A MODEL CONTAINING A DESCRIPTION OF THE HUMANE PEDAGOGY PRINCIPLES AND THE WAYS OF THEIR IMPLEMENTING IN THE PRACTICE OF EDUCATION OF STUDENTS[1]

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Abstract. Education humanization in the context of digital transformation of contemporary society is one of the key problems of the social world. Present-day risks and threats associated with the global digitalization of all aspects of social reality, including the education system, necessitate the formation of new methods and approaches, innovative foundations of pedagogical activity. The article presents the author's model based on the principles of humane pedagogy, including methods of their implementation in practical and educational activities with the student. The model includes a description of the methodological rationale; targets and goals; the basic principles of the implementation of humane pedagogy in the interaction between teachers and parents of students; methods of practical interaction of teachers with subjects of educational relations; common features and differences in the implementation of the model for parents of children of primary school and teenagers. The model is a set of tools that meets the global challenges of the modern paradigm of education, where the emphasis in teaching and upbringing is placed on the individual himself. The use of the model in the system of basic general education will take account of the peculiarities of the student's internal picture of the world (individual psychological, individual typological, psychophysiological characteristics) and provide the most harmonious and effective conditions for his self-knowledge, self-development, and self-realization. The application of the model in practice will expand the consciousness of the teacher, who must make an informed choice of his professional strategy and implement it in a dialogue with parents. It will also help to implement the ideas of humane pedagogy and build a new school that meets the risks of our time.

Keywords: humane pedagogy, humane psychology, subjects of educational relations, social situation of development

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МОДЕЛЬ, ВКЛЮЧАЮЩАЯ ОПИСАНИЕ ПРИНЦИПОВ ГУМАННОЙ ПЕДАГОГИКИ И МЕХАНИЗМОВ ИХ РЕАЛИЗАЦИИ В СИСТЕМЕ ОБРАЗОВАНИЯ И ВОСПИТАНИЯ ОБУЧАЮЩИХСЯ[2]

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Аннотация. Гуманизация образования в условиях цифровой трансформации современного общества является одной из ключевых проблем социального мира. Современные риски и угрозы, связанные с глобальной цифровизацией всех сторон социальной реальности, в том числе и системы образования, обусловливают необходимость формирования новых методов и подходов, инновационных основ педагогической деятельности. В статье представлена авторская модель, основанная на принципах гуманной педагогики, включающая методы их реализации в практической и учебной деятельности. В модель входит: описание методологического обоснования; цели и задачи; основные принципы реализации гуманной педагогики во взаимодействии педагогов с родителями учащихся; методы практического взаимодействия педагогов с субъектами образовательных отношений; общие черты и различия в реализации модели для родителей детей младшего школьного и подросткового возраста. Модель представляет собой набор инструментов, отвечающих глобальным вызовам современной парадигмы образования, где акцент в обучении и воспитании делается на самом человеке. Использование модели в системе основного общего образования позволит учесть особенности внутренней картины мира учащегося (индивидуально-психологические, индивидуально-типологические, психофизиологические характеристики) и обеспечить наиболее гармоничные и эффективные условия для его самопознания, саморазвития и самореализации. Применение модели на практике расширит сознание педагога, который должен сделать осознанный выбор своей профессиональной стратегии и реализовать ее в диалоге с родителями. Она также поможет реализовать идеи гуманной педагогики и построить новую школу, отвечающую рискам нашего времени.

Ключевые слова: гуманная педагогика, гуманная психология, субъекты образовательных отношений, социальная ситуация развития обучающегося

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Introduction

The family, as a social institution, takes a leading role in the process of socialization of the individual. Family education is of primary importance and takes a leading role in the formation of the child's personality, in the development of his individual psychological qualities and properties, as well as in ensuring the social situation of development. The greatest educational value of the family, both for an individual and for society in general, is beyond any doubt. Back in the 17th century John Amos Comenius asserted that "the next century will be exactly what the future citizens will be brought up for it" (Comenius, 1982, p. 130). However, the current situation of world digitalization and globalization of society leads to the fact that the family does not always cope with its socializing and educational function. Many parents, faced with the "era of change" and finding themselves in difficult life situations, do not always have sufficient coping skills and are able to implement family education strategies effectively. Thus, the problem of special training for parents and teaching them productive strategies to interact with a child is still relevant today.

