

TRAINING OF THE FUTURE TEACHERS FOR HUMAN TREATMENT OF THE CHILD

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Modern science and technology are rapidly expanding natural human abilities. Revolutionary changes take place in various fields of science and extreme progress in all fields of knowledge, but on this stage of development of modern society, we can observe a crisis of spirituality of people in general and the growth of lack of spirituality among youth. A man stops to think about the morality and ethics of conduct, forgets the basic rules of culture and existence in society.

Legal documents that govern the ways and trends of education in Ukraine are: The Constitution of Ukraine, the National Doctrine of Education of Ukraine in the XX c., The Law of Ukraine "About Education", "About Higher Education", concept of national education of students and other official documents of state define that the educational priority of education is a humanistic personality.

Humanization of education is one of the new social and pedagogical principles, which reflect the focus of education on humanistic relations in society as universal value. Humanization requires teachers to respect the rights, freedoms and attitudes of a child, to give manageable and reasonably defined requirements; to respect the human rights to be yourself; to bring to mind of the students some specific goals of upbringing; non-binding shaping of necessary qualities; waiver from the penalties that humiliate honor and decency of a human being ¹

Origins of humanizing of the educational process is related to ideas of outstanding teachers of the twentieth century – J. Dewey, A. Makarenko, A. Maslow, M. Montessori, V. Sukhomlynsky, K. Ushynsky, R. Steiner. Now in this direction such Ukrainian scientists as J. Bech, A. Bojko, A. Cape, V. Kuz, V.A. Lozovaja, V. Sukhomlinsky, G. Trotsky and others are successfully working. The

¹ Енциклопедія освіти / Акад. пед. наук України; головний ред. В.Г. Кремень. – К.: Хрінком Інтер, 2008. – 1040 с.- С. 158.

Russian science in this context is represented by Amonashvili S., A. Bondarevskaya, A. Gazman, L. Malenkov, N. Schurkovoyi.

The purpose of the article: to outline the main ways of preparing future teachers to the humane treatment of the child.

T. Shestakov believes that "modern humanistic priorities of Higher Education require the development of subjectivity of future teachers, their independence, creative activity, increasing responsibility for their own professional development " ² . V. Budak notes that "today society needs a teacher to be self-sufficient, highly individual, happy, the one, who can create humane relationships with children, colleagues and parents and "the university education of teachers is designed to ensure the formation of teacher, who is able to develop the child's personality, focused on personal and professional self-development and is willing to work creatively in educational institutions of various types ³.

Teacher training is an important part of training future professionals; it aims to develop social and personal skills and is based on updating the content of psychological and pedagogical disciplines, reorganization of teaching practice according to modern requirements for future careers of students; activity-learning content of teacher education must be done through active forms and methods of training; problematic, researching methodology, modular training; expansion of students' independent work with appropriate methodologies.

Students should familiarize themselves with progressive educational thought, which has been imbued with the ideas of humanism. Speaking about the humane treatment of students should we should concentrate on tolerance to students. The

² . Шестакова Т. В. Формування майбутніх педагогів до професійного самовдосконалення : автореф. дис. на здобуття наук, ступеня канд. пед. наук : 13.00.04 "Теорія і методика професійної освіти" /Т. В. Шестакова. - К, 2006.-22 с- С.3.

³Будак В. Д. Якість педагогічної освіти - майбутнє України / В. Д. Будак // Технології неперервної освіти: проблеми, досвід, перспективи розвитку : Збірник статей до традиційної IV Всеукраїнської науково-практичної конференції. -Миколаїв : Вид-во МФ НАУКМА, 2002. - С 3-6.

issue of teaching tolerance is raised by M.Buber. A. Asmolov says about pedagogy of tolerance, which replaces the programs on conflict. He sees tolerance as a social norm that determines resistance to conflicts in multi-ethnic, intercultural society: "If the diversity of people, cultures and nations acts as a positive value and quality, then tolerance, which is the norm of civilized compromise between competing cultures and willingness to accept other logics and views, serves as a condition of maintaining diversity, a kind of historical right to difference, otherness, non-similarity" ⁴ .

