

## Significance of teaching organization of humanitarian disciplines in technical higher education institution in the context of individual strategies formation of the students' independent-cognitive activity



**Olena Bondarevska**

*Assistant of Foreign Language Department of  
Kryvyi Rih College of National Aviation University  
Kryvyi Rih, Ukraine*

### Abstract

The article analyzes the specifics of teaching organization of humanitarian disciplines from the viewpoint of certain scientists, and emphasizes the formation of individual strategies of the students' independent-cognitive activity in technical higher education institution. The requirements are defined and didactic function of the humanitarian disciplines are detalized. The significance of the humanities teaching in the context of individual strategies of the students' independent-cognitive activity consists of forming the students' scientific knowledge about human, his/her place in society, the ability to develop independently and furthermore it affects the formation of key competencies of future professionals. A significant increase of the role of the human factor in the production process due to the humanization of production requires considerable mental preparation of engineer. The important aspects that affect quality of teaching of these subjects are determined.

Keywords: HUMANITARIAN DISCIPLINES, INDIVIDUAL STRATEGIES, DIDACTIC POTENTIAL, DIDACTIC FUNCTION, INDEPENDENT-COGNITIVE ACTIVITY, SPECIAL EDUCATIONAL FORMULA

In the education service of the technical universities the role of humanitarian approach that requires greater attention to training of humanitarian disciplines increases. Development of the humanities is possible during the formation process of personal research paths based, unlike the natural science approach, on knowledge of the actions of the individual, social environment and communication.

Various aspects of humanitarian disciplines are reflected in many psychological and pedagogical researches. One of the important components is specificity of the problem of teaching of humanities in technical universities in the context of individual strategies of the students' independent-cognitive activity. Analysis of research of teaching organization of the humanitarians showed that one of the major flaws in the system of learning and formation of professional skills at the technical universities is the inability to acquire knowledge independently, prevalence of educational measures, including organization, management, regulation that harm self-organization, self-education and self-regulation [2].

The humanitarian cycle disciplines have the potential, which allows to manage training activities of students considering individual psychological characteristics of personality. Teachers should help students to formulate the individual strategies that effectively help to achieve goals in the training of future professionals. The humanitarian disciplines organization is inextricably connected with the formation of a holistic vision of the individual and general ideas about himself, the world around, phenomena and laws. A significant increase of the role of human factor in the educational process due to the humanization of production requires considerable mental preparation of engineer [3]. The specificity of humanitarian disciplines is that cognitive activity acts as a result of personal mental processes of individual, when educational material is not just transmitted as the experience of the teacher, but moves to deeper levels of perception and, therefore, the student acquires the scientific worldview that allows him to understand the laws of life. If educational material remains on the surface level of perception and does not hit the system of own views, in this case there is no critical reflection. This is especially noticeable in the social sciences, particularly in the humanitarian disciplines, when the new life situation requires from the student deep understanding of the nature of events and personal conviction for their explanation. Educational process should be structured in such a manner to provide understanding for student of educational material at its maximum self-cognitive activity in the con-

text of individual strategies. This will help students to form their own views, develop the ability to think critically and acquire knowledge independently. If students' independent-cognitive activity occurs in positive passion, students and teachers interact more effectively. In addition, the teacher in the process of cooperation does not just teach the educational material, but also organizes and coordinates training activities, provides friendly psychological climate among students, indicates errors and corrects them.

Today technical devices are the tool, which exerts a powerful impact on all spheres of person being in his natural environment, social life, inner world. Moreover, this tool comes into the hands of engineers and technicians almost immediately after they have received the diploma of higher education. That is why in the preparation of such specialists not only the completeness and the fundamental nature of their natural scientific and professional education are important, but also education of corresponding to their abilities sense of duty and responsibility. Taking this into account the value of the humanitarian component of the engineering and technical education in modern conditions should be evaluated.

Modern Ukrainian scientist D. Schepova has formulated requirements for the humanitarian disciplines lessons in her work: learning environment, necessary condition of which is constant activity of students; motivational component and the use of reserve capacity of students; personality oriented approach aimed at the improving of individual and professional abilities of students; positive attitude that makes learning activities the exciting game; joint work of the teacher and students, in which the teacher directs learning activities at the required channel; increase of hours of independent work, providing a reflection in the academic and professional field [6]. We share the view that it is necessary to use forms that relate to future profession, including professional tasks and model situations that require creativity. Humanitarian disciplines affect the development of aesthetic and patriotic education of students by involving them in national traditions. Because of independent development, education and improvement of individual "I" - Concept and moral values of the future specialist are formed. In the process of the humanities studying a connection between social life and future career is established, which allows the student to feel like the subject of his own life and career, and to be useful to society and to develop active and positive attitude to himself and to others.

