

ІСТОРИЯ РОЗВИТКУ ОСВІТИ Й ПЕДАГОГІКИ

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EDUCATIONAL ACTIVITIES OF A TEACHER FROM THE POINT OF VIEW OF HUMANITARIAN METHODOLOGY

Educational activities of a teacher: an interdisciplinary approach General
formulation of the problem and its connection with important scientific and
practical problems.

The change in the paradigm of education in modern education also
applies to the educational process of higher education. The preparation of a
new generation of economic, political, cultural, artistic elite of Ukraine
requires building the educational process on new principles that reflect the
needs of the modern Ukrainian and world community. Changes in the socio-
cultural situation in Ukraine contribute to the fact that the humanistic ideal of
upbringing and education is gradually being established in domestic pedagogy.
The documents on education and upbringing adopted by the Ministry of
Education and Science emphasize that it is necessary to pay attention to
creating conditions for the fulfillment of the educational mission of education,

and the solution of this problem can be ensured by systematic scientific research of the problems of upbringing, variable development of conceptual approaches to its implementation by modeling the educational process in lifelong education (Ponomarova, 2014).

One of the strategic lines of development of education is the priority of subject-subject relations in the «teacher – pupil» system (Tymoshenko, 2015).

The basis of such relations is the humanistic position of the educator, it presupposes a deep knowledge of the teacher about a person, about the laws of its development, its place in the surrounding world. The teacher receives such knowledge mainly from related sciences: from existential philosophy, enriches him with scientific information about a person and the mechanisms of her personal dynamics; from synergetics, which gives the teacher an idea of creating a flexible, open dialogue space, in which zones of self-organization of the individual are provided; with acmeology, which helps the teacher to understand the path of a person, as an exit to the heights through difficulties and overcoming; from hermeneutics, which helps the teacher in the process of understanding a person through comprehending the meanings of her behavior (Dakhnii, 1998).

Modern research into the problems of educational work is based on personal oriented concepts of the educational activities of a teacher of higher education, which reflect the humanistic orientation of educational work, the priority of universal and national values, contribute to the acquisition of social experience and the formation of the intellectual and cultural potential of the nation (I. Zyazyuna, A. Kapska, M. Podberezkiy, O. Sukhomlinska and others).

The following research studies are devoted to the problem of organizing educational work with students in higher education, namely: analysis of the educational activities of a teacher – V. Bepalko, A. Dubasenyuk, V. Trotsko; pedagogical conditions for the organization of extracurricular educational work in higher educational institutions – A. Vinoslavskaya, T. Kurylenko, I. Smirnov, T. Stepura; the activities of the curator of the academic group were studied by V. Bazilevich, N. Kosareva, L. ilinskaya; organization of educational work in higher educational institutions – S. Sysoeva, I. Sokolov.

The study of the state of the educational process in higher education led to the conclusion that there are a number of factors hindering the educational process in higher education: the sufficient implementation of innovative processes in higher education, formalism, personality and individuality of the teacher-curator, inconsistency of content and organization of education work in the conditions of a particular university, insufficient focus on the development and self-development of teachers, their skills, abilities, guidelines, lack of creative atmosphere in the educational process of the university. Therefore, the issues of studying the phenomenon of educational activity of a teacher become more relevant. After all, the vocation of a teacher in modern society is that he must act as a person with a pronounced spiritual freedom. The teacher must master the ways of self-realization and alienation

from spiritual slavery, to act as a person capable of leading students by ascending to spirituality. We consider the interdisciplinary approach to definition of essence of educational activity of the teacher as a strategic line of development of a phenomenon «educational activity of the teacher».

Educational activity of the teacher from the space of existential philosophy. Existential philosophy, represented by the constellation of outstanding thinkers of the twentieth century (J. Sartre, Camus, K. Jaspers, Buber, Heidegger), with its interest in the world of human personality and meanings of existence has created a powerful theoretical foundation for the development of humanism, because its subject is the existence of individual human subject, «ontology of subjectivity», interest in the inner world of man, to his individuality.

