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## Analysis of the problems of humanization of education in Ukraine

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**Abstract.** In recent years it has become particularly clear that the education system of Ukraine did not justify the hopes the training of specialists internationally competitive labor market, and the ability to restructure public life reorganization of production, preservation of culture and national culture, the environment, law and order. Scientific research in the field of philosophy, social psychology, pedagogy, ascertain the reduced quality of human phenomenon, reducing his moral stability, capacity for survival, creativity, cultural arrangement of his own life. The way forward is seen as one - this humanistic orientation of education, the revival of spirituality and moral perfection.

**Keywords:** the crisis in education, the problem of humanization, the system of training the individual, concept of education, humanization.

**Relevance Research.** Currently, there are opposing views on humanizing education. On one side of the market relations "washed" social and humanitarian culture, on the other hand - the society of the market type requires skilled workers, both in production and in the spiritual and economic spheres, which is a stimulus of education and culture in our country. The good news is that education is getting closer to the needs of real life. And it, in turn, develops competition among manufacturers and employers, which creates a demand for skilled worker intellectual labor. Naturally, the increase in demand will lead to improvement and payment of such work. And the man in order to get a high-paying job would be interested in constantly get the latest knowledge and improve skills. He will be able to compete in the labor market, if mastered the principles of science, will own the newest modes of perception and communication, will be formed and practically prepared, especially in the professional, linguistic and ideological sense.

The most dangerous thing in the present state of Ukrainian society - not the economic and social crises, and spiritual emptiness, meaninglessness, hopelessness, which cover the vast majority of society. And need a new ideology of rational, pragmatic really scientific, based on the humanization of man and society in general.

Our society relations in it the political and economic situation over time shifting. Of course, the system of training of the individual to life must be different, and, therefore, must change and the role of education and training. It is in this vein that is transforming processes in the system of education, science and information technology, as in all countries, and in the Ukraine. However, despite some progress, the humanitarian situation in Ukraine remains difficult.

Most scholars are of the opinion that the new concept of education must be linked to its humanization, and proceed from the fact that people - self-developing system. In the current conditions of higher education should help people self-development, to overcome feelings of its own insignificance, helplessness and confusion that are inherent in modern society.

The need to humanize higher education in Ukraine is justified by various reasons. This is what liberal education makes people more open to the perception of information, strengthen activities of their intelligence and promotes

emotional polyphony people. And that in the humanities education is concentrated spirituality of people, great thoughts, desires and motivation noble deeds.

We say that modern society requires highly skilled professionals in a more sophisticated production and emerging global issues such as environmental and resource. And therefore need a comprehensive training that combines the basic knowledge of the different areas, natural and humanitarian training. Education must change their focus and the main result of education should not be just a body of knowledge that the student has acquired in the course of your stay in the university, and the ability to self-learning and cognitive activity, information literacy, continuous self-education. However, the national education system should be reconstructed in the context of the overall global trends, principles, standards of development. Education should build human and competitive not only in domestic but also in the world of industrial and socio-cultural environment. "Our" is not yet able to present themselves in the labor market, to show (and sell!) Their potential, have healthy pragmatism and perseverance necessary to compete. Our education system does not teach them "intelligent selfishness", without which in the system of market relations man to do nothing.

The way forward is seen one - this humanistic orientation of education, the revival of spirituality and moral perfection.

**Statement of the Problem.** To analyze scientific and educational literature, scientific publications in the field of pedagogy, sociology and psychology. Based on international experience in the educational system and the analysis of the content of education to identify the distinctive features of the education system of Ukraine, and explore concepts and structural elements of the humanization of the educational process in higher education, as a way to facilitate self-actualization.

As the historical practice of infringement possibilities of the society in the field of education as a consequence, lead to negative changes in all spheres of social practice, and subsequently to the inhibition of the development of society, as "meaningful life of a community takes place at the level where there is a process the formation of public consciousness. This level determines the goals and objectives of the society, the ways to achieve them"[3].

