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## HUMANITARIAN EXAMINATION OF PEDAGOGICAL ENVIRONMENT

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*The article presents certain issues of humanitarian examination of pedagogical environment. Problems of theoretical and methodological substantiation of humanitarian examination of educational activity outcome for pupils, teachers and educational institution as a whole are outlined. New public requirements to the educational system generate a need for other approaches to examination of summary measures of educational activity. The focus is made on a necessity of developing models, criteria and methodology of examination in educational system. A degree of previous study of the mentioned issue in scientific literature and publications is detailed.*

**Keywords:** *Humanitarian examination, pedagogical environment, educational environment, learning process, efficiency of learning quality.*

**Statement of problem in general terms.** In today's society a person, his/her knowledge and professional competence, moral and creative qualities, capacity for self-study becomes the main resource of social progress. Disagreement between declared and actual values and purposes of learning and bringing-up process, absence of rational conservatism and the excessive innovation in educational system accompanied by low efficiency, mismatched requirements to graduates on the part of society and etc. make the demand for examination of pedagogical environment of educational institutions an acute issue.

The objective need for examination occurs as a result of imbalance between social demand and quality of a graduate's training outcome. To eliminate such mismatch there needed objective criteria and universal grades for estimating quality of conditions in which learning and upbringing are carried out. Traditional system of estimating learning efficiency is based, chiefly, on such measure of success as grades on academic disciplines. The present-day ideas about the education efficiency are associated with estimation of moral quality measures as well. In socially-significant sense the mentioned change of the educational purposes shifts a focus from the

development of discipline-determined cognitive abilities of pupils towards the creation of target conditions of pedagogical environment necessary for multifunctional development of cognitive, moral and personality spheres of a pupil [5]. And in the first place – capabilities for reflexive and responsible behaviour, self-control of the own cognitive and social activity. Estimation of the educational model efficiency by such parameters is much more difficult than by traditional ones, therefore for today an acute need for new methods of assessing activity of educational institutions of different levels of educational and vocational training has arisen.

Participation of society in assessing the quality of education and conditions of pedagogical environment created in educational institutions is an integral part of the educational system upgrade and implementation of innovative processes within the present-day pedagogical system. Pedagogical laws of the pupil or student development can be discussed only in light of the reality that exists in a certain pedagogical environment therefore the examination becomes as well a tool of control over the state of educational field.

Timeliness of the research. Urgency of an issue of humanitarian examination of pedagogical environment is determined by a pressing need for study of influence of pedagogical environment conditions (creation of a target pedagogical environment) on formation of socially-significant behaviour of its subjects, support and development of moral and professional qualities of pupils to meet the objective requirements of society.

Analysis of recent researches and publications. The problem of examination in education is a relatively new field of theory and practice of pedagogics. Search for means, tools, methods and techniques of assessing activity of educational institutions is performed actively in recent years within a context of environment diagnostics [3]. Environmental approach lies deep in the history of psychological and pedagogical thoughts (Ya. A. Komenskiy, K. D. Ushinskiy, P. F. Lesgaft). In scientific literature of XIX the role and place of environment in child upbringing and development was discussed. The change of views on environmental factor as a certain law of development of a personality evolution became a reason for extending significance of environmental influences at the end of XX century (J. Gibson).

In a greater degree the environments were studied by pedagogical psychology that lead to origin of term «educational environment» associated with a concept that mental development of a person in course of learning should be considered within a context «a person - surrounding environment».

