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FORMATION OF HUMANISTIC POSITION OF FUTURE TEACHERS

The essence of the notion humanistic position of pedagogue is considered in the article, the formation of the humanistic position of future teachers under the conditions of their professional training in the higher educational establishment is analyzed on the scientific-theoretical level. The efficiency of this process depends on its consistency, purposefulness, consecution and therewith adherence of particular provisions such as the focus on humanistic values, the transition of studying from monosubject to polysubject paradigm, the implementation of person-centered approach as for organization of educational process and so on. The principal components of humanistic-oriented content of education: cognitive, pragmatist and personal are determined. The appropriate conclusions are made at the end of the analysis.

Keywords: *humanistic position, values, content of education, pedagogical activity, personality, reflection.*

Trends in modern society lead to new requirements for the level of education of young people and prepare them for independent living. Today in the pedagogical environment actively assert progressive conceptual approaches to humanistic education and personal development education, which requires a new perception of the essential principles of value education. In this context, to the main tasks of the higher educational institution logically will be include the education of future specialist as a professional, striving for self-improvement, creative self-realization and shared common humanistic values. Humanistic education focuses teaching teams on understanding of the uniqueness of the whole person, the need for formation of pedagogical culture, respect axiological principles in the educational process. Analysis of actual practice shows that graduates of pedagogical institutions not formed understanding of humanistic approaches and practical skills to implement them in a professional activity is a formal and double relation to this important area of the work that emphasizes the severity of the problem and on the necessity for finding an effective ways to address it. On this basis, we determined *the purpose of this article humanistic formation position of future teachers in terms of their training in higher education establishment.*

For our analysis important is the direction of research scientists who are directly or indirectly related to the multifaceted problems we identified, including: the psychological aspects of personality of a young man (K.Yung); principles of humanistic values teacher positions (M.Kagan, E.From, B.Vulfov) [3; 1; 8]; the role of communication in the dialogue subject relations between teacher and pupil (E.Galitskikh [2]); foundations of personality moral education (V.Sukhomlinskiy) [7; 5]; development of professional reflection (L.Borisov, B.Vulfov) [2].

Note that the essence of personality is its ability to take a stand, that define an appropriate theoretical priorities (the sphere of thinking) and practical (the sphere of activity) character. The position of teacher often treated as an important component in the plane constitutive nature of general moral and professional readiness of graduate student; as a part of the existing pedagogical culture and indicator cultural educational activities; as the overall characteristics of individual personality of the teacher and his professional competence and so on. Based on the understanding of the essence of humanity (from the Latin *humanus* – human, humane – recognizing the value of human beings, their right to free development and identify their abilities ...) [4], in our view, humanistic position of teacher would be determined primarily by the presence of humane values plants, high educational culture and set of relationships to student as the largest value recognition of its right to the full and

harmonious development, tolerant attitude to his personal individual psychological qualities compliance in the educational process the principle of "child-centered" and so on.

It should be emphasized that the formation of future teachers humanistic position that carried out during their training in higher educational institution must wake scientifically accurate, systematic and focused and be based on coordinated and consistent joint action of all participants in the educational process. It should be noted that the special role in the construction of an effective subject-subject system interaction between teacher and student. It is understood that the relationship between teacher and student, as derived their joint activity is personal in nature, because they is the development and formation of reflexive-value relationship to the world, to others and to themselves. It is important that in the joint of the teacher and the student happened actualization of personal creativity and value changes related components.

The effectiveness of the formation humanistic positions of future teachers in collaboration with the actors of the educational process will be particularly dependent on compliance with important provisions, which include: 1) establishment of polysubjective character in relationships involving many nature between all participants of educational process; transition studying in higher educational institution from monosubjective to polysubjective paradigm; 2) updating the creative abilities of the individual based on the new format of harmonious relations students and teachers; recognition of humanity certainly an important component of attitudes of future teachers; focusing on the development of young people such components valuable spectrum as empathy, respect, tolerance, reflection etc.; 3) organization of productive interaction between students and teachers on the basis of harmonious unity learning activity in theoretical and practical way; 4) formation of heuristic abilities focus on solving the educational problems of humanitarian properties during the teaching practice and teach and research activities; 5) use of modern means focusing on the unity of the procedural-substantive and motivational-value areas of professional and humanistic student's education; 6) implementation of personality-oriented approach to the organization of educational process that will lead to more precise counting of student's psychological and individual- personality; 7) effectuation of a systematic analysis of certain activities, correction and clarification of its main destinations.

