

## **HUMANIZING OF HIGHER EDUCATION IN UKRAINE: STATE OF THE PROBLEM**

*Abstract:* In recent years it has become particularly clear that the education system of Ukraine did not justify the hopes of the training of specialists, internationally competitive labor market, and the ability to restructure public life, reorganization of production, preservation of culture and national culture, the environment, law and order. Scientific research in the field of philosophy, social psychology and pedagogy ascertain the reduced quality of human phenomenon, reducing his moral stability, capacity for survival, creativity, cultural arrangement of his own life. The way forward is seen as one - the humanistic orientation of education, the revival of spirituality and moral perfection.

*Key words:* crisis in education, problem of humanization, system of training the individual, concept of education, humanization

### **Relevance research**

Modern society can be characterized by the fact that reassessment of values occurs, competition in all industries is now getting tougher every day and everything which prevents further movement forward and progress has to be overcome. Higher humanistic sense of social development is the assertion relationship to man and must be ranked as the supreme value of life. In this regard, the humanization of education is considered as the most important social and pedagogical principle that reflects contemporary social trends of building a system of education.

Currently, there are opposing views on humanizing education. On the one hand in the market relations there is "washed" social and humanitarian culture, on the other hand - the society of the market type requires skilled workers, both in production and in the spiritual and economic spheres, which is a stimulus for the education and culture in our country. The good news is that education is getting closer to the needs of real life. And it, in turn, develops competition among manufacturers and employers, which creates a demand for skilled worker intellectual la-

bor. Naturally, the increase in demand will lead to the improvement and payment of such work. And man in order to get a high-paying job would be interested in constantly getting the latest knowledge and improving skills. He would be able to compete in the labor market, if he mastered the principles of science, would own the newest modes of perception and communication, would be formed and practically prepared, especially in the professional, linguistic and ideological sense.

The most dangerous thing in the present state of the Ukrainian society is not just the economic and social crisis but also spiritual emptiness, meaninglessness, hopelessness, which permeates the vast majority of society. And there is a need for a new ideology of rational, pragmatic, really scientific, based on the humanization of man and society in general.

Over time our society relations and its political and economic situation are shifting. Of course, the system of training of the individual for life must be different, and, therefore, the role of education and training must change as well. It is in this vein that transforming processes in the system of education, science and information technology are occurring in all countries, and in the Ukraine, too. However, despite some progress, the humanitarian situation in Ukraine remains difficult.

Most scholars are of the opinion that the new concept of education must be linked to its humanization, and proceed from the fact that people represent self-developing system. In the current conditions of higher education one should help people to enhance self-development, to overcome feelings of their own insignificance, helplessness and confusion that are inherent to modern society.

The need to humanize higher education in Ukraine is justified by various reasons. This is what liberal education makes people more open to the perception of information, strengthens activities of their intelligence and promotes emotional polyphony in people. And that in the humanities education concentrates spirituality of people, promotes great thoughts, desires and motivation for noble deeds.

We say that modern society requires highly skilled professionals in a more sophisticated production and emerging global issues such as environmental and resource ones. And therefore there is a need for a comprehensive training that combines the basic knowledge of different areas, both natural and humanitarian training. Education must change its focus and the main result of education should not be just a body of knowledge which the student has to acquire in the course of his stay in the university, but also the ability of self-learning and enhanced cognitive activity, information literacy, and continuous self-education. However, the national education system should be reconstructed in the context of the overall global trends, principles and standards of development. Education should build human and competitive experts not only in domestic but also in the worldwide industrial and socio-cultural environment. "Our" education is not yet able to present itself in the labor market, to show (and sell!). The potential of the educated does not have healthy pragmatism and perseverance necessary to compete. Our education system does not teach students "intelligent selfishness", without which in the system of market relations man cannot do anything.

