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THE STUDENT'S PERSONALITY FORMATION FOR THE UNDERSTANDING OF CONTEMPORARY PROBLEMS IN THE CONTEXT OF NEW EDUCATION

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This scientific article offers a descriptive-analytical foray into the research theme „The student's personality formation for the understanding of contemporary problems in the context of new education". The actuality of this approach elucidates the necessity of the new education process that has become a priority imperative in university education, centered on the learner/student, which presents the premises of a European-type education through the system of values it promotes. The purpose of the research aims at a descriptive analysis of the new educations as a factor of change through an axiological approach to the problem of the contemporary world in student training within university education. In this sense, the dimensions of the new educations at the international and national level were analyzed for the integral training-development of the student's personality. At the same time, it was determined the ways of implementing the new educations through methodological approaches within university education. The scientific results of the research are relevant by documenting university educational policies, specialized scientific literature with the possibility of implementing new educations in university education and from other specialties than Educational Sciences.

Keywords: *new educations, contemporary issues, training, student, learning, curriculum, university.*

FORMAREA PERSONALITĂȚII STUDENTULUI PENTRU ÎNȚELEGEREA PROBLEMELOR CONTEMPORANE ÎN CONTEXTUL NOILOR EDUCAȚII

Prezentul articol științific oferă o incursiune descriptiv-analitică a temei de cercetare „Formarea personalității studentului pentru înțelegerea problemelor contemporane în contextul noilor educații". Actualitatea acestei abordări elucidează necesitatea procesului *noilor educații* devenite imperative prioritare în învățământul universitar, centrat pe cel ce învață/student, care prezintă premisele unui învățământ de tip European prin *sistemul de valori* pe care le promovează. Scopul cercetării vizează o analiză descriptivă a noilor educații ca factor al schimbării printr-o abordare axiologică a problemei lumii contemporane în formarea studentului în cadrul învățământului universitar. În acest sens, s-au analizat dimensiunile noilor educații la nivel internațional și național pentru formarea-dezvoltarea integrală a personalității studentului. Totodată, s-au determinat modalitățile de implementare a noilor educații prin demersuri metodologice în cadrul învățământului universitar. Rezultatele științifice ale cercetării sunt relevante prin documentarea politicilor educaționale universitare, literaturii științifice de specialitate cu posibilitatea de implementare a noilor educații în învățământul universitar și de la alte specialități, decât Științe ale educației.

Cuvinte-cheie: *noile educații, probleme contemporane, formare, student, învățare, curriculum, universitate.*

Introduction

In the university environment, the current education process centered on the learner/student presents the premises of a European-type education through the system of values that it promotes, and through the type of adjacent academic institutions that it strengthens, through the predilection for culture and intercultural education through the quality the personalities they form.

European integrity has become a priority of educational policy. At the national level, these are being promoted through the new documents: curricula, professional qualification standards and types of diplomas awarded, new school textbooks and university course materials. Also through a series of measures already implemented such as: the reorganization of studies according to the Bologna Declaration; the introduction of elements of European studies in the pre-university and university curriculum; regulating the practice of universal extension through franchising; joining regional and cross-border projects; intergovernmental cultural and scientific exchange programs involving students, teachers and researchers.

The 21st century is dominated by research, innovation, creativity through new models and approaches to contemporary development. In the Republic of Moldova, learning itself acquires new values by capitalizing on the concept of permanent education or lifelong learning. The motto of the Club of Rome Report, the Limitless Horizon of Learning (The First Global Revolution), becomes current in the national space as well by formulating the broad spectrum of learning problems, which are proposed concrete solutions with the aim of helping people to adapt and prepare for change; the ability of each person to gain a global view of the world; training people to become operational and able to solve problems, quoted by L. Antonesei [*apud* 15].

Education tries to respond to the demands of social development through two directions [*apud* 9, p. 109]:

- *educational contents* – which facilitate the development of the curriculum by infusing, integrating new educations;
- *the philosophy of education* – which concerns the orientation, dimensioning and rethinking of educational processes, all for the best possible integration of the young generation in an increasingly complex and dynamic world.

