

The Role and Contribution of Education and Upbringing in the Process of Humanization of Human Society

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Abstract—This paper deals the possibility of improving the quality of human life tied to conditions of education and human activities. Here are solved attributes of quality of life, the benefits of education and upbringing in the process of creating the dignity of every human being, as well as the value of individual civilizations because of their contribution to the building of interpersonal cooperation and peaceful future in meeting the obligations the rights of man.

Keywords—Education and Upbringing, Humanism, Behavior, Quality of Life

I. INTRODUCTION

CONSIDERING the problems of the current global and divided world it is necessary to ask whether it is possible to develop humanity in terms of its future peace and development? Due to evaluation and analysis of all aspects, the answer is yes, but you must be aware of the fact deriving a vibrant life on Earth for millions of years. In this thinking life is characterized as "the duration of humanized forms of the existence and nature of that human civilization has reached to the present day" [12]. Life manifests as the interplay of nature and society, which is essential to emphasize in the process of education, because knowledge of natural laws and their operation provides space for exploitation of natural resources in the interest of improving the quality of social life, but also acquire the tools and means to protect the interests of nature on behalf of future. For the following reasons education is necessary to provide all people in all countries of the world, because in accordance with UNESCO [13], [14] education influences:

- „Access to human knowledge as the right of every human being.
- Leads to higher productivity. Well nourished, alert, educated, prepared workforce is efficient and productive, beside unprepared, poorly nourished, weak, sick, idle, apathetic workforce.

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- Leads to stronger environmental protection. Uneducated, poor people are the main victims of local environmental degradation such as soil erosion, reduction of forest areas and the emergence of desert areas.
- Supports social stability, participation in civic activities and social capital formation.
- Leads to lower reproduction leading to stronger family dynamics. Education of women leads to a reduction in child mortality, reducing child labor and reducing inequality.
- Promoting political stability."

Of course, education is significantly associated as well with human dignity, strengthening democracy, gender equality and cultural communication-oriented equivalent to humans in terms of empathy and asertivity in the prevention of discrimination on any grounds.

Education and upbringing also affect the quality of life perceived as a total self-realization of man, its conditions of life, life perspectives, respect, dignity, security and happiness in the existing conditions of each country. With emphasizing, the more extensive education is, the more democracy, humanity, humanity and social justice. Therefore, quality of life and its associated attributes following the indicators of the environment, health and disease, personal and collective security, quality of housing, interpersonal relationships, leisure, social and technological characteristics of the labor share options to management companies, social security and public freedoms [9]. In conjunction with indicators of quality of life is clearly a task into account and address the national, regional, and global civilizational problems associated with the values of life and human perspective.

Education and upbringing affect the formation of wisdom understood as an integrated unity of reason and nature [11], thus the total cognition, knowledge, abilities and life skills and general behavior. In terms of human perception, human society and quality of life manifests the need for emphasizing respect, responsibility and dignity to every human being without distinction by stating that it does not matter whether "a person is white, black, Christian, Muslim, Hindu or any member nation, it is only form of existence. It is particularly man full understanding of the values of responsibility and dignity" [2]. Education and upbringing in this mind should be found common features of life, forms, methods and ways and means of their implementation, through which manage to eliminate obstacles to the necessary peaceful life. Even in

terms of reviews Nobel Prize winners for Peace Martin Luther King and 14th Dalai Lama. ML King in this regard stated that "we learned to fly like birds in the air, we learned to swim like fish in the sea, but we did not learn to live with people as people." A 14th Dalai Lama again stated that "the current peaceful world threaten three factors - ignorance, hatred and intolerance. "

It is obviously natural that we fail to unite all mankind under the unification lifestyle or values, but on the basis of the necessary peaceful life and future. Ehl [5] therefore concludes that "unless we look at the religious and perhaps the often mentioned political culture, so actually we have come to the conclusion that globalization (its politico-cultural part) does not have a chance to unify us. We can not create one policy, one culture, one religion. "But it is possible to combine humanity on the basis of morality and values of individual civilizations that need to connect and respect. Education, humanism and democracy of Western civilization, cohesion, education, and accountability Judaist civilization, virtue, morality and wisdom of Confucian civilization, esteem, respect and legality of Hindu civilization, reciprocity and diligence of Japanese civilization, honor, respect and cooperation of the Islamic civilization and the like. Everywhere it is necessary to develop positive human behavior towards enrichment and strengthening of human lives as peaceful coexistence and tolerance as a necessary expression of virtue, that of love and respect for one's neighbor. Tolerance should be understood as moral coexistence of people with different history, culture and identity. Simply stated, these are the conditions conducive to the humanity of human relations and foundation of truth.