The way forward is seen as one with the humanistic orientation of education striving to revive spirituality and moral perfection. In modern practice, there is a perception that the curriculum training of engineers needs to include cycles of humanitarian disciplines and only then will it be complete. However, it is not the case. First you need to understand your bounds, accept the existence of another world and other cultures, and change your bias against them. As for the humanitarians, they must understand that there is not one single human culture, that the fate of our civilization is closely linked to the development of science, engineering, design, technology. Humanitarians themselves enjoy the fruits of such a civilization. In turn, technically oriented representatives of the culture must understand their limitations, which now threaten the very existence of life on earth. They must recognize that the errors made by today in their profession (not something designed; not as designed; if not taking into account vital factors, etc.) are not only due to the low professional competence (although even at this moment in our country the situation is such), but it is also the result of the lack of humanitarian culture, a lack of values, adequate time of perception of the world. In education, this means a reflection of one's own profession and its boundaries, recognition and critical analysis of culture (technical or humanitarian) to which one belongs, familiarity with the culture of the opposite (communication and dialogue with its representatives; understanding of issues and problems which are to be solved; ways of thinking that are inherent in this culture; forms of life and activity, etc.).

Modern society is technogeni and nowadays scientists and engineers are finding that their work does not only enhance the progress and development but it also destroys the nature, "mechanizes and automates" attitude in society. Therefore, engineering education assumes analysis of crisis situations which created engineers, analysis of the negative consequences (for nature, society, or humans) in technical activities, from scientific study, ending with industrial production, it involves the analysis of values, world view, representations that predetermine the activity and various numerous errors made by scientists, engineers, designers or engineers. Here really one has to establish contact with the various humanitarian disciplines, but not out of context, as is happening now, but in such a manner that scientists or engineers become able to grasp the negative effects on humans or the nature of their activity, to face with the causes of common errors and anti-humanitarian character of technical activities.

Humanization of technical education system assumes certain content. This content can be presented in the form of stages. Of course, the training content of each stage has a specific focus area of engineering so as to form the knowledge and skills in this area.

The first stage can be called "Professionally-oriented stage" on which to enter the profession, to introduce the task pane, challenges faced in this area, to give a brief history of these professions, and the place they occupy in the culture, etc. To increase motivation in learning should talk about posts which will occupy

specialists, on the relationship of theoretical study and practice, the application of the knowledge gained in specific work situations.

The second stage can be called the Greek term “*Techne*” (in ancient Greece, “*Techne*” - it’s all art, ranging from painting, to the establishment of military vehicles or household goods). At this stage (in a reflexive manner) of are studied such spheres of activity as art, design, and engineering. Student understands that these disciplines - is, on the one side, the art of creating “texts” (works of art, designs, engineering calculations), on the other (design and engineering) - man-made structures (machines, buildings, cities, etc.). However, each of these areas of activity and decides to task and has a range of values and principles. In the courses “*Techne*” student learns to distinguish between these installations and the principles, clarifies features of art, design and engineering thinking, and their boundaries (i.e., the area where art, design and engineering, installation is not so expedient to apply.) And again, it is, above all, the humanitarian and methodological introduction to the arts, engineering or design.

The stage which can be called “*Social-engineering education*” is about mastering a discipline’s special nature needed for the cycle of professional orientation: knowledge of organization theory, the theory of innovation, some parts of psychology, social psychology and sociology, economics knowledge, the knowledge of the theory of decision-making, etc. At this stage one demonstrates and analyzes situations that require access to the knowledge and representations of the special disciplines. For example, it looks specifically at situations when difficult decisions in the management of enterprises (or organizations) that require knowledge of the theory of conflict, economics regulation, the theory of reflexive processes, economic laws must be reached.

At the stage of philosophical and methodological training students get acquainted with the philosophy, methodology, science. Above all, this is done in reflexive manner. This stage reveals peculiarities of the philosophical, methodological and scientific approaches, the specifics of the philosophical (methodological, scientific) texts, basic schools in each of these areas of knowledge and thinking, some samples of thinking are to be shown, the relationship between philosophy, methodology and science are to be considered, the main applications of the knowledge of these disciplines and ethical issues (i.e., the problem of the responsibility on part of the philosopher, methodologist, teacher) are to be demonstrated.

Fifth stage would be all about the worldview. This stage includes the knowledge of man, nature, society, space, peace and so on. Here we present a variety of views on the concept, of their interrelations, the scope of disciplines and sciences which study these phenomena. The presentations must be delivered in the form of a dialogue, in a historical and problematized manner and must be associated with contemporary issues affecting the individual and the society.

And at the final stage, students can choose subjects or topics of variable parts of the curriculum, discipline or topic of free choice [1].

