

ВИХОВАННЯ СТУДЕНТСЬКОЇ МОЛОДИ У ВИЩИХ ПЕДАГОГІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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В основі сучасних перетворень відбуваються зміни, насамперед в освітній сфері, основним принципом яких є підготовка спеціаліста, здатного вдосконалювати свої професійні якості, відтворювати й розширювати свій життєвий досвід, створювати матеріальні умови для життя суспільства, його культуру, накопичувати і формувати нові цінності. Тому метою статті є розробка теоретико-методологічних засад виховної роботи у вищих педагогічних навчальних закладах з метою формування загальної культури студентської молоді.

Ключові слова: виховання, студентська молодь, виховні підходи, виховні принципи.

ВОСПИТАНИЕ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ В ВЫСШИХ ПЕДАГОГИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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В основе современных преобразований происходят изменения, прежде всего в сфере образования, основным принципом которых является подготовка специалиста, способного совершенствовать свои профессиональные качества, воспроизводить и расширять свой жизненный опыт, создавать материальные условия для жизни общества, его культуру, накапливать и формировать новые ценности. Поэтому целью статьи является разработка раскрытие основных аспектов воспитательной работы в высших педагогических учебных заведениях с целью формирования общей культуры студенческой молодежи.

Ключевые слова: воспитание, студенческая молодежь, воспитательные подходы, воспитательные принципы.

**EDUCATION OF STUDENT YOUTH IN THE HIGHER
EDUCATIONAL ESTABLISHMENTS**

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The essential socio-economic and political transformations in our country, originating from the end of the last century, have changed socio-cultural situation, in which a human personality is formed. Spiritual revival of the Ukrainian nation is possible based on national cultural and historical traditions and universal human values. Therefore, the society and the government have an objective necessity in citizens, who are capable of perception, conservation and development of these traditions and values. The educational system is one of the most important factors in satisfaction of this necessity, the training of generations to reproduce of cultural values. The solution of this problem can not only be achieved by subject, special training of future specialist: education will satisfy modern requirements and will become complete only when its content is defined by educational aims. Therefore, the general problem of higher education in Ukraine is the search of the most effective ways, methods and technologies of students' education, its preparation for various spheres of society life, for the production sphere. One of the components of this problem is defining of a teacher's new mission in the modern world.

Problem statement in general aspect and its relation to important scientific and practical tasks.

At the present stage of development of higher education in Ukraine, increased demands from society, the state and life itself are set in front of the higher educational establishments. The priority issues are the revival of spirituality, national culture, moral and democratic values, human rights and freedoms. In this regard, the formation and training of future specialists should be based on the humanization of the process of training and education. A new approach in the educational sphere is to organize the process of identity formation of a specialist with higher education based on interrelation, mutual penetration of all types of education, designed to create a common culture of the personality.

Analysis of recent research and publications, which a solution of the problem is originated in, and which the author relied upon.

Sociologists, and philosophers, and psychologists, and educators discuss the rapid changes in all spheres of life, both positive and negative. However, a breakthrough in design and perfection of educational concepts and systems has not happened yet. Former research of Soviet period in the sphere of education is oriented on educational processes in stable monocultural, monoideological conditions, which do not satisfy current objectives. There are relatively few new researches and they are mainly focused on the problems of education in schools.

The problem of paradigm shift in the educational process is investigated in many recent scientific studies. In works of E. Bondarevska, J. Beh, P. Vitvytska, O. Gazman, N. Krylov, N. Lavrychenko and others this problem is solved by humanization and humanization of the educational process, and creation of the conditions for personality orientated education. Conceptual bases of national education have been grounded in the works of M. Evtukh, P. Ignatenko, V. Kuzya, A. Lyubar, Y. Rudenko, M. Stelmahovych, O. Sukhomlinska and others.

The theoretical bases of the organic unity of training and education components in the higher pedagogical educational establishments have been grounded in scientific studies of Y. Babanskyi, A. Derkach, K. Lazarenko, L. Lubomir, L. Molchanov, S. Ruzhin, A. Savchenko, O. Sukhomlinska, G. Shevchenko.

Researchers have acquired some experience of the investigation and implementation of educational technology in the educational process of the higher educational establishments. Thus, the scientific works in the aspect of the development of technologies of the educational process in the higher educational establishments have been represented in the works of I. Beh, M. Evtukh, L. Kondrashova, N. Kuzmina, V. Lozova, N. Talyzina, O. Semashko, O. Sokolov, M. Roganova, R. Sopivnyk, E. Zelenova, G. Shevchenko.