When learning about the values and standards of life of individual civilizations, it is necessary for children, adolescents and adults present and clarify the essence of contemporary life, its continuity and differences, causes and consequences of unequal social development of civilizations and sources of values and life styles. It is essential to find and develop a relationship of every individual to life and other life values, to what is meant the communication and serve as a means to acquire and explore high quality and objective knowledge, skills and related moral quality in quality of life. "The fact that people respond to the disposition plane (attitudes) relatively well, creating the intercultural validity of the bond between people (and also to nature). For example, we do not tend to experience positive attention as pleasant and misunderstanding as unpleasant. Irrespective of our origin, profession, discipline or culture are the people we shared those conditions in which we develop a constructive and we can support each other to influence" [8]. In this sense, the process of education, in terms of their importance and contribution to quality of life, be actively influenced the learning dynamic communication not only actively talk, argue, prove, or persuade, but to actively listen. In human communication, the adults learn, like children perceive one another, respect is considered in the context of life, truth, tolerance, but especially interpersonal respect and recognition. It is necessary to notice and in process of application and development of communication is necessary to know that

good communication is linked to attitudes, social skills and intellect, that is, knowledge and interpersonal relationships. In this sense, preparation, training the skills to successfully implement human relations must be an important, albeit while lying sideways category of education [8]. The knowledge, communication, wisdom and human tolerance is the future of human society based on education. M. Cic [1] therefore stated that "generally acceptable framework and program the future of humanity based on the recognition of man as the highest value assumes that political and economic system, which provides the space and freedom of every citizen is limited only by the principle that freedom of one until it is moral and legitimate, if not restrict the right and freedom of others". This is the way of further development of human-oriented human society with the ability to learn from the past and present through education.

But in the interest of humanization and democratization of human society, it is necessary to teach children and adults how to change the current time and the conditions of life, despite the fact that there are unrest among civilizations, terrorism threatens mankind, war, untreated or emerging diseases, unemployment, economic, or social recession and the like. An active approach to solving existing ills of mankind and perspectives in the interest of quality of life of all people is necessary education and upbringing content and process-oriented to:

- An objective understanding of the world of nature and society as a natural foundation of human existence,
- Respect for the human person, without distinction of belonging to a civilization, race, religion or nation,
- Respect and understanding of historical development, traditions and contemporary life of people of different civilizations,
- Promoting the ideas of liberty, truth, justice and peace in the world,
- Promotion of the dignity of every human being and happiness
- Recognizing the social standards of morality,
- Equitable distribution and access to creating spiritual and material values that are the result of cooperation of national and international associations,
- Development of responsibility for their work and respect and protect against property and other human values,
- Promotion of civil society understanding of life associated with the activity, responsibility and control of every man,
- Formation of positive attitudes towards the environment at global, regional, national and local level as an essential part of a healthy life conditions,
- An objective understanding of the needs of education and skills like necessary for the application of the man in the social division of labor,
- Respect and mutual respect between existing generations on the basis of the results obtained, confidence and skills of their members,
- Understanding of the activation of individuals and groups in the context of globalization as part of life in the modern world,

- Conscious understanding of the importance of mankind's future as yet only known reasonable life forms in the universe,
- Active communication as a means of friendliness and respect among people.

In accordance with these behavioral tasks, it is necessary to overcome the antagonisms between people based on nationality, race, social status, religion and gender, with a focus on improving human behavior based on actual knowledge and objective educational activity. Without emphasizing the negative of that or ideologies or political orientation, for which Ch. Yost [15] stated that "the biggest obstacle to world peace is not communism, capitalism, imperialism, nationalism and Maoism, but simply human behavior." It means the necessity to find and develop of such contacts and cooperation, which are associated with cultural communication-oriented man and empathy coupled human wisdom and truth in the interest perspectives of life, happy life of all people on planet Earth.

Therefore, it is necessary to follow the words of the Declaration of independence declared by International Academy of Humanism in 1988 [14] as:

We, the people of planet Earth,
with respect for the dignity of every human life,
the care of future generations,
with the growing understanding of its relationship to the environment,
exploring the frontiers of our resources
and consumption of adequate food, air, water, shelter,
protection of health, justice and personal fulfillment,
here we declare our related dependence and decide,
work together in peace,
and in harmony with our environment,
in order to improve the quality of all life,
wherever it occurs.

The support of this declaration is systematic humanistic and democratic education and training supported by the Universal Declaration of Human Rights [13] of 1948 and the Universal Declaration of Human responsibilities [14] of 1996. Both support positions, the importance and the role of education and training as a demonstration in favor of the culture and dignity of human personality.

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