

## HUMANISTIC POSITION OF A PRESCHOOL EDUCATION SPECIALIST: CHARACTERISTICS, TYPOLOGY AND DEVELOPMENT MODEL

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**Abstract:** The content and structure of the "humanistic position" is revealed, which is qualified as a system of teacher's attitudes of himself, professional activity and pupils. It is determined that the development of the humanistic position of specialists in preschool education is evidenced by active in form and humane in content attitude to themselves and the world, recognition of the right of everyone to self-determination, free development and realization of individuals' abilities, humanity in relationships with others, as well as culture of behavior. It is noted that the humanistic position is an important component of personal competence. Criteria, indicators, and types of humanistic position of preschool education specialists are determined, which include the following: humanistic-reflexive, humanistic-personalized, humanistic-pragmatic, humanistic-regulated, and humanistically-disengaged. Features of development of consciousness and behavior of representatives of each type are characterized. The author's model of effective development of the humanistic position of preschool education specialists is offered, the important components of which are the principles, psychological and pedagogical conditions, methods and forms of work.

**Keywords:** Developmental process of humanistic position, Humanism, Humanization of education, Humanistic position, Model of optimization, Subject world process, Teacher's worldview.

### 1 Introduction

Given the pragmatism of the life attitudes of the new generation, the transformation of its values and the formalization of relationships with others, there is the need for the actual humanization of the educational process – modernization of principles and conditions of its organization, updating the content, forms, and methods of work. Humanism as a system of ideas and views on human as the highest value actualizes the need to increase attention to the unique holistic personality, its needs for self-actualization, free self-determination and self-development [23, 24, 25].

Most of the leading experts are supporters of the processes of humanization and humanitarianization of education. At the same time, it should be noted that to date the contradiction between the declared society's need for humanization of education, its orientation to fulfill its main function – human and real traditional subordination of education to the subject-content principle – has not been overcome. According to V. Kremen, the educational process in preschool educational institutions is focused mainly on the assimilation by students (at best creatively) of a certain amount of knowledge. The author emphasizes: this function remains one of the most important, but the main tasks of modern higher education are to teach young people to master new information, use the acquired knowledge in their practice. To remain effective in a diverse space of communication and influence, personality must be self-sufficient. Therefore, it is time to provide student youth with assistance in designing and implementing the optimal way of cognition and development on the basis of individual essence [17, p. 11-23].

It should be recognized that, in the presence of a significant number of works of theoretical orientation, there is a lack of experimental research on the problem of humanization of the educational process, the development of the humanistic position of the modern teacher in general, preschool education in particular; in fact, there are no empirical data for diagnosing the peculiarities of the development of the humanistic position of the modern teacher, its typology, clear criteria and indicators for assessing the extent and nature of its development; there is a lack of methodological support for the process of humanization of the educational process in general, the development of the

humanistic position of the modern teacher in particular [1, 2, 4, 6, 7, 11]. This determines the relevance of our study.

### 2 Literature Review

According to experts, the modern philosophy of education should focus on its connection with worldview issues. Pointing to the significant role of education of the personality-oriented model in the formation of the humanistic philosophy, Kremen emphasizes: the saturation of the educational space with humanistic content, cultural orientations is one of the foundations of modern philosophy of education. The culturological model of education should be aimed at the individual, at his inclusion in the process of cultural creativity [18, p. 9- 23].

In the context of the problem of development of the humanistic position of the specialist of preschool education, it is expedient to characterize the essence of the process of humanization of education. Humanization of education, according to Goncharenko, is one of the modern principles, which affirms the focus of education on human relations as a universal value. Humanization as "humanization" of education, is qualified by him as building relationships between participants in the educational process on a democratic basis, based on the recognition of human's value, view of him as an active subject of life.

Humanization involves the cultivation of respect and tolerance for human, the development of his sense of self-worth, creating conditions for the realization of his spiritual potential. Honcharenko calls the humanization of education a value orientation, which is based on the restructuring of personal attitudes of the teacher. The author emphasizes: humanistic theory and practice is based on individual and differentiated approaches, the development of positive motivation to learn, the development of creativity [15, p.156-158].

Goncharenko clarifies: the humanization of education means the reorientation of education from the subject-semantic principle of teaching the basics of science to the study of a holistic picture of the world, the formation of human systemic thinking, cultural development, personal maturity and creativity. The humanization of education involves overcoming utilitarian, technocratic approach to training of a workforce. Important areas of humanization of education are the reflection in its content of philosophical and cultural heritage, ethical concepts, raising the status of radically renewed humanities [15, p.77].

Unfortunately, most experts consider the problem of the development of the humanistic position of the teacher mainly in passing in the context of a broader solution of scientific issues, in particular: the development of a new philosophy of education (V. Kremen, V. Lugovyi, V. Andrushchenko); improvement of the educational process in preschool educational setting (A. Aleksyuk, V. Bezpalko, S. Honcharenko, M. Yevtukh, O. Kononko, N. Kuzmina, V. Lozova, V. Slastyonin, N. Talyzina, V. Shiyonov, M. Yarmachenko); substantiation of theoretical bases of professional training of teachers (I. Bekh, N. Bibik, A. Bogush, V. Bondar, V. Grinyova, O. Dubasenyuk, O. Kononko, O. Moroz, O. Savchenko, V. Semichenko); teacher training for educational activities on the basis of the humanistic paradigm (A. Boyko, I. Dychkivska, I. Zyazyun, L. Kondrashova, T. Ponimanska, N. Shchurkova); formation of professional competence of future teachers (O. Abdulina, S. Arkhangelsky, G. Belenka, V. Evdokimov, A. Kirsanov, I. Prokopenko, M. Shkil).