Many scientists have dealt with some problems, which are connected with the organization of the educational work with students in high school. In particular, B. Bezpalko, O. Dubasenyuk, G. Trotsko, J. Petrochko, A. Stolyarenko have studied the analysis of teacher's training activities. Theoretical bases of education and

methods of educational work have been presented in the works of A. Kapska, M. Stelmahovych, V. Sukhomlynsky, N. Schurkova. O. Vynoslavskaa, T. Kurylenko, I. Smirnov, and T. Stepura have studied pedagogical conditions of the organization of extracurricular educational work in the higher educational establishments. Curator's activity of academic group has been highlighted in the works of V. Bazylevych, N. Kosarev, L. Filinska, S. Sysoiev, I. Sokolov.

Tagging of the parts of the general problem, which are not resolved before and which the article is devoted to.

Despite the fact that these studies examined some of the most important issues of education of students in modern conditions, and in the last of them an attempt of defined generalization of ideas was made, the situation in this sphere of research is still poorly studied. It can even be stated that the contradiction between the necessities in improvement of the quality of students' education drastically, on the one hand, and the lack of systemic-holistic pedagogical support of its implementation in contemporary higher education teaching, on the other, was defined. This contradiction makes the necessity to return to the analysis of the complex issues of the theory of education, which still have no satisfied answers. What are the aims of modern students' education at higher education establishments? What are the main characteristics of the educational goal? Which ensure its diagnosis? What are the conceptual ideas of students' education in light of the present? What the educational model should be like? When can the proposed model be implemented effectively in educational practice of the higher educational establishments? How to make a systemic diagnosis of education quality?

Obviously, these questions can be answered only based on serious complex research and synthesis of gained practical experience in noted direction. Therefore, we can highlight the urgent tasks in this sphere: determination of the structure of the main directions of educational work in the higher educational establishment; development of conceptual frameworks of educational programs; development of scientific-methodological support of educational programs; development of organ-

izational structure and organizational and legal support of educational work in the higher educational establishment.

All the above mentioned items requires the development of education and upbringing system, which is designed to cover all the stages of cultural growth, moral and aesthetic formation of the personality, all the levels of one's spiritual maturity and moral and cultural dignity: from despiritualization, cultural underdevelopment to conscious, strongly spiritual behavior and formation of professional ability to create according to laws of beauty.

Nowadays this problem is acute in many higher educational establishments. The development of society and relations of community suggests that higher education has to prepare future specialist to perform both professional and cultural functions.

Formulation of the purposes of the article (definition of the problem)

The aim of the article is creation of theoretico-methodological bases of education of student youth in the higher educational establishments.

Recitation of the main material with full justification of gained scientific results.

The cultural revival of high school, the need to solve the complex social, economic, spiritual and moral problems induce to have a new way to consider the existing system of higher education development, its capability in the emerging market economy relations to ensure the preservation and expansion of intellectual and cultural potential of society.

The main factor in this process is the humanization of education. This is a multifaceted concept, which involves continuous generally cultural, socio-moral and professional personal development of the personality of a specialist with regard to social needs and personal demands. In this sense, the phenomenon, which is studied, is presented as the most important socio-pedagogical principle that reflects current social trends of construction and operation of specialist's training system. It refers to a new methodological and technological approach to higher

pedagogical education as a social system. According to this principle, we are going to consider higher education as a part of the process of society's humanization and taking into account socio-economic, scientific and technical, spiritual and cultural development of our country [2].

General methodology of the research is based on axiological principles that reflect national and universal values of society's spiritual life and the components of one of the essential foundations of its strategy in the educational sphere; on the most important ideas of anthropology and culturology about the integrity and hierarchy of the human soul, the priority of metaphysical beginning over the physical, education of a person through the exploration of national and world culture; on individual-activity approach, which is aimed at the internalization of generalized human's experience in its axiological aspect that is meaningful for the personality.

The general methodology of the research involves the most important philosophical ideas about the integrity of the world, the universal laws of nature, society, human consciousness and activity; of the personality as a holistic natural and social phenomenon, of activity and creative nature of the personality; of independent, self-organizing role of consciousness of the subject.

The special methodology is presented by:

Civilization approach that considers the educational process of modern student in accordance with the requirements of ecological civilization (social future) to life in harmony with nature at the global level; to life in the world according to universal values; to life in ethnos, accepting national values; to life in one's native country, learning the values of one's society; to life in the professional group according to the values of a chosen profession; to life in an educational team and, finally, to life in harmony with one's spiritual world.

