

UDC: 375.67

DOI: <https://doi.org/10.24195/2414-4665-2018-4-11>

Iryna Palshkova,
*Doctor of Pedagogy, professor,
 Department of Pedagogical Technologies in Primary Education,
 Dean of the Faculty of Primary Education,
 South Ukrainian National University named after K. D. Ushynsky,
 26, Staroportofrankivska, Odesa, Ukraine*

EDUCATION CONTENT HUMANIZATION IN TERMS OF PRIMARY SCHOOL TEACHER TRAINING

The paper deals with the issue of primary school teacher training in the context of a modern humanistic educational paradigm. Humanization of education implies focus on a personality as the highest social value, and provides attitude towards him/her as a subject of knowledge. The process of professional formation in terms of higher education should be carried out through the determination of the axiological and sense attitude of a person towards education, as well as one's abilities and professional qualities. The implementation of a multi-level training system (according to bachelor's, master's programmes) into the university educational process is considered to be an important result in this direction. As a result of the study, it has been found that the system of university education focused on the fundamentalization of scientific training of future specialists, is characterized by insufficient level of psychological and pedagogical training, which negatively affects the process of adapting students to the chosen pedagogical specialty. Technologies of training pedagogical staff in terms of education humanization should be based on the use of the following promising approaches: enriching psychological and pedagogical disciplines with substantial and appropriate educational material; using interpersonal relations in the process of teaching psychological and pedagogical subjects; applying a variable component in the training.

Keywords: *training, future teachers of elementary school, humanistic education, pedagogical practice.*

Introduction

In the period of state-political and socio-economic reforms taking place in Ukraine, there is a need for radical changes in the structure and content of higher pedagogical education based on the principles of humanization. An important step in this direction is the implementation of a multi-leveled specialist training system (bachelor's and master's programs) in higher education. Besides, the opportunities have been expanded due to the introduction of external and distance forms.

Now there are contradictions between the integrity of the content of professional pedagogical training and the division of the entire course of study in various subject areas without distinguishing the connection between them; between the focus of the content of the students' educational activity on the past experience and their commitment to the future work full of unknown situations and conditions. The overcoming of these contradictions in designing the content of higher pedagogical education should be based on the transition from a "knowledge" paradigm of training to the "creative" one, which involves the full use of person-centered technologies in the educational process. It is necessary to create conditions for the free choice of the trajectory of education at all stages of the professional development of a future specialist.

Humanization of education is focused on a personality as the highest value of life, and provides attitude towards him/her as a subject of knowledge. The formation of a future specialist in higher education should be carried out through the determination of axiological and sense attitude of the individual to learning, one's own abilities

and professional qualities.

Aim and Tasks

The paper aims to analyze challenges of primary school teacher training in the context of a modern humanistic educational paradigm.

Tasks of the research are as follows:

- to distinguish approaches to higher education humanization;
- to examine values determining the choice of a teacher's profession by students of the Faculty of Primary Education and primary school teachers;
- to clarify the content of the humanistic component of the educational process in terms of higher education;
- to introduce methods and forms for the development of students' values as a humanistic component of education.

Research Methods

The experiment involved students of 1-4 years of study majoring in "Primary Education", in particular, 151 students of the Kryvy Rih Pedagogical University; 145 students of South Ukrainian National Pedagogical University named after K. D. Ushynsky; and 150 students of Volodymyr Vynnychenko Central Ukrainian National Pedagogical University (total n=446).

We have selected the following indicators of value-orientation factor of the education content humanization according to the criterion of predisposition: personal goals of teaching; the attitude towards a child as an educational process subject; personal responsibility for the results of education and upbringing of primary school students; critical attitude towards the efficiency and results of one's own work; creative attitude to the ways of the educational

process organization and their improvement.

The respondents were asked to fill in specially designed questionnaires containing different types of questions, as well as those providing variants to choose or ranking statements.

