a matter of education and educational institutions, according to in my opinion, to introduce a person to life, to enable him to find his way in it and to further help him in independent development and acquisition of knowledge.

The connection between education and life will remain an eternal imperative for the entire society, but that interdependence that permanently offers qualitatively new situations in terms of education, teaching, ... in all aspects. At the same time, it shows and proves that overall activity is not exclusively, or predominantly, preparation for a future occupation, but the very essence of life, the fire of a living process, philosophy at work. It is no longer relevant to deal with or discuss whether this or that issue is important, but to delve deeper into the content side of the authentic participation of young people in this turbulent time, to enable them to get to know life, its needs and laws in totality. All this indicates that "education must not be separated from life".

When you look at the connection between life and education, that is, education and life, you see a complex set of relationships and

connections that are, in the truest sense of the word, a reflection of the situation in which the young generation finds itself and exists, its aspirations, efforts and opportunities to develop itself thereby taking responsibility for what he does, works and creates. On top of that, the internal pulsing, the real and sometimes implicitly manifested, greatly affects the character of the organization, the field of activity and, at the same time, the positive progress of young people as subjects of the educational process as a whole, and in details and concretely.

For young people, immediate inclusion in life is necessary, not preparation for what will come in a few years. Education must, not only should, be a generator, inspirer and implementer of all the content that is found in the content of the philosophy of work, the world of the human process and all its apparent and essential forms. It is, therefore, turned to its entire being life, and this, for its part, enters, most certainly, into the chambers which, figuratively speaking, are waiting for the content to be revived, for it to gain the strength of activity and, as far as possible under these conditions, and special circumstances, becomes the leadership for action. Because here lies the principle and task of connecting learning with the life of society, an environment in which young people are closely connected, where they spend a good part of their lives and where a multifaceted figure of a personality, a person for the 21st century, is truly sculpted.

Even though we have moved away from what was in the past, still at this moment there are companions of the old, so: the struggle between the old and the new, the new-born, the liquid and the permanent which is inevitable and flows unceasingly, therefore, change. This is not some kind of educational issue, but society's effort that life begets education and education begets life, so that it is not necessarily about to what extent and how we will know something from certain scientific disciplines or areas, but also about how we will live.

The identity of life and education, their connection and the strenght of that connection, is not sensed here. On the contrary, it is a struggle for the identity of young people who need to express all their creative and creative abilities. In this sense, the study must not be only theory, book-textbook knowledge and cognition, ascetic finding, scholastic grooving of a certain fund of knowledge...; also life, on the other hand, cannot be reduced negatively to practical adoption and routine performance of certain tasks. Put positively, everything that hinders the dialectic of life and education should be "removed" and the "rational core" should be kept in its light.

Generally speaking, education as an inseparable part of society, everything that grew out of the life and needs of today's society, contains in itself the general, the special and the individual. And further: it needs to be reborn in a certain way, transformed, make it an integral part of all life activities, especially improve it through work. And in order to achieve this, it is not enough just to bring work activities closer to education, but also to bring education as close as possible and make it a part of work and work activities. Namely, the necessity of combining work activities and education should be revived and affirmed. We have to look at the categories of education and upbringing differently. Instead of elevating education at the expense of upbringing and vice versa, these two fundamental categories should be viewed fragmented. In their very essence, they carry progress together, they are pregnant with a wealth of content and forms of influence on young people. But this would not be enough if, on the one hand, it is done with an overdose of knowledge of young people at any level of education, and, on the other hand, if they only adhere to the moral sentence about beautiful, smart and adequate education. It is therefore forgotten that life has its own logic, inner strength and fundamental social values. It is also omitted from the field of observation that practice has elements of immediate reality rather than theoretical knowledge.

3 SPECIAL FEATURES THAT ENABLE THE CONNECTION, CONDITIONING AND INTERDEPENDENCE OF LIFE AND EDUCATION

Peculiarities have a place and real possibilities to reach noticeable expression in every aspect. This primarily refers to all forms of educational activity (all forms of teaching - regular, ...), production work, social work, professional practice and other life activities. It is precisely in this light that the educational process and education with contents that are directly related and have the force of life should be analyzed and brought into synthesis. Without this, there would be a great impoverishment of the dialectic of education and life, that is, life and education, that indivisibility in general abstractions would be lost and we would fall into scholastic education. On this basis, suppression would come to its primary expression, the relevant core of education would be veiled, torn away and obscured, and thus the value of general, special and individuality would not have the effect and significance to the extent that these categories normally have. In the context of the general and the individual, attention flows should be projected onto the environment, that is, the environment in which young people live and work, where they create together, with everyone in that environment.

Educational institutions (preschools, schools, colleges,...) are one of the most important links in connecting and bringing philosophy to life in the relationship: life and education. This is where interests, attitudes and opinions intersect, it is built, created, pointed out, directed and lived by the real life of people who practically strive to change the existing conditions and to provide themselves with the dignity of conditions and circumstances. In such a continuous process of life activities, a practical relationship and human behavior

towards universal European values, interests, outlook on the world, society and man is born. This relationship itself is part of the educational process. This effect is far-reaching, and the consequences are fruitful and show how far the real possibilities of movement, development and change of young people reach, as, above all, creative beings. This is a conscious approach, inclusion, understanding, practice ... of those who live now in education to embrace tomorrow. The inner strength of life and education work in all dimensions and contribute to a young person being ready to accept responsibility, to be engaged and always ready to participate in the fight for a better tomorrow.