In this sense, the purpose of ***the research aims*** at a descriptive analysis of the new educations as a factor of change through an axiological approach to the problem of the contemporary world in student training within university education.

In this sense, we specify the following ***research objectives***:

- identifying the need to study the problems of the contemporary world from an axiological perspective of the premises of European-type education;
- analysis of the dimensions of the new educations at the international and national level for the integral training-development of the student's personality;
- determining the ways to implement new educations through methodological approaches within university education.

The methodological framework of the scientific research study focused on the documentation of educational policies, the specialized literature on descriptive analysis, pedagogical synthesis, the inductive and deductive method.

Axiology and the problems of the contemporary world

In the postmodern period, the issue of human becoming, as an object of education, has become even more complicated, given the fact that becoming itself is today more unpredictable and more uncertain than ever, due to the difficulty of specifying social becoming to the world, in general, but especially, because of the great challenges facing humanity at the beginning of this millennium:

- the imbalance of the planetary ecological system and the danger of destroying nature through reckless and irresponsible human intervention;
- increasingly precarious human health, incurable diseases (SIDA, cancer, COVID-19, etc.), unhealthy lifestyles and destructive human vices (drug addiction, smoking, alcoholism, etc.);
- the poverty, squalor, undernourishment of more than a third of the planet's population and overproduction in the superdeveloped countries;
- intolerance, lack of understanding and cooperation, inter-ethnic and religious wars;
- the danger of destroying planetary life through a nuclear war, etc.

The problem of the Contemporary World is characterized by universality, globality and complexity, correlated with the paradigm of the complexity of education, gives education an increasingly complex note, and this complexity needs to be treated as such. At the same time, this complexity also requires a global and complex approach to the problems of education and human society, but reality shows us more and more clearly that the most effective solutions cannot be found through sequential, piecemeal approaches and engagements, but an approach is needed *holistic* in studying and decanting the most effective means of solving major global problems: environmental degradation, demographic explosion, proliferation of conflicts between nations, etc. facing humanity.

In order to solve the great problems of the contemporary world, UNESCO formulated the following nec-

essary *values* to be promoted in the 21st century: ecological balance and human responsibility in relation to nature; health consciousness and healthy way of life; economic prosperity and basic skills for all; democracy, tolerance and interculturality; media freedom and inviolability; planetary peace, etc., suggesting at the same time, the education strategies, but also the educational systems to approach the contents of learning in close connection with the problems of the contemporary world [*apud* 6, p. 15].

In response to the challenges of the contemporary world, at the end of the 20th century, another educational concept appeared, called „*new educations*". By which it is requested that the great problems that have arisen at the world level are also solved by pedagogical means. Suggesting that for this purpose, the creation of *a unique educational environment* is needed, the renewal of the contents of education and the correlated achievement by all educational systems, including the university one, of the educational objectives / competences and strategies targeted by the respective concept.

In this sense, starting from the year 2000, the International Commission for the Education of the 21st century adopted the recommendation regarding *the promotion in each European state of an education for understanding the great problems of the contemporary world*, which includes not only structural, but also in terms of the education of base new educational contents related to *education for democracy*, *education for peace*, *education for the environment*, *multicultural education,* etc., given that one of the great challenges of the 21st century remains the need „*for each individual to master all the knowledge necessary to understand the world in which he lives*", reported J. Delors [*apud* 6, p. 15].

We find that in the process of generating/developing the university curriculum, the importance of key trends and challenges of the time is emphasized, such as: globalization, efficient management of resources, economic and social changes, new informational and communication technologies, innovations. Thus [2, p. 4-5]:

- *the globalization* has caused the interdependence of economies, increased competition, migration, the need for highly qualified specialists, able to adapt to different conditions, etc.;

- *the digitization and expansion of information and communication technologies* has generated a change in the paradigm of knowledge and skills training;

- *financial crises and political/economic challenges* determine new values and educational opportunities, such as: education throughout life, education for all and for each, integral and integral development of the personality, education centered on the learner, etc.