The introduction of personality-oriented and competence-based approaches into the system of higher education actualizes the need for modern specialists to analyze such personality phenomenon as position. The problem of the position of the individual is not new, has been and remains the subject of

attention of famous philosophers, psychologists, educators [9, 13, 19, 21]. Philosophers interpret the "position" as a point of view of the individual, his assessment of a certain fact, phenomenon, as well as action and behavior due to this assessment and attitude (E. Ilenkov, M. Kagan, V. Polyakhov). The combination in the position of evaluation, action and attitude allows its use as an integrative formation of personality, which determines the ways of its inclusion in life (S. Vershlovsky, N. Kuzmina, K. Levitan). In psychological science, the position of the individual is qualified as a complex system of attitudes, motives, goals and values, which he is guided in his activities (B. Ananiev, K. Abulkhanova-Slavskaya, L. Bozhovich, S. Rubinstein).

The methodology of forming the humanistic position of the teacher is personality-oriented education (V. Bondarevskaya, V. Kremen, V. Serikov, I. Yakimanskaya), culturological approach in education (G. Ball, M. Bakhtin, V. Bibler, O. Derkach, V. Medintsev), dialogic concept of communication (M. Bakhtin, O. Bodalyov, M. Buber, A. Dobrovych, V. Kan-Kalyk, O. Kirichuk, M. Klarin, V. Myasishchev).

At the same time, the problem of the development of a teacher in general, a specialist in preschool education in particular, a humanistic position as an integrative characteristic of his personality remains underdeveloped. The works of some domestic and foreign teachers are dedicated to it.

Characterizing the pedagogical position, Galaktionova operates with the concept of "value orientations" and the main criteria for its evaluation includes dialogue, creativity, self-education. Highlighting the pedagogical orientation as the leading quality of the teacher's personality, these researchers understand it as a stable emotional and value attitude to the profession, the desire to use their experience in it, a humane attitude to children. Thus, in the structure of the humanistic position of the teacher, the leading element is his focus on the child [14].

Fastovets developed a typology of professional motives of the teacher, singled out the dominant ones, substantiated the types of professional and pedagogical orientation. The author included to it: business orientation (learning motives dominate), humanistic one (communication motives dominate), and individual (motives of improvement dominate). According to the author, the humanistic type of orientation consists of motives focused on helping another person, tolerance, acceptance of the legitimacy of another, not similar to their own, point of view. Fastovets notes that the highest level of humanistic type of professional and pedagogical orientation are the motives of the teacher's assistance in the development of the student's personality the development of kindness and cognitive attitude to life [11].

Bondarevskaya considers the attitude to the child as a subject of life capable of cultural self-development and self-change to be important components of the humanistic position. The author notes that the teacher is a mediator between the child and culture, who should introduce him to the world of culture, to support the individual in his individual self-determination in the world of cultural values. Bondarevskaya treats education as a cultural process, the driving forces of which are personal meanings, dialogue, cooperation with participants in cultural self-development. She considers the educational institution as a holistic cultural and educational space, where cultural patterns of life live and reproduce, and emphasizes that the humanistic position of the teacher leads to reflection [5].

Operating with the concept of "social-humanistic position of human", Dvoryankina emphasizes that this position is manifested in active attitude to the world and Self as a creator and subject. According to the author, this should be considered as a necessary logic for the training of future teachers. Speaking about the main parameters of understanding and implementation of the subjective position of the future teacher in life and professional practice Dvoryankina qualifies him as a bearer of the goal, a specialist capable of selecting adequate technologies to achieve the goal, model activities, organize this process, implement the outlined program, carry out pedagogical

reflection. Thus, according to the expert, the humanistic position is formed as a result of reflection by the teacher of the purposes, values, motives, conditions, ways of actions, results. The author considers as the main the value orientation of the teacher to the child as the purpose of his activity. Orientation to the child is a defining characteristic of the humanistic position of the teacher [5].

Pozdnyakova's research on the study of the humanistic position as a personal-professional integral deserves special attention. The author defines the humanistic position of students of pedagogical university as a system of their attitudes, which allows to reflect, comprehend, transform pedagogical reality and evaluate it according to humanistic criteria [11].

Examining the pedagogical position and conditions of its formation in primary school teachers, Karyagina notes: the main criteria for assessing the pedagogical position as a personal and professional integrative characteristics that determine the holistic system of his attitudes to himself, others and pedagogical activities, are the orientation of values and professional attitudes of human. The author refers to the latter as openness to people, attention to them. According to Karyagina, the basis of the humanistic position of a primary school teacher is a worldview (system of views, ideas, beliefs), which is formed on the basis of knowledge and values of humanistic pedagogy and allows carrying out pedagogical activities consciously and in humanistically oriented manner. According to the author, the necessary quality of a primary school teacher is the ability to business and personal communication [16].

