



***The Relationship Between the Harmonious Passion
Development and the Human Integral Development:
Educational Perspective in Brief***

***Związek rozwoju harmonijnej pasji z integralnym rozwojem
człowieka. Perspektywa edukacyjna w zarysie***

ABSTRACT

RESEARCH OBJECTIVE: The scientific aim of the article is to learn the relationship between the integral human development and the development of harmonious passion (HP) and the human integral development and upbringing.

THE RESEARCH PROBLEM AND METHODS: The research problem of the conducted research is contained in the question: What is the relationship between harmonious passion with the integral development of the educational entity. Answering this question enables the use of the hermeneutic method exploring the meaning of this phenomenological relationship.

THE PROCESS OF ARGUMENTATION: The research process is epistemological in nature. It refers to the dualistic model of passion, particularly to the harmonious passion, and the integral human development. Noticing the correlation between the above-mentioned aspects can be a significant challenge for the teachers and students with their passionate attitude, discovering and forming their own identity.

RESEARCH RESULTS: The analysis of the collected material indicated the importance of the development of a harmonious passion for the integral development of educational entities in the space of biological, psychological, social, cultural and spiritual life, and the formation of an autonomous identity.

CONCLUSIONS, INNOVATIONS, AND RECOMMENDATIONS: Theoretical research in the above-mentioned area can draw the educators' attention to the harmonious passion seen in a multidimensional perspective, reflected in the educational activity, what needs revising and updating educational programs that stimulate the actualization of creative potential of educational entities. This can be used to get to know oneself, others and the world more deeply on the path of autonomous self-becoming.

→ **KEYWORDS:** **PASSION, DUALISTIC MODEL OF PASSION, HARMONIOUS PASSION, INTEGRAL DEVELOPMENT AND UPBRINGING, EDUCATIONAL SUBJECTS**

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STRESZCZENIE

CEL NAUKOWY: Celem naukowym artykułu jest poznanie związku pomiędzy integralnym rozwojem człowieka z rozwojem harmonijnej pasji (HP).

PROBLEM I METODY BADAWCZE: Problem badawczy prowadzonych badań zawiera się w pytaniu: Jaki przedstawia się związek pasji w wymiarze harmonijnym z integralnym rozwojem podmiotu edukacyjnego? Udzielenie odpowiedzi na postawione pytanie umożliwi zastosowanie metody hermeneutycznej eksplorującej znaczenie tegoż związku fenomenologicznego.

PROCES WYWODU: Proces badawczy ma charakter teoriopoznawczy. Odnosi się do dualistycznego modelu pasji, zwłaszcza harmonijnej pasji, integralnego rozwoju człowieka. Dostrzeżenie korelacji pomiędzy powyższymi aspektami może być nie lada wyzwaniem dla nauczycieli i uczniów z ich postawą pełną pasji dla odkrywania i formowania własnej tożsamości.

WYNIKI ANALIZY NAUKOWEJ: Analiza zgromadzonego materiału wskazała na znaczenie rozwoju harmonijnej pasji dla integralnego rozwoju podmiotów edukacyjnych w przestrzeni życia biologicznego, psychologicznego, społecznego, kulturowego i duchowego oraz kształtowania się autonomicznej tożsamości.

WNIOSKI, INNOWACJE, REKOMENDACJE: Badania teoretyczne w powyższym obszarze mogą zwrócić uwagę pedagogów na znaczenie harmonijnej pasji postrzeganej wielowymiarowo, odzwierciedlanej w działalności edukacyjnej, co wymaga rewizji i aktualizacji programów edukacyjnych, stymulujących wydobywanie potencjału twórczego podmiotów edukacyjnych. Może to służyć głębszemu poznawaniu siebie, innych i świata na drodze autonomicznego stawiania się *Self*.

→ **SŁOWA KLUCZOWE:** PASJA, DUALISTYCZNY MODEL PASJI, HARMONIJNA PASJA, INTEGRALNY ROZWÓJ I WYCHOWANIE, PODMIOTY EDUKACYJNE

