

ORIENTATION OF UNIVERSITY LECTURER INDIVIDUAL IN THE CONTEXT OF EDUCATION HUMANIZATION

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The article deals with the problem of educational activities of university lecturer in the terms of humanization of higher education. Humanistic orientation of university lecturer individual and the set of skills necessary for him to implement humanistic oriented activities in training have been defined. The attempt of analysis of the reasons impeding the realization of pedagogically appropriate humanistic principles in the correct selection of content, technologies, forms and methods of training has been made. Attention is focused on the possibility of using the experience of evaluation of university lecturer activities at USA universities, which can be valuable source of ideas for the formation of high school teacher individual, able to carry out training students on humanistic principles.

Key words: *Humanization of education, humanistic orientation of university lecturer individual, formation of humanistic values, humanistic oriented activities in training, professional knowledge, professional skills.*

Problem statement. A characteristic feature of modern educational programs is their focus on humanizing training, which aims to double process: general professional development and professional self individual personality traits. It involves a conscious desire for a new quality of training.

Speaking of humanization of education, teachers focus primarily on creating conditions for the development of the individual student and forget about the other an equal partner in the educational process - the teacher and his development as a professional and individual.

At the same time, humanization, according to Zyazyun I.A., "cannot be reduced to any particular technology or practice - a holistic orientation, based on alteration of personal attitudes of the teacher" [3, p.9-11].

We believe that the impact process of humanization of education in higher education is predetermined by the peculiarities of educational activities of the teacher, which by its nature is human character.

Analysis of recent research and publications. The relevance of teacher training, able to perform training of future specialists on humanistic principles, numerous publications evidence in recent years. Aspects of teacher identity formation, technological improvements issue of training in higher agricultural education in research highlights. Aspects of teacher identity formation, technological improvements issue of training in higher agricultural education in research highlights. I. Blozvy, I.Butsyka, D. Helyarovskoyi, O. Demin, V.Ilyina, N. Zhuravs'ka, T. Ishchenko, O. Kolosok, P. Luzan, V.Manka, A. Sushchenko. The development of the teacher as a person and a professional has become the subject of research: E.Zeyera, K.Levitana, I.Lushnikova, A.Markovoyi, L.Mytinoyi, V.Slastyenina.

In the works of leading national scholars and teachers the problem of educational component of the teacher and its humanistic orientation teachers is emphasized and it is needed to solve.

The purpose of the article - to justify the structure of orientation of high school teacher in the context of humanizing education.

The main material of research. We believe that the effectiveness of the humanization of higher education is determined by the formation of the teacher as a person. We join the opinion of A. Sushchenko about the need for special attention to the individual teacher to facilitate the process of self-realization of their humanist potential in educational activities, objectification humanistic reserves as elements of the motivational sphere and personality structure [7, p.38].

Current requirements for the individual teacher lies in the fact that "pedagogical workers should be a person of high moral character, who has the appropriate teacher education, proper training, carries out educational activities, ensures the effectiveness and quality of their work, physical and mental state of health of I which allows you to perform professional duties in institutions "[1,p. 412]. The basic component of model exactly the teacher is, in our opinion, the focus of his personality, which manifests itself in persistent dominance of certain human motives - a constant focus her thoughts, interests, whole activity.

Humanistic orientation - the focus on the other person's personality, strengthening word and work of the highest spiritual values and moral standards of behavior and relationships. It is an expression of the ideology of professional teacher, his attitude towards the value of educational reality, its purpose, content, tools, subjects, emphasize Zyazyun I., L. Kramuschenko, I. Kryvonos [5, p. 30-31].

We believe that the humanistic orientation of the individual teacher means ratio to student as the highest value, the recognition of its right to freedom and happiness, free development and expression of their abilities.

According to the theoretical study, we have identified a set of competencies necessary for teachers to implement humanistic-oriented activities in training. Was based on a set of properties are defined by Kudusovoyu A.S.

Professional knowledge: methodological - include meaningful concept of humanism, humanity, liberalization of education, socio-humanitarian and training, the main areas of humanistic orientation, and general principles of psychological and educational events; theory - definition of humanistic orientation of social and humanitarian disciplines and special cycles; student-oriented didactics, processes of humanization and humanization in vocational education, aims and objectives of humanistic education, principles, forms and methods of humanistic learning, methodical - especially social and humanitarian and training in the agricultural universities, forms and methods of training students in the context of humanistic

orientation training specialist, technology - the means and methods of humanizing education.

Professional skills : gnostic - the ability to create a psychological climate of trust, forms of communication in the learning process based on individual personality traits, the ability to correctly formulate and justify defending an opinion; avoid authoritarianism and arrogance; information - the desire and ability to adapt educational information under the individual needs and capabilities of students to be oriented to their interests and needs, organizational - the ability to organize educational and outside the room work with each student to activate his abilities; communication - the ability to inspire confidence, create a situation of success, compassion and community in solving the tasks, take into account the individual characteristics, as well as likes and dislikes to work with students in small groups, the ability to be empathy; technology - the ability to attract students to the solution of tasks in class, using the principles of humanism, emotional and positive atmosphere in the learning process; applications - the ability to consider and control the expression of their individual characteristics in a situation of interaction [4, p. 60].

The role of teachers in shaping the humanistic values of the individual student is found not only in the proper selection of content, technology, forms and methods, but in a systematic purposeful work on the other, the development and improvement of the moral qualities of individual.

