Humanization and Humanitarization of Education: 
The Essence, Principles, Aims

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Abstract: In spite of the numerous investigations of the process of the humanitarization of education there haven’t been formed distinct theoretic-methodological approaches to the analysis of this process. In this connection it is interesting to consider the extent of correlation of such notions as “humanization of education” and “humanitarization of education” as the phenomena “humanization” and “humanitarization” are often wrongly identified and interchanged. The comparative analysis of the concepts “humanization of education” and “humanitarization of education” gives us an opportunity to come to a conclusion that “humanization of education” means creation of the humane social system of education in the society which corresponds to the values and ideals of humanism and “humanitarization of education” is connected with the teaching methodology in a higher educational institution, with the reorientation of the basic and elective disciplines to stating their place and role in the sociocultural context of the epoch.

Key words: Humanitarization % Humanization % General humanitarian basis of education % Higher professional education % Principles of humanitarization % Aims of humanitarization

INTRODUCTION

At the beginning of the XXI century under the conditions of global transformations of our civilization the formation of the strategy of education at the planetary scale is practically becoming the necessary condition of survival. Quoting the French sociologist and pedagogue G. Friedmann “Shouldn’t pedagogy in a wider sense of this term express itself before this formidable challenge set to the mankind of the XX century?” [1: 266]. The actuality of the reformation of the existing system of education is stipulated by a number of closely connected tendencies including globalization, informatization and intellectualization inseparably connected with it, acceleration of the social and economic development of the world community (compression of the historic time”), internationalization of education and integration of the educational processes in the European countries according to the Bologna process demanding creation of a common educational environment [2]. Education is required principally new claims which are connected with the necessity to change the system of values of society which is characterized nowadays by openness, tolerance and culture of dialogue: “Higher education institutions and their personnel and students should preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities. They should also enhance their critical and forward-looking function, through the ongoing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention” [3]. As stated in the World Declaration of the XXI Higher Education “the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further
expanded, namely, to educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society” [4]. In this situation the actuality of carrying out the problem of humanitarization as the most important component of a new paradigm of education consisting of fundamentality, integrity and orientation at forming of the personality of a specialist who owns not only developed professional competences but policultural outlook and humanitarian literacy, well-formed and stable feeling of responsibility for social and ecological aspects of his or her activity, capable of integral and systematic analysis of the complicated problems of the present-day life of the society and environment has greatly increased. However there have not been entirely formed distinct theoretic-methodological approaches to the analysis of this process in the world pedagogy. Heterogeneity in the definition of the notion “humanitarianization of education” and in the approaches to the investigation of the problem of expansion of the humanitarian constituent of education, insufficient theoretical working out of the axiological basis and content of humanitarian-orientated system of teaching in the educational systems of different levels set a task of conceptual working out of the problem of humanitarization of education. Therefore we believe it necessary to point out, generalize and systemize the main principles and aims of humanitarization.

Main Part: In the scientific literature humanitarization of education is considered from the psycho-pedagogical, philosophic and sociological point of view. A vast number of research workers are involved in the study of different problems of theory and practice of humanitarization of education, the problems of improving this process attract numbers of researchers. However the phenomena of humanization and humanitarization are quite often interpreted arbitrarily, they are very often wrongly identified and interchanged, while in spite of their semantic alliance they have different philosophic and pedagogical contents. The peculiarity of these notions is their sociocultural and historical changeability: they are formed anew at every new historical epoch that’s why it is expedient to consider these terms in connection with the realities of the modern educational process.