Culturological approach is irreplaceable for effective solution of many actual problems of education, including issues of creative self-development of the personality. It is no coincidence that the term "culture" is very close to such basic concepts of pedagogy as education and upbringing. The implementation of this

principle in profession activity of teacher-educator means the striving for creative application of the achievements of modern culture in one's daily activity. It allows to trace the dialectic of traditional and innovative in the world of values of modern youth.

The design and implementation of cultural approach in self-education of educational systems are in full compliance with current laws of Ukraine "About Education" and "About Higher Education", which states that the content of modern education should provide "integration of the personality in the systems of world and national cultures." In this regard, culturological principle does not preclude but assumes historical approach in gaining of pedagogical knowledge and ideas. One of the most promising trends of the realization of cultural principle is philosophico-pedagogical concept of "school of dialogue of cultures", which has been developed by V. Bibler and a group of scientists-psychologists and educators. At the heart of this concept is the idea of dialogueness of creative thinking and the human life itself. Dialogueness is organically inherent to human at all stages of evolution.

Strengthening of dialogue nature of education, upbringing and self-development of a person is possible in several ways.

First, strengthening and improvement of dialogueness between all participants of the educational process. Second, the development of internal dialogue for deepening of understanding and awareness of oneself. And third, the strengthening of dialogueness, censoriousness in understanding of the surrounding world, which is studied by means of the inclusion in any joint activity with others.

Subject-integrative approach reveals the development of spiritual culture of a student considering the level of his consciousness and spirituality, with a focus on conscious formation of subjectivity and integrity of the personality.

In order to solve the tasks the next approaches were also used:

Axiological approach allows us to analyze the process of the development of the students' general culture through the determination of value-semantic relation of an individual to future activity, as well as to the spiritual abilities and profes-

sional qualities. Nowadays it is important that value orientations in the educational sphere should be shifted to the development and self-development of spiritual and moral qualities of a person, one's culture and intelligence. Axiological approach gives priority to universal values and humanistic trends in cultural educational environment. Teaching aspect of this approach is that objective values of the world, national and folk cultures became specific needs of the personality, who is formed and developed by permanent life benchmarks by rendering them into the subjective meanings.

Activity approach assumes the inclusion of students in the solution of creative cognitive tasks, in order to develop professional spiritual skills and qualities of a future specialist.

Acmeological approach determines the impact of natural and culturological factors on student's self-government in the development of the professionalism. In the theory of education acmeological approach means the orientation on the highest achievements in the theory and practice of humanistic upbringing, attention to such practical pedagogically important issues as deep and organic assimilation of spiritual values; development of the strategy of building life, which involves constant movement to the implementation of new, more meaningful, than ever before, plans, results of which are necessary in the process of human development, and the whole mankind; creation of an environment for development by a person [8].

Anthropological approach, according to which research is carried out in accordance to the achievements of a complex of sciences about human in order to obtain a holistic and systematic knowledge about the person in conditions of development and self-education of educational systems. To know the person in all respects for a teacher, educator is to know person's family, life, traditions, spiritual and physical strength and abilities, hopes and disappointments, the reasons of success and failures, opportunities today and in the near future.

Several the most characteristic independent scientific approaches can be singled out in the study of human evolution, as part of the anthropological approach as a principle, such as [8]:

Synergetic approach means the interaction of two connected, interdependent subsystems (teaching and learning, upbringing and self-education), leads to new structures, rise of energetic and creative potential of subsystems, which develop themselves. This ensures their transition from development to self-development. Synergetic approach allows, in particular, to implement humanistic ideas in educational activities and to balance humanitarian outlook with nature-scientific one harmoniously. Since the person and society are systems, that self-organize, the disclosure of objective laws of relations between these systems would not only declare priorities of universal values, but also to design methods of their achievement. In other words, the synergistic principle allows to produce language of communication between humanitarian system of knowledge and nature-scientific, thus taking a step towards their harmonization in the outlook of each personality [10].

Hermeneutic approach, which name comes from the word "explain, interpret," means a philosophical consideration and reconsideration of both previously accumulated teaching experience and engaging of the younger generation of teachers to meaningful handling of the various types and forms of pedagogical innovations. From the hermeneutic perspective, a teacher should realize own activity as deeply human knowing, reasonable and motivated for the understanding of the interests and demands of the personality of each student, aimed at creation of conditions for the maximum fulfillment.

The theoretical basis of research of students' education is the study of the spiritual life of society and its values; psychological theory of personality and relationships; specially organized activities and communication of the personality, one's self-identity; development of spiritual abilities; acmeology.