## Statement of the Problem

The research problem was to analyze scientific and educational literature, scientific publications in the field of pedagogy, sociology and psychology. Based on international experience in the educational system and the analysis of the content of education our purpose was to identify the distinctive features of the education system of Ukraine and to explore concepts and structural elements of the humanization of the educational process in higher education, as a way to facilitate self-actualization.

As the historical practice shows the infringement possibilities of the society in the field of education as a consequence lead to negative changes in all spheres of social practice, and subsequently to the inhibition of the development of society, as "meaningful life of a community takes place at the level where there is a process of the formation of public consciousness. This level determines the goals and objectives of the society and the ways to achieve them" [2].

However, experts estimate the similarities to the Club of Rome and that modern education is in a prolonged state of crisis, the essence of which is that it leads to the "inconsistency of the existing system of education, content and methods of education and training of a new high-tech, information civilization, which takes the place of industrial society" [3], And this is evidenced by the low quality of education. The crisis affected Ukraine, and some post-Soviet countries, where the crisis of the education system not only reflects global trends, but also has its own characteristics. Researchers in the field of education focus on the fact that the crisis of the modern national education has internal reasons which caused the imperfection of the existing concept of education.

Unfortunately, we must admit that at the moment, the system of education of Ukraine cannot adequately respond to today's rapidly changing conditions of life. Therefore, it represents an acute problem of the humanization of education, which is important for the development strategy for education and training.

The problem of humanization is particularly acute in technical education. In the technical universities humanitarian component is so insignificant that it looks like a "decoration", "fashion", as has always been assumed that the combination of "physicist - lyrics" is contingent, which produces elite higher technical education. In fact, in the curricula of technical specialties the study of the humanities disciplines is given slight portion of the training time. As a consequence, we fail in the preparation of students to observe a wide gap in the technical and humanitarian training. As a result, there is a loss of spiritual guidance, reduction of the need for self-improvement and self-realization of creative potential, blockage of the development of higher human needs which all leads to the fact that technocratic thinking dominates the cultural and spiritual level of the specialist.

Humanizing the educational system, in the opinion of the authors, allows an organization aimed at the formation of a creative personality and is focused on the personality of each individual. Humanization characterizes the process of

teaching, focused on respect for the human dignity of the student, enhancing his training activities as a subject of study [4].

Over recent years, it has become apparent that education of Ukraine does not promote education of people who can adapt to the reorganization of social life, the reorganization of production, preservation of culture and the environment, and who can comply with the rules of law. Research in the field of philosophy, psychology, pedagogy and sociology noted phenomenon of “lowering the quality of man”: reducing his capacity for survival and creativity, inability to arrange his own cultural life, low moral stability, variation priorities of life values. [5].

Conducting a survey of students on “How to be a modern man of culture?” and later analyzing the results, it became clear that the basis is social and humanitarian knowledge, the knowledge of the person, and the rest, including professionalism, occupies less significant portion, such as the cultural rights position. And if one is to imagine cultural man (according to respondents), then it will be the basis of a healthy life (76%) (both physical, mental and moral), then comes the culture of communication (72,4%), knowledge of modern culture (61,2%), knowledge of the cultural heritage of other nations (59,7%), foreign languages (58,7%), owning moral culture (57,7%), professional creative independence (37,2%), environmental literacy (29,1 %), the political culture (24,5%), culture management (14,5%) and culture marketing (12,8%).

In order to find out whether one understands the importance of humanities future specialist, a survey of students on the topic “What qualities must a modern young professional have?” was conducted. The opinions of the students were as follows:

1. Independent and original opinion (64, 3%);
2. Being able to work with people (59, 7%);
3. Professional knowledge (51%);
4. Knowledge of modern management methods (37, 2%);
5. Ability to defend their positions (31, 1%);
6. High moral qualities (23, 5%);
7. Employment in public work (5, 6%).

As can be seen professional knowledge and skills do not take the lead. And it is once again shown how important humanitarian focus in technical education at the present stage of development of our society is.

There is a paradox: why young people do not seek to reach the displayed ideal of civilized man, but realizes in life, in general, other settings in which the dominant role is played by the professional knowledge? And this paradox can be resolved if there is the integration of technical and humanitarian component in education, which in turn will have a positive impact on the quality of education in general and technical education as well.

