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Professional paper

STUDENT'S VIEW THROUGH "ROSE-TINTED GLASSES": DISTORTED VIEW OF THE SELF AND REALITY

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ABSTRACT

Every student experiences the world, reality and himself/herself through the prism of personal experience and knowledge. There are no two students who feel, see and accept reality in the same way. Each student views the world through different glasses. The formation of their worldview is influenced by many factors, which is why these glasses come in a wide variety of tones, colors, purposes and different dioptries. Creating a life dependent on other people's opinion and comparison with others is culturally and sociologically conditioned. Highlighting in a good or bad way has unpredictable consequences for the student. Due to the fear of judgment and not belonging, many students turn their backs on their own truths, silence their inner voice and put on "rose-tinted glasses" in order not to provoke criticism. In this way, they allow likability and acceptance to become more important than standing up for themselves. This paper talks about the fact that only an objective and realistic picture of oneself gives students the opportunity to assess which knowledge and characteristics can contribute to the achievement of goals, and which hinder them in achieving balance, a fulfilled life and a correct view of themselves and the world.

Key words: student, rose-tinted glasses, world view, wrong orientations, sobriety.

INTRODUCTION

Every student is born with germs of goodness, joy, love and virtue, with talents, with a certain amount of mental and physical possibilities, with original desires and needs (Novković, 2022). Every student is born as a potentially perfect being without fixed stereotypes, false beliefs, imposed fears, labels,...who expects the family and school to create conditions for self-knowledge and self-creation of all their potentials through unconditional love (Novković, 2022). Over time, the shine and authenticity begin to fade for many students. In order to fit in, they forget their innate values and withdraw their bright nature. They begin to doubt their own values; they begin to separate from themselves at the deepest level of being; they are very critical of themselves; they are not aware of their exceptionality and are often afraid of changes and abandoning old patterns that prevent them from further growth and progress (Krnjajić, 2006). They start to disguise themselves, put on "rose-tinted glasses" and use tricks. "Rose-tinted glasses" serve students to hide reality for a moment. In this way, they go to their unreal world, their comfort zone where they are comfortable and where they are their own "bosses" (Hasminski, 2018). "Rose-tinted glasses" make life simple and understandable for them, create an illusion, camouflage real problems and a realistic view of themselves and the world (Hasminski, 2018). "Rose-tinted glasses" are in some way a redrawing (distortion) of reality, at a given moment, with a "noble" function (Hasminski, 2018). "Rose-tinted glasses" serve to deny, distort reality, regress, idealize, as a self-deceiving projection (Hasminski, 2018). In the long run, seeing through "rose-tinted glasses" can be seriously harmful, and that's why the student's journey of self-knowledge is so important. If students do not work on themselves and develop their competencies, but above all rely on their defense mechanisms, their experience of reality (and themselves in that reality) will not be true. In this way, the growth of students' potential is stopped, and where there is no complete self-realization, self-awareness of one's talents and qualities, space is opened for immorality, indiscipline, violence, lies and injustice (Novković, 2022).

If they looked at things realistically (without "rose-tinted glasses"), students would very quickly notice their imperfections, accept other people's imperfections, and look for the possibility of change, they would embark on an inner journey towards their true nature and what they love most (Jerotić, 2017; Rudan, 2004). They would understand that everything that caused them not to be accepted or could not accept on their own, that hurt them a lot, that caused them not to have the courage and strength to stand up, fight or turn over

a new leaf, that these are the greatest and most precious lessons in life (Jerotić, 2017; Nanetti, 2008). Based on these lessons, students become stronger, better and more persistent; they learn the basic values of connecting and sharing with others; they learn to be authentic and get the best out of every life situation. The challenge is for the students themselves, without anyone's influence and without looking through "rose-tinted glasses", to understand what fulfills them, what they are good at, in order to use their potential as best as possible (Nanetti, 2008). Students should always start from the analysis of their internal capacities, because only they can be realistic and stable indicators, which do not depend on external influences. This paper talks about the fact that only an objective and realistic picture of oneself gives students the opportunity to assess which knowledge and qualities can contribute to the achievement of goals, and what hinders them in achieving balance, a fulfilled life and a correct view of themselves and the world.

HOW DOES A SUBJECTIVE VIEW OF THE WORLD ARISE?

