

T. I. Ponimanska, Rivne State Humanitarian University

TRAINING TEACHERS TO EDUCATE PRESCHOOL CHILDREN IN HUMANISTIC PARADIGM

Ponimanska T.I.

Training Teachers to Educate Preschool Children in Humanistic Paradigm

This article analyzes the methodological foundations of future educators' training to upbringing preschool children on the basis of humanistic values. The humanistic education is represented as a subject-subjective interaction between an educator and a child, which requires the adoption of professional decisions by a teacher based on a thorough understanding of the nature of the humanistic pedagogical processes. It has been determined methodological, interdisciplinary, scientific-organizational and scientific-pedagogical problems of future teachers' preparing to humanistic parenting depending on the level of scientific knowledge and the semantic significance. It has been proved that the training of future educators to humanistic upbringing of preschool children becomes effective if it is implemented as a system on the basis of subject-subjective interaction, conceptual integrity, and structural completeness. It's been characterized the components of the individual humanistic professional position of a teacher: the adoption of the child as self-esteem, his/her understanding and ability to perform various types of inter-subjective dialogic interaction, attitude towards themselves as to the subjects of humanistic pedagogical process.

Among the educational conditions of the teachers' training to the humanistic upbringing it has been singled out axiologization of general pedagogical and methodical training by means of integration of the content of professional disciplines, the humanistic orientation of communication of the subjects of professional training, professional competence of teachers in the implementation of subject-subjective interaction with the students, filling the students' activity during practice by the humanistic senses, involving them in research work in the sphere of upbringing.

Key words: upbringing, humanistic values, contradictions of the educational process, humanization of the pedagogical process, humanistic upbringing, a child of senior preschool age, teacher training, humanistic individual and professional position.

New realities of community development predestinate the changing of tasks and the content of upbringing, which focus on the refocusing of philosophical, psychological and pedagogical study of paradigm "community – individual", in

which a child is treated as the unity of genetic, culture-historical, social and spiritual, and according to the principle of education – as an object and subject of personal development. Humanistic paradigm of personal-oriented training and education, in which knowledge and skills are treated as facilities, replaces sociocentric paradigm.

Humanistic values of upbringing have a great importance as sociologists and psychologists, and pedagogues feel concern about spiritual and moral position of contemporary society. Factors of current socialization have an adverse effect on physical, mental and social health of the child (factors of axiological ambiguity and rapid alternation of social situation of development, the increase of range and principles of information flow, instability of family structure, weakening of family connection). Children are affected by mass media, and it increases the risk of formation of distorted interpretations of the world, in which moral values are inferior to financial interests, and real human relations are less important than virtual relationships. As a consequence, the forms of activity of the child have changes: the role-playing game is depleted; individual work activities in the family and kindergarten become lower; mixed-age relations in child community decrease.

Thus, conditions for an understanding the value and the insistency of humanization of upbringing with the view of self-actualization and individual development of the child were formed in the education. The lack of comprehensive theory of humanistic upbringing has an impact on the system of preschool education.

Transition to personal-oriented educational paradigm requires recognition of the multiplicity of target setting in the education. The sources of the goal of education are presented by the child as a childhood subject and the teacher as a repository of a human nature, a special social subject, which implements “essential ability to create alternative” (A. Asmolov). Different stages of the process of education have changes: a child and an educator as chief participants of the pedagogical process have a leading role here (I. Bekh, V. Kremen, O. Savchenko). Characterizing the upbringing as a multivariate, but overall process, scientists conclude that preferred definition is a humanistic character of the upbringing [2; 4; 5]. According to the general definition, humanistic upbringing is not direct impact on personality, whatever a social

interaction with diverse subjects: concrete people and groups. Educative effect of this subject-subjective interaction is determined by the participating individuals.

New understanding of the relation between a person and the world is connected with the humanization of education. First of all, it is subject to the training of the teacher, development his humanistic world view.