To examine professionally important and personal qualities, the following validated techniques were used: The Interpersonal Circumplex (by T. Leary); 16 PF Questionnaire (R. Cattell), Sociability Scale (by V. Ryakhovsky), Personal Orientation Questionnaire by V. Smekal and M. Kucher (POQ).

Research Results

We believe that the main task of training specialists in the field of education at the present stage is to create necessary conditions for the transition from a disciplinary model of education to a systemic one, where the main unit of education is not a separate course but an integrative educational and professional program.

The system of university education focused on the fundamentalization of scientific training of future specialists, is characterized by insufficient level of psychological and pedagogical education, which negatively affects the process of adapting students to the chosen pedagogical specialty. We believe that the university education environment will contribute to the humanization of education.

The notion of education environment reflects the interconnection of conditions that ensure person’s education. In this case, the interaction between the environment and students takes place. When it comes to the educational environment, it is about the influence of the conditions of education on a student and the impact on the conditions under which the educational process is carried out. This

reciprocal impact essentially sets the humanitarian orientation of the educational environment through the inclusion of significant knowledge for a person and the use of comfortable learning technologies (Shyianov, 1991).

Technologies of pedagogical staff training under conditions of humanization of education should be built using the following promising approaches:

- enriching psychological and pedagogical disciplines with the substantial educational material expedient from a professional point of view. This direction implies enriching curricula by various subjects of the general-didactic and methodical orientation;

- applying interdisciplinary relations in the process of teaching psychological and pedagogical disciplines. During internship, there are difficulties associated with poor psychopedagogical and methodological preparedness of students for work, the lack of coherence and interest in the work of teachers of different departments. It is the implementation of various forms and methods providing interdisciplinary connections of pedagogy and teaching methods of various academic disciplines which is an effective means of improving the level professional and methodological training of students-future teachers, and, consequently, forming factors of their professional stability;

- improving professional pedagogical training of students by means of an elective component (and hence – the professional stability of the university students by means of the elective component of the curriculum).

Empirical Study Results

In order to identify factors influencing values which provided the choice of the teaching profession, we conducted a survey. The results are presented in Table 1.

Table 1.

Factors Influencing the Respondents’ Values

Factors		Absolute number	%
Internal	External		
Interest in the subject		129	88.9
Desire for self-development		112	77.2
Interest in occupation		104	71.7
	University educational process organization	92	63.5
	Competitiveness	86	59.3
	Impact of the family	72	49.6
	Occupational prestige	56	38.6

As can be seen in Table 1, the priority factors for the respondents are as follows: interest in the subject (88.9%); desire for self-development (77.2%); interest in occupation (71.7%). External factors, such as “university educational process organization”, “competitiveness”, “impact of the family”, “occupational prestige” are less significant for them.

We also ranked the respondents’ values using Interpersonal Circumplex (by T. Leary) and Sociability Scale (by V. Ryakhovsky), (terminal values: 1 ranked position - health, 2 - happy family life, 3 - interesting work, etc.,

instrumental: 1 - manner, 2 - responsibility, 3 - honesty, etc.); semantic orientation (1 rank position - self-development, 2 - achievement, 3 - process of life, 4 - movement towards goals, 5 - benefit). Consequently, in the structure of values, the specific values, values of personal life, communication, conformist values and values of acceptance by other people are dominant. The values of professional self-realization include: active life, interesting work, public recognition, productive life, development. For future teachers, an active social worldview,

commitment to universal values, and, in fact, moral guidelines are peculiar.

The main method of diagnosing semantic attitudes is the test of unfinished sentences in the corresponding modification. It does not have the formal apparatus, which allows making conclusions based on statistical laws. It should be noted that the traditional use of the test of unfinished sentences helps to assess, first of all, the informational, behavioral components of the semantic attitude. Its essence is that, completing each sentence, the subject

must evaluate his/her attitude to the reported fact, act, experience and select a score of +1,0 or -1.

It has been found out that most of the students' levels of values maturity are low and average. Only a small number of the students (0.97%) have a high level and can be characterized by humane behavior, the desire to regulate and organize humanistic activities.