4 THE INFLUENCE OF THE WEALTH OF CONCRETENESS ON THE FORMATION OF YOUNG PEOPLE AS SUBJECTS OF LIFE AND EDUCATION

In general, one of the important, if not the most important, components, the influence of the wealth of concreteness on the formation of young people as subjects of life and education, which organically arises from life and education, should not be neglected or overlooked. In more concrete terms: the development of consciousness depends on whether education in it constitutes the unity of theory and practice, and then: lifelong learning through life, real participation in life activities, etc., all this must be verified in the philosophy of life and education, to show, and expresses, transitioning from possibility to reality. In this way, among other things, alienation is excommunicated and estranged, everything that was covered with a veil of secrecy, which made it impossible for a young man to feel his own, independent personality, a person of the XXI century in the true sense of the word.

Going into practical horizons, designing the entire organization of education, the

activities of young people in that field, we zone to something important, and that is, today, very important, the formation of ethics and morals of a young man, strengthening his will, encouraging these elements to be socially valued and, as it is emphasized, the always young person finds himself, affirms his „self“, discovers his own identity and true face in his own eyes and in the eyes of other people in his environment. This is where the emotional side of human life, personality dimensions and a critical attitude towards the world and oneself, as well as strong positive character traits, are articulated or manifested.

This is for the reason - and this is precisely due to the disconnection of life and education and metaphysical understanding, that a young person can talk nicely, spin thoughts about this or, on the other hand, ... but does not have the readiness or responsibility, the courage to accept some work and to change the conditions and circumstances under which he lives and works. So, a young man passively relates to his tasks, obligations, etc., and this, to put it mildly, is again the result of the non-dialectical nature of life and education. In order to overcome and overcome this, it would be necessary not only to point out, but also to practically show how it is done, what should be done to "put" young people in a creative position. A more pronounced assertoric judgment has this expression: it is possible that the inner life of educational institutions, the activities of young people, etc. also lead to a direct connection of life and education with the life, for the sake of illustration, of society in general. And it is understandable, much wider.

If we constantly work on educating young people practically - and theoretically - the more the effects of philosophy, the dialectic of life and education will be, of course, greater and more obvious. This is not to say that we neglect the educational part and do not take it into consideration. Of course, two sides of the same phenomenon and how they affect the beliefs of young people, their

attitudes and changing those attitudes, interests, motives and view of the world as a whole. That is why it is necessary for the entire young generation to be involved in all activities in society on time and to be permanently educated, not only through formal education but also through lifelong education in order to overcome the separation of life and work.

And so, the richness of the concreteness of work programs in educational institutions and the feedback effect of the very essence of life narrows, obviously, the space for the absence of philosophy and its permeation of educational activity and, on the other hand, the formation of a free, versatile personality, the personality of the XXI century that is needed in this globalized world. This is the social - pedagogical - psychological meaning of the influence of all components of positive educational activity. And vice versa: the action of young people on changed conditions and circumstances. Thus, mutual action, change and development of what improves life and education, and their mutuality and progress.

5 CONCLUSIONS AND PRACTICAL IMPLICATIONS

Based on what has been stated and what is implicitly given, the following conclusions can be drawn:

1. Philosophy, the dialectic of life and education as a need and necessity of today's society is an understanding that arises from the practical struggle to make people more beautiful and comfortable, to make them feel independent, independent and to creatively strive to change the conditions and circumstances under which they live and work. Hence, it is necessary to investigate the roots of life and education, the very essence of philosophy at work, the complex contradictions and strength of not only what is today, but also what should, and must, be tomorrow;

2. Education, without a doubt, offers its contents and forms to life. It needs to be understood, knowledge accepted, applied in practice, so as to "remove" the so-called „book knowledge“ and accept the combination of knowledge and activity, precisely to make it come closer, to „immerse“⁰¹ the design of real life situations and, on the other hand, for the young person to become a real agent and, in the true sense, an activity of life and education;

3. Life truly grows on the ground of existing reality with its richness and its internal logic; he is a living image of what is in man, in his power to change the world and himself, to build his own happiness. The currents of life flow into the endless trough of education, they enter, in one way or another, into all areas of scientific fields and express the living life of nature, society and man. Their philosophy strives for education, and this, again, comes back to life. This is how both progress, this is how personality develops in our time and space - free, creative, creative and aware of all good and bad phenomena in a globalized society.

4. All elements of education are directed towards life, life is oriented back to education, to its own entity of philosophy in action. Thus, all passivity, obsolescence, ossification, routinism, etc., will disappear, will disappear and go to the museum of „antiques“ next to all technologically outdated things, and dialectics, philosophy of life and education will remain and continue to be perfected in the very essence of things. And that is the fundamental meaning of a globalized society and organized life as an immanent factor in the formation, development and change of young people in all aspects.