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HUMANIZATION OF EDUCATION AS A PRIORITY OF THE CONTEMPORARY PEDAGOGICAL PROCESS

Abstract. In the complex socio-economic conditions that have emerged in our society, education plays a crucial role in seeking solutions to the contradictions caused by the ongoing changes. Globally, processes are becoming increasingly complex and are subject to rapid change. The profound socio-economic transformations occurring across all sectors of society also influence the field of education. Unlike the previously dominant authoritarian teaching-upbringing methods and the principle of uniformity in education, new tendencies related to the humanization of education have begun to emerge. However, the innovations taking place in society are accompanied by a deep crisis in all areas. The contradictions between democratic changes and the real situation manifest themselves in the intensification of destructive tendencies in all spheres of social life. The ongoing crisis in the education system also prevents the full implementation of tendencies directed toward the humanization of schools. The article emphasizes that changes in priorities within social development inevitably lead to changes in priorities in the structures subordinated to it, including education. As the traditional education paradigm transforms into a humanist one and the ideas of humanization begin to be implemented, the personality of the teacher gains special importance today. The pupil's readiness to respond, more or less to both the teacher and their own activity, as well as their attitude toward people, depends on how deeply they personally engage in the activity formed through interaction with the teacher. In conditions of social instability and fragmentation within society, the meaning of pedagogical activity, which reflects the humanist ideals that have long formed the foundation of human culture, requires an adequate approach to the student, to the organization of their activity, and to ideals such as kindness, beauty, truth, and equality in human relations. Today,

when we speak of a return of the subject to culture and education, a humanist approach to the child's personality is undoubtedly considered one of the real mechanisms of the humanization of education and subsequently, of social relations. One of the most pressing issues of modern education is the difficulty of implementing the ideas of humanist pedagogy in schools, colleges, vocational institutions and higher education establishments. The reasons for these difficulties lie in the current state of education and society as a whole, as well as the contradictions between the principles of humanism and the harmful tendencies present in public life. Despite the complexity and uncertainty of the current situation, the leading tendency in the development of education, which should ensure a decent life for individuals, must be the humanization of education. The humanization of education is the path that leads to the humanization of society and the formation of true human culture. Solving this issue requires the renewal of the system of social values and the upbringing of the younger generation on the basis of universal and moral values. As a general direction in solving various pedagogical problems, the humanization of education becomes the leading foundation in shaping children's orientation toward humanist values. In this context, it is necessary to form a system of principles and norms of behavior and activity that enables resolving contradictions based on humanist criteria during moral choices. The humanization and renewal of education are determined by changes in societal life. Under such circumstances of instability in all spheres, the problem of social equality based on moral and humanist values arises sharply. Under humanization, it becomes necessary to implement a new cultural-educational function of the school. Its purpose is to eliminate the isolation of schools from the cultural life of society. This function is aimed at the formation of a creative personality, the development of self-awareness, self-regulation, enrichment of the moral world and the revelation of humanist-oriented developmental potential.

Keywords: humanist approach; social and personal need; personality formation; humanist values; personality-oriented education.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. The relevance of the problem of humanization is determined both by its importance for modern education and by the justification of its theoretical and empirical foundations. Theoretical foundations primarily include research conducted on this issue. Empirical foundations refer to pedagogical practices aimed at the development and implementation of various

concepts and approaches to the humanization of education.

Conflicts occurring between nations and states since the beginning of the century show that humanity is facing a real danger – the alienation of individuals and social relations from humanism. The growing estrangement of people from society, labor, and the educational process leads to the loss of moral values. Socio-economic crises, environmental destruction, and global wars represent a threat that could result in the annihilation not only of the current generation but also of future generations – of all humanity. Since in the modern era increasing importance is being placed on the transition from a technogenic civilization to an anthropocentric one – which places the human being at the center – it is essential to guide people toward embracing humanistic values.

As an integral part of culture, education has the ability to shape a value system that motivates people to create a dignified way of life and eliminate destructive tendencies. Solving this problem is linked to the renewal of society's value system, as well as to the upbringing of the younger generation based on universal moral values. As a general approach to solving various pedagogical problems, the humanization of education becomes a fundamental basis for children's acquisition of humanistic values. In this regard, it is necessary to form a system of principles and norms of behavior and activity that would enable them to resolve contradictions arising during moral choices based on humanistic criteria.