For the theory and practice of education, it is of fundamental importance that existentialists proclaim as the main attitude that man is not the object and end product of social influences, but the subject of free and responsible creation itself. The personality from the standpoint of the existential worldview is the center of its own formation, which includes both resources and mechanisms of personal dynamics. A person is able to make himself according to his free design, and he is responsible for this choice. In the system of values of existentialism, the main place is occupied by freedom and responsibility. Man in this system is not a deterministic object, but a conscious subject, chooses, in particular, his attitude to himself and the world. As for education, it is the autonomous human personality that existentialists consider to be the end product, so they have little interest in simply passing on to students knowledge of reality, truth, and goodness. They are concerned about the role that knowledge plays in a particular human existence. Education for them is a process of development of free personalities that are self-actualizing.

The works of existentialist philosophers help teachers to determine the content of pedagogical activities, to realize that the focus of their attention should be a person developing with its global problems of freedom, meaning of life, loneliness, responsibility. On the other hand, these works help the teacher to abandon many simplifications in the understanding of childhood, learn to recognize and take into account in their activities such ontological states of the child as care, sadness, fear, longing, anxiety. Preservation of individuality, recollection, prevention of depersonalization of the person – one of the most important directions of humanization of space of pupils and student youth. No less important for pedagogy is the idea that the inner world of the individual is opened in the act of self-reflection, and this is where the individual's search for his true «I» begins. The study of works in the field of existential philosophy helps to consider education as a joint existence of a teacher and a pupil in a certain space – time, the main form of which is dialogue (Buber, 1993).

Dialogue in existential philosophy is understood not as a form of verbal communication, but as a way of living together. According to Martin Buber, dialogue is a Meeting of two people without intermediaries and about the

Other. The most important characteristic of the dialogue is the mutual orientation of internal action. Two people participating in a person's dialogue should be facing each other (it doesn't matter with what degree or activity of consciousness of activity). The conditions for the birth of a dialogue are openness. «Where openness has been established», Buber writes, «the sacred word of dialogue has been sounded». (Buber, 1993, P. 154-156)

A sign of dialogue is an unusual atmosphere, created by natures inclined to dialogue. A dialogue, in Buber's opinion, is supranational, it can be conducted without signs – without words, with the glances of people alone, of trust each other. Studying Buber's works allows you to find an answer to the question about the characteristics of the teacher's behavior in dialogue.

Educational activities of a teacher from the space of synergetics. Traditional theory and practice of upbringing, guided by good intentions and, above all, by considerations of child safety, prioritize strict regulation of the life of students, so the synergistic idea of «order from chaos» is not popular. It is known that the term «synergetics» entered the everyday life of modern science in the early 70s of the XX century. It was introduced by G. Haken, a German physicist, to designate the field of interdisciplinary research, which sets as its task the cognition of the principles underlying the processes of self-organization, implemented in systems of various natures, including social ones. The next step was taken by the prominent scientist of our time, the Belgian I. Prigogine and the staff of his «Brussels School». They found that the problem of cognition of self-organization processes is determined by a fundamental shift in the modern scientific picture of the world towards pluralism, complexity, and instability. It is about the transition of science at the end of the twentieth century to a new, «post-nonclassical» state of development. Such a science focuses on the mutual transitions «order – chaos – order». A new paradigm of the universe as being, which is useful for the theory of education, is developed in synergetics (Stepyn, 2009, p. 39-45).

A synergistic understanding of the world is important for the upbringing of a person also because the synergetic way of thinking is characterized by openness, dialogism, and communication. It is not for nothing that today synergetics is increasingly called the philosophy of contact or the philosophy of communication. Synergetics orients the teacher, as a subject of the educational process, to the study of complex internal laws of human life. It is important for the teacher to realize these laws, their ambiguity, alternativeness, to understand the conditions for «looking inside oneself».

The synergistic approach connects the theory of education with this knowledge as a «communication bridge», the construction of which is aimed at creating a dialogue space. A synergistic approach to the technologies of educational activity makes it possible to raise its heuristic potential.