V.Maralov, V.Sitarov use such a term as "education of nonviolence " as a part of pedagogic tolerance. Pedagogy of non-violence - a movement of progressive educators who oppose to various forms of coercion the human dignity, it is an implementation of new ideas in training and education with the goal of forming a creative, active individuals who will build their lives on the basis of trust and tolerance.

V.Maralov, V.Sitarov single out in the educational process such efficient technologies as:

1. The technologies, which are associated with the optimization of the ratio of teacher to his personality. This group of technologies can provide the conditions for self-identity of the teacher can develop the ability to overcome stereotypes in educational activities, can form tolerance towards children.

2. Technologies that aim to humanize the interaction of teachers and students. Their goal is to help teachers to build relationships with the kids on a personal basis. These technologies are based on the principles of dialogizing, problematization, individualization, personalization.

3. Technologies that are related to the ability of children to non-violent interaction. Unfortunately, this group of technologies are designed to a lesser

⁴ АСМОЛОВ А.Г. Толерантность: от утопии – к реальности// На пути к толерантному сознанию. – М.: СМЫСЛ, 2000. – 255 с. – С.8

extent. There are some developments in learning the ability of building up the lives without harming others on the basis of deep democracy with constructive communication studies ⁵.

The proposed technologies are related to conclusions of educators and practitioners. The ideas of humane treatment of children are fully reflected in the so-called pedagogy of cooperation. The practice of such teachers as Sh.Amonashvili, I.Volkova, E.Ilyina, S.Lysenkovoyi and others prove that one can achieve good results in the field of training and education of the younger generation only in the case as if to take into account the interests of children, to give them the right of free choice, to love and accept them as they are.

In his scientific research, we believe that the teacher should guide the work of the educational process in accordance with the basic settings for teacher-facilitator offered by Rogers.

The first of these is congruence, which involves opening the teacher's own thoughts and feelings, as well as his ability to detect and openly broadcast them to the students.

The second facilitative unit of the teacher is empathic understanding, "vision" of the inner world and the behavior of each pupil from his position. We believe that the indicator of empathic understanding of the child is the teacher's genuine interest in pupils' life. Teacher should remember the details of a child's life, her/his education, relationships, feel the changes in her mood and tactfully take this into account in the process of communication.

The third condition is the absolute perception of the pupil, or trust in him, which is teacher's personal confidence in the capabilities and abilities of pupils. This attitude involves primarily the perception of the child as an independent person with unique feelings, thoughts, and views .

⁵ Маралов В.Г., Ситаров В.А., Педагогика и психология ненасилия в образовательном процессе.: Уч. пособие для студентов высших педагогических учебных заведений/Под ред. В.А. Слостенина. – М., 2000. – 216 с. - с.147-148.

We consider that among pedagogical techniques that are closely focused on the development of humane attitudes to the child the most effective are student-centered, dialogic, reflexive, emotionally rich techniques, those which create the simulation space.

We assume that in preparing students the most effective for teaching activities is contextual learning, which acts as a dynamic model of changes of students, from their own training (lecture, seminar, test, etc.) through kvaziprofessional (game forms) and vocational training (teaching practice, research work of students preparing final qualifying, etc.) to their professional activities. To learn to perform any action is possible only if the action is performed by yourself, and you do not see how others do it.

Thus, future teachers on double- periods of educational courses develop teaching materials, they play the roles of teachers and students, analyze the actions of their friends and themselves, conduct mini-lessons, participate in workshops, organize video observation and discuss films, etc. For each new lecture a great number of questions are developed, the tasks of information retrieval character, attitude problems are given. Heuristic conversation, mini-debates are held on the lectures, many techniques for analysis and assimilation of large amounts of information (structured and schematization of educational material, tracing the logic of presentation, etc.) are demonstrated.

During laboratory classes active didactic game as a mandatory component of technologies in contextual learning is used; rapid methods for different types of classes, method of projects are actively used. The dominant species of the students working on the project are searching practically-oriented and creative species. While working on the project, students actively contact with classmates, high school teachers, teachers from schools, with librarians and computer classes' staff.

On the basis of specially selected literary texts, parables, designed situations which develop empathy students learn to empathize with the feelings of another

person. For example, through discussion of parables by Leonardo da Vinci future teachers enriched ethical feelings, and this contributes to their attitude to the events seen and heard.

