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RESEARCH ARTICLE

Influence of the humanitarian environment on improving the quality of training of specialists in a technical university

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Abstract. The article is devoted to the consideration of the theoretical aspects of the influence of the organization of the humanitarian environment in a technical educational institution on improving the quality of training specialists, increasing their competitiveness in the labor market. The analysis of special literature and generalization of different points of view on the subject of research act as research methods. The humanitarian environment represents a certain content orientation of the educational system of curricula and work programs of disciplines that include the unity of material and spiritual values that are responsible for the formation of students' personality. Each teacher considers this problem in his own way, so the points of view have their own specifics. The humanitarian environment of the university includes a specially organized training system in which a set of specially selected methods and technologies is used to «nurture» a competitive specialist with a set of not only professional, but also personal competencies. The training of specialists in a technical university has its own characteristics related to the further professional implementation of graduates. Students at the stage of training must master special competencies, develop personal qualities, be motivated to study disciplines and master new types of activities. The organization of the humanitarian environment in the organization should be implemented at all levels: university, faculty, at each specific lesson in the study of disciplines, both provided for in the curriculum and extracurricular according to the plan of educational work. For this purpose, it is necessary to maintain and control the interaction of students with all components of the educational environment of a higher educational institution using methods such as: humanitarian technologies, mentoring, organizing a positive psychological climate in the institution, introducing additional educational programs, using active and innovative teaching methods.

Keywords: humanitarian environment, university, humanism, pedagogy, training, personality, self-realization, creative approach

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НАУЧНАЯ СТАТЬЯ

Влияние гуманитарной среды на повышение качества подготовки специалистов в техническом вузе

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Резюме. Статья посвящена рассмотрению теоретических аспектов влияния организации гуманитарной среды в образовательном учреждении технической направленности на повышение качества подготовки специалистов и их конкурентоспособности на рынке труда. Проведен анализ специальной литературы и обобщение разных точек зрения на предмет исследования. Гуманитарная среда представляет собой определенную поддерживающую направленность образовательной системы учебных планов и рабочих программ дисциплин, включающих в себя единство материальных и духовных ценностей, отвечающих за формирование личности студентов. Каждый педагог рассматривает данную проблему в своем ключе, поэтому его точка зрения имеет свою специфику. Гуманитарная среда вуза включает в себя специально организованную систему обучения, в которой применяется комплекс подобранных методов и технологий, позволяющих «взрастить» конкурентоспособного специалиста, обладающего комплексом не только профессиональных, но и личностных компетенций. Подготовка специалистов в техническом вузе имеет свои особенности, связанные с дальнейшей профессиональной реализацией выпускников. Студенты на этапе обучения должны овладеть специальными компетенциями, развить личностные качества, иметь мотивацию к изучению дисциплин и освоению новых видов деятельности. Организация гуманитарной среды в образовательном учреждении должна быть реализована на всех уровнях: вузовском, факультетском, на каждом конкретном занятии по изучению дисциплин, как предусмотренных учебным планом, так и внеучебных, согласно плану воспитательной работы. Для этого необходимо поддерживать и контролировать взаимодействие студентов со всеми компонентами образовательной среды вуза с помощью таких методов, как гуманитарные технологии, наставничество, организация положительного психологического климата в учреждении, введение дополнительных образовательных программ, использование активных и инновационных методов обучения.

Ключевые слова: гуманитарная среда, вуз, педагогика, обучение, личность, профессионализм, самореализация

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INTRODUCTION

At the current stage of education development, it is extremely important to improve the quality of training of specialists, their personal characteristics, and competitiveness. A promising direction for achieving this goal, in our opinion, is the creation of a special humanitarian environment at the university, which has a huge practical potential. The article analyzed the

main aspects of the influence of this environment on improving the quality of training of technical specialists.

It is important to understand that higher professional education is currently undergoing serious changes due to the complete or partial resolution of emerging contradictions. A significant contradiction is the lack of a holistic theoretical concept of higher professional education and the need for society to humanize the education system, which assumes a mutually respectful

attitude to each other based on the transfer of social experience into personal experience. However, in many universities, especially of a technical profile, very little attention is paid to the upbringing of a harmonious personality of a future specialist, the primary role belongs to mastering special professional competencies.

The purpose of this study is to analyze the theoretical and methodological aspects of the influence of the humanitarian environment on improving the quality of training specialists in a technical university.

The research methods were as follows: analyzing the various methodological approaches and views on the problem in the current modern literature, and synthesis and generalization of the data obtained.