Educational activities of a teacher from the space of acmeology. Acmeology – the theory of the highest achievements of man and civilization (acme – «blossoming state») is useful for the teacher in the process of building educational activities. Scientists note that acmeology is not a theory of

supreme bliss and happiness – it focuses on positive, humanistic achievements of civilization. and relying on the data of life and culture, Acmeology is looking for patterns in the manifestation of the maximum human capabilities and at the same time raises the question of changing life, which would give way to the realization of human talents, which is vital for culture (including for education). of the alarming symptoms of modern civilization is a decrease in vitality, immunity of the body, its ability to adapt, which is associated with a violation of the ecology of the natural environment, malnutrition, numerous stresses. «A decrease in the general level of vitality is a dangerous symptom» – emphasizes A. Bodalev (Bodalev, 1999).

In this situation, a person needs help, it can be done by acmeology. Its founder is rightfully considered Ananiev, a student of V. Bekhterev, who proceeded from the fact that when studying a person it is necessary to take into account the whole complex of conditions of its existence, involving, if necessary, methods and data from related sciences. Modern acmeology includes in its composition not only an individual, but also a community of people, not only the conditions for achieving acme by an individual, but high achievements accumulated by human communities, provides pedagogy with examples of the implementation of such highest achievements of humanity as leadership, heroism, creativity, higher dedication, devotion to the ideals of humanity. Since humanity consists not only of geniuses, not only individual breakthroughs are important for pedagogy, but the whole panorama of achievements. In the theory of education, the acmeological approach means, among other things, an orientation towards the highest achievements in the theory and practice of humanistic education, the study of the achievements of outstanding teachers of the world (domestic and foreign), but most importantly, it draws the attention of teachers to solving such practical problems as durable and organic learning learners of values; the development of a strategy for building life, presupposes a constant movement towards the implementation of all new, heavier than before, plans, the results of which are needed not only for the development of man, but for all of mankind; creation by the person himself of the environment for his development. To comprehend the phenomenon of «educational activity of a teacher», such criteria of «acme of behavior» are important as human resilience, his contribution to human culture within the profession, strength of health, ensures a long life, social, socially significant deeds.

The idea that a person's acme has age characteristics, which is very promising for pedagogy, means that at every age a person has opportunities for self-realization (Tytarenko, 2003).

Interesting arguments of scientists that the development of an adult, and especially the heights of her achievements, directly depend on how her development took shape at any time of her development in childhood. Hence, it is important to realize the «small» acme – the development of a child should go through access to peaks inherent in each age. A. Bodalev emphasizes that at each stage of age-related development, a child develops a core of personality –

an image of himself. The author analyzes several variants of «self-images»: active creator; performer, does not reason; aggressive destroyer; a cowardly opportunist – and explains the connection of these typical characteristics with the goals and methods of education. Emphasizing that the path of each person to his top is not easy, the teacher can turn to the life history of outstanding people, reminding children that «on the way to acme they had crisis situations, they experienced disasters, sometimes, figuratively speaking, «falling to the very bottom life», but they rose, their experiences made them wiser, their vision of the present and the future became more panoramic and deep, and they more accurately correlated their capabilities and reality and again began their movement towards the goal that captured their minds and feelings» (Bodalev, 1999).

Educational activities of a teacher from the space of hermeneutics.

The strategic line in the development of the phenomenon of «educational activity of the teacher» is the penetration of the teacher into the depths of children's life (Shpet, 2005).

Helping the teacher in the process of «penetrating» into the world of childhood is made by hermeneutics – a special discipline dealing with the problem of understanding. This ancient interpretation, known since the time of the interpretation of biblical sources, the doctrine of the principles of interpretation, interpretation and understanding of texts, and today is intensively developing on the basis of ideas expressed at different times by such outstanding thinkers as Augustine, M. Flacius, I. Chladenius, F. Wolf, F. Schleiermacher, Dilthey, G. Frege, Heidegger, M. Gadamer, A. Whitehead, E. Betty, E. Corrett, G. G. Shpet.

Hermeneutics has its origins in ancient Greece, where it was necessary to interpret the sentences of the oracles, the works of Homer, and other texts that suggest meaningful interpretation (Tytarenko, 2015).