Introduction

To show the harmonious passion development in the light of the person's integral development from educational perspective, it is necessary to present the dualistic model of passion, eliciting the harmonious passion in comparison with the obsessive one, according to R.J. Vallerand' concept (Vallerand & Houliort, 2003). This will lead to emphasizing the factors mastering the harmonious passion, what is going to be reflected in analyzing the factors laying in the human integral development domains such as: biological, psychological, social, cultural and spiritual (Kunowski, 2000; Szymańska, 2017). These matters demands grounding in the educational perspective that induces the necessity to refer, in outline, to teachers and students, whose harmonious, integral development takes place through the integral upbringing dynamisms such as bios, logos, ethos, agos, and fate – adequate to the domains (structures) mentioned. According to

the human integral development theory by S. Kunowski (2000) the mature personality forms throughout the upbringing functions: sanare, edocere, educere, educare, and intiariare related tightly with integral developmental structures mastered within the educational processes. This theory seems to match with the development of harmonious passion, which can be very crucial for achieving the creative personality leading to the creative identity (Szymańska, 2019). The relation between two theories justifies posing the theoretical aim of the research that is the deepening of understanding the relationship between the harmonious passion development and human integral development in the educational perspective. Its realization can provide the answer to the research question concerning this relationship, and indicate its validity in the area of educational subjects' integral development. What is more, it can be worth noticing while considering that the passion experience

[...] goes beyond interest because it involves a deeper personal identification with the subject, and passion often engages more intense affect [...] is associated with a host of benefits – including greater persistence, commitment, positive affect, the experience of flow, well-being, physical health, and performance (Chen et al., 2021).

In this context, it is not surprising that dealing with passion development with the reference to the human integral development, becomes the research target, and the use of hermeneutic method according, e.g. to D.E. Fuster-Guillén (2019) and I. Koczanowicz-Dehnel (2011) can occur useful for solving the research problem and achieving the aim of the article. Hermeneutic analysis can help expanding and exploring to some extent the relationship between the human integral development and development of passion indicating the aspect of identity.

The harmonious passion development according to the dualistic model of passion

The dualistic model of passion (DMP) covers two kinds of passion: harmonious (HP) and obsessive one (OP) worked out by Vallerand and his colleagues (e.g. Vallerand & Houliort, 2003; Vallerand, 2008, 2015, 2017; Chichekian & Vallerand, 2021; Paquette et al., 2023) still needs exploration by researchers who see the meaning of passion for personal and professional development, particularly in the perspective of human integral upbringing functions, according to Kunowski's concept of human integral development leading to the human entity (Kunowski, 2000). That is why, it appears necessary, first of all, to present briefly the dualistic model of passion, then, the factors determining the human integral development, in short, next the correlation between the model and the concept of functions of human upbringing

As far as the dualistic model of passion is concerned, V. Paquette et al. (2023) claim that this model "defines a passion as a strong proclivity toward a self-defining activity that one loves, values, finds meaningful, and in which one devotes a significant amount

of time and energy". J. Zhou (2021) writes that "Passion is a critical drive. [...] defined passion as a strong inclination toward a specific activity that one loves, highly values, invests time and energy in, and is part of one's identity". These activities are internalized in human "identity to the extent that these are highly valued and meaningful for the person" (Vallerand, 2008). The internalization can be autonomous – specific for harmonious passion or controlled – characteristic for obsessive one that takes place "outside the integrating self" (Vallerand, 2008). Here, the meaning of intra or interpersonal pressure that person experiences and associates with the outcomes of own passion activity, also, with self-esteem, dignity, and social acceptance, affects the person's functioning in life. Vallerand (2008) notices the threats for individual with obsessive, rigid, persistent passion, who may come into conflict with self-identity and society (e.g. family, work-place etc.). This pressure can bear frustration, also, connected with lower flexibility that correlates with an adequate level of difficulty experienced while running out from activity that the individual is engaged in. This shows the person's dependence on passion activity what resonates with the person's inner painful conflict appearing in situations requiring decisions about continuing or stopping it. The individual can feel emotionally exhausted, anxious, burnt-out (Vallerand et al., 2010). Therefore, the emotions need upbringing in the aspect of building unity with reason and the volition, what can lead to achieving the identity on the postconventional level (Witkowski, 1988; Szymańska, 2019; Crocett et al., 2023) featuring with autonomous attitude.

As far as a harmonious passion is concerned, the individual with it, features with autonomous approach to passionate activities, what requires their autonomous internalization into the person's identity. Vallerand says:

An autonomous internalization occurs when individuals have freely accepted the activity as important for them without any contingencies attached to it. This type of internalization emanates from the intrinsic and integrative tendencies of self [...] and produces a motivational force to engage in the activity willingly and engenders a sense of volition and personal endorsement about pursuing the activity (2008).