The problem has a number of contradictions:

– socio-pedagogical: between the objective relevancy of the individual development of the child in the new conditions, on the one hand, and insufficient development of contemporary models of professional education, on the other hand;

– psychological and pedagogical: between socio-defined goals of evolution of the child and necessity of individualizing education; between humanization of the system of preschool education and insufficient maturity level of the teachers of preschool educational foundations to realization the ideas of humanistic upbringing in the real educational practice;

– professional and pedagogical: between the necessity of integrative cohesive training content of the teacher to the child-rearing practices on basis of humanistic values and lack of this commitment in scope and sequence documents and text editions; between the necessity of the training of humanistic identity of the teacher and mass proportions of the professional educational formation.

Scientists define educational humanism as a modern action strategy of all branches of background, which is based on the system of humanistic knowledge, thoughts, ideas, convictions and realized in the process of upbringing. Describing the role of humanistic pedagogic values in education, scientists study a problem of humanistic value orientations of the teacher, which structure has values of identity and adoption of the personality. Full child development includes positive attitude to itself, feeling of the individual self, self-belief, which is confirmed by the attitude of adults. Study of characteristics of socio-emotional child development has a range of contradictions related to the nature of the interaction of the child inner world and social surrounding. The main contradiction involves the sociability of the child, aiming for belief, adoption by the adults and peers, on one hand; injury and even

cruelty in people's attitude to the nature, other people, which is often observed by the child from childhood, on the other hand. In these circumstances, the role of the teacher as an organizer of humanistic educational surrounding grows up. The teacher interacts with child, children's groups and parents of pupils. Humanism should become the value, the standard and principle of teaching [1; 2; 3].

The teacher, who focuses on the values of humanism, can help children to form humanistic values. Personal and professional behavior of the teacher is interdependent in humanistic oriented pedagogical process (I. Bekh, I. Kolesnikova, E. Shyyanov). The teacher with positive self-conception not only gives children an example of optimistic world perception, but can make decisions, find adequate alternatives of the behavior, identify tender loving care.

Humanistic child-rearing involves actualization of the personal position of the teacher. The essential of humanization of upbringing and child training of preschool age lies in the development of the basis of cohesive pedagogical process. This process provides: filling the content of upbringing and training with humanistic ideas; creating conditions for active creative work of every pupil; emotional comfort in interpersonal relations and personal meaning of the teacher towards pupils. The educators of preschool institutions change training and disciplinary communication model to personal communication model. This predetermines the need to develop theoretical basis of the training system of the teacher to the upbringing, which depends on humanistic values.

A child is an active member of the educational process in humanistic educational paradigm. Important theoretical foundations of the study involve fundamental principle of humanistic psychology and pedagogics. The teacher always does a deal with a personality in personal position and personality's conditions of formation and development in pedagogical process [2]. It is important to lay the humanist potential in the process of teacher training.

The facts obtained experimentally, show that there is contradiction between internal readiness of the teacher to accomplish humanistic interaction with a child and dominate position of the adult, which puts the child in a position of the object of

cooperation. Causes of occurrence of this contradiction are: the presence of stable educational experience of actualization of educational and disciplinary communication model and insufficient capacity of the teacher to the empathy, understanding of the child, absence of teacher's aiming for the development of reflection. When communication with the child does not enrich his activity, it does not have credulity; individual intercommunication with a child is time-limited. The disadvantages of interaction are: motiveless critic of the child, acute forms of criticism, direct or indirect interdictions: limitation in the use of a new toy, participation in collective activity, back word.

The problems of future teacher training to humanistic child-rearing depending on levels of scientific knowledge and meaningfulness we classify into following groups: methodological, cross-disciplinary, scientific and organizational, scientific and pedagogical.