The task of hermeneutic interpretation – due to the peculiarities of style, language, intonation, construction of a phrase, to understand the work as an expression of the author's individuality, belongs to a certain era. In a broad sense, hermeneutics is the art of understanding and interpreting the manifestations of a person's spiritual activity. There are many hermeneutic concepts. Pedagogy is close to «understanding hermeneutics» based on the obvious fact: if objects and phenomena of the physical objective world are available for perception, then the humanitarian world, and above all the inner world of a person, in many, including the most important aspects, is not given in direct perception and can «open» only as a result of a special «understanding activity» of the researcher (Gadamer, 2011).

In modern science, the hermeneutic approach is called «methodology of empathy» (G. Wright) and is considered as a step towards the implementation of the concept of humanitarian cognition of the child, in which the subjective factor plays an important role (M. Bakhtin).

Methodological «empathy» is possible if the teacher has an adequate method of penetrating «deep meanings» and is able to «declassify the universe

of signs» (Ch.Pierce), if he knows how to highlight «dark places» (M. Bakhtin) and if the researcher pays attention not so much to individual facts as to their messages, system (D. Likhachov).

Scientific research in the field of «pedagogical hermeneutics» has shown that the hermeneutic approach increases the effectiveness of pedagogical activity, and high results are ensured by the teacher's treatment in interaction with students, not only and not so much in pedagogical facts as in the meanings of certain facts characterizing the behavior of a child.

The teacher's orientation towards comprehending the meanings of a personal act or behavior means the priority in educational activities of the tasks of understanding the pet. Note that the method of pedagogical hermeneutics in the educational activities of a higher educational institution enriches the teacher's ideas about the student body as a whole and about each individual separately, forms an elegant apparatus of differentiated perception of each student by the teacher, develops pedagogical activity in overcoming situations of misunderstanding, provides the depth of comprehension of each student, brings a teacher to solving urgent problems of humanizing the life of youth.

Mastering the hermeneutic method means for a teacher the development of his own abilities for understanding, an increase in the culture of his professional thinking. Understanding is possible only on the basis of empathy and identification. It helps to overcome psychological barriers to the novelty of the situation, the volume of work, stereotypes of traditional ideas about educational activities – and, as a result, demonstrate the originality of judgments and decisions, independence of thought, the ability to make non-standard decisions, and enrich the language culture. In the process of understanding the child, the teacher operates with a pair of «social-individual», which allows you to set his activity tension. This parameter opens a supporting spectrum of ethical norms, removes the limitations of one type or morality of ideology and allows one to perceive these norms in development. This forms a dynamic intellectual potential – the teacher's internal readiness to change paradigms, excludes fanaticism and fosters tolerance for other versions of pedagogical ideology and ethics.

Conclusions and prospects for further research in this direction. Thus, the effect of the teacher's educational activity depends on many factors, including the active and positive internal position of the pet. In this regard, the educator should remember that educational work should be personally oriented and based on the personality-activity principle of organizing educational work, which provides for the active inclusion of the pupil in the educational process on the basis of cooperation, dialogue, partnership, high exactingness and deep respect for him. The process of personality formation is dynamic. The results of education are always distant. However, at each stage, it is possible and necessary to diagnose the level of formation of the basic integrative qualities of a person, to which scientists include such traits as citizenship, courage, wisdom (as knowledge of the value of things, phenomena and actions), a sense

of justice, creative orientation, and diligence. We emphasize that these are integrative core features, the presence of which contributes to the formation of a fully-fledged, comprehensively developed, happy person who can realize his interests and the interests of his people, humanity as a whole.

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Роганова М. В., Яценко В. В., Оніщук Т. І. Виховна діяльність педагога з погляду гуманітарної методології

У статті розглядаються питання виховної діяльності сучасного педагога з точки зору гуманітарної методології, в основі якої лежать суб'єкт-суб'єктні відносини педагога і вихованця; констатується, що гуманістична позиція вихователя, передбачає наявність глибоких знань про людину, про закономірності її розвитку, її місця в навколишньому світі.