At the current stage, the quality of education is a holistic system, which guarantees students a comprehensive personal development and enables them to meet both the needs of society and his own, as opposed to the traditional sys-

tem of education, which gives a “set” of knowledge. Now, when one incorporates market principles in the education act, forming a new idea of the quality of education and training, it is necessary to introduce a holistic concept of humanization, which at the new level will improve the system of scientific and technical education. Building on the methodological analysis of the process of humanization which is presented in the works of E.V. Bondarevskaya, M.M. Bakhtin, V.A. Izvozhikov, A. Maslow, K. Rogers and other scientists one should observe following concept of humanization of technical education from the perspective of the personal approach [6]:

- the purpose of technical education - should be formation of the integral ideas about the role, place, and responsibility of persons for the consequences of their professional work, and this, in turn, suggests the formation of highly educated men, creative, rational, and the spiritual, which can navigate the world of modern technology and reach moral decisions;
- humanization of education allows the recognition of self-worth of the man as an individual, ensuring his rights, will and opportunities for self-realization. It gives methodological and theoretical substantiation to the ways of forming personality of the specialist;
- humanization of the technical education can be understood as a system of actions aimed at the creation and reconstruction of educational goals, standards, programs and design of the pedagogical process. All of these actions are aimed at orientation in teaching technical subjects personality development, reflexion upon oneself as a subject searches for his place in the world and the meaning of his existence;
- humanization of technical education didactic bases includes: goals, structure-semantic model of humanitarian-oriented content of technical education, the evaluation criteria of the educational process;
- in conditions of the humanitarian paradigm the education program for the field of technical disciplines represents a project of educational and professional activities, revealing the content of his subject decomposition and principles assimilation of the material.

One of the basic and urgent problems facing teachers of technical colleges and working within the humanistic paradigm is teaching to live, because life itself is an art, the most important and at the same time, the most difficult for a man. The object of this training is emphasizing one’s own vital functions, which are deployment and implementation of all potential capabilities of the human. During the training there should be formed a humanistic level of personality development. For a person who has reached this level - the other person has value in himself, a value as part of the system; well-being of the system depends on the welfare of each and every individual. Only at this level can one talk about morality because here comes effective key rule of the humanistic ethics – do to others as you would have them to you [7].

Humanization of technical education - is the relationship and interaction of humanitarian and technical disciplines, unity of the humanitarian and technocratic culture, where apart from their professional knowledge and skills specialists should also possess a common culture, and the higher the level of general culture, the better it will be for him and for the society. Humanization in the technical institutions is complicated by their relationship to the humanities as something secondary, optional.

According to the majority of teachers and researchers this problem is solved by including the cycle of humanitarian disciplines in the curriculum, as well as by the creation and application of the new technologies in teaching and methods of teaching the humanities at a technical university. For example the G.I. Ibragimov identifies two main ways to humanize technical education. One of these is linked with the introduction of the supplementary material in content learning, in order to reveal the humanistic and moral aspect of the subject. Another way of humanization of education is the restructuring of the actual procedural side of learning based on the principles of individualization, differentiation and democratization of the whole range of educational relations. By this we mean due receptions of humanization education which include:

- individual approach (providing access to educational material, the volume change of the educational information, use of electronic media for educational purposes, allowing the study of educational materials remotely and at one's own pace, use of automated controls, etc.);
- receptions which take into account group relations: the organization of collective work, promotion of help to someone in the job, the application of the combinations of different forms of collaboration (individual, group, front, collective), summarizing joint activities, assignments on intercontrol activities of students, public assessment actions of students, etc.;
- methods, which are based on the communication established between the teacher and the students: to create situations for success, help, activation of cognitive activity, the creation of problem situations; evaluative actions of the teacher, etc [8].

In the system of technical education humanistic aspects include also: the promotion of a creative atmosphere in learning ensuring opportunities for the general cultural development of students, recreation of the students. Orientation on the humanistic ideals assumes priority interests: Personality before state, student before the administration. In order to really realize the ideals of humanism in higher technical education it is necessary to proceed out of the priority of the individual over any transpersonal institutes.

One basic condition for the success of the humanistic paradigm is that the teacher and the student become equal participants of the educational process. Students, along with their teachers must be involved in the formation of goals, objectives, forms and methods of the educational process. Education technol-



ogy assumes creation of curricula and programs that provide for the possibility of creating "individual educational trajectories of personality". The emphasis is on teaching the student to learn: developing a need for knowledge, by promoting their ability for extraction, processing and use. The main slogan should be: "Teaching is a process that accompanies a person throughout his life" [9]. The inner world of the student represents context learning: the involvement of fantasy, imagination, encouraging the expression of feelings, attitudes. Orientation should be on the development of a holistic, associative, intuitive thinking inherent in the humanistic paradigm.

