

HUMANIZATION AS A WAY TO IMPROVE THE QUALITY OF EDUCATION IN THE NEW CONDITIONS

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Abstract: The article highlights the issues of the educational process humanization as an essential factor in improving the quality of education in modern conditions. It should be specifically noted that modern conditions are understood as the conditions of postmodern era, post-industrial society, global world. In the paper the question of goal setting in conjunction with humanization is considered, the range of tasks being solved by the humanization of teaching-learning is determined. A holistic view on the practical realization of pedagogical conditions within humanization of the teaching-learning process is represented.

Keywords: humanization of education, dialogue, situation of success, differentiation of learning, variability, group work, educational technologies.

1 Introduction

The issue of humanization of education that has not been solved in Russian education yet, should be solved in the new conditions of postmodern era, post-industrial society, global world. The main requirement of post-industrial production to education is the requirement for its quality. The analysis of regulations, speeches of scientists and managers in the system of education demonstrates that due to the growing demand for quality, the attention to the quality control of education is increasing, and the efforts, calculated in multi-billion investments, are multiplying. However, this was the way - through control strengthening of graduate's knowledge and educational organization activities - used to relatively successfully solve the task of improving the quality of education in the modern era and in the industrial world that were preceding globalization and informatization at unregulated scales. This is a well-researched and currently regulated way. Yet, modern conditions and, moreover, the demands of the individual regarding the quality of education require different approaches to solve this issue. Control strengthening, strict regulation of the educational process, increase in the number of control measures and complication in the content of both educational material and, as a result, of control and measurement materials in modern conditions do not lead to the required educational quality.

It is evident when comparing the results of international studies with the investments into educational control events. It should also be noted that people assess the quality of education not only by their final results after graduation from the educational organization, but also by their happy or hateful memories of the school (college, university) and development of their professional career. And last but not least here is whether a person has become able to learn during all his/her life, flexibly treating his/her professional destiny and independently caring for own professionalism as it is required in the post-industrial society.

All these characteristics are manifested in a complex and indirect way and are usually distanced in time from the years of study. This time-remoted assessment can also be considered as the quality of education assessment, but it cannot be taken into account in real pedagogical and managerial practice: the quality of graduate's education and the work of educational organization should be evaluated here and now. However, in response to the challenges of the modern world related to the issue of educational quality, it is necessary to take into account those approaches and pedagogical 'tools' that directly influence a person, his/her motivational sphere, vision of the future and personal success. Humanization of education is right such an approach. It is understood by most researchers as the creation of conditions aimed at the discovery and development of person's abilities, positive self-realization based on the respect for this person and trust in him/her, defining of the aims, content, organization and means of life as well as the nature of interaction

with the surrounding people, in general - with the environment (Ivanova, 2007). The problem of humanization will be in focus of our research study.

2 Literature Review

The issue of humanization of education is comprehended among educational researchers, philosophers, and in public consciousness since the middle of the 20th century. It has not been solved during all this time, still being one of the global trends, despite the fact that the growth of global risks is being actively discussed not only due to the objective civilizational reasons, but also due to the moral crisis of the human community. These positions were pointed out already in the 90s of the last century by L. P. Bueva, V. I. Garadzha, V. P. Zinchenko, V. A. Lektorskiy within the round table 'Spirituality, artistic creativity, morality' (1996).

Despite the fact that humanistic strategies of the 21st century are rather fully described in the Humanist Manifesto 2000 (2001), there is no solution to this issue in the educational practice. It should be recollected that in the preamble to the Manifesto humanism is defined as ethical, scientific, and philosophical value system that changes our world. However, the world is changing drastically and not according to the humanistic principles. It is important to remember that the concept of 'humanization' has derived from the term 'humanism' having a lot of interpretations. According to the 'person-centered' definition of I. Kant (1994), humanism is a 'sense of good in relationships with others'. Strictly speaking, the researchers offer us the following interpretation: humanism is 'a historically conditioned belief system that considers a person as a self-sufficient value, sees him/her as a conscious subject of own actions, whose development according to the laws of own activities is a necessary condition for the society's development' (Panfilova, 1990, p. 113).

In the anthropocentric concept of I. A. Zimnyaya humanization of education is considered as a "semantic component of the entire educational system focusing in itself the goal, content and forms of education as a humanistic paradigm" (Zimnyaya, 1996, p. 22). Humanization, according to I. A. Zimnyaya (1996), implies a common for the whole educational environment humanistically oriented educational aim; change in the content of training in terms of its humanization; general approach to education as a person-active; perception of the learning form as an activity-task.