Therefore, the development of the university curriculum is not a process isolated from the international and national context, from the social-economic and educational context. On the contrary, these factors, for the most part, determine the conception and methodology of resizing the university curriculum and by promoting *new educations* in response to the problems of the contemporary world. At the same time, through the document *The Reference Framework of the University Curriculum* [2], it will address the determining educational factors, but also the foundations/conceptual and praxiological foundations of the university curriculum in development.

The importance of education in the university environment becomes even greater in the conditions in which we are able to recognize that the solution of these problems is essentially linked to the philosophy of education, to the educational policies of the states of the world [16, p. 131-132]. Today's society needs to face a series of challenges, conditioned by several existing problems at the global level.

With the definition of the contemporary problem, characterized by globality, universality, complexity and priority character, the educational systems have built, as their own methods of response, the new educations or the new types of contents, according to the UNESCO programs [*apud* 14, p. 99].

The new educations: training values - integral development of the student's personality

The new educations being aware of the problems and values of the contemporary world that represent the approach of the contemporary world for education, through a set of strategies and general objectives. At the same time, they respond to the imperatives indicated by *the problems of the contemporary world*: environmental crisis, globalization, poverty, unemployment, social failure, equal opportunities, human rights, democracy, etc. – these have also become problems of the education sciences, which have integrated them into what is called the *new educations*.

Dealing with *new educations* means defining education as a perennial value of pedagogical consciousness [*apud* 4, p. 3].

The triggering of the paradoxical situations in which it finds itself and the obstacles it faces, education is invited to prepare in an active, more constructive and dynamic manner, the future generation through students. In these conditions, *the new educations* come to prepare an appropriate, i.e. rational, behavior that partially mitigates *the shock of the future*. According to G.Văideanu's pedagogical understandings, *the new educations* aim at new specific contents, approached as concrete answers to each identified problem [18].

The student in the university environment is considered the main *subject* of education, and to a lesser extent the *object* of education. The student is given the opportunity to collect, select, research and organize knowledge by himself, according to his possibilities and according to the interests that motivate him. He actively participates in his own training, he is, to a large extent, his own educator, and the lecturer / university professor, also a *subject*, has more of a guiding, reflexive role, discreetly directing his training. The student has a certain independence, he can harmoniously develop his personality, without being constrained and forced to a common and uniform line of conduct and action.

Studentul în mediul universitar fiind considerat ca principal *subiect* al educației, și într-o măsură mai mică *obiect* al educației. Studentului i se oferă posibilitatea de a culege, selecta, cerceta și organiza singur cunoștințele, după posibilitățile sale, în funcție de interesele ce-l motivează. El participă în mod activ la propria formare, este în mare măsură propriul educator, iar lectorul /conferențiarul /profesorul universitar, tot *subiect*, are mai mult un rol de îndrumător, de ghid, reflexiv, direcționându-i în mod discret formarea. Studentul dispune de o anumită independență, își poate dezvolta în mod armonios personalitatea, fără a fi constrâns și forțat la o linie comună și uniformă de conduită și acțiune.

The student, as a subject of university education, is encouraged to form an integral personality through actions to achieve [*cited* 13, p. 26]:

- creativity and innovative spirit;
- personal initiative in researching and deepening different aspects of reality;
- active participation in one's own professional training;
- discernment, in the context of the challenges of the contemporary world;
- the ability to learn independently, but also to self-evaluate;
- the ability to make appropriate decisions as an active citizen;
- a dynamic, efficient and spontaneous mode of action, etc.

Education related to a world in permanent change requires, first of all, knowledge and reporting to general human values, which are universal, perennial values, transcendent to human consciousness and which are always reconstructed by each student or adult. V. Pâslaru claims that although there are values specific to nations, classes and social groups, local communities, families and individuals, they do not contradict general human values, but represent their very source [16, p. 172]. In this perspective, we reconfigure *the axiological referential of postmodern education*.