Доведено, що принципи гуманітарної педагогіки у виховній діяльності вищих закладів освіти спрямовують педагога на глибоке і гуманне розуміння студентства в цілому, так і кожної особистості окремо, формує «м'який» апарат диференційованого сприйняття кожного окремо суб'єкта виховного процесу, розвиває педагогічну активність у подоланні будь-яких ситуацій нерозуміння, забезпечує глибину збагнення кожного вихованця, наближає педагога до рішення актуальних завдань гуманізації життя молоді формування у них життєтворчої компетентності; доводиться, що екзистенціальна філософія, збагачує виховну діяльність педагога науковою інформацією про людину і механізми її особистісної динаміки; синергетика надає уявлення про

створення гнучкого, відкритого діалогового простору, в якому передбачені зони самоорганізації особистості; акмеологія допомагає педагогу усвідомити шлях людини, як вихід на вершини творчості через труднощі і подолання; герменевтика допомагає педагогу розуміти молоду людину через осягнення смислів її поведінки.

Ключові слова: виховна діяльність, міждисциплінарний підхід, гуманітарна методологія, екзистенційна філософія, синергетика, акмеологія, герменевтика.

Роганова М. В., Яценко В. В., Онищук Т. И. Воспитательная деятельность педагога с точки зрения гуманитарной методологии

В статье рассматриваются вопросы воспитательной деятельности современного педагога с точки зрения гуманитарной методологии, в основе которой лежат субъект-субъектные отношения педагога и воспитанника; констатируется, что гуманистическая позиция воспитателя предполагает наличие глубоких знаний о человеке, о закономерностях его развития, его места в окружающем мире.

Принципы гуманитарной педагогики в воспитательной деятельности высших учебных заведений направляют понимание педагога на студенчество в целом, так и на каждую личность отдельно, формирует «мягкий» аппарат дифференцированного восприятия педагогом каждого студента, развивает педагогическую активность в преодолении ситуаций непонимания, обеспечивает глубину постижения каждого воспитанника, приближает педагога к решению актуальных задач гуманизации жизни молодежи, формирует у них жизнотворческую компетентность; доказывается, что экзистенциальная философия, обогащает воспитательную деятельность педагога научной информацией о человеке и механизмах ее личностной динамики; синергетика дает представление о создании гибкого, открытого диалогового пространства, в котором предусмотрены зоны самоорганизации личности; акмеология помогает педагогу осознать путь человека, как выход на вершины творчества, через трудности и преодоления; герменевтика помогает педагогу понимать молодого человека через постижение смыслов его поведения.

Ключевые слова: воспитательная деятельность, междисциплинарный подход, гуманитарная методология, экзистенциальная философия, синергетика, акмеология, герменевтика.

Roganova M., Yatsenko V., Onischuk T. Educational Activities of a Teacher from the Point of View of Humanitarian Methodology

The article examines the issues of educational activity of a modern teacher from the point of view of humanitarian methodology, which is based on the subject-subject relationship of the teacher and the pupil; states that the humanistic position of the educator presupposes the presence of deep

knowledge about a person, about the laws of his development, his place in the world around him.

The principles of humanitarian pedagogy in the educational activities of higher educational institutions direct the understanding of the teacher both to the students as a whole, and to each individual separately, forms a "soft" apparatus for the differential perception of each student by the teacher, develops pedagogical activity in overcoming situations of misunderstanding, provides the depth of comprehension of each student, brings the teacher closer to solving urgent problems of humanizing the life of young people, forms their life creative competence; it is proved that existential philosophy enriches the educational activity of a teacher with scientific information about a person and the mechanisms of its personal dynamics; synergetics gives an idea of creating a flexible, open dialogue space, in which zones of self-organization of the individual are provided; acmeology helps the teacher to understand the path of a person, as an exit to the heights of creativity, but because of difficulties and overcoming; hermeneutics helps a teacher understand a young person through comprehending the meanings of his behavior.

Key words: educational activity, interdisciplinary approach, humanitarian methodology, existential philosophy, synergetics, acmeology, hermeneutics.

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