It should be emphasized that the focus on the student as a special value in the context of formation humanistic positions of future teachers is an important factor in some choosing content, methods and forms in preparing them for independent educational activities. Therefore, the problem of teaching staff will consist in selecting the optimal educational content, which will contain the necessary humanistic values and creating appropriate conditions for the adoption of their students. One must understand the importance of influence on the choice specified content person-centered approach to teacher in preparing young people. From the standpoint of our analysis is appropriate to focus on some of its important features, including: 1) vector orientation of educational process on the individual student, detection and increase its humanistic potential; 2) personal self-realization of future teachers in educational activities (empathy, self-acceptance, etc.); 3) the importance and necessity of proactive student's position during their studying, the formation of reflection in teaching activities; 4) formation of complex motivational factors of future teacher; 5) the inclusion of personality-oriented studying in pedagogical interaction of teachers and students on the basis of subject-subjectivity.

Practical experience shows that in the context of our problem formation of educational content need to find the optimal combination of his professional (competence humanistic orientation) and social (empathy, acceptance, self-acceptance, reflection, etc.) components that define the principles of humanistic positions of future teachers and contribute to the success of their self-educational activities. Logical in this case to the main components of educational content referring to *cognitive* (the amount of knowledge that ensure understanding of the nature humanistic education, its aims and content, humanistic characteristics of modern teacher positions, etc.); *activity* (the set of skills needed in a plane different kinds of teachers; reflection of educational activities, etc.), *personal* (system of philosophical humanist qualities of future teachers; complex relationship to the world, the social environment, future careers and their values assessment) components.

Thus, the content of education should provide the necessary amount of knowledge to be aimed at the formation of the competencies and skills of the individual student behavioral and ideological nature.

Note that the system of training for teachers in higher educational institution is characterized by two complementary directions: first implemented in the study subjects, courses of pedagogy, psychology, culture, programs which provide humanistic bases of educational activities (goals, motives, values, etc), reflection is directly affects the formation of humanistic position of young people; second - creates the necessary theoretical value about the contents basis on relevant experience of generations, considered humanistic aspect. Clearly, with each form of education (lectures, seminars, workshops, individual sessions on specific subjects, etc.). Should include specific knowledge, skills and values that will ensure the gradual formation of students' humanistic position. Essential in this overall process are also philosophy courses (solving problems related to the freedom and responsibility of the individual, the place and role of man in the modern information society, building the right relationship with society, etc.); sociology (issues related to socio-cultural communities as a source of social development, personality and its relationship with society and public functions; individual and collective, mutual influence on the culture of social and environmental relations, etc.); political science (there disclosure issues of power and its relation to culture, social and national communities) and other special courses. Thus the efficiency of educational process depends on the optimal combination and proper use of modern (active, interactive) methods. In the context of our problems should distinguish such of them as discussions, analysis the situations of moral choice, case-study [6; 10], brainstorming [11], debate, business, role and psychological games, trainings tolerant communication and so on.

Experience shows that the formation of humanistic positions of future teachers must follow the principle of interdisciplinary integration (activities of all departments of the university and faculty must wake coherent and mutually reinforcing). Adherence to the principle of consistency and commitment in the appropriate training of students creates the right conditions for the integration of academic subject, spiritual, humanistic knowledge and skills of young people and ensure its effectiveness.

Note that the importance of the system defined by us of higher education institution belongs focused organization appropriate educational activities (conferences, round tables, creative competitions, etc.); educational and research students; well-organized teaching practice, the variability of special elective courses offered to future teachers and others. The feature teaching practice is that it gives the first experience of professional educational activities for young people and ensure that we have a very important organic unity epistemological and practical-cognitive activity with a focus on humanistic values (in this case it is important to timely and quality development of targeted, meaningful, operational, diagnostic and prognostic components).

It should also be noted that the establishment of humanistic position of students will depend on high pedagogical culture of teachers (teacher-humanist must be a role model for young people) and the corresponding current level of managerial leadership institution.

Summarizing our analysis it should be noted that the formation of future teachers humanistic position is an actual problem, which is caused by changes in the existing socio-cultural, psychological and educational fields. The effectiveness of the formation of the designated position in the center of which lies the humanistic educational value depends on the system, coordinated and purposeful work of the teaching staff of higher educational institution.

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