Fedorova's work devoted to the development of the humanistic pedagogical position of future speech therapists came in handy in defining the conceptual apparatus of the research. The author defines the humanistic pedagogical position as a system of positive and constructive attitudes of the future speech therapist to himself, professional activity, and children, which is evidenced by his ability to focus on the child as the highest value, ability to promote his natural potential, ability to satisfy own and the child's right to responsible self-determination, self-organization, and self-expression [12].

According to Baranova, the phenomenon of the humanistic professional position of a teacher connects the personal existence of the bearer of the profession with the goals, conditions, and the main person of professional activity a child. The author identifies the areas in which the formation of the teacher's position is carried out: the development of the motivational sphere of personality, the definition of professional strategy, the formation of the operational sphere responsible for the executive part of the activity, the tactics of interaction. The effectiveness of the formation of a humanistic pedagogical position largely depends on the technological skills of the student to express own attitude in interaction with teachers and students, not to stray into stereotypes and biases, to subordinate own actions to the leading attitude [3].

Makeyeva includes the following to the features of humanistic position: the teacher's focus on the child, associated with interest, care, promoting the development of his personality, maximum self-actualization of personality, self-focus related to the need for self-realization in professional activities, orientation to the subject side of the profession of teacher, on the content of the subject. The author identifies three groups of factors that determine the development of the humanistic position of the teacher.

The first group includes subjective, internal, personal the development of self-awareness, humanistic values, reflective and projective abilities, competence, creativity, ability to self-actualize, life satisfaction. The second group consists of external, objective factors the requirements of professional activity, which are the regulatory basis of professional and personal education. The third group includes the organization of the professional environment, professionalism of leaders, the quality of management of the educational system, the atmosphere of the educational institution. At the same time, Makeyeva emphasizes

that personal characteristics, in particular, psychological culture, act as a core factor that determines the professional position [20].

The above work of specialists, on the one hand, serves as a scientific basis for further research in this direction, and, on the other, allows revealing the lack of domestic research on the development of the humanistic position of a specialist in preschool education.

### 3 Materials and Methods

The article used methods of analysis and generalization of data of philosophical and psychological-pedagogical literature on the researched problem; theoretical modeling to build an experimental structural and functional model of the study were applied; questionnaires and observation of subjects in order to obtain empirical data were used.

The purpose of the article is as follows: to determine the content and structure of the humanistic position as an integrated characteristic of a preschool education specialist; to characterize the criteria and indicators of its evaluation; to develop a typology and describe the types of humanistic position of the studied; to substantiate the structural and functional model of its effective development.

Operating of the concept of "humanistic position" in the study, we mean the system of value orientations of the teacher as an active subject of the educational process and the bearer of culture. We consider the humanistic position of a teacher as a unity of internal (view on self and the world) and external (a set of actions, ways of behavior in which he realizes his activity, shows attitude to self, profession, preschool children as values) aspects of personality life. Humanistic position embodies the valuable meanings of pedagogical activities of humanistic orientation.

The study is based on the understanding that the humanistic position is a value-semantic position by its content, and by the structure - an integrated attitude, which testifies to the value attitude of the teacher to himself, pedagogical activity, child. The humanistic position of the preschool education specialist is characterized by three interrelated aspects: moral, spiritual, and behavioral. Worldview one shows awareness of the importance of the teaching profession, belief in the correctness of the choice, the formation of an adequate image of socio-professional space and self-concept. Moral and spiritual ones evidence of the focus on social norms, the formation of basic moral qualities for the pedagogical profession. Behavioral one actualizes the importance of conscious, appropriate, constructive, productive reactions, actions, deeds, attitudes of humanistic orientation.

The humanistic position of the specialist of preschool education is expressed by a complex of personal and professional qualities: in relation to self in self-esteem; in relation to the profession in pedagogical reflection; in relation to preschool children in humanity. The harmonious combination of these qualities testifies to the completeness and maturity of the humanistic position of the teacher; disharmony the partial nature and lack of maturity of the personality of the professional.

### 4 Results

The main results of the study include the following: a) theoretical justification of the problem of development of humanistic position in specialists of preschool education a system of attitudes to themselves, professional activities, preschool children; b) development of criteria for assessing the humanistic position of this category of professionals, the main of which include: modern worldview, openness to new experiences, internal determination of behavior and personal culture; c) creation of a typology of humanistic position, which consists of the following: humanistic-reflexive, humanistic-personalized, humanistic-regulated, humanistic-pragmatic, humanistic-disengaged; d) development of a structural-functional model of optimization of the process of development of the humanistic position, aimed at the development of the humanistic position in

specialists of preschool education; e) determination of a set of psychological and pedagogical conditions to increase the efficiency of the process of training future professionals in this area: promoting the teachers' mastery of modern technologies for the development of attitudes to themselves, the profession and students; harmonious combination of individual and collective forms of work with teachers and preschoolers; training of specialists in pedagogical reflection, adequate assessment of oneself as a person (basic qualities, worldview) and professional (basic skills, achievements, miscalculations).

The novelty of research is determined by the following: for the first time, criteria for assessing the types of humanistic position of preschool education specialists and indicators of development of each are determined; a typology is created and the worldview and models of behavior of representatives of each type are characterized; the structural-functional model of optimization of educational process is developed; psychological and pedagogical conditions for the development of the humanistic position of teachers are substantiated; key research concepts, diagnostic tools, and technology for the development of the humanistic position were further developed.