Every person starts learning from scratch because at the moment of birth they know nothing about the world, nor about its origin, nor about mutual relations in the world, nor do they know about themselves. It is extremely important who and what teaches the new man (Belsky, 1990). For example, if a child is shown the color blue and heard it being called blue, the child will remember just that; but if they are shown the color blue, but it is called green, then the child will learn wrongly and at the same time be convinced that blue is green. The above will happen because the child has no experience and knowledge, and therefore no possibility of checking the information obtained (Adler, 2017; Adler, 2018). Given that every child relies on the acquired knowledge, when they grow up and notice the inconsistencies of the changes in the previous picture of the world and point of view, it becomes a rather painful and difficult process (Belsky, 1990). In order for change to occur, it is necessary for a person to wake up and realize that there are things they do not know, or that they had a wrong view of the world. This kind of awakening and awareness causes internal conflicts because a series of beliefs that a person had at a given moment is destroyed. Changing the image of the world causes enormous inconveniences, insecurities and disorientation because people often cling to old contours and resist (Langer, 2016).

World views change during life; in childhood we have one view of the world, in the adolescent period another, in more mature years a third, and so on. Two students at the same time in the same place will observe things around them differently and say what they see in accordance with their own experience

(Hasminski, 2018). Starting from the assumption that students receive "glasses" immediately after birth, we can come to the conclusion that parents bear a great responsibility (Ferrero, 2017; Jerotić, 2017; Juul, 2021; Tsabary, 2018). It depends on the parents what kind of life attitudes the students will form, what kind of person they will grow up to be, whether they will have realistic views on life and themselves, whether they will experience traumas and fears while growing up (Ferrero, 2017; Jerotić, 2017; Juul, 2021; Tsabary, 2018). At the beginning of their life journey students accept the world subjectively. Each student has a different perception and pays attention and focuses on what interests them. No student can perceive all the details, see everything that happens around them, and therefore no student has a complete picture of reality, but only a small part (Jerotić, 2017). In order for students to expand their horizons, they have to put in a lot of effort. A large number of students do not have the will for it, it is easier for them to live with the attitude that only their view of the world is correct and that only their truth is the truest (Hasminski, 2018). All feelings and all relationships with other people pass through the inner view, which shapes what the students saw with their own eyes (Težak, 2005). A large number of students, when they find themselves in an unfavorable situation, do not look for the cause within themselves, but put on "rose-tinted glasses" and believe in the "shows" they see through them (Hasminski, 2018).

For many students, the image of the modern world is a reflection of the general subjugation of the senses and the loss of reasoning (Jerotić, 2017). Students' feelings are mostly deceptive and unstable and often prevent them from adequately evaluating different life situations; they hinder a sober view of oneself and others, develop pride and conceit and often unhealthy psychological dependence on others (Jerotić, 2017). Driven by pride and the illusion of their own values, students often act out their imagined image in front of other people. Depending on how much they managed to convince others of the "truthfulness" of their self-image, the level of conceitedness and self-love grows (Jerotić, 2017). When they get into situations where these false images of themselves are exposed, students realize that there is too much of a difference between who they really are and what they think they are (Jerotić, 2017). For many students, this is a painful confession, and that is why they must find their true virtues; to see in oneself true knowledge, aspiration and love (Bayer, 2021). In this way, students receive true and not false respect, they do actions that make them truly appreciate and respect them, they begin to self-evaluate correctly (Bayer, 2021).

ACCEPTING WRONG ORIENTATIONS

All students begin physical life as bright, curious children eager for joy, fragile but fearless, naive but intuitive and wise, dependent on others but full of trust (Biernat, 2019). Over time, their shine begins to fade as they face the limitations and scarcity manifested by the outside world. All students are wise and beautiful when they step into this reality, however, the society and culture they live in distorts that authenticity (Novković, 2022). In order to fit in, they forget their innate values and withdraw their radiant core. They start to disguise themselves, put on “rose-tinted glasses” and use tricks in order to be accepted by others (Hasminski, 2018). A large number of students do not recognize and do not understand the hidden potentials and talents found in each of them. They underestimate their inner resources by succumbing to beliefs they did not create themselves (Chopra, 2022). They allow others to dictate what is true and what is not, thus forgetting who they are. They discard their greatest wealth in order to be accepted by others and feel that they belong somewhere (Baumeister & Leary, 1995; Baumeister, 2012).

It is necessary for every student to live life from the inside out (Langer, 2016; Semenik, 2019). The key lies in making them understand that it is never about other people, but about what they do from the inside in order to change the energy within themselves, and thus the reality around them (Chopra, 2022; Semenik, 2019). Burdened by various external imperatives, influences, obligations, habits and needs that control them, they fall into well-established patterns of reaction, movement and behavior that make life the same and static (Le Bon, 2015). If students allow themselves to be influenced by other people, then they will begin to determine their own life paths and limit their choices. A large number of students experience life from internal limitations, beliefs and ignorance, trying to fit in with the crowd, which prevents them from creating an oasis of peace, joy and prosperity within themselves (Chopra, 2022; Semenik, 2019). In this way, students live without the will and desire to grow, without ambitions to achieve in life, in fear of making decisions, in looking for others to guide, encourage, comfort and live for them, in fear of risk, entrepreneurship and creation (Le Bon, 2015; Primorac, 2021). They give their rudder of life to every passer-by who can lead them where they want, teach them what they want, limit and control their thoughts and emotions, guide them towards the rocks that can break them (Le Bon, 2015; Primorac, 2021).