The results of the final assessment of the level of values maturity in the future primary school teachers are shown in Table 2.

Table 2.

Maturity of the Respondents' Values

Values	Dynamics			
	CG		EG	
	Rank	%	Rank	%
Family	3	65.2	4	69.3
Health	1	73.7	2	78.2
Love	2	65.5	1	64.8
Life comport and well-being	4	56.3	3	46.2
Recognition and respect	7	35.8	6	34.1
High social status	12	19.3	11	23.9
Social activeness	10	18.5	10	20.2
Desire to work in the chosen field of occupation	9	26.7	9	26.6
Career success	5	47.2	4	45.7
Competence and diligent attitude towards professional duties	6	45.8	7	48.4
Self-respect	8	31.7	8	30.3
Patriotism	13	17.9	13	25.6
Focus on the Ukrainian nation values	11	62.4	12	74.8

Taking into account that the academic success contributes to the improvement of professional knowledge and skills, we consider it important not so much to increase the scope of knowledge as to form the need to acquire professional knowledge and skills, which is realized through cognitive activity and promotes not only the mastering of the content of psycho-pedagogical knowledge, but also the ability to set cognitive tasks and find ways to solve them.

One of the promising ways for addressing the humanistic component of the educational process content is the creation of person-centered teaching technologies, focused on a unique personality seeking for the realization of one's own capabilities, is open to the perception of new experiences, capable of conscious and responsible choice of various professional situations. The person-centered technologies are based on the use of individual characteristics of each student.

In the context of modern requirements for academic staff, the improvement of the professional pedagogical culture includes:

1) eliminating situations in which today's pedagogical educational institutions train teachers for work in "the schools of the past"; development and experimental testing of several models of comprehensive reforming of the system of training pedagogical staff – its organization, structure, principles of the relationship with educational practice and innovative processes in education; increase

in the volume and quality of teaching staff training for the system of primary and secondary professional education;

2) organization and conducting of general training on information technologies for pedagogical staff, creation of necessary conditions in pedagogical educational institutions for training future teachers in terms of information technologies application in work;

3) reorganization of the methodical service of the educational management bodies; the construction of its activities on the principles of network organization and marketing of the dissemination of advanced educational practices; creation of the extensive infrastructure of methodical services in the form of creative platforms, laboratories of progressive experience, pedagogical workshops based on innovative educational institutions and pedagogical practices;

4) reorganization of the system of academic staff advanced training, realization of ideas of continuous professional education.

We share the well-known idea of researchers in the field of pedagogical staff training which implies that the pedagogical profession can be mastered only at the individual and creative level. At the same time, we believe it is expedient to consider the personality of a teacher (as well as a future teacher) as the personification of normative activity, as a bearer of certain universal values, as a subject capable of self-fulfillment in the pedagogical profession.

The humanization of education involves the develop-

ment of students' values in pedagogical activities, which then act as internal regulators of the professional behavior of a future teacher. We suggest the following tasks:

1. During internship and throughout a year to conduct laboratory practicals at secondary schools: "Kindergarten - elementary school".
2. Presentation of research projects as a form of students' self-study.
3. Using psycho-pedagogical tasks:
 - organization of teacher-parent meetings (students prepare information for parents on the following topics: "Adaptation of the child to school", "School fears", etc.).
4. Checking the maturity of junior schoolchildren's self-concept through the collection of material for educational work in the framework of the "kindergarten - elementary school" complex (during internship).
5. Interviews with junior schoolchildren, primary school teachers and their parents on the topic: "Interests and Creative Abilities of Primary School Students" (during internship).
6. Based on observations (at school) describing a psychological and pedagogical situation setting a challenge and its subsequent solution at seminars.
7. Collecting interesting information for discussing at a lesson (3-5 minutes) in order to check the maturity of empathy, positive self-perception, sensitivity, truthfulness, kindness, love for children in the students.