Methodological problems contain the subject-categoric certainty of fundamental notion of "humanistic upbringing". In a philosophical sense this concept reflects the priority of factors of axiology in the modern philosophy of education and the concept of dialog interaction; social sense of the humanization of upbringing is connected with mental society recovery and harmonization of human relations; pedagogic content of humanistic education, in wide sense, is intended to child development, in which the teacher and child are subjects. According to the special pedagogic meaning, humanistic upbringing is represented as the interaction of children and teachers in polysubjective educational surrounding. Notional concepts of teacher training to the humanist education of children of senior preschool age are connected with the demonstration of humanist paradigm as a basic component in children education and determinative component in the personality formation and teacher training. Cross-disciplinary problems are connected with the knowledge integration (philosophy, sociology, history of pedagogy, psychology, pedagogics) in determining the purpose and the means of humanization of education. Scientific and organizational problems consist of implementation of humanistic paradigm to scientific and normative orienting points (concepts of preschool education, state

standards of high school, basic component of preschool education in Ukraine, academic programs, educative and qualification profiles, educational and professional programs) as per requests of the practice of preschool education reforming on the principles of person-centered approach and variation of the educational field of preschool education.

Conceptual points of our research include such academic principles: subjective (identity of the student contemporarily is the subject of the teaching development and the subject of self-evolution); polysubjective (interaction of all subjects of education); multidimensionality (including axiological, structuring, systematic, resultative units); systemacity (preparation obtains efficiency when it is carried out as the system that involves the interaction of the direct and indirect factors of the personal and professional development of the teachers); conceptual integrity and structural completeness (implementation of the training on the ground of humanist paradigm).

Training model of future teachers consists of the following units: methodological (scientific philosophical, psychological, pedagogical fundamental concepts, fundamental notions and training concept); objective (goal, objects and training content); organizational and technological (projects, facilities, forms, methods and techniques of training). The main components of the preparation of students for the humanistic education of senior preschool children: the target (range goals for the development of the pedagogical competence); the intentional (the construction of the relationship and updating of the psycho-pedagogical and the methodological cycles, the inclusion of the humanistic problems in the content of the pedagogical practice and research work of students); procedural (the use of the modern technology of interaction of an educator and students).

The structure of the readiness of the future teachers to the humanistic education of senior preschool children has those components and characteristics:

– motivational (the desire to become a teacher-humanist, a high level of the professional and pedagogical motivation, priority of the humanistic values as the leading objectives, contents and methods of pedagogical activities);

– cognitive (acquisition of the theoretical and the methodological knowledge in pedagogics, psychology, understanding the need of humanization of the educational process, the methodological competence);

– activity (formation of professional skills of humanistic interaction with children, the ability to organize relations between kids);

– reflexive (self-awareness as an author of humane actions and an organizer of humanistic educational environment; the experience of the importance of the humane education activities as a process of subject-subjective interaction; the analysis of contradictions that arise in the process of humanistic education, and the ways to overcome them; the ability to assess their role in the humanization of the educational process, the intension to self-improvement).

In the course of investigations we have provided the following pedagogical conditions of formation of the students' readiness to the humanistic education of senior preschool children: the designing of the psychological and pedagogical training courses based on the humanistic paradigm in order to combine the intellectual and emotional-motivational learning of the pedagogical reality by students; accessing the humanistic axiology into the content and organization of communication of the subjects of the professional training, the professional competence of teachers in the implementation of the subject-subjective interaction with students; educational and professional activity of students in order to assignment the humanistic values in the activity of the future teachers; diagnosis and self-diagnosis of the valuable orientations and students' experience as members of the pedagogical system.

To conclude, the restructuring of the content of training students to the humanistic education of preschool children should be directed to: maintain the integrity of the system of training of future teachers to the humanistic education of the children, which involves the inclusion of their social and pedagogical practice in addition to the acquirement the theoretical principles; mastering of the humanistic teaching values and methodical skills to humanize the educational process; the unity of epistemological and practical activity; organization of joint activity of teachers and

students in order to transform the valuable pedagogical orientations in the humanistic personal and professional position of the future teachers.

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Поніманська Т. І.