Getting to know oneself is necessary for the development and spiritual growth of every student (Bayer, 2021). In order to get a clear sound of who they

are, students must stop reacting to external noise and start listening to their inner silence (Biernat, 2019). When students satisfy their spiritual needs, then a complete balance and harmony of all movements is created in them: calmness of thoughts, composure, harmony of feelings, desires, efforts, relationships, pleasures (Hasminski, 2018). And on the contrary, when students neglect their spiritual needs, then all other needs are scattered and everyone is looking for their own. Then confused and lost students wander in all directions trying to meet needs, but never have peace. As soon as they satisfy one need, another wakes up. All that they fail to change is all that controls them (Shaw & Wood, 2009; Krnjajić, 2006). Each student is an infinite being and if something limits them, it is something inside them. Getting out of control is the realization that a problem exists and that it needs to be solved, which implies that the situation is not hopeless, but only a moment of stagnation on the way to the exit (Krnjajić, 2006). It is important that students have a desire to break free from other people's control. As paradoxical as it sounds, sometimes students are more comfortable being in chains than accepting active life positions (Shaw & Wood, 2009; Krnjajić, 2006). In overcoming other people's control, they should set small but achievable goals, be realistic, develop a critical attitude towards themselves and others, choose carefully and soberly (Damon, 2004). The life path of every student should be paved with his potentials, talents, openness in thinking, and not with collective conditioning, limitations and control (Damon, 2004).

Deep awareness is given to every student by birth (Novković, 2016; Novković, 2022). If their mind is not conditioned, students will develop and perfect their source of deep awareness, they will know the truth about what they learn and do at all times, they will be able to assess what they should invest their knowledge in in order to contribute to the growth of love and kindness, they will have a realistic view on themselves and others (Novković, 2016; Novković, 2022). Consciousness can be developed exclusively by working on oneself, independently and joyfully performing one's duties, without verbalisms, imitative learning, external motivational means, without rewards and punishments as triggers (Novković, 2016; Novković, 2022). By abolishing authoritarian educational means (conditioning, coercion, verbalism and overprotection), students realize the highest ethical ideal - humanity in all segments of life and work (Novković, 2016; Novković, 2022). In this way, creative personalities are created who strive for and enjoy timeless truths and knowledge, who have an awareness that leads them to themselves, to other people, to nature and to creative intelligence (Novković, 2016; Novković, 2022).

A SOBER VIEW OF THE WORLD

Every student makes certain mistakes, regardless of age, family and social status, and financial situation (Shaw & Wood, 2009). Many students are comfortable wearing “rose-tinted glasses” of a certain dioptr and a distorted view of the world. They are in their own experience, in their own world. All students want certainty and therefore accept unrealistic views that simplify their lives. Knowledge, thoughtfulness and analysis are necessary to see and accept the falsity of some of one’s own beliefs and views of reality. Reality is dynamically changing and students should adapt to it and change themselves. If they do not want to be deceived and to be played with as puppets, students must invest time, energy and strength in order to have a quality understanding of reality. Arrogance and laziness make every student a slave to distorted views (Shaw & Wood, 2009).

“Rose-tinted glasses” prevent students from realistically evaluating the world (Hasminski, 2018). Admitting to the student that they are wrong and that their opinion is not in line with reality is not easy because the ego, which is the center of the inner world, wins. Not every student can soberly receive advice and criticism, and come to a proper conclusion. This is a difficult task that requires students to undo and crush their egos (Nanetti, 2008). Students will most easily escape from their fears by putting on “rose-tinted glasses” that create illusions and distort reality. Those students who are afraid to accept the world soberly often resort to addiction to drugs, gambling, alcoholism, addiction to games and the like (Nanetti, 2008). All these vices serve the students to hide the reality for a moment. In this way, they go to their unreal world, their comfort zone where they are comfortable and where they are their own “bosses”. The logic is simple: if I don’t see others, then they don’t see me either (Hasminski, 2018). Reality does not disappear, and those who put on “pink glasses” will have to experience a collision with real life (most often in crisis situations). Then the “pink glasses” break, the glass flies in all directions and the world seems to collapse (Hasminski, 2018). It is necessary for each student to properly set logical, sober and realistic goals (Damon, 2004). On the way to achieving their goals, the students need to be adaptable, they need to know when to stop, they need to think, change their perspective, approach the problem from the other side (Damon, 2004; Primorac, 2021).