ANALYSIS OF METHODOLOGICAL APPROACHES TO THE PROBLEM

By analyzing the views of Russian scientists on the concept of the humanitarian educational environment, we can make a preliminary conclusion that without doubt it has an influence on the harmonious formation of the personality of a student, who subsequently will become a specialist and a member of modern society. Next, we will consider different approaches to understanding this definition [1–4].

According to Professor V.L. Kurguzov, humanitarian environment is a certain meaningful humanitarian orientation of the educational system of curricula and work programs of disciplines that include the unity of material and spiritual values responsible for the formation of the personality of students [5].

Doctor of Philological Sciences L.E. Saraskina also reveals the concept of the humanitarian environment in her works. It implies the inclusion of a special educational space in this concept using active teaching methods, with the help of which the basic concepts of the formation, development and realization of personality in the profession are assimilated [6].

The view of Professor R.M. Petruneva is also interesting. It characterizes the humanitarian environment as a complex of pedagogical techniques, technologies and administrative provisions aimed at creating special conditions for the implementation of humanitarian education. It is worth noting that from her point of view, this problem is considered only in the educational sphere, and this is not accidental. This is explained by the fact that it is at the stage of occupational training the personality passes the most important stages of its formation and acquires life norms and values, which will adhere to further [7].

Considering the problem of the organization of the humanitarian environment in a technical university, it is worth noting that it provides for the creation and maintenance of special conditions that contribute to the value-based humanitarian orientation of the student's

personality. In this aspect, it is necessary to reflect the most important modern cultural realities, historical traditions in the content of education, in the structure of academic disciplines, as well as in the teaching methods used. Researchers L.G. Viktorova and L.V. Petrov emphasize that, in addition to all the above, it is important to include current achievements of science and technology in the content of education, as well as to rely on the study of accumulated historical experience and cultural traditions [8].

By summarizing the points of view discussed above, it can be noted that the following components can be included in the structure of the humanitarian educational environment: pedagogical activity of a teacher (including planning the content of the studied disciplines, as well as the methods of teaching used); research and extracurricular activities of students (including writing scientific articles, research papers and projects on a required topic and topics interesting to students themselves, as well as taking part in independent works in the studied disciplines and various educational activities, which are necessary for the harmonious development of students' personality); economic and administrative activities of the university's management (regulating the rules of behavior in university and performing the planning of the university's activities, thereby creating optimal conditions for mastering professional competencies).

RESULTS AND DISCUSSION

It is worth noting the special need to create a humanitarian environment of a technical university. This is because the disciplines taught in technical educational institutions are largely removed from the social and cultural components commonly present in humanitarian universities. In such universities, the humanitarian environment is able to be created without compromising the quality of the educational content.

The humanitarian environment at a technical university is designed to ensure that students master the specific competencies necessary to become first-class specialists. In many ways, it is related to an individual's personal qualities, norms, and values. The creation of such an environment can be considered a complex, multicomponent process, which makes implementation problematic without specialized knowledge. During the development of a humanitarian environment, several structural elements can be distinguished: humanitarian elements, general technical and specialized training, modern pedagogical ideas and technologies, and traditions of the university.

In her work, O.L. Kolonitskaya notes that the use of the humanitarian environment in the educational process can significantly improve the quality of professional training of future specialists. However, to achieve this

outcome, it is necessary to work comprehensively to create such an environment in a technical university; this includes working at the university, faculty, and subject levels, with implementation of the humanitarian environment in each specific lesson. In addition, the author notes the special role of the administration in this process, with which we cannot disagree [9, 10].

It can be concluded that the humanitarian environment of the university includes an organized training system, which uses a set of individually selected methods and technologies that allow “nurturing” a competitive specialist with a complex of not only professional, but also personal competencies. Also, when organizing this process, it is important to pay attention to the psychological climate in the institution. It should be trusting and favorable for the greatest effectiveness of the formation of the specialist’s personality [11].

Under analyzing the possibilities of applying the humanitarian educational environment in a particular lesson, it is impossible not to consider the specifics of the discipline being studied. According to the curriculum, a different number of hours are allocated for each subject, and different competencies are also reinforced. It is important for a teacher to update the presented knowledge, to show their need in the future, whether it is physical culture or a foreign language. All disciplines are interconnected, each of them can have a creative component that will contribute to the student’s personal self-development under the supervision of a teacher.