Підготовка педагога до виховання дітей старшого дошкільного віку в світлі гуманістичної парадигми

У статті аналізуються методологічні засади підготовки майбутніх вихователів до виховання дітей старшого дошкільного віку на засадах гуманістичних цінностей. Гуманістичне виховання репрезентовано як суб'єкт-суб'єктна взаємодія педагога і дитини, яка вимагає прийняття вихователем

професійних рішень на основі глибокого осмислення ним гуманістичної сутності педагогічних процесів. Визначено методологічні, міждисциплінарні, науково-організаційні та науково-педагогічні проблеми підготовки майбутніх педагогів до гуманістичного виховання дітей залежно від рівнів наукового знання і смислової значущості. Доведено, що підготовка майбутніх вихователів до гуманістичного виховання дітей дошкільного віку набуває ефективності, якщо здійснюється як система на принципах суб'єкт-суб'єктної взаємодії, концептуальної цілісності, структурної завершеності. Охарактеризовано складові особистісної гуманістичної професійної позиції педагога: прийняття особистості дитини як самоцінності, її розуміння і здатність здійснювати різні види міжсуб'єктної діалогічної взаємодії, ставлення до себе як суб'єкта гуманістичних перетворень педагогічного процесу. Серед педагогічних умов формування готовності педагога до гуманістичного виховання виокремлено аксіологізацію загальнопедагогічної та методичної підготовки засобами інтеграції змісту фахових дисциплін, гуманістична зорієнтованість спілкування суб'єктів професійної підготовки, професійна компетентність викладачів у здійсненні суб'єкт-суб'єктної взаємодії зі студентами; наповнення гуманістичними смислами діяльності студентів під час практики, залучення їх до науково-дослідницької роботи у галузі виховання.

Ключові слова: виховання; гуманістичні цінності; суперечності процесу виховання; гуманізація педагогічного процесу; гуманістичне виховання; дитина старшого дошкільного віку; професійна підготовка педагога; гуманістична особистісно-професійна позиція.

Пониманская Т. И.

Подготовка педагога к воспитанию детей старшего дошкольного возраста в свете гуманистической парадигмы

В статье анализируются методологические основы подготовки будущих воспитателей к воспитанию детей старшего дошкольного возраста на основах гуманистических ценностей. Гуманистическое воспитание представлено как субъект-субъектное взаимодействие педагога и ребенка, которое требует принятия воспитателем профессиональных решений на основе глубокого осмысления сути педагогических процессов. Определены методологические, междисциплинарные, научно-организационные и научно-педагогические проблемы подготовки будущих педагогов к гуманистическому воспитанию детей в зависимости от уровней научных знаний и смысловой значимости. Доказано, что подготовка будущих воспитателей к гуманистическому воспитанию детей дошкольного возраста приобретает эффективность, если организуется как система на принципах субъект-субъектного взаимодействия, концептуальной целостности, структурной завершенности. Охарактеризованы составляющие личностной гуманистической профессиональной позиции педагога: восприятие личности ребенка как самоценной, её понимание и умение осуществлять разные виды межсубъектного диалогического взаимодействия; отношение к себе как субъекту гуманистических преобразований педагогического процесса. Среди педагогических условий готовности

педагога к гуманистического процесса. Среди педагогических условий готовности педагога к гуманистическому воспитанию выделена аксиологизация общепедагогической и методической подготовки средствами интеграции содержания специальных дисциплин, гуманистическая ориентация общения субъектов профессиональной подготовки, профессиональная компетентность преподавателей в осуществлении субъект-субъектного взаимодействия со студентами; наполнение гуманистическим смыслом деятельности студентов во время практики, привлечение их к научно-исследовательской работе в области воспитания.

Ключевые слова: воспитание; гуманистические ценности; противоречия процесса воспитания; гуманизация педагогического процесса; гуманистическое воспитание; ребенок старшего дошкольного возраста; профессиональная подготовка педагога; гуманистическая личностно-профессиональная позиция.

Information about the Author

Tamara Illivna Ponimanska – Candidate of Pedagogical Sciences, Professor, Head of Department of Pedagogy and Psychology (preschool), Vice-Rector of Rivne State Humanitarian University. General academic interests are focused on the topic about humanization of education and preschool education teacher training.

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