

## AN OVERVIEW OF THE CONTINUOUS EDUCATION SYSTEM COMPONENTS IN DIMENSIONS «UMWELT», «MITWELT» AND «EIGENWELT»

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**Abstract:** The article presents theoretical and empirical results of the educational project "AXIA". The study data were processed in the context of existential psychology, according to which man exists in three forms of the world: in the form of the "Umwelt" world, i.e., in the natural world; in the form of the "Mitwelt" world, which is a world of relationships with people; in the form of an "Eigenwelt" world that relates to the inner world of man as a person. It is established that the organization of child and youth education and adult education in the system of continuous education should be carried out taking into account the variability of: the priority of human needs in different ages ("Umwelt"); significant persons in the course of interaction in the educational process and in the periods of their seniority among Other members of the educational process ("Mitwelt"); a movement from the accumulation of one's own experience by those who study in youth education to its rethinking in adult education ("Eigenwelt").

**Keywords:** Continuous education, Existentialism, Personal development, Society, World.

### 1 Introduction

The purpose of the study is to analyze the processes and functioning of the system of continuous education using the results of the non-financial educational project "AXIA"[24] and the developments of existential psychology, related to the manifestation of human essence in three forms of the world [14, 17], as well as the formulation of conclusions that are of theoretical and practical importance for the organization of child and adolescent education and adult education as a subject oriented component of the system of continuous education.

This research goal was formulated in accordance with the fact that for a long time it has been argued that advances in the economy automatically lead to social progress, and, therefore, the predominance of public well-being has been to determine economic growth, the development and implementation of acceleration tools. The realization of this priority has, on the one hand, caused exacerbation of social and political instability and, on the other, has led to the realization that only achievements in the field of human development are the main criterion for social and economic progress [6]. The purposeful formation of each country's social potential of society began to be considered as a basis for the transition of the world society to a socially oriented economy, the direction of market freedom to enhance social security of man and society, ensuring social security of the individual and his independence [1, 2].

According to Pankova, the social potential of a society is an integral characteristic of a society that relies on such forms of social organization as the individual, family, labor collective, types of territorial communities, and represents all accumulated in the world community stock of knowledge, experience, information, motivation, trust that takes into account both value and moral relationships based on spiritual beliefs, traditions, awareness of responsibility, honesty, friendship [19].

According to the results of the comparative characteristic made by the scientist Pankova, the social potential of society differs from:

- Human potential, since it is based not only on the assessment of the qualities of the individual as a producer and consumer;
- Labor – because it is presented to all the population of the country, not economically active part of it, and is implemented as a social reproduction with the involvement of the educational sphere;
- Social – refers not only to relationships that arise in production and are aimed at the distribution, redistribution, and use of the formed productive forces, but also between society, family, the individual, the educational institution regarding the formation, development and use of each person's abilities and competences, as well as the social potential of society as a whole, serving the realization of the key paradigm of social relations "society-region-industry-entrepreneurship-household-personality" [19].

The modern orientation on the priority of social development of society actualizes the issues concerning the functioning of the system of continuous education as a complex formation, which has "vertical and horizontal directions of the structural organization of education [4]. The vertical direction correlates with the levels of formal education and the horizontal direction with the components: subject oriented (child and youth education, adult education) and tool oriented (formal, informal and non-formal education)" [21].

The subject-oriented constituents of the continuing education system are interpreted in the following contexts [3, 4, 5, 18, 21]:

- Child-youth education is a process of purposeful (direct and indirect) organization of adult learning and self-education, education and self-development that serves the development and self-development and precedes the stage of social and legal entry into adulthood";
- Adult education is a process that unfolds on the basis of a combination of professional activity with personal and professional development, which is achieved as a result of learning and self-study, education and self-education.

### 2 Materials and Methods

The research uses the following methods: theoretical (analysis of scientific materials, systematization and structuring of selected information, generalization of the obtained results) and empirical (observations, conversations, testing).

Figure 1 shows the number of study participants in percentage. The countries they represent are also indicated.

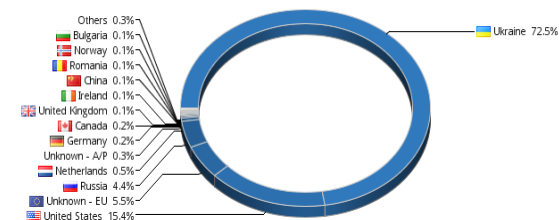


Figure 1 – Countries whose respondents took part in the AXIA educational project

This article summarizes the data obtained as a result of testing study participants from Ukraine. In the next publication we plan to analyze the results of the survey of project participants from other countries.