## Conclusions

For a long time the problem of humanization of education has been evident, but it is solved, basically, formally. Currently, the interest of teachers in the development of the individual and the inner workings of his/her self-development is substantially increased. New understanding of education as person-oriented cultural activities appears. Tasks related to the understanding of education are assumed to be solved only by considering a person as the main subject and protagonist of the educational activity.

At the present stage the Ukrainian educational system produces a new understanding of the humanism, more flexible and complex; defines a new technology and a new cultural educational environment; withdraws the concept of rationality, and strengthens the diversity of cultural types of education (integrated, individualized, differentiated), which transfers the emphasis from the frontal, open, scattered learning to the closed, aimed at the information process, various theories of learning and self-education. In nowadays higher education there is the intensification of the educational process, increase in the volume of information delivered, use of intensive educational information and computer technology.

In modern conditions of the development of the society concept of education is realized through the principles of democracy, multiculturalism, respecting diversity of the ethnic groups, openness, differentiation, continuity, humanization and the maintenance of these principles in the absolute majority of the teachers, scientists, administrators and the public. Humanization, as an objective phenomenon of the modern culture is presented as a process of moral education oriented towards the spiritual traditions. Educational institution in this respect acts as an educational system that integrates the efforts of the society.

The essence of the humanization of the educational process in the implementation of modern education reform is to turn this system to the individual student, to respect the dignity, confidence, enhance the acceptance of his personal ideas, demands and interests. The overall aim is - to create conditions for the discovery and development of the abilities of students, the spiritual world, an organic compound of the personal, collective and professional start.

The principle of humanization education involves the creation of the special model of the educational process, its technology and organization, covering all stages of the humanity-oriented professional and personal qualities of the future expert.

At the present stage, the content of education must on equal basis be coupled with the technical components and the humanitarian components as well. Technical components are not enough and work on the development of individuality, uniqueness and personality of the subject must be incorporated in the educational process as well. Updated content of education, technology, assessment should be considered in terms of humanistic potential, opportunity to form the corresponding spiritual qualities and to adequately assess them.

A vital role in the humanization of education is ascribed to the interdisciplinary and integrated courses containing most fundamental knowledge. They are the basis for the formation of general and professional culture, rapid adaptation to new professions, specialties and specializations.

Based on the fact that the aim of the humanitarian education is to form specialists for the national economy, education, science, culture, it is required to optimize the educational process in order to form the person who meets the world standards.

In order to successfully undertake reforms in the educational system of Ukraine one should revive the spiritual, intellectual and cultural development of the people, one should give priority to human and national values, one should reach a new level of human culture professionals.

To solve the problem of humanization and humanitarization in technical universities one needs to allow penetration of the humanitarian knowledge into the natural sciences and engineering disciplines, the enrichment with the humanities knowledge sciences and their fundamental components. The main provisions of the concept of humanization of vocational education include:

- interdisciplinary direction in education;
- humanities in the total volume of disciplines should be represented with at least 15-20% and their percentage must increase;
- provide for the functioning of the cycle of social and humanitarian disciplines in universities as a fundamental, initial education and training system;
- humanitarian technology training and education of students;
- learning based on personality approach;
- establishment in the University of humanitarian medium;
- learning on the border of the humanitarian and technical areas (on the border of the living and non-living, material and spiritual, biology and engineering, technique and ecology, technology and living organisms, technology and society, etc.);
- overcoming stereotypes of thinking, the statement of humanitarian culture;

- a comprehensive approach to the humanization of education, which implies a turn to the wholeness of the person and the wholeness of the human being;
- acquisition of human values and ways of activities contained in the humanities and culture;
- strengthening the training of engineers in the legal, linguistic, environmental, economic and ergonomic areas;
- providing opportunities for the students at the Technical University to access second humanitarian or socio-economic specialization [10].