That is why, A harmonious passion refers to a non-defensive engagement in the activity that is loved by the person, who can maintain a balance between performing it and other spheres of own life (Vallerand, 2015, 2020; Chichekian & Vallerand, 2021). Furthermore, according to research conducted by Jie Zhou (2021), and Virginie Paquette et al. (2023), passion can be useful in lowering the range of scope of negative emotions that accompany negative events, as it enhances inducing the positive emotions and positive associations enabling the individual overcome stressful moments, what occurs important for psychological health, particularly, in terms of well-being. It is mostly revealed in the area of harmonious passion then obsessive one. Some researchers (Zhou, 2021; Chichekian & Vallerand, 2021, Paquette et al., 2023) state that individuals with predominant harmonious passion experience lower level of depression or anxiety in comparison with those who have the predominant obsessive one. Also, these individuals show more adaptive mechanism to a new difficult situations, and commitment to new activities,

enabling realization of life goals. Their positive achievement aligned with performing passionate activities, especially, in the harmonious dimension (Vallerand & Houliort, 2019), what appears very crucial in the field of education. These researchers emphasize the following factors important for harmonious, autonomous passion development tied with individual-particularly students' well-being, what corresponds with forming autonomous identity. They enhance mastering them and look like beneath:

- building a deep, mature sense of freedom,
- enhancing mindful openness to new experiences,
- developing the mature autonomous flexibility,
- building a positive attitude to life,
- paying attention to avoidance of conflicts between everyday activities and pursuits to obtaining the higher lever of beloved performances,
- developing the consciousness of meaning of hard work and persistence, which cultivating is a difficult task and cannot be underestimated by teachers,
- fostering the pursuit of various passionate activities releasing enthusiasm and excitement, what seems a challenge for teachers,
- releasing and deepening reflectivity upon passionate activities,
- educator's (teachers) encouragement that takes place in building a creative learning atmosphere and space learning leading to the positive learning outcomes,
- improving the quality of external and internal stimulation and motivation for passionate activities release and performance,
- developing the students' abilities in exceeding the educational standards,
- lowering the stress of outcome learning appraisal,
- improving the harmonious passion development through creating the space for students' engagement in school functioning.

The meaning of harmonious passion development for educational subjects' integral development.

T. Chichekian and Vallerand (2021) conducting their research on the academic level state:

[...] we can nurture the development of HP among our students by engaging them in extracurricular activities that they are passionate about, whether that takes place during recess, lunchtime, or after school [...]. A good example of the latter is portrayed in specialized schools that offer sports-study programs [...] or other streamed programs (arts, dance, music, robotics). Such schools play a crucial role in allowing students to fully experience the activity they are passionate about, while also developing specialized friendships.

This needs clarifying the interests tied with passion, what can strengthen the students' activities, what indicates a must to know oneself (Peterson et al., 2005, Vallerand, 2020; Zhou, 2021), and let others know oneself, particularly, in the field of learning and

teaching, tightly connected with the human integral development. Moreover, it appears significant to show the role of a teacher having impact on student's integral development and passion. J. Forest and others state:

An example of a harmonious passion would be a teacher who loves and highly values teaching but who can nonetheless freely and enthusiastically engage in his or her work without creating conflicts with the other important spheres of his or her life (e.g. relationships with family and friends). Consequently, this teacher can derive pleasure and self-actualization from teaching without jeopardizing his or her personal life (2012, p. 1235).

Such a teacher can take into consideration the recognition and stimulation of the student's passion potential that seems aligned with the development of interests shown by S. Hidi and A.K. Renninger (2006) in their four-phase model of interest development. Among four phases: triggered situational interest, maintained situational interest, emerging individual interest, well-developed individual interest, the last one deserves a special attention, as it features with harmonious, autonomous, and mature approach to life – characteristic for postconventional level of identity. Based on the model (Hidi & Renninger, 2006), it can be claimed that the phase of well-developed interests indicates the meaning of the following factors for development of harmonious passion and the human integral development in the educational perspective (Kunowski, 2000; Szymańska, 2018):

- biological – where both teachers' and students' interests are placed in the nature of individual (including neurological aspects), in their predispositions, temperament, and physical environment that has an impact on releasing, fulfilling and shaping the development of their passion. The surrounding world can stimulate observation, reflection upon different experiences enhancing the sensitivity to beauty understood not only in aesthetic, but, also in the metaphysical categories. It appears important for the educational subject to take care about physical health understood in the area of biological functioning. Thus, the healthy living style including the forms of relaxing activities, meditation and contemplation should be recommended, especially, to students, who seem to live mostly in the noisy, chaotic times infused by great deal of information broadcast by various, not always, reliable sources. This seems to complicate the harmonious passion development among young generation, often, get used to drawing attention to the easier, more attractive performances, which outcomes appear in short time;
- psychological – where curiosity, positive interaction between cognition and affection, autonomous regulation of emotions, mentality may help self-regulation, recognition of true self in the relationship to self, other people, the world and God. What is more, developed interests can be important for: inducing and directing motivation for realizing own life project; fostering the willingness to do activities requiring effort, patience, sacrifice, etc. The recognition of strong and weak sides of the student's and teacher's personalities requires drawing attention to the search for new realistic opportunities that can motivate, initiate, and activate the educational subject for creative thinking, critical solve problem thinking, where the concept