The humanization of education and its renewal are driven by changes in social life. At the same time, the unstable situation in all spheres sharply raises the issue of social equality based on moral and humanistic values. The humanization of education contributes to recognizing the high value of each individual as a person and to addressing two important tasks aimed at ensuring a global way of life as a whole.

In the context of humanization, there arises a need to implement a new cultural and educational function of the school. Its goal is to eliminate the school's isolation from the cultural life of society. This function should serve to shape a creative personality, foster self-awareness and self-regulation, enrich the spiritual world, and reveal the capacity for developing a humanistic orientation.

A holistic approach to analyzing humanization involves considering it both within the context of the "teacher-student" relationship and in a broader socio-pedagogical framework. Education plays a crucial role in restructuring society based on humanistic values. It performs the function of "transmitting" important information and values of various kinds from the older generation to the younger generation. This perspective supports the idea of a connection between the humanization of the education system and the humanization of social relations.

Analysis of scientific works and reflection on the problem of humanization of education allow us to conclude that the phenomenon of humanization in education encompasses sociocultural, theoretical, and practical dimensions (aspects). The resolution and implementation of educational issues are connected with a unified approach to analyzing this interconnected problem. The analysis revealed various disagreements among scholars regarding the essence, content, factors, and means of implementing the humanization of education.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Analysis of scientific works and research on the topic shows that the issue of a humanistic approach to the student's personality is studied by scholars within the context of the humanization of education. Researchers unanimously agree that, in the conditions of the humanistic development of schools and the transition from traditional to humanistic education, the role of the teacher's personality in teaching and educating students increases. This problem has been addressed by scholars such as Sh. Amonashvili [6], R. Aliyev [2], N. Kazimov [4], G. Richardson [11], A. Alizade [1], and others.

According to R. Aliyev, the main task of the education system in our republic is to systematically influence the educational process as a driving force of social progress and to revive the national mentality [2].

Scientists, conducting sociocultural and historical analyses of the current situation in our society, conclude that the function of education – even at its highest level – should be aimed at:

- transmitting and strengthening historically formed moral, worldview, and cultural values as the foundation of the national mentality;
- enriching the individual and social psychological qualities of society through universal human morality and ethical values, integrating them while preserving the traditions of each people;
- correcting and renewing moral values, which are likely reflected at various levels of behavior and actions [4].

Researchers emphasize the importance of overcoming the modern "crisis mentality," which has arisen as a result of the breakdown of socio-psychological characteristics that shape behavioral patterns, the structure of consciousness, and the overall human psyche. In the current era, educators face the task of strengthening the most resilient moral qualities that form the deep foundations of the national mentality [3].

N. Kazimov associates the solution to the problem of humanizing education with the humanistic formation of the student's personality. He emphasizes the

necessity of developing humanistic needs and beliefs in students through the cultivation of a system of views, feelings, attitudes, and worldview based on the assimilation of humanistic moral norms reflected in ideas [4].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **aim** of this article is to theoretically justify the method of guiding students toward the implementation of a humanistic approach to the learner and to identify the pedagogical conditions that ensure future teachers' mastery of this method and its application in interaction with students. The humanistic approach to the learner, serving as the goal of pedagogical activity, represents a fundamental direction of the teacher's work – the realization of relationships with the student that are adequate to the content of humanistic activity, which constitutes the teacher's subjectivity.

The **objectives** of the article are defined as follows:

- 1) To identify trends in the humanization of education.
- 2) To reveal the content of the teacher's humanistic approach to the student.
- 3) To determine the structure of personal qualities in students that are realized through pedagogical activity.
- 4) To develop the content of general pedagogical training that ensures students' mastery of the method of humanistic orientation within the cultural context.
- 5) To define the pedagogical conditions that ensure the formation of students' readiness to implement a humanistic approach toward learners.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

A developing society places demands on individuals that correspond to its goals. These demands increase even more during periods of socio-economic change. The trivial assumption that the individual is the central figure in social change transforms into a methodological imperative: in interpreting any phenomenon, one must start from the meaning and purpose of the personal essence of the individual, who is capable of bringing clarity to social activity by resolving contradictions arising from the rapid pace of scientific and technological progress, changes in technology, and shifts in the global community.