In fact, the purpose of the humanization of the special, technical and theoretical courses and the educational process as a whole is to provide the engineer with the meaningful education where his professional activities aim at the preservation of life on Earth. "Any high theory, any engineering method which we arm the future engineers with, must become a particular theory, specific technology that as the engineers they must perform highly professionally, build that building which is called life, and the happiness of man. Man and his problems – must become the gist and core of the professional activities of the XXI century engineers" [11]. The education system is designed to lead the students along the shortest paths to this goal and the task of the teachers is - to make a person better.

Technical university of the future should be - Humanitarian-Technical University, the University of the common culture of humanity because it represents a convergence of the engineering and humanitarian activities, establishing their new relationship with the environment, society, the individual; one should provide further blending of biology and technology, animate and inanimate, spiritual and material. In the near future humanitarian training of the engineers will be necessary. That is why the humanization of education in general, and especially in the technical education, is a priority for the Higher Education of Ukraine.

## References

- Философия техники. История и современность. [Электронный ресурс] – Режим доступа: [http://www.gumer.info/bogoslov\\_Buks/Philos/fil\\_tehn/index.php](http://www.gumer.info/bogoslov_Buks/Philos/fil_tehn/index.php).
- Долженко, О. (2000). Социокультурные предпосылки становления новой парадигмы высшего образования / О. Долженко // Alma Mater. - N 10. - С. 22.
- Беляева, Л. А. (1993). Философия воспитания как основа педагогической деятельности / Л.А. Беляева // Екатеринбург. - С. 10
- Сухина, В. Ф. (2001). К вопросу о концепции гуманизации университетского образования / Гуманизация науки и образования: Материалы учебно-методической конференции. / Под редакцией В.П. Педана. – Харьков. – С. 4 – 6.; с. 5
- Берулава, М. Н. (2003). Современные проблемы гуманизации образования. Образование в социально-гуманитарной сфере Российской Федерации / М.Н. Берулава // Аналитический вестник Совета Федерации ФС РФ. - N 2 (195)

- Симонов, В. М. (2005). Концептуальные положения гуманитаризации естественно-научного образования / В.М. Симонов // Известия Волгоградского государственного технического университета: межвуз. сб. науч. ст. - N 6 (15) / ВолгГТУ. - Волгоград. - С. 80
- Абдуллаева, Р. А. Гуманизация научно-технического образования [Электронный ресурс] – Режим доступа: <http://sni-vak.ru>
- Гуманистическая парадигма профессионального образования: реалии и перспективы // Тезисы докладов Всероссийской научно-практической конференции. — Казань, 1998.
- Смирнов, С. Д. (2001). Педагогика и психология высшего образования: от деятельности к личности. - М..
- Педагогика и психология высшей школы. (2002). /под. ред. М. В. Булановой-Топорковой: Учебное пособие. - Ростов н/Д:Феникс. - 544 с.
- Товстоплет, О. С. (2010). Проблемы гуманизации технического образования / О.С. Товстоплет, Ю.Э. Соседка //Педагогические науки. - № 2. – Режим доступа: [http://www.rusnauka.com/2\\_ANR\\_2010/Pedagogica/2\\_57470.doc.htm](http://www.rusnauka.com/2_ANR_2010/Pedagogica/2_57470.doc.htm).

Галина Саско, Даница Пирсл

## ГУМАНИЗАЦИЈА ВИСШЕГО ОБРАЗОВАНИЯ В УКРАИНЕ: СОСТОЯНИЕ ПРОБЛЕМЫ

*Резюме:* Общество, отношения в нем, политическая и экономическая ситуации с течением времени претерпевают изменения, и система подготовки личности к жизни должна стать другой, а, следовательно, должна измениться и роль образования. Большинство ученых придерживаются мнения, что новая концепция образования в Украине должна быть связана с его гуманизацией. В нынешних условиях высшее образование должно помочь саморазвитию человека, преодолению чувства собственной незначительности, беспомощности и растерянности, которые свойственны человеку в современном обществе. Оно должно изменить свои акценты и основным результатом обучения должен стать не объем знаний, а способность к самообучению и познавательной активности. Вместе с тем национальная система образования должна перестраиваться в контексте общих мировых тенденций, принципов, стандартов его развития и оно должно формировать человека, конкурентоспособного не только в отечественной, но и в мировой производственной и социокультурной среде.

*Ключевые слова:* кризис в образовании, проблема гуманизации, система подготовки отдельных, концепция образования, гуманизация