Let us provide some examples to illustrate the work performed. Seminars were held in gaming forms; included work with a pedagogical dictionary; preparation of multimedia presentations and reports; defense of creative projects; analysis and evaluation of the conducted lessons by experts. We also offered a methodological training organized as follows: one of the students, performing the role of a teacher, suggests 5-6 students to perform a certain kind of activity performing the role of students. Others play the role of observers. After the proposed activities are carried out, the analysis and discussion in a team are conducted from the standpoints of students, teachers and observers. The pedagogical process in the methodical training is organized in such a way that in the future all students could perform all roles (teacher, student, observer).

This work had the following goals: the formation of a motivational basis for pedagogical activity; acquisition of a value system by students; involving them in practical situations; creating a favorable atmosphere in the classroom; stimulation to self-improvement.

The first stage provided for the formation of future primary school teachers' focus on the acquisition of pedagogical values, the definition of their sources and significance for work. To this end, the content and structure of the classes were focused on the subjective position of the student as a bearer of values; formed positive motivation; created a favorable emotional and psychological microclimate in the classroom. We tried to make each student feel comfortable at seminars, get pleasure from activities, positive emotions, developed their self-confidence, taught them to relieve stress by means of trainings, exercises,

simulation of situations, and also created conditions for benevolent relationships, used humor, engaged students in gaming activities (Romanenko, 2001).

Besides, we worked on the formation of students' humane values and axiological attitude to education. The obligatory element of this stage was work on self-improvement, that is, students learned to examine their inherent properties, acquired the ability to formulate programs for self-improvement. Besides, we worked on the formation of teaching mastership skills, which contributed to the creation of a professional image on the basis of learning the rules of etiquette, exercises and conducting trainings, pedagogical improvisations. On the basis of diagnostics and testing, the levels of the maturity of future primary school teachers' properties were revealed, and then we worked on their improvement (Savchenko, 2007).

The next stage provided the formation of future teachers' focus on the acquisition of pedagogical values (goals, motives, knowledge, technologies, properties, attitudes), which make the content of pedagogical culture, awareness of the need to master it. This can be achieved upon condition of reconciling educational goals with the motivational and value basis of the students' educational activities.

Starting from the first lesson during the first year, we sought to form a system of knowledge about pedagogical values, the need to acquire knowledge; include a scientific and theoretical training in socio-cultural, vital context; implement individual programs of personal and professional self-determination of future teachers, their self-development and self-realization;

An important aspect in the co-creation of a teacher and a student is their emotional unity, which helps to predict the atmosphere of the class, the level of possible relationships, the perspective of their development.

The use of certain rules, situations, trainings has made it possible to set oneself up for a lesson, immerse into it, that is to enter the world of scientific concepts and artistic images, with which we must "work", imagine them; to cause necessary emotions, feelings, enjoy classes. Emotional mood of a teacher is transmitted immediately to students, promotes creative communication.

Conclusions

1. Problems of teacher training cannot be discussed outside of education, where its activity takes place, where a teacher meets the requirements of the society, reproducing oneself in the attitude to children, the ability to teach and educate them. Training of pedagogical staff in terms of humanization of education should be built using such promising approaches:

1) enhancement of the content of psycho-pedagogical disciplines with substantial material; 2) use of interpersonal relations when teaching psychological and pedagogical subjects; 3) improvement of professional pedagogical training of students by means of the elective component.

2. The examination of future primary school teachers' values which determined their occupational choice has shown that for most of them the following ones are of highest priority: interest in the subject; desire for self-

development; interest in occupation. External factors, for example, “university educational process organization”, “competitiveness”, “impact of the family”, “occupational prestige” are less significant.

3. The content of the humanistic component of pedagogical education is a process of professional formation of a teacher, taking into account the humanistic paradigm, which is the creation of necessary conditions for self-realization in

the modern educational space, contributes to the disclosure of person’s creative potential, the formation of values.

4. One of the promising ways of dealing with the humanistic component of the educational process is the creation of person-centered teaching technologies: simulation of situations; trainings; individual programs of personal and professional self-determination; research projects; creative tasks.