This position is closely connected with the cultural-historical concept of L. S. Vygotsky (1984) according to which a person, being a participant in the historical and evolutionary process, acts as a carrier of social roles and has an ability to choose a life path that allows transforming the nature, society and oneself. As stated by A. V. Brushlinsky (1995), the humanistic interpretation of a man as a subject opposes his/her perception as of a passive being, responding to external influences (stimuli) only by the reaction system, being a 'cog' of the state production machine, an element of productive forces, a product (i.e., only an object) of the society's development. Let us compare that in the traditional pedagogy it was precisely this understanding of a person (as an object) that determined the objectives and tasks of education, teaching methods and techniques being understood as an impact. Thus, N. K. Krupskaya wrote: '... the technique is organically connected with the knowledge of the object of influence, i.e. growing and developing a person who it is applied to' (Krupskaya, 1981, p. 557).

In terms of considering the humanistic paradigm, it is interesting to note the opinion of many researchers about the presence of three sources of goal-setting: a society, a student, a teacher, and it is possible to propose a more fractional division. Y. K. Babansky (1986), A. S. Belkin (1991), V. V. Serikov (1994) have offered a multi-stage construction of goals where

specifically highlighted are: a general social goal (for the society); institutional goal (for high school, school, family, etc.); functional goal (for different aspects of the teaching-learning process); situational goal (Kraevsky, 1976). This position has a right to exist, but in modern conditions it requires a new interpretation due to the increasing importance of the subject and the person in the educational process, the prevalence of individual's interests in assessing the learning outcomes and quality of education from the standpoint of the educational organization graduate's success (Ivanova, 2007). This requires a post-non-classical understanding of the world. Ultimately, any post-non-classical paradigm leads to the phenomenon of postmodernism, no matter what words are used to assess postmodernism: 'the end of history' (Fukuyama, 2007), 'the consciousness of late capitalism' (Jamison, 2019), 'the offspring of mass media civilization' (Baudrillard, 1976), 'the world as a text' (Derrida, 1990), 'the spirit of the time' (Ilyin, 2001), 'the culture closed in itself' (Kuritsyn, 1992), 'the global state of civilization of the last decades' (Veinstein, 1993) ultimately, this is just a figurative characteristic reflecting what is happening. The understanding and characteristics of postmodernism are diverse and quite extensively covered in literature.

3 Research Methods

The following theoretical methods were used as the basic ones during the research: study, analysis of scientific literature (preparing a list of sources, refereeing, annotating, selecting quotes, grouping), problematic (interactive) discussion of the materials, study of legal acts, identification of major trends. The development of the list of pedagogical conditions for the humanization of education was carried out over a long period of pedagogical work in the classroom followed by the organization of a large-scale experiment in the regions of the Russian Federation. A specific description of the progress in this work has already been covered earlier (Ivanova, 2007; Ivanova & Bebenina, 2017; Ivanova & Elkina, 2017); therefore, the scientific and methodological conclusions are briefly summarized here.

4 Results and Discussion

The supporters of post-non-classical methodology tend to believe that classical pedagogical theories, traditional educational technologies cannot offer anything new to the new society; but it should be borne in mind that humanism is a product of classical society and classical science, the desire to solve the issue of humanization appeared in the depths of modernity, in the industrial age. The situation of post-industrial society, postmodern reconceptualization of education and the role of the individual leads to the idea that it is better to measure the quality of education by the quality of relations between the subjects of the educational process, the quality of the graduate's future life and the quality of his/her attitude to own life and achievements. Undoubtedly, to find such measurement tools is either very difficult or almost impossible as well as in the case of attempts to do pedagogical measurements of rhizomatic teaching structures (Elkina, 2016).

According to V. Kuritsyn (1992), postmodernism blurs the category of quality which is closely connected with the fate of a person. With all the attempts of postmodernism to abandon seriousness, while attracted to the game, it will not be able to cancel the ideas of most people about their happiness and future as well as to force them to abandon their serious attitude to the own personal destiny (Ivanova & Bokova, 2017). When the situation is personal, there are no refusals, interpretations and simulacrum for most people. Postmodern, 'playful' rejection of seriousness should be impossible when it comes to assessing the quality of education that is always connected with the fate of a person. But postmodern approaches to the educational process and educational content based on the principles of fluidity, changeability, duality, variability, elevation of the subjectness role by the teacher and student play their own game with the

constancy of the content necessary to evaluate the results (Ivanova & Elkina, 2017).