Today approach the learning process in higher education as it was before, not rational. Unconditional power of authoritarian pedagogy too shares the teacher and the student. It darkens the equality of two sides (teacher - student), oppression, does not allow young people to fully express themselves. It should prefer democratic pedagogy, collaboration that aims to equal relations between students and teachers, destroys the barrier between those who teach and those who teach. This pedagogy of mutual trust and respect, collaboration and creativity.

Unfortunately, at the present stage of compliance teachers pedagogically appropriate humanistic principles in the proper selection of content, technology, forms and methods are hardly realized.

The majority of teachers are inclined to use traditional forms of education, guided by different reasons.

We believe that one of the dominant causes of temperance active and purposeful participation of teachers in the task of forming a humanistic orientation of future professional - is a problem of evaluating educational activities of university teachers in Ukraine. After reviewing the designated work experience at the National University of Life and Environmental Sciences of Ukraine, we have concluded that among the range of possible sources of teacher evaluation Agrarian University is only one - self-esteem. Consider this aspect in detail.

Rating of modern teacher of higher agricultural education institutions is determined by the results of its academic, educational, scientific, educational activities and introduction of scientific achievements into production. The teacher, with detailed methodology for evaluating its educational, scientific and methodological achievements of the year determines own ranking. The results of his academic work significantly affects the number of training hours completed, and in evaluating the results of the methodological work is dominated by the number of published guidelines and their volume (in printed pages), scientific achievements are mostly determined by the number of reports on scientific and methodological conferences, articles, books. In summarizing the results of educational work takes into account the number of conducted educational activities - conversations with students, tours, concerts, contests and more.

Thus, a ranked assessment of teacher educational activities of the agricultural university emphasis on quantitative indicators of operation, and quality indicators of educational activities remain unaddressed. This is the skill of the teacher lecture, his ability to implement modern teaching technology, teaching

equipment, the weight of scientific achievements (developed scientific technologies, methods, systems, and not the number of printed scientific articles) and others. [2, p.57].

In view of this, we believe, to solve this problem appropriate to draw on the experience in higher education in the United States dominated the approaches by which the quality of teachers is crucial criterion for the evaluation of its activities. Evaluation is based on a comprehensive study of the teacher, which is the source of its evaluation [6, p.114]: systematic formal ranking of the students, an informal ranking of the students, the management, ranking among colleagues, faculty evaluation committee, the content summaries of the course is taught, teachers participated in the workshop, the remaining students' knowledge and the results of examinations; popular elective courses (number of students attending them) self-esteem (final report teacher) opinion of graduate students.

It should be noted that the evaluation of educational activities of teachers is diverse universities in the U.S., it has involved colleagues, administration, students and the public. It should be indicated that the dominant parameters in evaluating teaching skills of teachers and students have thought the results of his research work. In particular, after mastering the course, students are to evaluate its importance, usefulness, consistency of content and more. In addition, respondents evaluate a pedagogical tool of instructor, personal qualities; attitudes toward students identify the strengths and weaknesses of its characteristics. It should be emphasized that the results of the evaluation of teachers by students are available to the public. In order to avoid mistakes in the correctness of their choice, students are introduced to the content and sequence of the course and results of teacher questioning its predecessors (preferably a course is taught by several teachers). In turn, for teachers useful is the information on the ratio of students to the course and to teacher. We believe that the enlightened experience of evaluating teaching activities of teachers universities in the U.S. can be a valuable source of ideas for

the formation of individual high school teacher, will be capable of teaching students to humanistic principles.

An important reason for ceasing the process of formation of a humanistic orientation of future experts we believe is one-sided understanding of the educational activities of the university faculty. Unlike academics pedagogical who have a professional degree in teaching, enriched with personal experience of teaching in schools and educational research experience in graduate teaching universities, university lecturers many different profile (technical, economic, medical, agricultural, etc.) don't have professional psychological and pedagogical training, and are experts in various subject fields of the non-educational activities.

The specificity higher agricultural education is that university professors are mostly with professional agricultural education, treating all educational activities as the production sector. The organization of the educational process in connection with this understanding of educational activities there are some difficulties. Axiological potential of disciplines are not being implemented in practice of the general cultural education and training of social science. Most teachers see its main task of mastering providing of engineering specialties required knowledge and skills, and the formation of humanistic values considered the prerogative of the family, the church, NGOs and relevant officials in the university (academic groups curators, associate dean for education work , student Government, etc.).

Conclusions. The study suggests that in the context of humanization strategy of teacher education is now a fundamentally different sense - a new type of multi-faceted personality in all its fullness intellectual, cultural, psychological and social development that meets modern requirements. The special significance is the problem of the individual high school teacher, will be capable of training students in the context of humanizing education. Unfortunately, proper work has not been in education has a clear focus and consistency or even absent. The traditional system of education that is persistent and conservatism, is not conducive

to the formation of individual high school teacher, will be capable of training future specialists on humanistic principles.

Taking into account analyzed the causes of temperance active and purposeful participation of teachers in addressing contemporary challenges of education, it can be concluded that an important condition for the humanization of education is formation of individual high school teacher, will be capable of training future specialists on humanistic principles - the condition is carried out difficult.

Prospects for further research. Priority areas for further development of the described problem is to study the forms and methods of the teacher and his development as a professional and the individual in the context of humanization of education, finding ways to optimize the process whose purpose - to overcome the constant gap that exists between the scientific and theoretical knowledge and experience of teachers teaching activities create the conditions for interaction of pedagogy and practice, and perhaps most importantly - the teachers initiate the internal mechanisms of the personality and professional development.

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