The analysis of modern psychological-pedagogical and methodological literature shows that the concepts of “humanization of education” and “humanitarization of education” characterize different vectors in the reformation of higher educational institutions. If “humanization of education” in a wider sense means creation of humane system of education in the society which corresponds to the ideals of humanism (first of all personal freedom, social justice and human dignity) then “humanitarization of education” is connected with the contents of the methodology of teaching in higher education. The interaction of the processes of humanization and humanitarization of education is based on the fact that the notion “humanitarianization” includes both proper humanitarian knowledge embracing all the sciences about human beings as well as literature and art and education based on humanism, maintaining the ethics of humanism expressed in the values of the mankind. At the same time it is important in essence to fix attention not on the humanitarian education but on the humanitarian contents of any professional education. It is evident that it can only be carried out under the condition of the humanization of the entire educational process in higher education with reorientation of this process to the priority of human values, norms of morals, other criteria of estimation of the results of human activity in the past and at present accentuating their prolonged consequences for a human being, understanding of the responsibility for the results of their own activity. Thus humanitarization appears to be connected with humanization. We believe that humanization of education means creation of such an educational social system which corresponds to the humanistic values and ideals. Humanitarization of education is a system of measures aimed at the priority of developing of the common cultural components of the contents of education and through them fixing spiritual values common to all mankind in the consciousness of students as well as humanistic attitude to every living thing and first of all to a human being. Then humanitarization of education would mean filling and supplementing of the curriculum with humanitarian contents, that is, it implies including into the teaching process a cycle of humanitarian components which give an opportunity to line the borders of culture, to put the mechanism of interrelation of a student with the socio-cultural phenomena of contemporary life into action. As many scholars state it is humanitarization that is missioned to provide synthesis of technical, humanitarian and natural sciences disciplines based on multileveled integration of the whole complex of the
studies and the very essence of humanitarization of education lies in the formation of the style of thinking and activity which are orientated at assimilation, development and use of any knowledge as a means of humanization of life.

Taking into account this circumstance we may conclude that the correlation of the notions “humanism” and “humanitarization” should be defined taking into consideration that humanism is a phenomena of culture and history, historically formed and historically changing system of ideas appreciating the value of a human being whereas humanitarization is a process of affirmation, acceleration, initiation of this system of ideas by means of humanitary sciences, arts and by other accessible means. These notions correlate just like a phenomenon correlates with a process which is determined by this phenomenon.

We should note that analogous to the Russian term “humanitarization” in the English speaking works of science is the term “humanities” in the meaning “studies intended to provide general knowledge and intellectual skills (rather than occupational or professional skills)” [5]. As pointed out in [6], “the term ‘humanities’ includes, but is not limited to, the study of: languages, modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of social sciences which have humanistic content and employ humanities methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions and history and to the relevance of the humanities to the current conditions of national life”. “Humanities” are based on interdisciplinary and integrative approaches to the formation of the contents of education by introducing obligatory and elective courses of humanitary character (e.g. [7-9]). It is to the comparative analysis of these terms that the article will be dedicated.

Humanitarization is a world phenomenon in which common global processes are reflected. First of all it is aimed at forming of the holistic, systematic thinking, at the priority of the development of the common cultural components in the contents of education and thus at forming of the personal maturity of students. We believe that the requirement of correlation of the educational vector with the development of the civilization as a whole, requirement of consideration of the civilizational problems of the society are stipulated by the dissipative basis of the educational system that’s why the basis of the concept of the humanitarization of education is in the orientation of education at solving the tasks which are in the field of modern civilization and culture.

The problem of humanitarization acquires a character of special priority under the circumstances of reconstruction of the system of education in the world in accordance with the competence approach the result-aimed basis of which, as many scholars believe, is a system of key competences including subsystems of subjective-personal, organizational- active and social-communicative competences. The systematic approach to the higher professional education in the competence-orientated model requires, as we think, promotion of the concept of general humanitarian basis of the modern education by means of the integrative-content approach to the forming of its structure independently of its particular methodological aims and trends of particular courses. The concept-theoretical model of general humanitarian basis of education we have been working out for more than 20 years [10-15] suggests three important trends in the realization of the idea of humanitarization: humanitarization of the contents of education, humanitarization of the process of teaching and formation of the humanitary-developing environment. We believe that among the main principles of humanitarization of education it is reasonable to point out the following:

C Systematic approach (complexness, syncretism, continuity);
C Individual-orientated system of education on the basis of combination of the basic and variation components of the schedule, individualization, variation and creativity of teaching in accordance with needs of a student’s individuality;
C Integration of the humanitary and natural sciences into an integral system of knowledge of a human being, society and nature on the basis of continuity and learning to master new methods of the cognition of the world in the ontological sense;
C Orientation of the system of the professional education at the creation of conditions for the self-actualization of the axiological and cultural needs of an individual in the self-development and self-perfection in the process of self-realization in the educational-developing and professional activities;
C Fundamentalization of the specialists’ training in the sphere of humanitary knowledge on the basis of accordance of the humanitary component in the
contents of education to the contemporary demands of the development of society, science, culture and an individual;
C Orientation of the functioning of the system of education at students mastering the methodology of cognition and creativity, practical activity, social behavior and self-development of an individual;
C Students mastering their future professional activities as integrity of physical, economic, social, socio-psychological and noospheric conformity to natural laws and appreciation of the results of the professional activity from the standpoint of the historical method, priority of common human values, humanism, common civilized approach;
C Internationalization, ethno-cultural pluralism, taking into consideration national mentality and ethnic orientation.