The complexity of researching the organization of the educational process in childhood and adolescent education and adult education is that a person, while learning in the system of continuous education, constantly is engaged in multidimensional changes. Scientific provisions of existential psychology [14, 17] were chosen to study these changes, according to which man exists in three forms of the world:

- In the form of the “Umwelt” world – the natural world is the world of the surrounding living and inanimate nature, as well as the world of needs, trains, and instincts. By definition of May, it is the world in which a person would continue to exist if he did not realize himself. It is the world of natural laws and natural cycles of sleep and wakefulness, birth and death, desire and peace, the world of biological determinism, the “world of the abandoned” to which each of us must somehow adapt;
- In the world of “Mitwelt,” the world of relationships with people;
- In the form of the “Eigenwelt” world – the inner world of man as a person which in reality is as real as the worlds discussed above. Human life is connected to these three forms of the world.

### 3 Results and Discussion

The consideration of the processes of functioning and development of child and youth education and adult education as a subject of the oriented constituents of the system of continuous education, carried out in view of the human existence in the form of the “Umwelt” world, actualizes the issue of its consideration not as a closed, living and developing being from itself, but as a living organism, which implies a certain exchange with the natural world. To sustain life, people need substances and products that are in nature [7, 8]. This need, being reflected in the human psyche, is realized and satisfied through the connection of man with the natural world.

In the course of historical development, the circle of what a person needs is constantly expanding, but the law, which is described in this way [13], has continued to remain constant (Papucha, 2007); and when the more urgent lose their urgency and relevance, they are followed by the following. That is, needs and interests arise in the mind in a certain sequence [20].

Interests are needs that are not subjectively perceived as needs, but rather directing the individuals, causing them to become aware of social needs. Interests are born in anxiety. According to scientists [11, 12, 13, 15], the initial, more or less uncertain state changes with a dynamic tendency that acts as a desire. The following is a clear delineation of the object of desire, that is, what a person directs his or her attention to. In turn, the focus of attention involves three closely related points:

- Subject matter, since direction is always the focus on something, on a particular subject;
- The resulting stress;
- Dynamic tendencies and the stresses generated by them cause the appearance of mental processes.

Interest always has a two-way nature. If a person is interested in a particular subject, it means that the subject is interesting; he causes a desire to get acquainted with him, to delve deeper into him; it attracts attention, its focus of thought [10].

The analysis of the results of the educational project “AXIA” revealed that the processes of functioning and development of child and youth education and adult education should consider the need that a person experiences throughout life and is interpreted as guiding his actions. It's about a need to know something new (Figure 2).

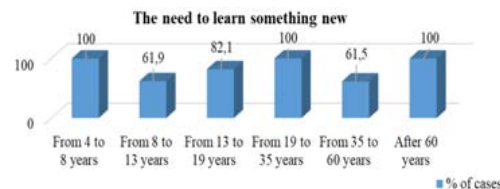


Figure 2 – A person's experience of needing to learn something new throughout life

In our opinion, it is essential for the processes of functioning and development of child and youth education and adult education that communication is most important for learning about the new:

- With tutor and teacher – from 4 to 8 years;
- With classmates-friends – in the period from 8 to 13 years and 13 to 19 years;
- With colleagues – in the period from 19 to 35 years and from 35 to 60 years;
- With new acquaintances – after 60 years.

As shown in Figure 1, the need to learn something new is a cross-cutting need that dominates Other needs or, in high enough positions, follows the need for communication, which dominates in 66,7% of cases between the ages of 8 and 13, in 85,7% of cases aged 13 to 19 years, and 76,9% of cases in people aged 35 to 60 years. This process is extremely succinctly and accurately described by a philosopher who focuses on the “fundamental peculiarity of the human being to meet every new day of his life every time with the new need for an essential self-identification and determination of his place in the world, shows the urgent need to learn to see the world anew and to learn a new one” [23].

Continuing the philosopher's arguments, we provide empirical data from the educational project “AXIA,” which states that a person, throughout his or her lifetime, needs to learn not to read (Figure 3) but to communicate with “others”, to meet the need to learn something new.