REFERENCES

1. Grayson, D.K. (1991). *Amerikanskii menedzhment na poroge XXI veka [American management at the dawn of the XXI century]*. Moscow: Economics [in Russian].

2. Romanenko, M.I. (2001). *Humanizatsiia osvity: kontseptualni problemy ta praktychnyi dosvid [Humanization of Education: Conceptual Problems and Practical Experience]*. Dnipro: Promin [in Ukrainian].

3. Savchenko, L.O. (2007). Problema formuvannya profesiino-tsinnisnoi kompetentnosti maibutnix vchyteliv [The problem of formation of professional-value competence

of future teachers]. *Pedahohichni nauky: zbirnyk naukovykh prats – Pedagogical sciences: a collection of scientific works, XXXI V*, 295-298. Kherson [in Ukrainian].

4. Shiyanov, E. N. (1991). *Gumanizatsiia obrazovaniia i professionalnaia podgotovka uchitelia [Humanization of education and vocational training of the teacher]*. Moscow: Pedagogics [in Russian].

5. Mauch, James E. (1995). Reform and change in higher education. *Garland studies in higher education* [in English].

ЛІТЕРАТУРА

1. Грейсон Д.К. Американский менеджмент на пороге XXI века / Д.К. Грейсон, К. О’Делл; пер. с англ. – М. : Экономика, 1991. – 319 с.

2. Романенко М.І. Гуманізація освіти: концептуальні проблеми та практичний досвід / М. І. Романенко. – Наукова монографія. – Д., “Промінь”, 2001. – 160 с.

3. Савченко Л. О. Проблема формування професійно-ціннісної компетентності майбутніх вчителів / Л. О. Савченко // Педагогічні науки : збірник наукових

праць. – Херсон, 2007. – № XXXI V. – С. 295–298.

4. Шиянов Е. Н. Гуманізація освіти і професійна підготовка учителя / Е. Н. Шиянов. – М. : Педагогіка, 1991. – 278 с.

5. Mauch, James E. Reform and change in higher education / Mauch James E., Sabloff Paula L.W. // *Garland studies in higher education*. – USA. – 1995. – Vol. 2. – 420 p.

Ірина Пальшкова,

доктор педагогічних наук, професор кафедри педагогічних технологій початкової освіти, декан факультету початкового навчання,

Південноукраїнський національний педагогічний університет імені К. Д. Ушинського, вул. Старопортофранківська, 26, м. Одеса, Україна

ГУМАНІЗАЦІЯ ЗМІСТУ ОСВІТИ У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

У статті актуалізується проблема підготовки вчителя початкової школи у контексті сучасної гуманістичної освітньої парадигми. Гуманізація освіти орієнтована на людину як найвищу цінність суспільного буття та ставлення до неї як до суб’єкта пізнання. Процес формування майбутнього фахівця у вищій школі має здійснюватися через детермінацію ціннісно-сміслового ставлення особистості до навчальної діяльності, своїх здібностей та професійних якостей. Важливим результатом у цьому напрямку стала реалізація у вищій школі багаторівневої системи підготовки спеціаліста (бакалаврат, магістратура). У результаті дослідження було з’ясовано, що система університетської освіти, зорієнтована на фундаменталізацію наукової підготовки майбутніх спеціалістів, характеризується недостатнім рівнем психолого-педагогічного виховання, що негативно відображається на процесі адаптації студентів до обраної педагогічної спеціальності. Технології підготовки педагогічних кадрів в умовах гуманізації освіти повинні будуватися з використанням таких перспективних підходів: підсилення наявного психолого-педагогічного циклу дисциплін змістовим і доцільним з професійної точки зору навчально-виховним матеріалом; використання у викладанні психолого-педагогічних курсів міжпредметних зв’язків; використання варіативної складової у навчанні майбутніх фахівців.

Ключові слова: підготовка, майбутні вчителі початкової школи, гуманістична освіта, педагогічна практика.

Подано до редакції 14.03.2018