

# EDUCATION A CULTURAL MYTH OR AN INCREASINGLY NECESSARY MINDSET

**Professor Mihai M. PUIU, PhD.,**  
*„Titu Maiorescu” Bucharest University*

<https://doi.org/10.66793/tituecir19proceeding3>

## Abstract

If we search the word Education on social networks we will discover that it has the same frequency of access, the subject is as preoccupying as those regarding: Freedom, Democracy, Peace, Truth, Faith.

Therefore, Education joins articulately and at the same time functionally, the fundamental values that are necessary-present in any social matrix that pursues sustainable development, progress, well-being. The European Union has a consistent discourse on this topic and puts the Idea of Education in a place of honor, in the European Higher Education Area.

**Keywords:** education, *mindset, psychology, decision, personality.*

## Introduction :

Therefore, education enjoys the prestige of producing with certainty, like a recipe, personalities, role models. Personality has the connotation of a model worthy of being followed, it has the importance of offering us, exemplary, a path, and of convincing us that an obstacle can be overcome through effort, through training, intelligence and high motivation. The model of an educated man suggests to us that we should develop and bring to light our performing Self. Education and training bring us to the forefront of social and economic life, top professions... there are times when the doctor is in the first ranks, or the engineer or the IT specialist, maybe the writer, the lawyer or the teacher. From this point of view, in essence, a social status is brought into discussion which is, let's admit, in direct relation to the economic needs of the communities, in certain periods. Today we are increasingly encouraged by those who promote "systems" that will work for us...something like, how to have success and clients on "autopilot".

A certain general view, suggested by the globalization that is increasingly present in our lives, imposes concern and involves taking into consideration the contemporary mechanisms, today

different, of solving our fundamental needs. As theoretically established by A. Maslow, the 5 levels of needs are valid: physiological, security, belonging, knowledge-understanding and those of self-actualization, self-realization and valorization of one's own potential. The last need, the need for actualization, highlights those educated personalities who feel the need for performance and maximum valorization of their potential and personal qualities. They want to pass on their knowledge and experience to their peers. The QR code of the educated personality is being modified, the interpretation algorithm of the famous "Who am I" test is being refined ?!

Abraham Maslow identifies, essentializing, 16 traits of self-actualized personalities, the elites of today and tomorrow, successful people, those who have succeeded, and are identified by most of us as valuable people present in different social fields of activity. They are rational people, humanistically open to others and social progress, correctly perceive reality, manifest creativity, spontaneity and independence in thinking, are focused on solving problems, are concerned with the good of humanity. We therefore have a psychological, cognitive-emotional profile that is established as a model to follow in the general field of education.

Because the development perspective in the social economic space is, as we observe, as accelerated as possible, we must answer the question, whether education forms through its programs the people that the labor market, society, the world needs. If we put the problem in these terms, it means that research in the area of education, training, formation and development will have to occupy a much more advanced place, with what this means directly and not implicitly: realistic research budgets, the training of specialists and highly qualified people at expert level with a complex training, multinational research institutes that perform on this theme-project with global value and efficiency.

“The Myth of Normal”: Trauma, Illness, and Healing in a Toxic Culture , authored by renowned psychotherapist Gabor Mathé , is now available in bookstores worldwide. Hailed by Bessel van der Kolk as: “an epic journey of discovery into how our emotional well-being and our social connectivity (in short: how we live) are intimately linked to health, illness, and addiction.” “The Myth of Normality” is a groundbreaking investigation into how modern society has accepted behaviors, ways of relating, and belonging that generate illness by their very nature.

Michael Foucauld said that education tends to create clones, sublimated replicas, individual expressions, all those people who support the government. This would be one level to reach in the act of education, but the ultimate goal is another, much higher. Education lays the

foundation for the personality that makes the leap into the civic and social space and becomes a recognized leader, a valuable man of the city, indeed, with functions of support and ensuring stability, but cultivating, unprejudicedly, that context that always prepares a certain catalysis of progress.

Over four decades of clinical experience, Dr. Gabor Maté has come to recognize that the prevailing understanding of “normal” in the contemporary space is false. This fact has particular consequences in terms of promoting other models in the spaces of education, culture and health. Neglecting the roles that traumas, organizational stress and even the pressures of modern life exert on our bodies and minds, we further amplify the loss and expense of good health, we move away from that desirable, famous well being!. With all the experience in the area of education and technological refinement, Western medicine is becoming more and more analytical, conquering more and more scientific validity. Perhaps because of this, the strict approach often fails to treat the whole person, ignoring the way in which the toxicity of today's culture stresses the body, burdens the immune system and undermines emotional balance. Therefore, Education is responsible, but also dependent on how we elaborate the "Great Story", how we present the Metanarrative, the symbolic Vault under which our peers will align. Will they identify those models necessary for the act of education, training and development; will they receive from here: the idea of professional success, successful career, fair and ethical citizen, progress and well-being, of a normal and adapted man and what the state of illness and anxiety means.

Gabor Maté contributes to unraveling common myths about what makes us sick, and he offers us a more subtle interpretation that heavily involves education: he connects the dots between individual illnesses and the “loss of meaning” in life. It is a major cause of societal decline and therefore offers an educational, compassionate guide to health and healing. Written with his son Daniel, *The Myth of Normal* is Maté's most ambitious and urgent book to date. We are dealing with a great mutation: education and training, training, the development of the personality of individuals was conceived in a broken relationship with industrialization and success in the market economy, therefore with the subordination of the individual in the “net of ideas of economic surplus value” and financial success.