It may be assumed that the simulacrum is impossible when organizing the procedures of the Unified State Exam, however, the mechanism and procedure create transparency or visibility of transparency (and this is probably already a simulacrum!), but do not contribute to the truth, which lies in the content and is persistently rejected by postmodernism. For example, the constant movement towards the reduction of formal tests within a Unified State Exam in favor of person-centered detailed answers and their expert assessments is an imperative of time and the influence of modern conditions that is not realized by the testers and managers in the field of quality assessment. Where is the final point of transition from the formalized to person-centered practices? The transition to the personal manifestation of school leavers at the state certification in the form of the Unified State Exam will destroy the very principle of such a generalized formalized assessment. Following the logic of this reasoning, one may ask: if the quality of education ceases to be subject to a formalized measurement and the improvement of the quality of education becomes difficult due to the bureaucratic and technocratic forms of control, then, what will come next? How is it possible to improve the quality of education and maintain it at the decent level necessary for the well-being of the individual, society and the state? Humanization of education seems to be one of such mechanisms possible to implement in modern conditions.

Humanization as a factor of improving the quality of education:

- meets the conditions of post-non-classical pedagogy in its relation to the student as a subject of the educational process;
- creates the conditions for the development of the student's personality, taking into account individuality and personal needs;
- corresponds to the positions of postmodernism rejecting direct functionality of education as a preparation condition for the future professional and social functions;
- contributes to the transformation of learning into the developmental, creating new meanings and attitudes to the life being lived 'here and now';
- allows rejecting the straightforward understanding of the once relevant ideas about the 'social order of the society' (Kraevsky, 1976; Lerner, 1980), looking at this aspect from a different position - the formation of a happy and developed person necessary for the society and the country.
- takes into account the psychological and age characteristics of students, which affect the motivation, setting the learning goals, the choice of methods, forms and techniques.

The process of humanization of education is carried out through the creation of a number of conditions. Let us name the main ones without referring to the in-depth characteristic of these methods and techniques of pedagogical work.

The construction of learning goals is carried out on the basis of the idea that these goals are a source of learning motivation and should not be declared by the teacher as given, but accepted by the students. This means that these goals should coincide with their goals, and for this purpose they should be set up together with the teacher in the course of educational activities and become legitimate for the students. As a result, such method forms self-esteem and independence, allows a student (especially a teenager and a youngster) receiving a sense of decision-making, own importance and influence on the teaching-learning process while maintaining the former dependent (for objective reasons status) and constant inability to act on one's own (but striving for independence). The role of goal-setting for motivation to learning is extremely important, especially when considering the fact that learning activities are poly-motivated.

Starting with K. Rogers (1993) and following the ideas of postmodernists, it is possible to single out some specific conditions of the education process humanization: openness of mutual communication between the teacher and the student;

provision of the opportunities for the student's potential disclosure; learning through personal experience, mastering new in practice; individual approach focusing on the needs, interests and emotions of the student; change of the teacher's role: from the all-knowing and punishing 'guru' to the facilitator, creating a positive atmosphere of cognition and supporting the student on the way to knowledge; active role of the student, a high degree of independence in the choice of content, technologies and terms of material acquisition (Ivanova, 2007).

The nature of the ethical foundations of the humanization of teaching-learning process makes to change the word *influence* requiring the use of the term *interaction* instead when communicating in the educational process. In this case, interpersonal interaction is based on the type of subject-subject relations that forms the basis for teaching-learning humanization.

For the humanization of the teaching-learning process, a differentiated approach is important when the needs, characteristics and inclinations of students are taken into account. Programming, planning, selection of textbooks, manuals and other materials are carried out taking into account the level of knowledge, forms and training conditions. This is a difficult task at the present stage, when the requirements of state standards are put at the forefront.

Humanization of education is associated with the variability of educational content which - in its actual implementation - allows the students to be given the right of choice at various stages of educational activity. It corresponds to the personal aspirations of teenagers and young people and is highly valued by them.

Creation of the *communication situation* is the main tool when practicing humanization and building subject-subject relations. As it is known, the situation of communication is a special type of teaching-learning situation, an environment that motivates a successful knowledge and competencies acquisition that contributes to the formation of independent judgment, i.e. critical thinking. Creation of the communication situation is a special technique, rather, a special pedagogical technology, and as any technological process it has its own characteristics in structure, methods, forms, and ways of organization, however, this is a fairly extensive topic for a separate article. Here it is only worth saying that the experience of creating communication situations shows that this is a complex project matter. One needs to learn such technology and perform the steps of building, planning, preparing and distributing the educational material, preparing for the constant provision of choice to the students; it is important to be able to provide the conditions for the formation and implementation of students' own positions (Ivanova, 2007).