Analysis of scientific literature and the study of practical experience have shown that, depending on how the problem of the humanistic approach attracts the scientific interest of researchers, the main aspects of studying its essence and content are selected: the humanistic approach is understood as placing the child's

personality and culturally appropriate modes of activity and communication at the center of pedagogy. It is argued that at the intersection of the actions of teachers and students, in their interaction with each other, a number of extremely interesting effects arise, such as mutual understanding, mutual evaluation, and mutual cooperation within the “teacher-student” system. The essence of this pedagogical phenomenon is revealed: “every person carries within themselves all human content, and there is nothing we cannot feel as part of ourselves” [1].

For the purpose of further deepening the scientific understanding of the humanistic approach to the student’s personality, among the numerous issues arising in the study of this socio-pedagogical phenomenon, we believe it is necessary to focus on those related to defining the content of the humanistic approach and developing the readiness of pedagogical university students to implement it during their training process.

The source of these problems in pedagogical practice lies in a certain discrepancy, and sometimes even a contradiction, between the teacher’s rationalization of the creative practice of educating children and the teacher’s desire to go beyond the established rules and requirements for organizing the learning process.

As can be seen from the analysis of the experience of educational institutions, educators who develop in students the motivation not only to “be themselves” and “be for themselves” [2], but also to “achieve success in the art of living,” still do not fully understand that an understanding of activity norms – allowing for the revision and enrichment of interaction norms with students during the learning process – creates a rich comprehension of the norms that define the value and intrinsic worth of the child not only from the perspective of the goals achieved or even the criteria of student development.

Pedagogical science seeks ways to engage students in value-based (interdisciplinary) connections, which are not merely treated as criteria but are accepted as fundamental to the nature of value definitions and the goals of humanistic pedagogical activity. However, in pedagogical practice, the idea that the student is the primary goal of the activity carried out at a given time is not always successfully realized – not only because the humanistic function of pedagogical activity does not always come to the forefront, but also because it does not always complement what is embedded in the adaptive function.

The implementation of a humanistic approach to the personality of the student in the educational process cannot be limited to the teacher’s mere focus on the child. The teacher’s attention to the student must be such that the “pedagogy of parallel activity” acquires a new quality: the teacher’s subjectivity,

imbued with value content, is projected onto the student in such a way that this subjectivity is reflected in the perceived image of the teacher, thereby creating conditions for the student's self-understanding [2].

The foundation of such reproduction is a humanistic approach to the personality of the student, and at the core of this approach lie moral values such as participation, assistance, empathy, and unity, which create a meaningful bond between teacher and student.

The desire to find ways to resolve this contradiction defined the problem of our research. From a theoretical standpoint, it is the problem of justifying an approach to developing the readiness of pedagogical university students to implement a humanistic approach toward learners. From a practical standpoint, it is the problem of substantiating the content and methods of general pedagogical training, during which students' mastery of universal human values – guiding the direction of their pedagogical activities – is combined with the formation of their personal qualities.

The formation of students' readiness to implement a humanistic approach to learners implies that the target parameters for mastering and applying the method of humanistic orientation in the realms of culture and morality are reflected in their humanistic attitude toward the student. This becomes a reality when, in various types of activities and in the art of living based on the principles of equality, justice, and humanity, students critically reflect upon the scientific knowledge they acquire during their training. This knowledge regulates their attitude toward teaching methods as norms of desired interpersonal relationships. Based on this:

- the formation of students' readiness to implement a humanistic approach to the learner involves developing their skills in pedagogical and moral reflection, as well as systematizing the moral values acquired during the learning process, which determine their attitude toward the student and their activities;
- reflection, as part of the knowledge structure embedded in values, enables students to express their attitude toward the acquired knowledge for the purpose of child development and its application;
- the process by which students assimilate the method of humanistic orientation within the realms of culture, morality, and interpersonal relations during training is based on the principles of learner-centered education and instruction;
- the creation of individually developing, problem-based pedagogical situations during the training process encourages the search for ways to resolve

contradictions and ensures the formation of a value-based attitude toward the student and their activities;

- the development of students' value orientations, which involves the assimilation of values in a "ready-made" form and their adoption as guidelines for pedagogical activity, occurs when reflective analysis of the results of value-oriented activities is complemented by the formation of cognitive, operational, and motivational components within the general pedagogical process.

In the implementation of learner-centered education, it is not only the importance of these functions that matters. It is also important to highlight the components of the system-forming function. We believe that the system-forming function is the function that cultivates culture.

