

HUMANISM, HUMANIZATION AND HUMANITARIANISM OF THE EDUCATIONAL PROCESS IN THE PARADIGM OF DEVELOPMENT OF EDUCATIONAL SPACE IN MODERN CONDITIONS OF GLOBALISATION

The development of the world system of education leads to the actualization of the humanistic direction in science in modern conditions. Within the humanistic direction, great attention is paid to the development of the individual, his\her self-realization, the formation of the «I-concept», the inoculation of interaction skills in communication and decision-making. Recognizing a person as the highest value, the humanistic education system contributes to the deepest disclosure of his\her abilities and life goals, provides opportunities for self-development, as well as the domination in society of human values, which are consciously professed by personalities developed. The changes that are taking place in global society create conditions for the democratization of the educational process, where person is considered to be the highest value.

The word «humanism» originates from the Latin «humanus», which means «human». It is frequently used to determine the progressive direction in philosophy and culture, which recognizes the attitude to the person as the highest value, protection of his\her individual rights, such as freedom, happiness, general educational development, manifestation of his abilities. In other words, humanism is a system of views that contains recognition of the absolute dignity of a person, which should always be a goal, but never a means to reach a purpose.

According to O. Gazman, the humanistic outlook is practically realized on three levels. The first one, macro level, implies state granting of the rights and freedoms of every citizen, creating economic and political guarantees for all. The next one, meso-level of humanism, is manifested in humanitarian, health, youth, educational programs. The third one, micro level of humanism, characterizes direct relationships between people based on feelings of dignity, realization of personal potential, with focus on the rights and needs of other people (1).

All mentioned above suggests that the main principles of the concept of humanization are based on the protection of the dignity of the individual, the recognition of his or her rights to freedom, happiness, development and the creation of appropriate conditions for the free expression of his or her abilities. Creating an atmosphere of comfort and psychological safety plays a special role in such a system of priorities, so researchers insist that psychological support should accompany any humanistic educational process.

The concept of «humanitarianism» is not introduced in either philosophical, psychological, or pedagogical dictionaries available to educators and researchers. However, the literal Ukrainian translation of the word humanitarianism sounds like a humanization of education. Honcharenko and Maliovanyi, were the first ones to write about the humanitarianism of the Ukrainian educational system, and who introduced such concept as "humanization of knowledge" (2, c. 40).

Thus, Kolesnykova, defining the humanitarian paradigm as one of the important in the new creative educational civilization, proposes the idea of humanizing education to be implemented in the holistic system through the reproduction of the world of nature and man. (3, с. 29).

According to Mikvabiia, this problem is not solved enough at the moment. The humanization of education is achieved through the introduction of the elements of history, local history, and ethnography in all subjects (4, с. 255).

Analyzing the essential content of the concepts of «humanization» and «humanitarianism», Potapova concludes that humanization and humanitarianism in education contribute not only to the educational orientation of the individual but, above all, to the development of his\her potential, creative abilities as a direct purpose, containing essentials of the individual (5, с. 191).

Therefore, we can conclude that researchers consider the world humanistic paradigm to be a promising direction in the development of educational space in the current environment. This paradigm can be used not only to overcome the contradiction between the development of advanced technologies and society but in the context of globalization it also enables every individual to reach his or her potential. The paradigm can provide psychological support for the development of the personality of a student, since it fully corresponds to the nature of the human.

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Бересток О. В. Гуманізм, гуманізація та гуманітаризація процесу навчання у парадигмі розвитку освітнього простору в сучасних умовах глобалізації

У статті розглядаються поняття гуманізму, гуманізації та гуманітаризації процесу навчання, визначаються погляди провідних вітчизняних науковців на розвиток освітнього простору в сучасних умовах глобалізації, висвітлюється сутність та цінність гуманізації освіти на тлі вимог сьогодення.