Parental competence among the parents of students, as in the subjects of the educational process, is a particularly important component in the implementation of the concept of education. Article 44 of the Federal Law "On Education in the Russian Federation" of December 29, 2012 № 273-FL (hereinafter referred to as 273-FL) states that "...parents are obliged to lay the foundations for the physical, moral, and intellectual development of the child's personality"[3].

In addition, Article 3 273-FL states that "...relations in the field of education are based on the observance of the humanistic principle of education, the priority of human life and health, the rights and freedoms of the individual, the free development of the individual, education of mutual respect, industriousness, civic consciousness, patriotism, responsibility, legal culture, careful attitude to nature and the environment, rational use of natural resources; as well as the principle of democratic management of education by all subjects of the educational process"

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[3] *ConsultantPlus* (2012, December 29). The Federal Law "On Education in the Russian Federation" dated 29.12.2012 № 273-FL. http://www.consultant.ru/document/cons_doc_LAW_140174/

(teacher – child – parent)[4]. Compliance with the requirements established in 273-FL is possible through the implementation of humane and personal pedagogy — pedagogy of the third millennium.

Materials and research methods

The article uses general scientific principles and methods of theoretical analysis: general scientific methods of collecting and processing information (analysis, synthesis, comparison, abstraction); methods of document analysis (selection and analysis of scientific sources, including theoretical and empirical results of previous studies in the relevant subject field); conceptual analysis and conceptual systematization.

Results

Humanization of education in the context of digital transformation of contemporary society is one of the key problems of the social world. Present-day risks and threats associated with the global digitalization of all aspects of social reality, including the education system, necessitate the formation of new methods and approaches, innovative foundations of pedagogical activity. In the modern paradigm of education that meets global challenges, the emphasis should be placed on the individual himself (Fitchett, & Moore, 2021; Brownell et al., 2013). The education system should take account of the specific features of a person's inner picture of the world (individual-psychological, individual-typological, psychophysiological characteristics) and provide the most harmonious and effective conditions for his self-knowledge, self-development, and self-realization (Nessipbayeva, 2013; Archambault, 2014; Petrenko, 2015; Banshchikova, Solomonov, & Fomina, 2015; Samuels, 2018; Branigan, & Donaldson, 2020; Sipman et al., 2021).

The ideas of humane pedagogical thinking are most fully reflected in the works of Sh. A. Amonashvili (2013). The main postulates of his concept include: belief in the capabilities and original talent of the child; ideas based not on unconditional respect and recognition of the child's personality; support and assistance to the child in directing him to the service of goodness and justice; educating a child through educating oneself — the pedagogy of consent. In the opinion of Sh. A. Amonashvili, an extremely important factor in the education of a child's personality in the framework of the concept of humane pedagogy is the organization of the educational process in the elementary school, which the teacher calls the "School of Life" (Amonashvili, 2013). This postulate is also confirmed by the words of the greatest

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[4] *ConsultantPlus* (2012, December 29). The Federal Law "On Education in the Russian Federation" dated 29.12.2012 № 273-FL. http://www.consultant.ru/document/cons_doc_LAW_140174/

humanist pedagogue V. A. Sukhomlisnky: "If you miss the young age — you will miss everything..." (Sukhomlinsky, 1990, p. 28). With these words, the scientist emphasizes the huge role of parents and teachers in educating those qualities and character traits in a child that would shape him up as a person. It is the mutual desire to develop joint activities and relationships based on mutual respect, trust, and love in the "teacher – child – parent" triad that makes it possible to create a humanely personal educational space at school. A space in which the child is not an object or subject of educational external influence but develops and shapes up in life itself. The child's development is carried out indirectly through life experience (from interpsychic to intrapsychic), the child learns to change and improve the conditions of life and himself, and not adapt through learning to the existing circumstances and conditions. This statement is reflected in the works of Russian psychologists. For instance, L. S. Vygotsky (1991), S. L. Rubinstein (1976), studying the problem of the development of higher mental functions, and the formation of the individual's personality in general, indicate the importance of the principle of systemic determinism and social situation of development in these processes. S. L. Rubinstein (1976) notes that "external influences and internal conditions must be correlated in a certain way with each other. External causes (external influences) always act only indirectly through internal conditions, and internal conditions are formed due to external influences" (Rubinstein, 1976). A. N. Leontiev (1975) points out that "as soon as the individual begins to act ... then the internal (subject) acts through the external and thereby changes itself" (Leontiev, 1975, p. 88). L. S. Vygotsky, developing a cultural-historical approach, points out that the mental development of a child is a process of his cultural development. He says that "...in terms of content, the process of cultural development can be characterized as the development of a child's personality and worldview". He noted that by the term "worldview" he understands "the purely objective meaning of the way of his attitude that a child has to the world. Worldview is what characterizes the behavior of a person as a whole, the cultural attitude of the child to the outside world… We tend to put the equals sign between the personality of the child and his cultural development. Thus, the individual's personality is a social concept; it embraces the supernatural, the historical in a person. It is not innate, but arises as a result of cultural development, therefore a person's personality is a historical concept. It embraces the unity of behavior, which is distinguished by the sign of mastery"(Vygotsky, 1983, p. 366). Vygotsky's statement that "to educate means to organize life; children grow up in the right life" (Vygostky, 1991, p. 267) also appears to be relevant.