The most important thing is that the communication situation is realized through the *dialogue*. And here it is important not to simplify the perception of the dialogue. It is not just a way of verbal communication, but a specially organized communicative environment that contributes to the development of the personality by both the student and the teacher. Dialogue is a complex form of mutual activity of the teacher and students, it requires openness, disclosure of individualities, originality of the views and relations with the world, trust, the ability to accept the position of another, mutual respect, recognition of the right to mistake (Ivanova, 2007). The dialogue helps to solve so many pedagogical tasks that it pays off the attention to this technology of working with children. It should also be mentioned here that it is impossible to reveal all the features of this form of work within the framework of this material. We will just briefly share our observations over a decade in different classes. According to the teachers, communication in the form of a dialogue is difficult for them, but it is even more difficult for the students. The students reported that it was problematic for them to work in the form of a dialogue with a teacher, and with rare exceptions, they failed to practice a full-fledged dialogue in the classroom.

According to a number of researchers, *group work* is considered as the most productive educational activity in the communication situation that promotes an open exchange of views and

realization of creative ideas. The selection of group work in the classroom as a special pedagogical condition for the humanization of the educational process is caused by the fact that interaction in the process of group work, as stated by the psychologists, gives a rise to reflection, motivation and educational efficiency increase, teamwork skills development (Ivanova, 2007).

Discussion is an important continuation of group work and a special communicative skill. General discussion is based on the fact that there is one object and there are different views on it that serve the basis for the division into groups. In this case the teacher acts as a moderator. He/she should be able, on the one hand, to divide all the participants into groups according to the conceptual contradiction around the object of the discussion (issue), and, on the other hand, to coordinate different viewpoints. The success of the discussion depends on the thorough preparation of the educational material, the experience and skills of conducting discussions and the knowledge of certain rules. For positional interaction, one should choose the issues that do not have an unequivocal solution, are dialogical in the context of culture; then, each participant forms his/her own worldview and understanding of what is being discussed.

The condition for teaching-learning humanization is such *an approach to the efficiency assessment* of knowledge acquisition that also makes it possible to evaluate the ways of student's learning activities. The assessment of mastering learning methods is becoming an important efficiency criterion of the teaching-learning process since the learning methods of educational work include the motivational and operational aspects of cognitive activity, characterize individual peculiarities in the study of the educational material having different scientific content, type and form, productivity of knowledge use, i.e. competency.

In this case, not only the learning content ('what') is considered, but also the ways to assimilate it ('how'). In the course of the educational process, training is being conducted for the rational organization of the educational activities, technologies of educational work and the choice of the method for the educational material processing. Personality development is connected with the attitude to the acquisition of knowledge, cognitive activity and independence, possession of rational methods of educational activity and mental work (Ivanova & Elkina, 2017).

Humanistic orientation at the personal growth, formation of the independent intellectual activity requires evaluating the results of educational work, taking into account the search for the rational ways of solving educational tasks. The path of choice, the search for rational logical methods and self-reflection attempts do not always give immediate opportunity to achieve high results. But in terms of personality formation, self-knowledge and self-development, this path is more valuable, since the result is the student's own achievement.

5 Conclusion

The most significant principles, conditions and technologies of humanization of education, repeatedly approved in the practical work of the author, are indicated. However, in conclusion it is necessary to emphasize that the most important condition for the humanization of teaching-learning is the creation of *the situation of success* - at all stages of teaching-learning process. All teachers know that students have a different self-esteem: some show self-confidence, conviction in the correctness of their actions, others - fear of presenting their work, fear of failure, they are waiting for the criticism of their actions. The aim of the teacher is to find an individual approach: to teach real self-esteem, to make one believe in oneself, not to fear mistakes and ridicules, to develop tolerant relation to other people's mistakes, readiness to mutual aid and support.

The situation of success occurs when there is a joint activity of people respecting each other, interested in the views and

opinions of each other; there is a mutual trust; students get approval; there is an opportunity to see the results of own work and improve them; the tasks correspond to the desired level of complexity and allow doing the work on one's own; everyone in the group has information about activity prospects and the ways to achieve the results (Belkin, 1991).

Humanization of education creates incentives for learning with the help of skillful motivation allowing the student to realize his/her own needs and interests, helps to assist in the choice of solutions, self-set goals and tasks.

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