Analysis and interpretation of categories «environment» and «educational environment» are made in papers of A. G. Asmolov, I. A. Baeva, L. S. Vygotskiy, S. D. Deryabo, A. N. Leontiev, V. R. Zarubin, E. A. Klimov, G. A. Kovalev, Yu. N. Kulyutkin, A. A. Leontiev, V. N. Maksimova, V. I. Slobodchikov, D. B. Elkonin, V. A. Yasvin and others. Psychologists dealing with issues of educational environment in their works point out that it is interrelated with socio-cultural environment and covers a wide range of factors determining upbringing, learning and development of a personality where the definition of criteria for its efficiency as a social system is a problem domain (V. A. Bukhvalov, Ya. G. Pliner, K. Maklavin, K. Reid, D. Hopkins and others), its organisational development potential is analysed (V. A. Yasvin and others); efficiency of pupil learning and development within a particular educational technology is estimated (V. P. Lebedeva, V. A. Orlov, V. I. Panov and others). The contribution to the development of humanitarian examination was made by N. N. Avdeev, I. I. Ashmarin, V. I. Bakshtanovskiy, T. S. Karachentseva, F. S. Safuanov, G. Skirbekk, G. B. Stepanova, G. N. Solntseva, G. L. Smolyan, B. G. Yudin, A. G. Asmolova, S. L. Bratchenko, D. A. Leontieva, G. L. Tulchinskiy, A. U. Kharash, M. Epshtein and others. Analysis of researches dedicated to the issue of examination in educational field allows us to distinguish two approaches to assessing the educational (pedagogical) environment – diagnostic approach (psychodiagnosics) addressed to individual subjects of examination (N. I. Almazova, S. D. Deryabo, A. V. Gavrilina, I. V. Ermakova, V. R. Zarubin, I. V. Kuleshova, E. B. Laktionova, V. P. Lebedeva, V. A. Makaridina, V. N. Maksimova, N. I. Polivanova, N. L. Selivanova, I. M. Ulanovskaya and others) and expert approach based on use of certain set of estimation measures both for participants of pedagogical process and experts (I. A. Baeva, E. N. Volkova, V. I. Panov, E. B. Laktionova, V. A. Yasvin and others) [2, p. 46].

Purpose of the article. To draw attention of scholars and specialists in the field of pedagogics to studying issues of the complex humanitarian (social) estimation of the pedagogical environment quality, nature of conditions influencing the formation of positive personality development of its subjects. Dealing with this issue is connected with a necessity to elaborate the scientifically grounded technological support for the humanitarian examination of pedagogical environment of educational institutions.

Statement of the base material. The educational environment is understood by the present – day scholars (B. Bodenko, A. Kurakin,

Yu. Manuilov, A. Khutorskoy and others) as the natural and artificially created social and cultural surrounding of a person that includes the content and teaching aids which ensure productive activity of students and direct the process of personality development by creating for this purpose the favourable conditions. T. Gushchina supports the scientific opinion of A. Savenkov and proves that educational environment should be understood as a system of pedagogical and psychological conditions which provide a possibility to reveal both capabilities and individual peculiarities of a personality that are already formed, and his/her interests and capabilities that are not yet shown up [4].

Humanitarian examination is the estimation of purpose substantiation, reasonability of activity either planned or carried out and its justifiability within a wide social and cultural context of public life and first of all - from a perspective of well-being of people as individual personalities [1]. Humanitarian examination of the pedagogical environment shall be also understood as a public request for social tasks to be implemented by the educational system (as integral complex of learning and upbringing) with due account of stable social and cultural paradigm.

Analysis of the present-day approaches to defining humanitarian measures of the education quality from the sociocultural standpoint allows us to outline new requirements to criteria of estimating efficiency of the pedagogical activity (new historical conditions form new purposes, senses and content of education, and new approaches to methods of learning and upbringing). This causes a need for creating fundamentally new requirements, criteria and mechanisms to humanitarian examination. For this purpose such criteria shall be objective, universal and constant. It is impossible in absence of the educational paradigm as a steady strategic direction of growth for education as a whole (as system of learning and upbringing) [2, p. 41].

Today the results of researches conducted mainly in fields of psychology, social psychology and psychological and pedagogical sphere are taken as a base for developing new approaches to the system of pedagogical environment examination:

- study of a person interaction with the surrounding social environment B. G. Anan'ev, A. G. Asmolov, A. V. Brushlinskiy, L. S. Vygotskiy, E. P. Il'in, A. N. Leontiev, V. N. Myasishchev and others;
- from the standpoint of the education humanisation concept – V. S. Bibler, G. I. Vergeles, I. V. Dubrovin, A. Maslow, A. B. Orlov, K. Rogers and others);

- study of practical activity in the field of educational environment examination – represented by works of S. G. Vershlovskiy, G. A. Kovalev, E. B. Laktionova, V. I. Panov, V. V. Rubtsov, V. I. Slobodchikov, V. A. Yasvin and others); researches in the field of psychological and pedagogical examination in education – S. D. Deryabo, D. A. Ivanov, V. I. Panov, A. N. Tubelskiy, V. A. Yasvin [1].

The issues of humanitarian examination of the educational environment from the perspective of pedagogical science are undeserved in scientific literature of our country. Therefore the development of relevant tools allowing the society to estimate the level of the education and upbringing quality (efficiency of the educational process) is a necessity. Theoretical and methodological base for social diagnostics of the pedagogical environment already exists.