Its essence lies in introducing students to culture and its values, fostering cultured, informed, and literate individuals. Thanks to this function, the child is placed at the center of the educational process. As a result, the inclusion of cultural values in the content of knowledge becomes inevitable. Such a situation demands the implementation of the humanitarian function. At the same time, education brings to the forefront the issue of students' social relationships with other people and the surrounding world. Familiarity with content based on cultural values creates opportunities for students to "move freely," enter new social environments, and go beyond established boundaries.

In our opinion, the implementation of the culture-forming function of education creates conditions for learners to freely choose values, thereby resolving the problematic situation. The realization of this function also involves the use of standard forms of activity: "These include visual arts, poetry, music, and education. Education essentially builds its activities on the integration of standard types of activities, enriching them with specific content" [5]. Enriching standard forms of activity with specific content means incorporating cultural values into the educational content (humanitarian function), engaging students with cultural values (culture-forming function), and adapting them to existing cultural forms (socialization function). In this context, the essence of the humanization of education lies in placing the individual person – distinguished by their unique approach to knowledge and education – at the center of the entire educational process.

Ensuring the full participation of the child in the educational process means the real implementation of the humanization of education. The analyzed ideas of scholars on the humanization of education make a concrete contribution to solving this urgent socio-pedagogical problem.

It is important to emphasize that pedagogical activity aimed at developing

the personality of the student should also focus on cultivating qualities such as humanity, humanism, and kindness. The teacher's task is to help the child form self-concepts such as "I am kind," "I am just," "I am strong," etc. [1]. We do not reject this approach to developing the student's personal qualities and consider it a possible option. However, it is necessary to note that the focus is not on influencing the student's self-awareness alone, but rather on shaping a value structure through its enrichment with humanistic content.

In the formation of value-goal relationships among schoolchildren, alongside cultural identity of the individual, social and moral identification also holds significant importance. When considering the problem of humanizing education, we believe that education oriented toward the personality of the student is not the sole factor contributing to the resolution of humanistic objectives.

If we accept the idea that the "pole" of any educational process is the "teacher-student" relationship, this means that, like the teacher, the student is an integral part of the pedagogical process. This highlights the importance of studying not only the issues related to one "part" of the pedagogical process (in this case – the students) but also the problems related to the teacher and their activities within the context of the humanization of education.

In the process of humanizing education, the development of the teacher's humanistic thinking and mastery of a system of values is one of the pressing issues. The primary goal of the teacher is to introduce students to values and develop their ability to apply these values. In this regard, the concepts of scholars who view the humanistic formation of the teacher's personality as a key factor in the humanization of education are especially relevant.

A number of scholars consider the process of humanizing education as a socio-pedagogical phenomenon that reflects contemporary social trends in the functioning of the education system, including pedagogical education as a subsystem. The researcher links the implementation of humanization in education with the orientation of the content of education in higher education institutions toward the formation of the teacher's personality in a humanistic direction, aiming to take a subjective position in the pedagogical process [7].

The humanistic orientation of education is connected to the humanistic orientation of the teacher themselves, which is manifested in the teacher's personal qualities. This orientation reflects trends in the development of universal processes in the modern world, including the ability to think globally and to relate knowledge to the surrounding environment. Several scholars associate the resolution of these tasks with the personal qualities of the teacher,

which enable the implementation of a humanistic strategy in the specific educational process of children [6].

We believe that these perspectives are important for our research because they address the issues of developing students' abilities and skills to implement a humanistic approach to the student's personality. One of the questions of undeniable interest for our study is the concept of humanization and reform of the education system, substantiated by M. Berulava. According to the scholar, the process of humanizing education should be approached from two sides [9].

Firstly, it is aimed at the individualization and differentiation of education, the use of individual norms, the strengthening of positive learning motives, the activation of creative activity, the revision and development of content, forms, and methods of teaching that ensure the effective development of the child's personal qualities.

Secondly, it is a value-based orientation aimed at revising and developing the demands placed on the teacher's personality. According to the author, the realization of the idea of humanism will be facilitated by several factors. First and foremost, the personality of the teacher, endowed with highly developed spiritual and intellectual qualities, is crucial. M. Berulava emphasizes that it is not the content of education that teaches the student, but the teacher themselves, their individuality. Interest in the student, the ability to evoke positive emotions, to create a favorable pedagogical environment, and to develop cognitive skills – all these are essential requirements for the teacher and their professional activity.