Table 1. The axiological reference of postmodern education [apud 5, p. 238]:

Axiological criteria	Value categories
General human values	- are the fundamental values of humanity: *Life, Truth, Good, Beautiful, Justice, Equality, Freedom, Sacred,* etc.
National values	*- the country, the people, the symbols of the state (anthem, coat of arms, flag), national consciousness, national culture, history, language, faith, popular traditions,* etc.
Collective values	*- values of the family, the class, the group of students, the school, the ethnic, social groups,* etc.
Individual values	- are defining for any human being: *identity (national/cultural), family, hometown, faith, friends, education, preferences, love, career*, etc.
Educational values	- established on all dimensions of education: *intellectual, moral, aesthetic, physical, technological, etc.*

Curricular values	- established by curricular areas and/or disciplines: *objectives, competences, purposes, contents, standards, technologies*, etc.
Instrumental values or goals of education	- are those close to the students through the disciplinary curricula*: knowledge, capacities, attitudes, abilities and/or school skills* (communication, reading, project development, research, posing and solving problems, etc.).

The contribution of the axiological referential to the improvement of the current educational process can be concretized in the following three directions of evolution of the education system elucidated by S. Cristea [10, p. 113], see figure 1.

Fig. 1. Directions for the evolution of the university education system, adapted from S. Cristea.

I. Emphasizing the value benchmarks of education, starting from the axiom that any activity of formation-development of the student's personality always presupposes, implicitly or explicitly, an ideal conception of the human being.

II. Assumption of the value stakes of education, which are indispensable when any educational policy applies notions such as justice, tolerance, respect for the person, love of science, education through and for values, etc. - contextualised in learning and research units for students in the university environment.

III. Specifying and even operationalizing values at the level of pedagogical messages within any component of the university curriculum.

In the 21st century, these values of humanity preceded the global concept ***Learning to live together*** which determines the shaping of the directions of training and development of the student's personality through the new educations [*apud* 6, p. 11]:

- *Learning to learn* – means knowing how to accumulate throughout life the knowledge and information necessary for training and self-realization;
- *Learning to do* – obtaining some professional skills, but also some competences necessary for self-development and adaptation to the changing conditions of the modern world;
- *To learn to be* – the ability to self-edify the personality based on moral and social values, the ability to evaluate one's own actions and to be responsible;
- *Learning to live with others* – the understanding of the other from the point of view of tolerance, pluralism and respect, learning cooperation and social dialogue.

These value coordinates of the concept of learning represent a model adopted by all education systems in the European Union, including the one in the Republic of Moldova through the concept of *Learning throughout life,* which implies an education centered on the learner–student with the acquisition of indispensable skills for every European individual of the 21st century necessary for personal fulfillment and the development of professional activity throughout life.

The new educations derive from the types of education that have traditionally been established, presented in table 2, being in the form of recommendations and resolutions adopted by the ONU, UNESCO, the Council of Europe and various governmental organizations.

Table 2. Dimensions of education achievable throughout life, also integrated in university teaching [8, p. 250].

Classical dimensions of education ⟺	The new educations
- Intellectual education; - Moral education; - Aesthetic education; - Technological education; - Religious education; - Philosophical education etc.	- Environmental education or ecological education; - Education for peace and cooperation; - Education for participation and democracy; - Health education; - Intercultural education; - Population or demographic education; - Modern economic and domestic education; - Education for human rights; - Education for change and development; - Communication and media education; - Education for technology and progress; - Nutritional education; - Leisure education, etc.

The imperative and priority areas of up-to-date education are marked by new educations. Thus, an effective compatibility of the education systems of the European states would involve a suite of activities, in each country that accepts the European idea, designed on the correlated achievement of all the educational objectives indicated by the term „new educations” with the national educational objectives, through the *idea European* meaning the concept of economic, social, technical-scientific, cultural and spiritual unity of the peoples inhabiting the European space, each people maintaining their European identity and integration [4, p. 18].

The first common goals, provided in the European documents, were *education for democracy, lifelong education, multicultural education*, etc. Researcher V. Pâslaru, for the Republic of Moldova, along with *the new educations* nominated by UNESCO, it would be necessary to recognize, first of all, *education for identity* and *education for property*, as coordinates of the human ideal to get out of its two fundamental crises: *identity crisis* and *property crisis* [17, p. 21]. The list of *new educations* does not end here, but their proliferation creates difficulties for the authorities in terms of their inclusion in education plans.