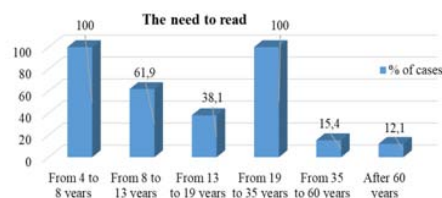


Figure 3 – Meeting the need to learn something new based on meeting the need for reading

As we see human existence in the world of “Umwelt”, it implies his self-realization in the world of “Mitwelt”, that is, in the world of relations with people. The aforementioned empirical data of the educational project “AXIA” will be supplemented by the relevant scientific substantiation, which attests to the importance of the “others” for the formation and development of “self” (Figure 4).

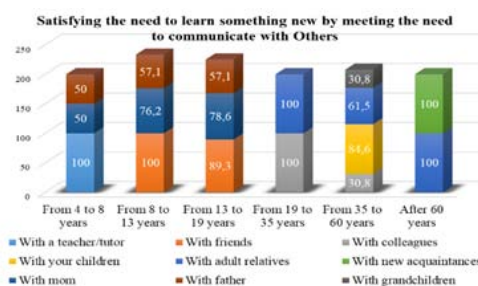


Figure 4 – Fulfilling the need for communication and the need to learn something new with the Other-means

The materializing of Bakhtin [16, 22], which is significant for understanding the essence of human existence in the form of the "Mitwelt" world, is that a person can directly see himself only from the inside. From the outside, he can only see himself initially indirectly, that is, through the eyes of the "others". However, even after the formation of human consciousness and the formation of its "self," the role of the "others" is significant and irreplaceable: from the possession of information about the world from his unreachable for "self" chronotropic, to the possibility of confirming his self and value – that "only another of he can accomplish his only place beyond me."

The existence of a person in the world of "Mitwelt" implies a meeting with the "others" person because, according to Buber [1], human life is essentially a dialogue, a question, and an answer. Man becomes himself not thanks to himself, but only relating to the "others". In concerning "I" and the "others", there is no mystical union. Everyone stays alone. When we name someone or something, we separate him or her from us and ask us to answer us. The "other" exists "for me" but simultaneously does not become "me", just as "I" exists for "him" but I do not become "him".

The existence of man in the form of the world "Mitwelt" implies openness to the "others", the essence of which, according to E. Fromm [6] is in maturity, the ability to structure the inner world, to decide how to use the information provided to "others". Do not be afraid to say what I have decided, do not be afraid to hear what they say to me, and sometimes stop the partner.

The human activity in the form of the "Mitwelt" and "Umwelt" worlds is complemented by its manifestation in the "Eigenwelt" world form, that is, in the inner world of man as a person. According to Papucha [20], only at the end of adolescence does the inner world become as relevant and real to humans as the outside world. Attitude to the outside world is experienced as an orientation to, and concern for, its future, and an attitude toward the inner world as knowledge and appreciation. The inner world is changed, structured, and developed by the individual through psychological means, and only then does the inner world become a means of controlling the person by himself [25, 26].

According to the provisions formulated by May [17], the inner world is for each person a complete reality, with such that the person trusts him more than the world outside.

The existence of human beings in the form of the "Eigenwelt" world affects the processes of functioning and development of child and youth education and adult education. If in childhood and adolescent education the processes of accumulating one's own experience are overwhelming for the learners, then in adult education the learning must be based on processes of reviewing and rethinking the content of the experience.

The above is also confirmed by the empirical data of the educational project "AXIA". In the period from 12 to 18 years, 79.3% of cases of self-knowledge determines the activity of a growing person in the educational process, if the content of the learning process corresponds to the personal desire to carry out self-development.

In the future, the learning process is accompanied by thoughts about:

- Career development in 100% of cases between 18 and 25 years;
- Self-realization in a society based on the development of self per social challenges in 66.7% of cases in the period from 25 to 50 years;
- Development of self-realization in society in 89% of cases and in the family in 50% of cases in the period from 50 to 65 years;
- Self-education and self-realization in the family (in 50% of cases) and in the family respectively (the same percentage of cases) in the period from 65 to 85 years.

As we can see, empirical evidence confirms the thesis of scientists that the personal life path is organized through the sphere of the inner world, through self-consciousness, values, and meanings [20]. Personality, being a form of the human psyche, is also characterized by activity orientation. As shown in Figure 5, in each of the periods studied in the educational project "AXIA," the activity caused by different personality desires dominates.