In addition to developing a creative approach to the discipline and the surrounding reality, when choosing the means and methods of teaching, it is important to carry out an individual approach to students, based on their needs and interests. Due to the use of innovative technical means—computer equipment, special programs and websites—it is possible to achieve excellent results of the quality of training. In addition, we should not forget about traditional methods and means of teaching and use them in the educational process.

When implementing the humanitarian educational environment, it is important to organize not only educational, but also extracurricular activities. University events, competitions, meetings, gatherings, group informal communication significantly affects the development of the worldview and the formation of personal qualities of a future specialist. Extracurricular activities should also be regulated and conducted in accordance with the plan of educational work of the university, the direction of training and a specific group. It is not for nothing that much attention has been paid to education recently at all levels of education: school and university. To improve the quality of training of specialists, it is important to accept and maintain the traditions of the university, to instill a certain “image of a student” with a special set of characteristics.

Analyzing all the above, we can generalize and conclude that in order to create and maintain a humanitarian environment in a technical university, it is necessary to support and monitor the interaction of students with all components of the educational environment of a higher educational institution. This can be implemented by applying the following technologies and approaches:

- Special humanitarian teaching technologies (for example, psychotechnologies, anthropopractics)—technologies of creative cooperation between teachers and students. I.V. Bobrysheva describes their application and concludes that it should be based on a number of principles in her writings. Among them, we can distinguish the principle of addressing the real life situation of a student, i.e. the connection of the studied material with the actual and prospective needs and aspirations of the individual; the principle of value-semantic equality, according to which the interaction of the teacher and the student is based on subject-subject relations, mutual respect and equality of positions; the principle of subjectivity, that is, recognition of the value of each person, his identity; the principle of contextuality, implying links between past and present experience and knowledge; the principle of sovereignty, which means non-interference in the personal space of the student, compliance with moral and ethical norms of communication in the “teacher-student” system; the principle of incompleteness, by which we understand the incompleteness of the process of obtaining life experience (socialization) [12, 13].
- Special approaches in the construction of the educational process, such as competence-based, problem-search and cultural approaches. The use of these approaches contributes to the comprehensive development of students’ personality, their inculturation, as well as the actualization of existing knowledge about the world.
- Special psychological, social, moral and legal components of the educational process, which guarantees the personal stable development and psychological safety of each student. These components should ensure harmonious relationships between the subjects of the educational process, form students’ confidence in the future and their environment [14].
- Systems for the exchange of knowledge and experience among students and teachers within the same university, as well as the development of interuniversity relations. This can be achieved through the organization of a system of mentoring senior courses over junior courses, active supervision of teachers in student groups, coordination of teachers’ actions among

themselves; exchange of students studying in similar areas between universities; holding student Olympiads and competitions in the interuniversity space. It is worth noting that this area of work has not yet been sufficiently implemented in many higher educational institutions, but it carries a huge developing potential that will improve the quality of training of future specialists.

- Specially developed additional educational programs that meet the needs of students and modern social realities. Students may be interested in similar areas of training that expand their future professional prospects, which will also increase their competitiveness in the labor market.
- Various methods of intensification and activation of educational, cognitive and creative activities. There are quite a lot of these methods, but they must be chosen based on the characteristics and interests of a particular group and the possibilities of application in the study of the subject. Active teaching methods, problem-based search technologies, a system of mixed and distance learning—all this is at the disposal of the teacher, who must actively use and select working methods.

CONCLUSIONS

Thus, the analysis of scientific literature and our own pedagogical experience allow us to conclude that the creation of a humanitarian educational environment in a technical university is extremely necessary to improve the quality of training specialists. Thanks to specially created conditions, a comprehensive development of

the students' personality takes place, a creative and humanitarian view of the surrounding reality is formed. However, to organize a humanitarian environment in a technical university, it is necessary to have the following prerequisites:

- increasing the importance of higher education both for teachers in terms of transferring accumulated experience, and for students who want to become professionals;
- creating special conditions in society and the state that allow the higher education system to develop;
- actualization of the need to create and maintain a humanitarian component in a higher technical educational institution, which allows students to expand their worldview, as well as develop their personal qualities.

From the point of view of functioning, the humanitarian environment of a technical university is the unity of the humanitarian environment from the level of an educational organization to the level of a specific activity, and from the point of view of content, it is a combination of the humanitarian educational environment and a number of necessary auxiliary elements.

Summing up, we can say that a properly organized humanitarian environment in a higher technical educational institution allows you to activate educational and cognitive processes, expand the possibilities of implementing a future specialist, and be based on a creative approach to understanding the surrounding reality. This can be considered a recommendation to higher educational institutions to improve the efficiency of their activities.

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