Thus, combining the experience of humanist teachers and domestic psychologists who study the problem of the formation and development of a child's personality, one can assert that in the modern educational process, special attention should be paid to the organization of special psychological and pedagogical conditions, and in particular to ensure the humanization of the educational space (Mirascieva, 2011; Bradshaw, Waasdorp, & Leaf, 2012; Aryabkina, 2015; Kessler, 2021; Mascadri et al., 2021). Relying on the ideas of the humane-personal concept proposed

by Sh. A. Amonashvili (2011), cooperation between an adult and a child should include a special socio-psychological and pedagogical content:

− special relations with the subjects of the educational process based on mutual trust, freedom and respect;
− cognition of the surrounding world through self-education;
− non-evaluative activity of relations in the education system;
− perception of the results of relations through achievements and successes;
− a system of agreements and consents that need to be known, understood and fulfilled (joint activity of adult and child), and much more.

With a positive perception of the social situation, the child develops a positive personality orientation and achievement motivation. If a child experiences positive emotions in this or that educational situation, such an environment has a developing influence, and in its harmonious formation and development of the child's personality is possible. However, in the modern educational system, the emotional state and experiences of children are not given due attention, whereas they are one of the key components of humane pedagogy. In addition, based on the cultural-historical concept of L. S. Vygotsky (1991), it should be noted that it is in the social situation — the educational space in which the child is located — that the child's personality develops and new psychological structures corresponding to the age periodisation are formed. In this regard, the educational situation in which the child is located should be distinguished by its developmental potential, be as individualised as possible, and have a humane and personal orientation (Ananyev, 2016; Rubinstein, 1976; Elkonin, 1989). In this regard, creating a social situation for the development of the child, it is necessary to ensure the humanistic and personal orientation of such a "situation, the essence of which is to recognise the human being as the supreme value, to support his right to freedom, happiness, justice, development and manifestation of his abilities. Humanity is an inherent quality of a person, a generalised characteristic of his behaviour, in which the principle of humanism is implemented. Humanistic-personal social situation of development as a pedagogical concept is defined from the perspective of humanistically oriented environment of joint existence (life) of adults and children, transformed by all subjects of education and upbringing into a factor of integrative influence on the process of personal development" (Shishova, 2011).

The child's social situation of development will have a humanistic and personal orientation when the child interacts with an adult through cooperation, with the help of a variety of styles and forms of communication, and when manipulative and directive methods of interaction are rejected (see fig.).

Signs of a humane-personal social situation of child development:

1) The value-meaning and goal component of interaction, which ensures the harmonious development of the child's personality, cognitive abilities, values, goals, attitudes and orientation to the student's own subjective experience.