However, experts estimate the Club of Rome, modern education is in a prolonged state of crisis, the essence of which is to "inconsistency of the existing system of education, content and methods of education and training of a new high-tech, information civilization, which takes the place of industrial society" [1]. And this is evidenced by the low quality of education. The crisis affected the Ukraine, and some post-Soviet countries, where the crisis of the education system not only reflects global trends, but also has its own characteristics. A researcher in the field of education focuses on the fact that the crisis of the modern national education has internal reasons which caused the imperfection of the existing concept of education.

Unfortunately, we must admit that at the moment the system of education of Ukraine cannot adequately respond to today's rapidly changing conditions of life. Therefore, it is an acute problem of humanization of education, which is important for the development strategy for education and training.

The problem of humanization is particularly acute in technical education. In the technical universities humanitarian component is so small that it looks like a "decoration", "fashion", as has always been assumed that the combination of "physicist - lyrics" is contingent, which produce elite higher technical education. In fact, in the curricula of technical specialties in the study of the humanities disciplines is given is not very much of the training time. As a consequence, in the preparation of students to observe a wide gap in the technical and humanitarian training students. As a result, there is a loss of spiritual guidance, reducing the need for self-improvement and self-realization of creative potential, blocked the development of higher human needs, and technocratic thinking dominates the cultural and spiritual level specialist.

Humanizing the educational system, in the opinion of the authors, allows an organization aimed at the formation of a creative personality and focused on the personality of each individual. Humanization characterizes the process of teaching, focused on respect for the human dignity of the student, enhancing its training activities as a subject of study [7].

Over recent years, it became apparent that education of Ukraine does not promote educate people who can adapt to the reorganization of social life, the reorganization of production, preservation of culture and the environment, comply with the rules of law. Research in the field of philosophy, psychology, pedagogy and sociology noted phenomenon of "lowering the quality of man": reducing its capacity for survival and creativity, inability to arrange its own cultural life, low moral stability, variation priorities of life values. [2].

Conducting a survey of students on "How to be a modern man of culture? " and analyze the results, it became clear that the basis of is social and humanitarian knowledge, the knowledge of the person, and the rest, including professionalism, occupy less significant for the cultural rights position. And if to imagine cultural man (according to respondents), then it will be the basis of a healthy life (76%) (both physical and mental, and moral), then: the culture of communication (72,4%), knowledge of modern culture (61,2%), knowledge of the cultural heritage of other nations (59,7%), foreign languages (58,7%),

owning moral culture (57,7%), professional creative independence (37,2%), environmental literacy (29,1 %), the political culture (24,5%), culture management (14,5%), culture marketing (12,8%).

In order to find out whether understands the importance of humanities future specialist, conducted a survey of students on the topic "What qualities must have a modern young professional?". The opinions of the students was as follows:

1. Independent and original opinion (64,3%);
2. Be able to work with people (59,7%);
3. Professional knowledge (51%);
4. Knowledge of modern management methods (37,2%);
5. Ability to defend their positions (31,1%);
6. High moral qualities (23,5%);
7. Employment in public work (5,6%).

As you can see professional knowledge and skills do not take the lead. And it once again shows how important humanitarian focus in technical education at the present stage of development of our society.

There is a paradox: why young people do not seek the displayed to ideal of civilized man, but realizes in life, in general, other settings in which the dominant role played by professional knowledge? And this paradox can be resolved if there is the integration of technical and humanitarian component in education, which in turn have a positive impact on the quality of education in general and technical education as.

At the current stage, the quality of education is a holistic system, which guarantees students a comprehensive personal development and enables them to meet the needs of society and, and his own, as opposed to the traditional system of education, which gives a "set" of knowledge. Now, when in education act market principles, formed a new idea of the quality of education and training, necessary a holistic concept of humanization, which at the new level will improve the system of scientific and technical education. Building on the methodological analysis of the process of humanization which presented in the works E.V. Bondarevskaya, M.M. Bakhtin, V.A. Izvozchikov, A. Maslow, K. Rogers and other scientists are the following concept of humanization of technical education from the perspective of the personal approach [6]:

– the purpose of technical education - formation of the integral ideas about the role, place, and responsibility of person for the consequences of their professional work, and this, in turn, suggests the formation of highly educated man, and creative, and rational, and the spiritual, which can navigate the world of modern technology and to take moral decisions;

– humanization of education allows the recognition of self-worth man as an individual, ensuring its rights, will, opportunities for self-realization. It gives methodological and theoretical substantiation ways of forming personality of specialist;

– humanize technical education can be understood as a system of actions aimed at the creation and reconstruction of educational goals, standards, programs and design of the pedagogical process. All of these actions are aimed at orientation teaching technical subjects, personality development, reflexion yourself as a subject search for his place in the world and the meaning of its existence;

- in a humanization of technical education didactic bases include: goals, structure-semantic model of humanitarian-oriented content of technical education, the evaluation criteria of the educational process;

- in conditions a humanitarian paradigm the education program for the field of technical disciplines is a project of educational and professional activities, revealing the content, of his subject decomposition and principles assimilation of the material.

One of the basic and urgent problems facing teachers of technical colleges and working within the humanistic paradigm is teaching to live, because life itself is an art, the most important and at the same time the most difficult for a man. The object of this training is own vital functions, that is deployment and implementation of implementing all potential capabilities of human. During the training should be formed a humanistic level of personality development. For a person who has reached this level - the other person has value in itself, the value as part of system, the well-being of the system depends on the welfare of each individual. Only at this level can talk about morality, because here becomes effective key rule of humanistic ethics - do unto others as you would like them to do unto you [5].

**Conclusions.** At the present stage in the content of education on an equal basis with the technical component must revive those humanitarian components that is not enough and that work on the development of individuality, uniqueness and personality of the subject of the educational process. Updated content of education, technology, assessment should be considered in terms of humanistic potential, opportunity to form the corresponding spiritual qualities and to adequately assess them.

A large role in the humanization of education can play interdisciplinary and integrated courses, containing the most fundamental knowledge. They are the basis for the formation of general and professional culture, rapid adaptation to new professions, specialties and specializations.

Based on the fact that the aim of humanitarian education is to form specialists for the national economy, education, science, culture, required to optimize the educational process in order to form the person who meets the world standards.

In order to successfully undertake reforms in the education system of Ukraine should revive the spiritual and intellectual and cultural development of the people, to give priority to human and national values, reach a new level human culture professionals.

To solve the problem of humanization and humanitarianization in technical universities need penetration humanitarian knowledge in the natural sciences and engineering disciplines, the enrichment of humanities knowledge sciences and the fundamental components. The main provisions of the concept of humanization of vocational education include:

- interdisciplinary direction in education;
- humanities in the total volume of disciplines should be at least 15-20% and percentage them must increase;
- functioning of the cycle of social and humanitarian disciplines in universities as a fundamental, initial education and training of system;
- humanitarian technology training and education of students;
- learning based on personality approach;
- establishment in the University of humanitarian medium;
- learning on the border humanitarian and technical areas (on the border of the living and non-living, material and spiritual, biology and engineering, technique and ecology, technology and living organisms, technology and society, and so on);
- overcoming stereotypes of thinking, the statement of humanitarian culture;
- a comprehensive approach to the humanization of education, which implies a turn to wholeness of the person and the wholeness human being;
- acquisition of human values and ways of activities contained in the humanities and culture;
- strengthening the training of engineers in the legal, linguistic, environmental, economic, ergonomic areas;
- providing opportunities for students at the Technical University second humanitarian or socio-economic specialization [4].

Technical university of the future - Humanitarian-Technical University, this University of the common culture of humanity, because is a convergence of engineering and humanitarian activities, establish their new relationship with the environment, society, the individual, there is a further rapprochement of biology and technology, animate and inanimate, spiritual and material. In the near future engineer without a serious humanitarian training is necessary. That is why the humanization of education in general, and especially technical, is a priority for Higher Education of Ukraine.