The problem of humanitarization of education is concretized from the standpoint of aims and means of the educational system. Being in the state of establishing and developing the system of humanitarization of education in the modern educational institution is missioned, in our opinion, to promote the following aims:

C Formation of the axiological-sense directions of humanitarian orientation which determine the mentality of a future specialist and through which there comes realization of the quickly changing world and the place of a human in it;
C Development of the axiological-sense attitude to any problem (global or local, mass or individual), realization of its inner human sense, understanding of its positive (or destructive) consequences;
C Formation of the sense of personal responsibility for the consequences, direct or indirect (including remote ones), of one’s professional and civic activities;
C Formation of need and ability to use the strategy of the values of humanism as obligatory targets in one’s professional and civic activities;
C Formation of the ability to understand the deep interdependence and interconditionality of life of all the people in the world, the values and purport of human life, the unique nature of a personality, one’s rights and freedoms;
C Formation of the ability to integrate at the stage of mastering ontologically different means of cognition of the world, created by science, religion, art;
C Development of emotional sphere, broadening of artistic-aesthetic horizons, development of the ability to point out the elements of aesthetics in different kinds of educational and professional activity, formation of the aesthetic needs of an individual;
C Training of interest and respect to cultures of the peoples of our planet, aspiration for understanding of the most important, specific and common characteristics of these cultures, for understanding of their similarity and difference; realization of the fact that the global perception of the world is inseparably connected with the understanding of the unique nature of cultures, outlooks and customs, characteristic of different nations; integration of an individual into national and world culture;
C Integration of the channels of informational interaction with the world in its integrity and diversity, actualization of the natural resources of the multidimensional perception of the world;
C Broadening of the limits of adaptation of a human to the dynamic conditions of the habitat, development of the ability of constant social and professional mobility;
C Development of need of self-education and self-perfection, ability for cultural and professional advance.

In the world practice humanitarization is mainly carried out by introducing a wide range of obligatory and elective courses of sociocultural and integrative-interdisciplinary character into the educational process. However quite often the scope of suggested courses is conditioned by accidental circumstances, by availability of specialists in this or that field of humanitarian sciences, the percentage of students involved in the suggested humanitarian courses is rather small and the effectiveness of use of study time is low. In our opinion humanitarization as an accent on the predominance of the role of the humanitarian disciplines is unacceptable in substance. We think that the aims and tasks of humanitarization of education lie in the reorientation of the teaching of basic and elective disciplines from objective-impersonal reproduction of knowledge to the pointing out their place and role in the sociocultural context of the epoch on the basis of the investigation of the objects of study in the system “nature-science-technics-society-human”. It is necessary to not only give humane forms and methods of teaching but to give historically reflexive character to the very contents of education.
CONCLUSION

Humanitarization of the higher professional education is “technology”, psychological-pedagogical mechanism, methods and means of humanization of the whole system of the educational process. Humanization is a process of forming culture in general and this culture is the measure of the development of the personality itself, characteristics of a qualitative side of any human activity, its unity and integrity. The aim of the educational process should not only become mastering some scope of knowledge but acquiring habits of analysis, generalization, stating and solving problems of the development of the society and a human, that independent operations with the information obtained. This means intellectualization of the process of education. The result of the principle of the humanitarization of education is the humanitarian development of an individual, presenting process and result of humanitarian perception of the world and humanitarian thinking, stipulating an individual to the integral comprehension and understanding of the reality. The main criteria of the humanitarian development are: system of knowledge, arrangements, motives and beliefs of a person; axiological-sense attitude to the process of cognition; complex of intellectual-personal qualities of thinking.

Deductions: Deduced from above humanitarization of education may be defined as a forwarded pedagogical process providing the formation and development of an integral personal attitude to the reality with accentuated attention to motivational and evaluative processes by which the actualization of the acquired professional knowledge is not neutral but is carried out according to the distinctly expressed moral-axiological and moral criteria. Humanitarization is not only understood as a simple filling the curriculum with the courses of humanitarian character but formation of need to assimilate the world culture in order to merge into organic whole the cognitive- active, moral-ethic and aesthetic components of a personal development. The problem of humanitarization of education is concretized from the point of view of the aims and means of the educational system. It is this scientific foundation that is the basis of our understanding of the humanitarization of education.

REFERENCES