The author emphasizes the creation of new educational technologies and personal development methods that stimulate self-education, self-learning, and self-development. According to him, pedagogical influence consists not only of the interaction between individual psychological and personal characteristics but also of the activity of the subject. In our opinion, the most important aspect is that value orientations can guide the teacher's activities in the individualization and differentiation of student education, as well as in creating conditions for students to achieve success.

The criterion for evaluating the results achieved in pedagogical activity is the conscious acceptance and internalization of values. In our opinion, the position regarding the norms of humanizing education does not contradict the idea of the “free movement” of the socio-moral process. It means that the implementation of humanization in education should become a norm of pedagogical work. In other words, it is connected with the formation of humane relationships between teacher and student and the realization of moral values appropriate to the content of activity within the educational process.

In pedagogical activity, increasing attention is being paid to the study of issues related to the teacher's personality, which embodies spiritual values and the moral principles of humanism. Scholars initially view the humanization of education as a social demand and a moral obligation incumbent upon the teacher, reflecting the purpose of their work and development. The formation of spiritual and humanistic relationships between teacher and student as a criterion for the humanization of education means that in the pedagogical process, interesting situations arise such as mutual understanding, joint evaluation, and collaboration within the "teacher-student" system [7].

The concepts we have examined make a concrete contribution to addressing the challenges of modern education. We consider it necessary to once again emphasize that the humanization of education is a multifaceted socio-moral phenomenon. Its implementation is inherently linked to the search for effective mechanisms to apply highly significant and refined ideas. An analysis of various concepts of humanizing education, which reveal the complementary and sometimes divergent perspectives of scholars regarding the implementation of this process in pedagogical practice, shows that the issue of preparing students in pedagogical universities to apply a humanistic approach to the student's personality has not been the subject of specialized research.

A humanistically oriented learning process implies granting students freedom during the educational process. By this, we mean the freedom of learners to choose methods of cognitive activity, freedom of creativity, freedom of self-expression, and freedom to think and express their own ideas. A teacher who structures their work taking these freedoms into account will demonstrate a humanistic orientation. Providing students with the necessary freedom during learning will contribute to the development of their personal strengths and self-realization.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

To address the set objectives and test the initial hypotheses, a range of complementary and topic-appropriate research methods were employed: analysis of philosophical, ethical, psychological, and pedagogical literature; sociological methods (surveys, interviews); observation (direct, indirect, and participant); experimental methods (both confirmatory and formative variants); study and synthesis of pedagogical practice experience; and mathematical-statistical methods (analysis of means, correlation, and regression analysis).

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Based on the above, we have reached the following conclusions:

- In conditions of an unstable social situation, the leading trend in modern education becomes the realization of its humanistic function, based on the real and changing life circumstances in general and the adaptation to school life in particular. However, there arises a contradiction between the prescribed norms of activity, which act as constraints in interactions with students, and the teacher's desire to modify these norms considering ongoing societal changes.
- A teacher's lack of understanding of the issues of humanizing education and the mechanisms for implementing these ideas leads to an inadequate assessment of self-assertion in relation to students and the students' attitudes toward the teacher.
- The principle of the importance and necessity of implementing a humanistic approach to the student should be reflected in the teacher's attention to the student as the goal of pedagogical activity and their own personal development. The justification of the content of the humanistic approach to the student must be based on humanism as a system of values. By transforming humanism into a value, norm, and principle of pedagogical activity, the teacher will be able to introduce students to values that illuminate the choice of life principles.

CONCLUSIONS / ВИСНОВКИ

The development of students' readiness to implement a humanistic approach toward learners should be based on fostering their abilities in pedagogical and moral thinking. A scientific understanding of the humanistic attitude of students toward their peers should guide their choice of methods for pedagogical interaction and organization of the learning process: selecting ethical guidelines (values, including knowledge), psychological factors (motivation), and operational actions (evaluation and analysis, use of pedagogical tools to guide value-oriented activities of students). Moreover, the teacher's attitude toward students is proportional to the students' attitude toward the teacher.

The activity of the educator aimed at mastering and implementing a humanistic approach among students will be effective if its goal, along with the attitude toward the learner, is reflected as the goal of the educator's own development and formation as a personality, individual, and subject of activity. The formation of students' ability to apply a humanistic approach to their peers should be complemented by the development of their pedagogical and moral reflection. Additionally, there should be facilitated the movement of various types of scientific knowledge acquired by students during pedagogical practice across

different levels of reflection in various forms and types of educational activity.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. It is important to develop strategies that ensure the teacher's attitude toward children is based on humanistic principles and that create the most optimal conditions during the learning process. Thus, having identified the components that specify the essence of the humanistic approach to the individual and shape humanism, we conclude that the humanistic approach to the personality of a student represents practical pedagogical activity grounded in humanism as a system of values that defines and regulates the relationship between the teacher and the child.