### 5 Discussion

Based on these conceptual principles, the study developed criteria for assessing the nature of the humanistic position of preschool education professionals. Table 1 describes the criteria for assessing the humanistic position and indicators of each.

Table 1: Criteria and indicators for assessing the humanistic position of the subjects

CRITERIA	INDICATORS
<i>Modern worldview</i>	Perception of the laws of human life and nature as cosmic phenomena, awareness of their connection with the Universe. Understanding the importance of the unity of science, culture and education. Recognition of the importance of harmonious relations between the individual and the world. The search for the meaning of human life in general, one's own in particular. Formation of a holistic realistic picture of the world, the ability to determine its dominant place in it. Confession of actions that do not contradict the laws of nature and society. View of living space as an environment conducive to cognition, development, realization of opportunities and self-improvement.
<i>Focus on spiritual values</i>	Formation of a clear system of values, giving priority to the spiritual in comparison with the material. Attitude to truth, beauty, goodness, peace, conscience, love as the highest values of life. Orientation to high ideals, to the intelligent person and the teacher. Openness to life, a sense of unity with him, satisfaction with his life. Development of the inner world, trust in intuition, their spiritual vocations. The desire to be in harmony with themselves and in harmony with the environment.
<i>Openness to new experiences</i>	The ability to discover the new in the familiar and the familiar in the new. Willingness to change, to know the unknown, the new, the incomprehensible. The ability to look at the problem from different angles and points of view, to take into account different, even opposite judgments and ideas. The ability to take into account the arguments of others, to admit own mistakes. High curiosity, a healthy measure of risk, rejection of conservative attitudes, professional and personal liability.
<i>Internal determination of behavior</i>	Independent behavior in various activities and spheres of life. Trust in one's own experience, ability to support oneself in stressful situations. The ability to rely primarily on self, without the objective need to seek outside help. Formation of adequate self-esteem and reflection. The ability to resist external pressure, to defend one's own position, to show one's own dignity. The desire to self-determine, make independent decisions, make own choices, realize own potential, self-improvement.
<i>Personal culture</i>	A way of life focused on the following: assimilation and conscious observance of moral norms of society; improving health (physical, psychological, socio-moral); socially acceptable self-expression in life; mastering civilized forms of behavior; development of basic qualities of personality (humanity, responsibility, justice, conscientiousness, creativity); mastering cultural forms of expression of feelings, attitudes, speech constructs, aestheticization of appearance (clothing, hairstyles, makeup, facial expressions, gestures); formation of taste.

The humanistic position was qualified as a structural phenomenon, which included: cognitive component (system of knowledge about the modern worldview, spiritual landmarks, culture, humanism); emotional and value (recognition of the degree of their objective significance and subjective meaning for themselves); behavioral (possession of skills and abilities of humane attitude); reflexive (determination of own advantages and flaws, life plans, assessment of professional achievements and failures).

In order to determine the types of humanistic position of preschool education specialists, in the study, we used a set of methods: theoretical to determine the categorical apparatus methods of analysis, synthesis, comparison, generalization of research data on the problem of humanization of education; empirical observation of the behavior of the subjects during communication with teachers, classmates, colleagues, preschoolers; questionnaire. Four thematic questionnaires were developed, which made it possible to obtain information on teachers' awareness of the essence of humanization of education, value attitudes to the profession, students, and themselves.

80 teachers from Nizhyn, Pyriatyn, and Drohobych took part in the experiment. Given that the number of questions in the first questionnaire was 10, the second – 7, the third – 8 and the fourth – 9, the respondents answered a total of 34 questions. In total, 2,720 answers of preschool education specialists were analyzed: 800 answers were received to the questions of the first questionnaire (teachers' awareness); 560 – to the second (attitude to the profession); 640 – to the question of the third questionnaire (attitude of specialists to preschool pupils); 720 – attitude to oneself as a person and a professional.

Analysis of teachers' answers to the questions of the Questionnaire 1. "Awareness" showed the following:

1. The simplest questions were related to the need to assess their own humane treatment of people and characterize its indicators. No teacher was found who did not answer them. The most difficult questions were aimed at clarifying the degree of awareness of teachers about the content of the concepts "humanitarian", "position", "content and form of position", as well as determining the factors of humane treatment of people, characteristics of own pedagogical position and life credo. They were not answered by 12% to 20% of respondents. This highlights the need for in-depth work to expand and deepen the system of knowledge of preschool education professionals in these areas.
2. It turned out that only about a quarter of respondents correctly identified the content of humanism as a principle of organization of pedagogical activities, an approach that determines the value and freedom of self-realization of each person. The vast majority of respondents quite rightly interpreted humanism as humanity, tolerant attitude, and benevolence. This, in general, testifies to the correctness of the perspective of estimates and at the same time their schematism.
3. Positive fact is the that the concept of "humanistic" was described by 80% of teachers as a value attitude to human, recognition of his originality, respect for his dignity and individual characteristics.
4. It is revealed that 86% of preschool education specialists include manifestations of sensitivity, friendliness, honesty, justice, respect to the main indicators of humane attitude; the other 14% noted understanding, self-regulation of behavior, culture, courtesy.
5. About 40% of respondents defined independent opinion (position) as a point of view, 14% – as a position in a certain social group; 12% – as a belief, a set of views, worldview; 10% – as an attitude; 8% – as the nature of actions, behavior, due to a certain view of the person on the problem, situation, person. In fact, the vast majority of respondents indicated all the main aspects of a complex category. At the same time, 6% of teachers associated the position with the location of a person in space, and 12% could not describe the concept.
6. It turned out that only 10% of preschool education specialists fully answered questions about the content and form of the position ("Active in form and moral in content"); 52% used names known to them (vital, personal, civic, pedagogical, etc.); 14% indicated only dynamic characteristics of the position (active-passive, contradictory, constant, variable, clear). It should be noted as alarming the fact that about 20% of teachers failed to name either the semantic or dynamic characteristics of the position as a complex personal formation.
7. The assessments of preschool education specialists of their own attitude to the surrounding people turned out to be very unanimous. More than half of the respondents believe that they always treat everyone humanely; a third was inclined to more moderate and realistic judgments ("I am selective"); 10% admitted that their humanity depends on the situation, mood, condition.
8. About half of preschool education professionals (46%) indicate that the nature of their attitude is determined by how others treat them ("As they treat me, so I treat them"), which does not indicate the priority of spiritual and moral guidelines and testifies on the pragmatism of judgments; 14% of teachers associate their attitude to people with family upbringing, and 8% with heredity. Significantly, one-fifth of respondents did not indicate their attitude to the social environment.
9. The most typical respondents' assessments of the peculiarities of their own pedagogical position were as follows: humanistic orientation (34%), creative approach to work (14%), providing children with comfort (12%), high level of responsibility (8%), priority of discipline and order (4%). In this case, too, a fifth of preschool education professionals could not decide what is special about their own pedagogical position. This applied mostly to young professionals with little pedagogical experience.
10. In the course of defining the life credo, a variety of priority value systems of modern preschool education specialists appeared. They are grouped by vectors: "Live with dignity" (26%); "Learn throughout life" (16%); "I am the director of my own life" (12%), "Children's comfort is above all" (10%); "Life is given for pleasure" (8%); "Life is a struggle" (6%); "Understand and forgive everyone!" (2%). At the same time, about 20% of teachers did not define their own life credo, which may indicate a lack of reflection on the meaning of life personal and professional.

The attitude of a preschool education specialist to the chosen profession is an important component of the humanistic position as a system of values. Respondents' answers to the questions of the Questionnaire 2. "Attitude to the profession" allow making the following generalizations:

1. Respondents' assessments of the importance of humane treatment of children, colleagues, and parents of pupils for the teaching profession were the most unanimous. All respondents acknowledged its extraordinary importance for successful pedagogical activity.
2. It turned out that about 70% of preschool professionals have chosen a profession of their own volition, as a result of independent decision-making. Almost a third of respondents entered the specialty "Preschool Education" either under the influence of other people, or for pragmatic reasons (less competition, the opportunity to study at public expense).
3. Assessing their attitude to the profession in the dynamics, 74% said that a positive attitude towards it has not changed during years of study and work in the specialty. At the same time, a quarter of respondents recorded changes in their attitude to work as a teacher of preschool educational institution. Of these, 16% stated that it had improved (learned a lot, made sure of the right choice), and 10% admitted that it had deteriorated due to various reasons ("theory does not coincide with practice", "the profession appeared to be difficult").

4. As the main positive opportunities provided by the work of the teacher, preschool education specialists named the following: satisfaction with communication, development and education of preschoolers (over 40%); opportunities to improve as a professional (18%), to show creativity (16%), to be useful (14%). It turned out that 10% of preschool education specialists avoided the need to determine the assessments of the chosen profession.
5. The largest was the scatter of answers, which focused on the vulnerabilities of the teaching profession. Thus, 40% of respondents emphasized the low status of the profession in the country, which is evidenced by low wages. 38% of preschool education specialists drew attention to difficulties in interaction with parents, high responsibility for the life and health of children, poor equipment of children, outdated material and methodological base, excessive amount of "writing", emotional burnout, etc. It turned out that 22% of respondents either gave an evasive answer "I like everything" or left the question unanswered.
6. It is established that about 80% of teachers, assessing the prospects of their work in the coming years, confirmed their intention to work in preschool educational institution; 12% of respondents were inclined to want to work in another type of educational institution (Development Center, orphanage, out-of-school institution). The fact that 10% of educators intend to work in the future not in the field of education at all attracts attention.
7. Preschool education specialists' assessments of compliance with the profession's own abilities, interests, character were distributed as follows: 56% of respondents preferred the assessment "partially meets", and 44% believe that their abilities fully meet the requirements for the teaching profession.
5. To the main reasons that lead to indifferent or aggressive attitude of preschoolers to adults and peers, 90% of teachers attributed, on the one hand, the indulgence of parents to children's selfishness, on the other - lack of parents' attention to their sons and daughters. Among other factors, they called the uncertainty of the prospects of many modern families, especially large ones.
6. Estimates of the own humane attitude were given by 62% of preschool education specialists, who believe that they behave humanely towards all children without exception and in all situations and circumstances. At the same time, 24% of respondents indicated that they show humane treatment of children selectively (to some yes, to others no), and 14% - situationally (depending on their own mood, condition and nature of the situation).
7. According to the answers received, more than half of teachers believe that they use a democratic style of communication in interaction with preschool children, and only 6% apply authoritarian one. It turned out that about a third of teachers resort to the interpersonal nature of communication, and 14% give priority to business one.
8. According to respondents, the main indicators of preschooler's competence are: independence and self-regulation of behavior (42%); formation of skills in accordance with program requirements (16%); ability to apply the acquired knowledge in real life (14%); socio-moral education (12%). The other 16% of respondents preferred partial personality traits, in particular: diligence, responsibility, attentiveness, communication, respect for adults, speech development, self-care skills, self-confidence, and more.