of E. de Bono's thinking hats (1985) may be implemented in an appropriate way. Furthermore, this concept can help in recognizing the truth about self, others and the world, what seems to be crucial for the development of autonomous harmonious passion rooted in the personalistic anthropological concept of the human being. Axiological perspective for raising autonomous subjectivity related with development of harmonious passion enables achieving the level of mature creativity (Nęcka, 2003; Szymańska, 2017). Here, the teachers must face up with challenges concerning themselves and their students. The reflection hidden in the question about Vallerand's dualistic model in teaching and learning area may provoke them to change something in practice, particularly, in the area of harmonious passion development;

- sociological – where the trajectory of process of constructing responsible interactivity in the personal and communal interrelationships can determine the educational subjects' mutual collaboration determined the harmonious passion development. Teachers should beware of the importance of creating a good atmosphere in their work with students. It does not mean that attractiveness featuring the activities and realization of educational tasks should prevail the hard work approach to them. Deepening the consciousness of the educational goals presented and discussed by the community of teachers and students belongs to one of the strategies preparing reasonably this community for challenges they can undertake eagerly, when the teachers' harmonious passion approach accompany them. Teachers' attitudes flexible for change concerning the individual students' passion development with the use of different strategies improving the social environment cooperation, can occur fruitful providing that they are the wise witnesses of harmonious passion approach to life. So, they reveal own charisma resonating with their students' passions. For sure, it is very difficult and complicated, but one can implicate that the teachers' harmonious passion development through the competent social activities may have a positive impact on the students' harmonious passion development, regardless of the stage of this development, determined individually. To create the social learning and teaching space for the passion development can become one of the educational objective enabling performing also the therapeutic function understood in the humanistic or cognitive – dynamic perspective;
- cultural – where the process of creativity runs and the creative pedagogical identity develops. The harmonious passion development matches here with the process of creativity seen from educational perspective. The teachers' activities enabling the students to discover, disclose and share their potential of talents while teaching their subject are supposed to inspire them for the autonomous harmonious passion performances. Each school subject can foster creative thinking on condition that teachers deeply understand what creativity is and they do not narrow it only to spontaneous performances without grounding them in the process of personality development, requiring the reference to the biological, psychological, social and spiritual factors. Remembering that cultural dimension of harmonious passion

development, teachers cannot ignore the fact that the construct of autonomous identity is grounded in the axiology and anthropology, what requires the holistic approach to students, hard work to make them aware that beauty conceals in own structure the truth and good, and emanates with light on others – the receivers' cultural outcomes of their performances;

- spiritual – where the openness to new experiences, flexibility to fate situations, the strength to resign of passionate moments because of higher premises and objectives shape the integral development of human being. The spiritual factors determine the personality formation, and can foster the development of harmonious passion that makes the life meaningful, rises the enthusiasm, activates strong will and engage the mentality.

To sum up, considering the relationship between the development of harmonious passion and human integral development, it seem clear that passion plays a great role in making the integral development more dynamic, activates the intrinsic qualities development of personality, releases energy for life, helps solving the problems, ties up collaboration bonds, performs a cognitive, therapeutic, upbringing, and didactic function etc. Living with harmonious passion is not illusive, and reveals the positive attitude to self, others, the world and God, as it fosters developing creative identity, what appears particularly significant in educational area enabling the educational subjects fulfill the healthy goal-striving (Sheldon, 2002), demanding hard work becoming a passionate factor (Perttula & Cardon, 2011), and reflection (Głowala at al., 2023).

Conclusion

The analysis of the issues presented above can be broaden and deepened according to the principles of hermeneutic method used in order to signal the fact that the harmonious passion development is a challenge for both teachers and students, who would better apply prevailing the combination of impressive–expressive (affective) methods with solving problems ones over the demonstrative ones. These methods can enhance creativity leading to autonomous identity and they belong to the spectrum of methods serving the harmonious passion development. Based on the analysis, one can conclude that harmonious passion development appears tightly related with the human integral development. That is why, teachers and the future teachers cannot ignore and reduce the factors determining forming identity through harmonious passion, grounded in the axiological and anthropological domain. Hence, educators who construct the core curriculum should pay attention to these aspects and transfer ideas of harmonious passion development into educational practice in care of the future generations, and to the fact that reflexivity as a crucial factor determining the human integral personal development, lays only in the sphere of notions used as slogans.

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