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ГУМАНІЗАЦІЯ ОСВІТИ ЯК ПРІОРИТЕТ СУЧАСНОГО ПЕДАГОГІЧНОГО ПРОЦЕСУ

Бабаєва Фідан Княз гизи,

аспірантка з загальної педагогіки

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Анотація. У складних соціально-економічних умовах, що склалися в нашому суспільстві, освіта відіграє вирішальну роль у пошуку рішень суперечностей, спричинених поточними змінами. У світовому масштабі процеси стають дедалі складнішими та схильні до швидких змін. Глибокі соціально-економічні трансформації, що відбуваються в усіх секторах суспільства, також впливають на сферу освіти. На відміну від раніше домінуючих авторитарних методів навчання-виховання та принципу однаковості в освіті, почали проявлятися нові тенденції, пов'язані з гуманізацією освіти. Однак інновації, що відбуваються в суспільстві, супроводжуються глибокою кризою в усіх сферах. Суперечності між демократичними змінами та реальним станом речей проявляються в посиленні деструктивних тенденцій у всіх сферах суспільного життя. Триваюча криза в системі освіти також перешкоджає повноцінній реалізації тенденцій, спрямованих на гуманізацію школи. У статті наголошується, що зміни пріоритетів у суспільному розвитку неминуче призводять до змін пріоритетів у підпорядкованих йому структурах, зокрема в освіті. У міру трансформації традиційної парадигми освіти в гуманістичну та початку втілення ідей гуманізації, особистість вчителя сьогодні набуває особливого значення. Готовність учня реагувати більшою чи меншою мірою як на вчителя, так і на власну діяльність, а також його ставлення до людей залежить від того, наскільки глибоко він особисто занурюється в діяльність, що формується через взаємодію з вчителем. В умовах соціальної нестабільності та фрагментації суспільства сенс педагогічної діяльності, що відображає гуманістичні ідеали, що здавна складали основу людської культури, вимагає адекватного підходу до учня, до організації його діяльності, до таких ідеалів, як доброта, краса, правда та рівність у людських стосунках. Сьогодні, коли ми говоримо про повернення суб'єкта до культури та

освіти, гуманістичний підхід до особистості дитини безсумнівно вважається одним із реальних механізмів гуманізації освіти, а згодом і соціальних відносин. Однією з найактуальніших проблем сучасної освіти є складність впровадження ідей гуманістичної педагогіки в школах, коледжах, професійно-технічних закладах та закладах вищої освіти. Причини цих труднощів криються в сучасному стані освіти та суспільства в цілому, а також у суперечностях між принципами гуманізму та шкідливими тенденціями, присутніми в суспільному житті. Незважаючи на складність та невизначеність сучасної ситуації, провідною тенденцією розвитку освіти, яка має забезпечити гідне життя особистості, має бути гуманізація освіти. Гуманізація освіти – це шлях, що веде до гуманізації суспільства та формування справжньої людської культури. Вирішення цього питання вимагає оновлення системи соціальних цінностей та виховання підростаючого покоління на основі загальнолюдських та моральних цінностей. Як загальний напрямок у вирішенні різних педагогічних проблем, гуманізація освіти стає провідною основою у формуванні орієнтації дітей на гуманістичні цінності. У цьому контексті необхідно сформувати систему принципів і норм поведінки та діяльності, яка дозволяє вирішувати суперечності на основі гуманістичних критеріїв під час морального вибору. Гуманізація та оновлення освіти визначаються змінами в суспільному житті. За таких обставин нестабільності в усіх сферах гостро постає проблема соціальної рівності, заснованої на моральних та гуманістичних цінностях. За гуманізації стає необхідним реалізувати нову культурно-освітню функцію школи. Її метою є усунення відірваності школи від культурного життя суспільства. Ця функція спрямована на формування творчої особистості, розвиток самосвідомості, саморегуляцію, збагачення морального світу та розкриття гуманістично спрямованого розвивального потенціалу.

Ключові слова: гуманістичний підхід; соціально-особистісна потреба; формування особистості; гуманістичні цінності; особистісно орієнтоване виховання.

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