The data on teachers' self-assessments of themselves as individuals and professionals turned out to be interesting. The received answers to the questions of the Questionnaire 4 "Self-assessment" allow making the following generalizations:

The analysis of the answers of preschool education specialists to the questions of the Questionnaire 3 "Attitudes towards preschool children" showed a very wide range of opinions. The main generalizations include the following:

1. Assessing the features of modern preschoolers in comparison with their predecessors, more than a third of the surveyed teachers attributed to them the awareness of children, a wide range of their interests; about a third technical skill, skillful use of gadgets; 12% drew attention to the presence of most young contemporaries of their own opinion, 10% - ingenuity. Another 16% of respondents pointed to other features, in particular, selfishness, desire for comfort, demanding, ambitious, lack of complexes, spending most of their free time indoors rather than outdoors.
2. To the positive features of the modern preschooler, 22% of teachers attributed curiosity; 20% - erudition, cleverness; 14% - independence, love of freedom; 12% - openness, sincerity; 10% - energy; 8% - kindness, politeness. Among other virtues of modern preschoolers, 16% of respondents named: looseness, creativity, technical skill, sociability.
3. Typical shortcomings of modern children respondents consider hyperactivity, restlessness (26%); rudeness, uncontrollability, aggression (22%); selfishness and pragmatism (18%); inattention (12%); nervousness, fatigue (10%). Another 12% of teachers pointed to such shortcomings of contemporaries as isolation, inability to work in a team, language problems, laziness, distrust, capriciousness, tearfulness, indifference, poor health.
4. The survey did not identify any specialist in preschool education who would consider humane all their pupils without exception. It was found that 48% of teachers praised the humane attitude of others only in 30-50% of children, 42% of respondents were more optimistic and called humane 60-80% of preschoolers. Differences in the quantitative distribution are explained by the contingent of students and the objectivity of experts. It is noteworthy that one tenth of respondents praised the humane treatment of people by only 20 to 10% of preschoolers, which is alarming.
1. Almost half of the surveyed teachers considered the family and its well-being to be the most important thing in life; the fifth part named health, 16% - professional self-determination, 8% - happiness and love, 6% - themselves. The recognition of the high value of one's own "Self" by a small number of specialists in preschool education seemed was unexpected.
2. As the most valuable traits in the individual, 54% of teachers consider humanity and honesty; 14% - responsibility, 10% - education and culture, 8% - balance, stability of behavior. It turned out that 10% of respondents could not make their own judgments about priority human qualities.
3. The majority of teachers (82%) attributed justice and sensitivity to their own virtues. Other respondents preferred responsibility (8%), patience, endurance (4%). At the same time, 6% of preschool education specialists avoided answering the question.
4. The main shortcomings of teachers are: incontinence, irritability (28%), overconfidence (20%), laziness (18%), self-doubt, shyness (14%), oversensitivity (12%). At the same time, 8% of respondents left the question unanswered, which indicates the lack of adequate self-esteem and pedagogical reflection.
5. Respondents' assessments of their own readiness for professional activity were distributed as follows: 44% consider themselves largely ready to perform professional duties; 36% - partially ready, 14% - completely ready, 6% - not ready. Thus, 58% of preschool education professionals were optimistic about their own professionalism, while 42% were cautious and pessimistic.
6. Teachers' self-assessment of their own competence, expressed in points, looks like this: only 16% of specialists rated it with high scores (10 and 9); the vast majority (62%) - from 8 to 7 points; 14% - 6-5 points. At the same time, 8% of respondents avoided the need to score their professional competence.
7. Given the importance of self-confidence for the successful pedagogical activity of a preschool education specialist,

their judgments about the specified basic quality of personality turned out to be interesting. It turned out that 52% were inclined to a cautious answer, indicated that, in different life situations, they behave more or less confidently; 24% considered themselves to be confident, 16% – insecure, 8% – self-confident. Thus, only about a quarter of the surveyed teachers feel confident that it is difficult to consider a sufficient indicator of personal and professional competence.

8. According to teachers, their authority is determined mainly by the following traits and qualities: erudition (24%), perseverance (20%), self-confidence (18%), balance (14%), communication skills (10%). It is noteworthy that 14% of respondents avoided having to decide on the answer to this question.
9. The answers of preschool education specialists to the question of what they lack as specialists in order to work with optimism were interesting. The answers were distributed as follows: 24% state that they lack self-confidence; 34% associate their well-being with increasing the status of the teaching profession and wages; 14%, mostly young professionals, acknowledge the lack of practical experience; 12% – proper technical equipment and methodological support. 16% of preschool education specialists left this question unanswered. It is worth noting that 38% of respondents associate the success of pedagogical activities with internal determinants that can and should be influenced, and 46% – with external ones that are much more difficult to change.

Focusing on the above criteria, indicators and components of the humanistic position, taking into account the stability of consciousness and behavior of the subjects and the nature of the responses of the participants, the author's typology was developed, which included five types of humanistic position of teachers:

- Humanistic-reflexive;
- Humanistic-personalized;
- Humanistically-pragmatic;
- Humanistically-normalized;
- Humanistically-disengaged.