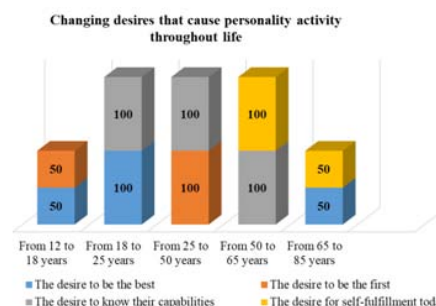


Figure 5 – Desires as constituents of the sphere of the inner world that cause activity of personality throughout life

For the processes of functioning and development of child and youth education and adult education, the desire to know one's capabilities must generate activity during the three periods studied in the educational project "AXIA", namely: from 18 to 25 years, from 25 to 50 years and 50 to 65 years. In the period from 12 to 18 years and from 65 to 85 years, in 50% of cases the activity is caused by the desire to be the best, which, in turn, testifies to the openness of the human psyche to information, which will serve personal development.

The analysis of empirical data proves the validity of Knowles's conclusions about the peculiarities of the organization of adult education [9], in particular, the organization of the educational process based on the following:

1. Internal motivation, the emergence of which is facilitated by the modeling of future personal behavior, adequate assessment of activities, and emphasis on achievements.
2. Allocating sufficient time to acquire new knowledge and skills, avoid overburdening the program with new content, timely prevention of the occurrence of fatigue by using various forms of training organization and alternation of training and rest.
3. Predicting the independent planning of the learning and time allocation process, outlining needs and expectations, formulating own goals and anticipating ways to achieve the goal.
4. Promoting the success of each participant in the educational process and developing a promising vision of their further development.
5. Practical application of knowledge and skills, which is preceded by a polylog about their use in professional activity or daily life.
6. Active involvement in the learning process of students, the fulfillment of their role as active figures, not observers.
7. Creation of a favorable educational environment based on interaction and application of a scale of difficulties, on which the gradual complication of the proposed tasks is fixed.
8. Considering individual differences in learning styles and ways, different images for visuals should accompany the learning process; change of tone and pitch for "audio"; using games, exercises for "kinaesthetics"; presentation of the scheme of logical presentation of educational material for "logics".

Generalizing the obtained results allowed us to emphasize such an integral characteristic of modern society as its social potential. Every member of society has been involved in its development throughout his life. In this context, the functioning and development of a continuous education system is an

effective means of shaping and developing each individual's abilities and competencies and further utilizing the results of personal development as a social potential for social and economic progress.

#### 4 Conclusion

According to the results of the study, the following conclusions were formulated:

1. Subject-oriented constituents of the system of continuous education are defined child and youth education and adult education, which functionally provide a logical transition from the process of purposeful (direct and indirect) organization of adult learning and self-education, upbringing and self-education human and precedes the stage of social and legal entry into adulthood, to a process that unfolds based on the combination of professional activity with personal and professional development achieved through learning and self-study, education and self-education [21].
2. According to existential psychology, man exists in such forms of the world as "Umwelt," which is the natural world; "Mitwelt" is a world of relationships with "others"; "Eigenwelt" is the inner world of man as a person. The functioning and development of childhood and adult education and adult education as a subject-oriented constituent of the continuing education system must consider the peculiarities of the manifestation of the human essence in the natural world, in the world of relationships with "other" people, and in the inner world of the individual as a person.
3. The manifestation of the human essence in the natural world is driven by its needs and interests. The latter, being needs that are not subjectively perceived as needs but are born into anxiety, in turn, are driven by an awareness of social needs and a further orientation of the individual. In this context, the functioning and development of the child and adolescent education and adult education as a subject for the continuing components of the continuous education system should take into account the priority of needs at different ages, in particular, the need to learn something new (from 4 to 8 years old, 19 to 35 years old, and after 60 years) and communication needs (ages 8 to 13, aged 13 to 19, and 35 to 60).
4. In the world of relationships, the issue of organization in the educational process of interaction with "others" is actualized. In the context of childhood and adolescent education and adult education, significant individuals are "others", namely: in the period from 4 to 8 years – a tutor and teacher; in grades 8 to 13 and 13 to 19, they are classmates classified as friends; in the period from 19 to 35 years and from 35 to 60 years, they are colleagues; after 60 years new acquaintances. Consideration of significant "others" in the educational process has a positive effect on learning outcomes.
5. The functioning and development of the continuous education system should be carried out regarding the inner world of man as a person. The gradual formation of the inner world takes place at the end of adolescence, but meanwhile, the processes of its changeability, structure, and development continue constantly and are provided by the person through psychological mechanisms. The process of inner world formation using managing a person by himself has individual features. There are also common features in this process: "one begins to trust the inner world more than the outside world" [17].

In the educational process of being human in the form of a world, "Eigenwelt" needs increased attention to its experience: in childhood and adolescent education, it is the accumulation of one's experience by the learners in adult education that is a revision and rethinking of its content.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**