Based on this, a system of principles of upbringing of the personality of a future teacher, can be formulated:

– *the principle of values orientation* aims the personality at the future, the ideal and requires conscious hierarchy of values orientation. It allows you to plan and predict self-development and creative activity;

– *the principle of the picture of the world* focuses the personality on the creation of the whole (consistent) picture of the world, assumes formation of nature-scientific and philosophical outlook, aims at understanding of the value-semantic potential of the personality;

– *the principle of subject's integrity* focuses a student on awareness of one's thoughts, words and deeds. It requires self-assessment, monitoring and correction of activity at self-improvement and clearing inner "I" of the personality (conceptual, ideological, legal, law, ethical, executive, informational);

– *the principle of creativity* allows to understand the chosen career as a tool of creative building of oneself in accordance with the requirements of the ideal, legal and moral law. The principle of creativity dictates the conditions for self-deployment of person's spiritual potential: dialogue and collective search of truth; reliance on moral foundations; support of creative aspirations and individual forms of realization; creation of a system of stimulation of positive forms of students' behavior in the classroom and outside it, development of collective forms of work; pedagogy of love is *the principle of socio-cultural context of development* suggests improvement of professional readiness of a future specialist accounting to the requirements of modern society's dynamics of information via the dialectic of innovative and traditional. Revival of information will lead to the dynamic existence and value-semantic field of a human;

– *the principle of specificity* suggests student's ownership of ethnic, national, state values and achievements of one's team. Upbringing of citizens in the higher pedagogical educational establishments should be directed to self-understanding, self-determination, self-improvement and self-transformation;

– *the principle of culture continuity* encourages a teacher to rely on social experience, the rich heritage of national and world culture and to develop them in work;

– *the principle of accounting of exhaustive relations* means the expressiveness of culture of thinking, stated wish and emotion-sensual culture through the personal qualities of the teacher and one's ability to use both sciences and art, physical education and labor in spiritual development.

The leading idea is the idea that modern socio-economic, political and spiritual development of society requires not only highly educated, competent specialist, but also, above all, highly cultured upbrought, spiritual, humane personality, able to understand other people, to express honor and esteem, self-actualization and fulfillment in good deeds.

Educational activity in the higher pedagogical educational establishment is considered as an integrated complex system, which is based on interactive, cultureforming; spiritually developing pedagogical technologies should respond the requirements concerning the education of professional of a new type, capable of self-realization and functioning in new socio-economic conditions that will have a high level of spiritual culture, education, intelligence.

The higher pedagogical educational establishment is considered as the center of culture, cultural and educational space of the formation of the future teachers' personality in the process of spiritual and intellectual, spiritual and moral, spiritual and aesthetic and common cultural development.

Filling students' cultural and recreational environment with positive, emotionally appealing forms of active cultural activity, enabling the participation of students in socially significant events, development of students' autonomy is a significant motive of creative, spiritual and moral development, humanization of feelings and "beauty of the human act."

Hence, the developing and implementation of model of educational work system, as a praxeological projection of its concept, definition of its basic princi-

ples of construction and functioning will contribute to the increase of the effective educational work in the higher educational establishments. This model is variable and focused on methodological, pedagogical, psychological, cultural and technological, informational and methodical support of the education process and personal development of students of the higher educational establishment.

Conceptual model of educational system of modern educational pedagogical establishment reveals the possibility of its valuable educational potential as a factor of the formation of moral, spiritual and cultural identity of future teacher, presented today as one of goal-directing guidelines and promotes education of the younger generation and its development as an integrated, tolerant personality, who will live and work in the conditions of an open European space.

Conclusions and prospects for further researches in this direction.

Thus, the main value guidance in the activity of high school is the actual personality, human potential: spiritual, moral, intellectual, physical, aesthetic. The completely educational practice in the higher educational establishments should be improved according to the given value guidance. The right of students to choose alternatives of content, forms, methods, technologies, rate, duration of education etc. according to their individual interest, opportunities and abilities should take the necessary place in the educational practice. Nomination of new value guidance in the work of the higher educational establishments accommodates the student into the center of the entire higher educational system, for the sake of the interests of the personality, of its main positive value qualities: intellectual, spiritual, moral, physical, protection of rights and freedoms. The main trends of directed development of general culture of student youth are: orientation to self-understanding and finding the ideal; expanding of the variety of the usage of spiritual potential of the personality (by means of art, literature, philosophy, etc.); focus on cultivating of spirituality as a moral quality of the personality; expanding of the informational base and the right of the choice of knowledge; growth of the interest in knowledge of the spiritual heritage of ethnos and state, the dialogue of cultures.

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