Table 2 details the features of consciousness and behavior of teachers, attributed to each of these types.

Table 2: Qualitative and quantitative characteristics of the types of humanistic position of preschool education specialists

Type	Characteristics of the humanistic position of the representative of the type	Number of subjects (in%)
<i>Humanistic and reflexive</i>	A person has a noosphere worldview and is aware of own connection with the universe. The worldview is optimistic, determines the meaning of life and its dominant place in the world. The respondent shows interest in problems of planetary scale - ecology of the Earth, well-being of mankind, the country, the city, educational institution. A holistic realistic picture of the world has been formed, and the range of interests is wide. A balanced system of values towards the profession, students and one's own "Self." Consciously adheres to moral norms, treats others humanely, recognizes own right to free development and realization of abilities. Oriented in his own virtues and flaws, adequately evaluates himself as a person and a professional, shows a sense of self-worth. Behaves independently, responsibly self-determines, substantiates and defends independent opinion, resorts to reflection and a healthy measure of risk. Produces original ideas, makes appropriate decisions, makes independent elections, resists destructive external influences. Functions as a self-regulating system. Open to new experiences, inquisitive, freedom-loving, creative. Individual needs are harmoniously combined with social ones. Self-expression and self-affirmation in a socially acceptable way, uses cultural models of behavior. In the system of values, spiritual ideals prevail over material ones. A person is characterized by an active life position in form and humane in content. Achieves mostly high qualitative and	14

	quantitative results of life, makes personal efforts to do so. Feels satisfied with personal and professional life. Life credo is as follows: "Life is a school of self-improvement, acquiring the ability to live in harmony with oneself and in harmony with the environment!"	
<i>Humanistic and personalized</i>	Formed scientific worldview, a holistic realistic picture of the world, an optimistic worldview. Spiritual and material values are balanced. Individual and social needs are developed, while the former prevail. In relations with students, a person behaves differently - from democratic partnership to manifestations of authoritarianism. Seeks to satisfy own interests, to succeed, to occupy a high social status, to feel like a leader of a certain social group. Sociable, but tries to stand out, feel like an important figure, be the subject of attention and admiration, communicate with authoritative people, get approval from them. Acts mostly on his own, but at the same time he easily seeks help when he encounters obstacles. Shows interest in the new, selectively shows creativity, is careful about risk if it does not guarantee success. In order to win, he can resort to tricks, compromise agreements, and promises. Behavior is mostly morally oriented, but not devoid of an element of competition. Cultural patterns of behavior are used mostly in relationships with authoritative people and friends; in interaction with competitors or weaker than himself may resort to socially unacceptable forms. Self-esteem and strivings are somewhat inflated, emotionally unbalanced, reflects from time to time. Productivity of life is very high. In general, an individual is satisfied with life, at the same time she wants more. Life credo: "Life is an arena of self-presentation, realization of one's potential, achievement of success!"	18
<i>Humanistic-regulated</i>	A person treats life with interest, seeks to determine own place in it. The picture of the world as a whole is adequate, scientifically oriented, but not balanced enough: he gives priority to the social aspect of life. Social needs (building relationships, justice, caring for others, sharing information, organizing joint activities, protecting the weak) prevail over personal (self-esteem, independence, self-esteem, prestige, competitiveness). Does good usually for the sake of others, not for its own sake, dissolves in a social group, may gradually lose its individuality. He does not want to stand out, rarely asserts himself, easily gives in to his own interests, does not try to dominate, to be a leader of the group, seeks comfort. It is difficult for her to defend her own dignity, to disagree with an unfair assessment, to resist destructive external influences. She does not go beyond the established regulations, seeks clear rules and frameworks of life, reliability of relations. Wants to understand what to expect from life, is skeptical of freedom. Perceives rules as dogmas that can not be violated. Easily adapts to new living conditions, adapts to new rules and requirements, open to communication. Friendly, organized, responsible, hardworking. Acts independently until it becomes dependent on an authoritative partner. It is well oriented in moral norms and limits of socially acceptable behavior, strictly adheres to them, controls their observance by other people. The culture of behavior is quite high, acts mostly constructively, behaves conscientiously. Makes friends with a wide range of people. Learning outcomes are above average. Self-esteem is insufficiently defined, situational, depending on the opinion of authoritative people; claims are somewhat understated. Satisfied with life and profession. Life credo: "Life by the rules unites and protects from serious problems! "We" is more important than "I!"	28
<i>Humanistic and pragmatic</i>	The activity is aimed at satisfying biological and material needs. He strives to achieve material wealth, high wages, prestigious and profitable work. He proclaims spiritual values rather than professes them. Worldview is "ground-based"; everyday views on life and actions are focused on achieving practical results. Considers the truth that is useful for himself, profitable. The picture of the world is simplified, very primitive, conservative. In everyday life, a person remains a supporter of stable norms, learned rules, traditions, beliefs. He uses	32