"Lexus and the Olive", Thomas Friedman's paradigm highlights the role of the cultural matrix that configures the "decision tree" for groups under the pressure of the organizational discourse of reference (lexus or olive) which subsequently have an educational impact even for

individuals as such. We save ourselves a little through the subjectivity of "metabolic chemistry" (through the originality of ideas) through personal behavior and the agenda that we have learned to compose with a certain program and purpose; and yet education, lifestyle, religion, national culture program us with those specific attitudes and behaviors that differentiate us.

We are "Lexus" when we approve the latest achievements in the area of high scientific research. The trinomial: Research, Development, Innovation has gained remarkable consistency and has become an operational common ground for all economic and social fields. Artificial intelligence has been validated as a technology and, at the same time, as a way of thinking and solving problems and has promoted interdisciplinary fields with an emerging role in development. By bypassing a stage of "proximal development" (Vygotsky), we focus more efficiently on innovation and place increasing emphasis on artificial intelligence. Education on this vector is already a challenge for all segments of the population: children, adolescents, young people and adults, the elderly, professional categories of the most diverse operate with enthusiasm in the area of artificial intelligence. This has a formidable impact on education, introduces a new character into the scene, stronger, analytical, highly performing who does not have to be likable or demand attention. AI is requested as such, for the confidence that it can certainly provide support, cooperation, development opportunities, and Education imperatives.

Today we have diplomas that we obtain through the psychovocational option and training but which are not "green certificates" they must express something essential.

Choose the necessary state and disposition...do not abandon yourself to them, at random. "I am not what happened to me, I am what I choose to become", said Carl Gustav Jung. Beethoven identifies the four musical notes that create the first deep and universal investigation into human destiny. Sue Knight, specialized in Neuro Linguistic Programming, identifies a chain, a chain that as the Greeks say is decisive for all of us: if you sow a word, you reap an act, if you sow an act you reap a habit, a habit if you sow a habit, you reap a character and if you sow a character, you reap a destiny. If we simplify and reduce determination, looking only at the ends of the chain, we are surprised to discover that if we choose a word, we reap a destiny; So, say behavioral-cognitive therapists... we are what we think! And here is how in the matrix of variables of interest for our development one of the most important factors/vectors appears,

Education as a formative vector of attitude towards others, towards the world, towards performance, towards truth, towards quality, towards progress is the fundamental value of the world. Permanently, in the morning, in the evening, before an event, problem, situation, when we make decisions "or not" (it is still a decision), our brain establishes, like an "autopilot", the mental level of neuroenergetic intensity, of approaching and solving problems, in the most diverse tasks. Nobel Prize laureate, in the theory of economic decisions, Herbert Simon, deciphered a universal law that governs our mental, psychological and implicitly energetic, in approaches, related to solving problems and called it "Bounded Rationality"?! He specified that, "by our way of being", we process a small number of items/variables of the problems, in a usually limited time and from this perspective, "we solve situations", stopping at the first solution that satisfies us, "that seems to work"! In other words, beyond our skills, independently of their development, our natural temptation to make decisions already has slightly "irrational" connotations. The optimal solution would involve more, namely that "extra effort", a kind of self-surpassing. This would mean getting out of the comfort zone, accomplishing a job well done, which implies attitude and special programming, it is about attitude, mentality, that is, education, a responsible way of facing the face of effort and solving problems. This "mental inertia", subtly self-programmed, is not easily overcome! (even academics tend to snore, they doze off easily). Stephen R. Covey offers us a recipe, with at least seven habits, through which we can all have the chance to multiply our answers, in a first phase, from which we will then choose the optimal decision! Here are the six mental habits that must be educated: to be proactive, to identify priorities, to start projects with the end in mind, to listen to our peers deeply, to be synergistic with the reference group, to approach relationships in a win-to-win register and to always review these habits on a higher level, this would be a meta-skill. This is accomplished through the "courage" to increase our space of freedom, after all, one of the real keys to happiness! Therefore, it is worth considering the education of our spirit, through the

development of imagination (psychiatrists call this process "expanded consciousness", psychologists speak, more recently, of "distributive imagination"). By intensifying willpower exercises, we will gain a certain independence from the "suggestions" of those around us. Everything will be passed through the moral filter (good-bad) to accelerate the transition to a state full of enthusiasm, energy and optimism.

#### Conclusions:

Our synergy with our peers is both cause and effect of optimal interrelationships, which lead to authentic and good communication! Happiness is, it seems, an emergent result of an optimal interrelationship capacity with our peers, who obviously, recognizing these qualities, offer us similar feedback. Proactive behavior, exemplarily suggested by Stephen Covey, shows us how many chances we would have, if we processed reality better and, thus, could elaborate, predominantly, rational decisions and less... emotional "preferences"! The demarcation between the two instances is very difficult to notice, and in everyday life we do not make this notable distinction, unless we take into account the fact that, most often, the context puts pressure on our mind and forces/dictates, either an emotional/"irrational" preference, or in the happy case, a rational decision, without us being, instantly, aware of what happened! It is said that we have a lot of work to do towards self-knowledge in order to make correct and responsible decisions for ourselves, for our fellow human beings, for society, in essence, direct consequences of a high education!

#### References :

- 1.Jung, C. Gustav.(2006). *Dezvoltarea Personalității*. București : Editura Trei.
- 2.Manfred, K. de Vries.( 2007). *Leadership. Artă și măiestria de a conduce*.București: Editura Codecs.
- 3.Maslow,Abraham. (2007).*Motivație și Personalitate*. București: Editura Trei.
- 4.Mihai,Puiu.(2012).*Psihologie, Comunicare, Leadership*. București: Editura Universității Titu Maiorescu.
- 5.Robert,Cialdini.(2004).*Psihologia Persuasiunii*.București: Editura Businessstech.