Conclusions and outlook for further researches. Presently the humanitarian examination of education needs both theoretical and methodological support. Development of educational institutions towards humanisation of learning process requires not only to address issues connected with improvement of educational process (new methods of learning and upbringing, upgrade of pedagogical qualification of teachers and etc.) but also to carry out active work on formation of stable positive attitude to learning in all subjects of education.

So, one of the most significant directions of dealing with the mentioned issue lies in the area of estimation of the education quality, in particular – pedagogical assessment of conditions in which it is carried out. It is exactly the educational, and namely the pedagogical environment that becomes, as a set of conditions and opportunities for development of socially important human qualities, the object of regard for researches, and the system of pedagogical examination acts as the in-demand instrument of its quality estimation. In this context the humanitarian examination shall be considered as the key condition enabling to optimize the resource potential of the educational environment.

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#### ГУМАНИТАРНА ЕКСПЕРТИЗА ПЕДАГОГІЧНОГО СЕРЕДОВИЩА НАВЧАЛЬНОГО ЗАКЛАДУ (ДО ПОСТАНОВКИ ПРОБЛЕМИ)

**В. В. Сізов**

*У статті розглядаються відокремлені питання гуманітарної експертизи педагогічного середовища. Підкреслюються проблеми теоретичного та методологічного обґрунтування гуманітарної експертизи підсумків освітньої діяльності. Нові суспільні вимоги до системи освіти викликають необхідність нових підходів до експертизи підсумкових показників навчальної діяльності як з боку людини, що навчається, та викладача, так і навчального закладу в цілому. Актуалізується необхідність розробки моделей, критеріїв, інструментів, методики експертизи в системі освіти. Деталізується ступінь вивчення вказаної теми в науковій літературі та інших публікаціях.*

**Ключові слова:** гуманітарна експертиза, педагогічне середовище, освітнє середовище, навчальний процес, ефективність якості навчання.

#### ГУМАНИТАРНАЯ ЭКСПЕРТИЗА ПЕДАГОГИЧЕСКОЙ СРЕДЫ УЧЕБНОГО ЗАВЕДЕНИЯ (К ПОСТАНОВКЕ ПРОБЛЕМЫ)

**В. В. Сізов**

*В статье рассматриваются отдельные вопросы гуманитарной экспертизы педагогической среды. Обозначаются проблемы теоретического и методологического обоснования гуманитарной экспертизы результатов образовательной деятельности, как со стороны учащегося, преподавателя, так и учебного заведения в целом. Новые общественные требования к системе образования вызывают необходимость иных подходов к экспертизе итоговых показателей учебной деятельности. Актуализируется необходимость разработки моделей, критериев, инструментов, методологии экспертизы в системе образования. Детализируется степень изученности указанной темы в научной литературе и публикациях.*

**Ключевые слова:** гуманитарная экспертиза, педагогическая среда, образовательная среда, учебный процесс, эффективность качества обучения.

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## ЕФЕКТИВНІСТЬ СПЕЦІАЛЬНО ОРГАНІЗОВАНИХ ЗАНЯТЬ З ДІТЬМИ СТАРШОГО ДОШКІЛЬНОГО ВІКУ В ПРОЦЕСІ ВИХОВАННЯ ЕМПАТІЙНОСТІ ТА ЧУЙНОСТІ

**І. Г. Табачник, А. С. Пехарєва**

*У статті надана сутнісна характеристика понять емпатії, чуйності, співчуття. Представлені особливості формування емпатії у дітей дошкільного віку. Наведені методи та форми роботи по вихованню чуйності у дошкільників. Представлені результати експериментально-дослідницької роботи, що підтверджують необхідність впровадження спеціально організованих занять по вихованню емпатії та чуйності.*

**Ключові слова:** емпатія, чуйність, педагогічні умови, діти старшого дошкільного віку, гра.

**Постановка проблеми.** Все частіше можна почути про те, що сучасні діти жорстокі, агресивні та нещиросердні. Деякі пояснюють цей феномен навколишньою ситуацією у країні та світі, інші пов'язують це із недоліками виховання. Вихователям властиво оцінювати поведінку дітей як агресивну, а більшість батьків оцінює свою дитину як неагресивну або помірно агресивну. Виходом з цієї ситуації є робота, де пріоритетним напрямом є цілеспрямоване емоційно-моральне виховання особистості дитини, основи якої закладаються в дошкільному віці. Виховання співчуття, чуйності, гуманності є невід'ємною частиною морального виховання.