The new educations, arising from real needs such as *education for change, education for peace, ecological education, democratic education, education for free time/leisure*, etc., they are adaptable to the level of each dimension of education, depending on their particularities but also on *life* cycles and the specific conditions of each educational system.

The need to ensure the integration of formal-nonformal-informal education [11] has become current in the paradigm of curricular reforms [3, p. 38-39]. Therefore, *the new educations* represent the desired expansion and deepening of the axiological dimension of „formal-nonformal-informal education in pre-university and university education” [1], through the prism of the curricular paradigm and within the university framework.

University content units regarding the conceptualization of *new educations* are valued through formal, non-formal and informal education and are already implemented at university level either in the form of mandatory, optional or free-choice subjects, or in the form of «diffuse contents» or distributed within the many practical or extracurricular activities exposed under *the new education* heading in table 2.

The methodology of capitalizing on *new educations* covers all their dimensions (intellectual, moral, technological, aesthetic, physical) and their forms (formal, non-formal, informal). The integration of *new educations* into university programs/curricula that are carried out based on the following approaches to designing the content of the academic education process:

Metodologia valorificării *noilor educaţii* vizează toate dimensiunile acestora (intelectuală, morală, tehnologică, estetică, fizică) şi formele lor (formală, nonformală, informală). Integrarea *noilor educaţii* în programele / curricula universitară ce sunt realizate pe baza următoarelor demersuri de proiectare a conţinutului procesului de învăţământ academic:

- *the university disciplinary approach* – the approach to new educations within distinct university disciplines at the Department of Educational Sciences, USM (for example, in Cycle I, Bachelor's degree – the discipline *New educations. Intercultural education*; in the specialty „Psychopedagogy" is a mandatory discipline, but in the specialty „Psychology" – as an optional discipline; in the II Cycle, the Master's Program „Educational Management" – the discipline *Intercultural Management*, etc.);

- *the modular approach* – the creation of specific thematic modules, for example: *Intercultural education; Education for peace and cooperation; Leisure education*; *Human rights education,* etc., with a transversal approach, within traditional university disciplines;

- *the infusional approach* and *the transversal approach* – the transversal approach with other interuniversity fields, by „*infusing*» and *introducing messages* related to the specific skills and contents of the new educations within the classical disciplines or other university forms (student conferences, scientific forums with the participation of students; round tables with open themes to communicate online or offline about the current challenges of the current world problems with the participation of national and international students. [*apud* 7, p. 62]

The quality of student personality formation for understanding contemporary issues in the context of new educations, in our opinion, depends on several factors, which need to be taken into account in the process of new educations in the university environment:

- the student's personality;
- the personality of university teaching staff and didactic-scientific staff;
- the specifics of university activity;
- university didactic strategy;
- the university environment;
- accidental factors of the university environment, etc.

Conclusions

In this line of ideas, we see the development of a new curriculum focused on the integral training-development of the personality of students and from other humanities specialties, through a transversal approach to the contents of university learning, which also includes topics related to the issues of the contemporary world through the dimensions of new educations, becomes a necessity and a priority for the system and process of university education in the Republic of Moldova, in the context of the historical leap from the model of the industrialized society to the model of the post-industrial, informational, knowledge-based society.

The new educations in relation to permanent education or lifelong learning, have the mission to reconsider university education appears as very important stages in the preparation of students as future professionals in the field of education sciences, psychology, psychopedagogy, etc. The student requires „to learn, to inquire how to learn and to become, in an ever-becoming world" [12, p. 32].

A possible evolution of education and the formation of the student's personality from the perspective of valorizing *new educations*, as responses to the challenges of the contemporary world, would be the orientation towards the holistic and axiological approach.

The need to capitalize on the methodology of *new educations* tries to display the answers specific to education, differentiated by approaches approached axiologically:

- enriching the contents of university didactics by introducing new educations;
- the modification of the procedural paradigms of the achievement of education in the university environment.

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