In fact, only the humanitarian disciplines in the education service today contribute to the development

of the human person beginning: morality, responsibility, conscience, tolerance, etc. The study of the humanities at all levels of education, from primary to higher education, has always been a factor in the formation of the complete person, the ability to understand the ultimate meaning of his public professional activity and distinguish it from the immediate short-term interests and goals. At the same time progress towards the understanding of new criteria of the personality requires the overcoming of the traditional dissociation of the components of society culture: natural-scientific, technical and humanitarian [5].

Using their own individual strategies of self-cognitive activity of students will help, to some extent, to prepare future professionals to the modern market conditions, create professional-orientation of values, that generally corresponds to tasks of humanization of the educational process in higher education. Motivational sphere of the student should be adjusted according to the social demands of society for the future specialist.

The priority of training in technical higher educational institution besides professional knowledge and skills is something that directs thinking of the future specialist, its potential in professional and practical field. The principle of humanization of education is based on requirement to all subjects to have humanitarian focus, which forms critical minds. The specificity of humanitarian education in technical university is that during the process of study the competence, knowledge and skills, and general knowledge of the methodology, philosophy and cultural studies are being formed by students. It is important to note that mastering subjects of the technical and natural science cycle is based on the humanities. The main objective of the process of the education humanization is to improve the use of methods and techniques of the humanities. Due to the content, while studying humanities, the values are being formed. Humanitarian disciplines are filled with special content that contributes to the spiritual values and motivation formation to benefit society. By means of their methods humanities help to develop personality and cognitive abilities and play an important role in emotional terms. These factors improve the quality of training.

An important task of humanistic orientation training content is not the provision of humanitarian subjects of human and social content. Each training course should reflect the ideological, humanitarian and special training. A. Myshak in his study gave an educational formula, which expresses the unity of the scientific content of the dialectical method and humanistic purpose [4]. However, in higher education

much attention is paid to subjects of professional direction, but there is no time remained for public position and cultural development of the individual, which can not affect the overall result of special training. Ukrainian scientist L. Belousova in her article reveals the essence of didactic potential through systematization of didactic functions which, according to the researcher, can be divided into four groups: the function of positive attitude formation of the student to learning process and results, the functions of learning content promoting, the functions of learning process optimization, functions focused on formation of successful further education of the student [1].

Summarizing the analysis of psychological and pedagogical experience of the individual strategies forming of students' independent-cognitive activity and systematizing of educational functions of humanities, we propose to consider the important aspects that affect the quality of teaching of these subjects: formation of integral worldview of the individual; own mental processes activation; the use of general principles; slow achieving of the effect; the difference between students' thinking, which study technical specialties and humanities; special educational formula that expresses the unity of the scientific content of the dialectical method and humanistic purpose; consideration of the optimization ways and didactic potential. Thus, significance of humanities teaching in the context of individual strategies of the students' independent-cognitive activity consists in forming the students' scientific knowledge about human, his/her place in society, the ability to develop independently and also affects the formation of key competencies of future professionals.

### References

1. Belousova L.I. (2013). *Didakticheskiy potential tsifrovyykh obrazovatelnykh resursov dlya mladshih shkolnikov*. [Didactic potential of digital educational resources for junior pupils]. *Educational technology and society*. V.16, No 1, pp. 586–598.
2. Honcharenko S.U. (1995). *I vse-taky – humanitaryzatsiya*. [And yet – humanitarization]. *Pedagogics and psychology*. No 1, pp. 3–7.
3. Kirsanov O., Kirsanova E. (2012). *Gumanitarnyye nauki v inzhenerno-tekhnicheskoy vuzovskoy obshchestvenno-pedagogicheskoy shkole i problema vospitaniya*. [Teaching humanities at technical institute: methodological problems]. *Vysshее obrazovanie v Rossii [Higher education in Russia]*. No 8-9, pp. 104-110
4. Myshak O.O. Aktualizatsiya humanistychnoy skladovoy u zmistu navchannya maybutnikh biotekhnolohiv ahropromyslovoyi haluzi.[Actuali-

- zation of humanistic component in the content training of future biotechnologists of agroindustrial industry]. [online] Available at: [http://www.rusnauka.com/12\\_DN\\_2015/Pedagogica/2\\_191606.doc.htm](http://www.rusnauka.com/12_DN_2015/Pedagogica/2_191606.doc.htm)
5. Bulanova-Toporkova M. V. (ed.). *Pedagogika i psihologiya vysshey shkoly: Uchebnoe posobie*. [Pedagogics and psychology of high school: manual]. Rostov-on-Don: Feniks, 2002, 544 p.
  6. Shchepova D.R. (2012). *Osoblyvosti vyvcheniya sotsial'no-humanitarnykh dystsyplin u konteksti formuvannya profesiynykh tsinnisnykh oriyentatsiy studentiv-ahrariyev*. [Particular qualities of study social-humanitarian disciplines in context of forming professional value orientations of agrarian students]. *Journal of Zaporizhzhya National University*. No 2, pp. 148-151.