Each student is a mental being who has the gift of thought and freedom of choice (Langer, 2016). What they need so that this gift does not fail, and does not end up in a labyrinth and a dead end is sobriety. The ancient philosopher Seneca nicely observed that the one who lives a life without concentration and

purpose is always wandering (Jaspers, 2014). The meaning of life is sobriety – the measure of what is important and what is not, what is useful and what is harmful to achieve the main goal (Cook-Cottone, 2017). By having sobriety and a sense of life, students get direction and a goal to strive for (Cook-Cottone, 2017). Their happiness, peace and well-being also depend on how true their life goals are. A student who lives rationally must constantly think: critically evaluate the situation and himself/herself in it; to conclude logically; form a sober view of the world and oneself; to be constantly awake and aware; to be able to argue one's opinion, to draw reasonable conclusions from other people's actions (Cook-Cottone, 2017). In order for a student to look at life soberly, self-discipline, self-control, overcoming passion and swollen emotions are needed (Cook-Cottone, 2017). The law and rule reads: every student should rule their heart, but their senses, tastes and desires should be constantly subjected to strict criticism (Hasminski, 2018).

Students who have a sober view of the world approach life as the most precious classroom only through love and joy (Novković, 2016; Novković, 2022). This view can only be reached by transforming authoritarian into original relationships at all levels, which creates the conditions for the realization of internal talents and potential. In order for students to achieve quality interpersonal relationships getting out of moral, spiritual, economic and other crises, in order to put knowledge into the function of moral and spiritual growth of society as a whole, it is necessary to abolish authoritarian educational models and all other forms of conditioning (Novković, 2016; Novković, 2022). Students of an unconditioned mind evaluate the world from an eternal, ontological level, since they are in constant contact with the truth, they easily distinguish good from evil, just from unjust, permanent from transient (Novković, 2016; Novković, 2022). Students of plush, conditioned consciousness follow the path of their distorted needs, function from the level of greed, laziness, envy, alienation, the dream of big money and fame are their only motivational drivers (Novković, 2016; Novković, 2022). Suddenly, the student is no longer a student, but a small ego that thinks with someone else's head, is guided by other people's attitudes and moves further and further away from their own nature (Novković, 2016; Novković, 2022).

CONCLUSION

“Rose-tinted glasses” are needed by students who do not have the strength and will to see mistakes. They make life simple and understandable, create an illusion and camouflage real problems. The student who sets them does not want

to change views. If they looked at things realistically, students would very quickly notice their own imperfections, accept other people's, and look for the possibility of change. It is difficult for students to admit their mistakes and change. Changes require a serious internal struggle, the outcome of which is uncertain, and few students find the will and strength for such a feat. They are mostly guided by the attitude: I don't want to adapt to the world, but the world should adapt to me. However, sometimes reality will break the "rose-tinted glasses" and the one who wears them will feel great fear and pain. External factors will not be to blame for this phenomenon, but the person who wore the glasses.

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POGLED UČENIKA KROZ "RUŽIČASTE NAOČALE": ISKRIVLJENO VIĐENJE SEBE I SVIJETA

Svaki učenik doživljava svijet, stvarnost i sebe kroz prizmu osobnog iskustva i znanja. Ne postoje dva učenika koji na isti način osjećaju, vide i prihvaćaju stvarnost. Svaki učenik promatra svijet kroz različite naočale. Na formiranje njihovog svjetonazora utječu mnogi čimbenici, zbog čega ove naočale dolaze u najrazličitijim tonovima, bojama, namjenama i različitim dioptrijama. Stvaranje života ovisno o tuđem mišljenju i uspoređivanju s drugima kulturološki je i sociološki uvjetovano. Isticanje na dobar ili loš način ima nepredvidive posljedice za učenika. Zbog straha od osude i nepripadanja, mnogi učenici okreću leđa vlastitim istinama, ušutkaju svoj unutarnji glas i stavljaju „ružičaste naočare” kako ne bi izazvali kritiku. Na taj način dopuštaju da dopadljivost i prihvaćanje postanu važniji od zauzimanja za sebe. Ovaj rad govori o tome da samo objektivna i realna slika o sebi daje učenicima mogućnost da procijene koja znanja i karakteristike mogu pridonijeti postizanju ciljeva, a što ih ometa u postizanju ravnoteže, ispunjenog života i ispravnog pogleda na sebe i svijet.

Ključne riječi: učenik, ružičaste naočale, pogled na svijet, krive orijentacije, trezvenost.