The basic unit of learning content in context is the "problem situation", and common tasks act as its elements. With the help of problematic situations, learning problems and challenges the storyline which masters leading aspects of professional activity is built. During the classes of pedagogical subjects pedagogical situations that simulate some aspects of professional activity in the classroom environment are widely used. As a didactic teaching tool used to create a situation in student's self-image in the profession by identifying situations in educational content. The selection of teaching situations for such work is determined by the content and objectives of specific classes. The alternative solution of teaching situations allows students to enrich and improve their own position through the process of comparing the views of others as well as the specific reality.

S.Kulnevych, T.Lakotsenina associate problematic situations with organizational activities and the nature and complexity of shared problematic situations into types:

- Situation-illustration: teacher analyzes the situation in front of the audience giving several possible solutions and one of them is one the best one, the teacher gives him an assessment , demonstrates its advantage over other options. As a result, having case studies, students learn how to find solutions of problems;
- Situation-assessment: the teacher analyzes the situation, finds a solution and offers it to evaluate for students;
- The situation-problem: the teacher provides situation, the future teachers independently analyze it and find solutions. Assessment of decisions is collective ^{6/}

⁶ Кульневич С.В. Воспитательная работа в средней школе: от коллективизма к взаимодействию: Практическое пособие для учителей и классных руководителей, студентов пед учеб.заведений, слушателей ИПК / С.В.Кульневич, Т.П.Лакоценина. – Ростов – н/Д: Творческий центр «Учитель», 2000. – 288 с. – С.212-213.

Assimilating ability to solve educational situations, students develop confidence as to focus on the future - the ability and willingness to self-improvement. Solution of teaching situations involves independent decision making by future teachers. It becomes a habit, and then the need of the individual. Assessment own behavior by analyzing the motives influences the decision to act in this way, it creates the ability to think, it encourages introspection and eventually leads to self-education. And this is the necessary work on a person, which creates a solid foundation for informed humane treatment of children under any circumstances.

The effective training was held concerning the topic "tolerance" with the help of which the students learn to understand somebody's opinion, develop tolerance, compassion, kindness, pedagogical tact.

During the training a psychological exercise was used that focused on emotional self-regulation contributed to the harmonization of the inner world of the teacher, weakened mental stress, develop internal mental reserves, expanded professional identity, helped navigate the personal mental states to adequately assess them to govern themselves, to reduce emotional stress, fatigue, remove irritation, restore psychoenergy. Prospective teachers especially liked the following role play as "conflict situation", "wrecked lesson" psychological exercise "Change position", "common rhythm", "Sender", "sculpture", "window", "I - expression. You - the expression", "Find the definition" and many others. All methods which were used, they were based on the principles of dialogue, which included a free exchange of views on solving personal and professional problems through the active involvement of participants in the process not only receive, but also the practical use of this knowledge to work.

On the basis of theory and practice humane treatment of child and my own experience the future teachers identified the following rules for the organization of educational activities.

1. School for a child should be like their mother, the child must feel the interests of teachers, parents and friends to their successes and failures.
2. Teachers, pupils and parents - members of a group, they help each other.
3. The common goal of the school - the goal of every teacher and student.
4. It is really important to respect the opinions of children, not playing respect for them.
5. Everyone in the team has to be the creator of relationships and new business.
6. Only tolerant teachers and parents can bring up tolerant children.

So, today, many scientists and educators all over the the world are working to improve the training of future teachers and strengthen the role of teachers in society. The professional training of future teachers should aim not only mastering modern knowledge of commonprofessional and professional disciplines, training of well-educated, cultural, harmoniously developed personality, but also preparing for the humane treatment to the child.

Annotation. In this article rises the problem of training of humane treatment to a child by the future teachers during the process of learning the subjects connected with the pedagogical cycle. In particular, the effective directions of this activity is to familiarize with progressive educational thought, which has been imbued with the ideas of humanism, tolerance of pedagogy, the practice of teachers-innovators. When you prepare students for educational activities the most effective is contextual learning, which acts as a dynamic model of the change of the student, from their own training (lecture, seminar, test, etc.) through kvaziprofessional (games) and educational-professional (teaching practice, research work, students preparing for graduation qualifying work, etc.) to their professional activities.

Key words: humanization of education, pedagogy of tolerance, contextual learning.

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