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**Сажко Г.И., Шеховцова В.И. Анализ проблемы гуманизации образования в Украине**

**Аннотация.** Важнейшей и первоочередной задачей для высшей школы Украины является гуманизация образования и, в частности, технического. На сегодняшний день, очевидно, что система образования Украины не готовит специалиста конкурентоспособного на международном рынке труда; способного к переустройству общественной жизни; реорганизации производства; сохранению культуры и национальной культуры, экологии, правопорядка. Понижение качества человека, снижение его нравственной устойчивости, способностей к выживаемости, творчеству, культурному обустройству собственной жизни констатируют научные исследования в области философии, социальной психологии, педагогики. Те же научные исследования подтверждают, что выход из сложившейся ситуации видится один - это гуманистическая ориентация образования, возрождение духовности, нравственное совершенствование. В скором будущем инженеру без серьезной гуманитарной подготовки не обойтись. И поэтому, можно утверждать, что технический университет будущего – гуманитарно-технический университет, т.е. университет единой культуры человечества, где происходит сближение инженерной и гуманитарной деятельности. Устанавливающиеся новые отношения с окружающей средой, обществом, человеком, дальнейшее сближение биологии и техники, живого и неживого, духовного и материального, все это формирует человека новой формации, способного адаптироваться в изменяющихся социальных условиях, повышать квалификацию или переквалифицироваться, уметь позиционировать себя на рынке труда.

**Ключевые слова:** кризис в образовании, проблема гуманизации, система индивидуального обучения, концепция образования, гуманизация

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### **The examination of the nature of community education in Ireland**

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**Abstract.** The central purpose of this article is to highlight the nature, place and role of the community education in the system of adult education of Irish Republic. In order to do so, a general overview of community education is presented. The concepts of community education and community development are also discussed. The nature of community education and training in the Republic of Ireland is fully examined. The various ways and forms of community education that can affect the system of adult education in Ireland are mentioned. The different models of community education are also highlighted. The article shows the broad-ranging outcomes from community education and names the key characteristics of the community education sector in Ireland. Finally, the article concludes with a discussion of the issues that face the Republic in the system of community education entering the information and knowledge society.

**Keywords.** *Adult education, community education, community development, social needs, informal education, community education facilitators, community art.*

**Problem formulation.** Education in all of its forms fosters engagement with community, society and the world around us. In modern society education is a lifetime experience, not limited to the youth years and learning is now seen as a lifelong process that the contemporary community engaged in differently at different stages in the life. The idea of educative community enhances the appearance of a separate sector in education – community education. It can be seen as an extension of the service provided by the system of adult education.

People return to learning for various reasons. Some return to gain qualification that they did not previously have an opportunity to pursue whilst others return to build on their skills. For many, they simply return for social contact and to broaden their experiences. Adult and community education is a response to the lifelong learning needs of the community.

Any discussion on community education must take into account that perspectives vary from context to place. Community education may be seen as an extension of a pragmatic education service designed to target hard-to-reach people, and integrate them into the mainstream, through employment, further education, or rehabilitation. It may be interpreted as a dimension of community development, empowering powerless people to address their

own educational and social needs. It also may be perceived as an adjunct to civil society, in which citizenship and participation are enhanced and strengthened. It may be named and understood in different way too. Terms such as non-formal adult education, locally-based adult education, lifelong learning, training and informal adult education are also used as synonyms for community education in different circumstances. Further, community education, positioned within the meanings of community, may be construed as a caring process, and methods shaped to enhance these caring qualities. So, we are going to discuss these myriad dimensions, in the context of exploring differing perspectives and contexts. So, the examination and analysis of the nature of community education in Ireland is a great interest and value for the improvement of the national system of adult education.

**Analysis of achievements and publications.** Community education is widely examined on the international level by the Brazilian educationalist Paolo Freire, the British commentators Fletcher C. and Thompson N., the American Professor of Adult and Continuing Education Jack Mezirow, the Scottish researcher in community education Jim Crowther. The history, nature and the tendencies of development of community education in the Republic of Ireland are described by many Irish researchers and commentators: D. Barter, B. Collonny, J. Finn, T. Fleming,