	those who can satisfy his own needs. In communication, he behaves like a conformist, adapts to the life situation, obeys leaders, tries to enter into their trust, to be comfortable, pleasant, useful. He has no individual or social demands, does not seek to stand out, does not compete with anyone, does not conflict, establishes contacts cautiously, avoids, the need to take responsibility for someone or something, to take risks. Focuses on external requirements, is satisfied with mediocre results of activity. Behavior is dependent, insecure, easily seeks help from others. The attitude to the profession and pupils is indifferent, "floating downstream". Depending on the situation, more or less cultural models of behavior are resorted to. Self-esteem is unstable, determined by the opinion of others. Productivity is very low, satisfaction with it is unstable. Life credo: "Life is a space for pleasure. Meeting basic needs makes us happy!"	
<i>Humanistically disengaged</i>	A person is characterized by a theoretical worldview, a wide range of interests, openness to the new, conscious attitude to life. An intellectual person capable of producing original ideas, making discoveries. He is characterized by an active inner life, often immersed in itself, constructs theoretical models. The picture of the world is based on a scientific basis, but is devoid of proper effectiveness. Interests are related to solving problems rather than people. Individual needs dominate over social ones. Principled, acts in accordance with their personal values. The individual thinks a lot, evaluates problems from different angles, successfully solves complex problems, experiments a lot, has own inventions. Independent, trusts himself more than other people, well-developed self-control and self-regulation. Consciously does not control others and seeks freedom from external control. He trusts his experience and self-esteem, calmly treats external judgments. Inconspicuous, friendly, has a certain circle of friends, in the social group acts as a generator of ideas and a source of inspiration. He often secludes himself, reveals himself only partially, and hides a lot. Devoted and reliable in relationships with loved ones, detached in relationships with strangers and unsympathetic people. Behaves culturally, helps others in emergencies. Reflection, trust in the environment and skills of practical interaction are underdeveloped. Productivity of life is very high: studies well, often succeeds, shows creativity. Satisfied with life and self. Life credo: "If the environment does not correspond to my values, I create my inner world and fill it with meaning!"	8

Based on the above data, the author's model of optimization of the process of development of the future specialists of preschool education of the humanistic position is developed. It is presented in Figure 1.

The principles of optimization of educational work include systemic, subjective, humanistic, personality-oriented, competence and axiological approaches; to the basic psychological and pedagogical conditions: assistance to mastering by teachers of modern technologies of development of value attitudes to themselves, a profession, and pupils of preschool educational institution; harmonious combination of individual and collective forms of work with teachers and children, training of specialists in pedagogical reflection, adequate assessment of oneself as a person (basic qualities, worldview) and professional (basic skills, achievements, failures) (Figure 1).

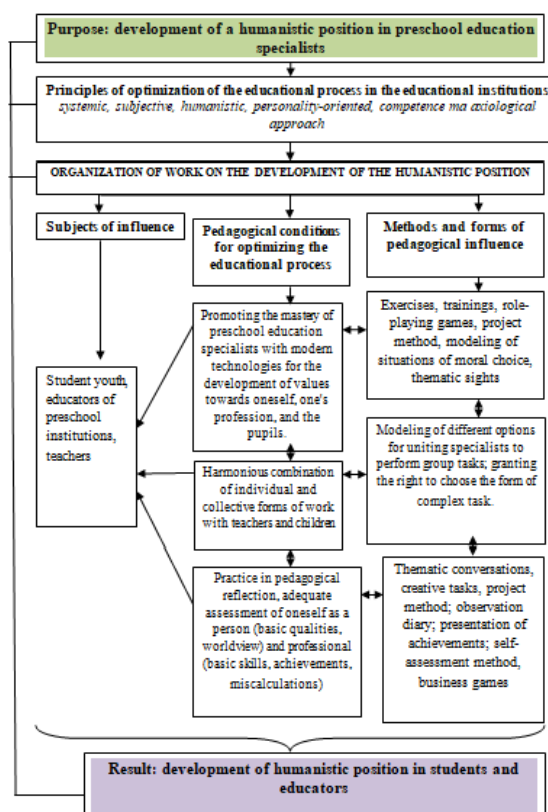


Figure 1 – Structural and functional model of optimization of the process of development of humanistic position in specialists of preschool education

The set of principles, psychological and pedagogical conditions, forms and methods of work with preschool education specialists stated in the structural-functional model envisages collective, group and individual forms of work (experimenter with teachers, teachers – with preschool children).

## 6 Conclusion

It is established that the problem of development of the humanistic position of preschool education specialists in domestic psychology and pedagogy is paid attention insufficiently. It is mostly considered in the context of personal development and professional training of teachers. There is a lack of works, the subject of which is directly the humanistic position as a complex phenomenon.

The humanistic position means a system of positive and constructive attitudes of students to themselves, to professional activities and preschoolers, which is evidenced by the ability to focus on them as priority values, feel an active subject of professional activity, realize personal potential, responsible self-determination and creative self-realization. The typology of the humanistic position is presented, which includes five main types: humanistic-reflexive, humanistic-personalized, humanistic-regulated, humanistic-pragmatic and humanistic-disengaged. Psychological and pedagogical conditions for the optimization of the educational process include the following: promoting the mastery of teachers of modern technologies for the development of values towards themselves, the profession and students; harmonious combination of individual and collective forms of work; training of specialists in the manifestations of humanity, pedagogical reflection and self-esteem.

Promising areas for further work on the development of the humanistic position of preschool education specialists is to expand the geography of diagnostic procedures, enrich the tools for the development of modern worldview and humane behavior

of this category of teachers, develop methodological support for these aspects.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**