2) Principles of education: developmental and problem-based, providing democratisation of relations and orientation exclusively on the subjective experience of the child.
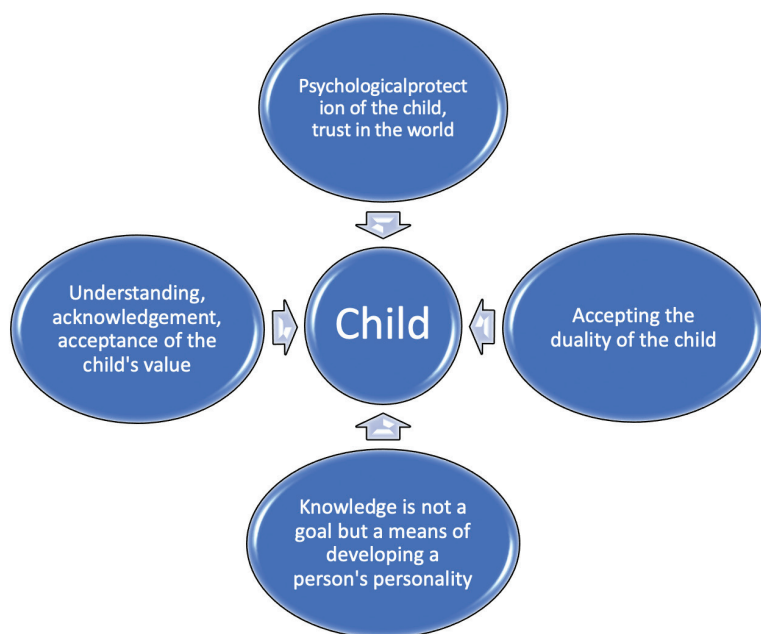
Fig. Humane-personal social situation of the child's development

Рис. Гуманно-личностная социальная ситуация развития ребенка

3) The content of education, ensuring the formation of personally significant ways of educational and professional activity, considering the subjective experience of the child.

4) Evaluation and self-assessment of the child's activity, including constant monitoring of the child's personality development: intellectual sphere, emotional-volitional sphere and cognitive sphere; monitoring of the psychophysiological development of the child's personality.

Features of the humane-personal social situation of development:

Behavioral component. One of the leading factors in child development is cooperation with an adult. A child's mastery of any activity is possible only in communication and in cooperation with an adult, in joint parent-child interaction. This component is based on the pedagogy of cooperation, the essence of which is that a parent can purposefully raise a child only when organizing continuous cooperation with him, taking account of the needs, inclinations, and personality characteristics of the child.

Emotional and moral component. The moral and ethical behavior of a child is the same act of activity like any other behavior, therefore it must be formed through education, like any other behavior. Parents need to instill in their child a sense of love, develop spirituality, and introduce him to the norms of morality and ethics through joint activities and by their own example. The personality of the child should underlie the education process. The parent is assigned the role of the creator of the necessary moral and ethical environment, which determines the formation of spiritual and moral

properties and qualities of the child's personality, values of morality and law, freedom in choosing socially acceptable forms of behavior, moral needs, the emotional sphere, respectful attitude towards people.

Specific evaluative activity. The essence of evaluation from the standpoint of Sh. Amonashvili is to "identify and compare the results of educational activities at a particular stage of training with the requirements set by the program" (Amonashvili, 2011, p. 12). However, the evaluation in the framework of the program requirements has nothing to do with the evaluation of the performance results of the child's personality. Sh. A. Amonashvili in his treatise "School of Life" (2011) emphasizes the enormous role of situations of success for children; emotional coloring when assessing the results of a child's activities; the need for the development of evaluative mechanisms in a child in relation to himself, in children gaining a sense of freedom from formal evaluation. American psychologist W. Glasser writes: "Regardless of the number of past failures, origin, culture, skin color or level of material well-being, a person will never succeed in life... if one day he does not know success in something important to him" (Glasser, 1991, pp. 17–18). Thus, the assessment of the child's performance should provide:

– sincere faith in the child on the part of the parent and support for this faith in himself: "You can do it!";

– creating situations that show the benefits of evaluation, when the assessment serves as a point of new growth;

– creating situations when a child turns to a parent for an assessment as an expert, an assistant;

– creating game situations of evaluation, creating a positive reinforcement of achievement motivation and orientation towards success.

Goals and objectives

The main goal (mission of parental education): to contribute to the formation, development, education of a noble person in a child through the development of his personal qualities.

Objectives:

– Refining the soul and heart of the child (development of spirituality, morality, harmony);

– Development and formation of the child's cognitive powers (global skills and abilities, psychic powers);

– Ensuring the child's creative mastery of an expanded and in-depth amount of knowledge and skills of the appropriate quality (the focus is not on the goal of mastering knowledge, but on the development in the child of those abilities and forces that will allow him to master this knowledge).

When parents carry out family education strategies based on the principles of humane pedagogy, the child will be able to develop independent detailed activities

(cognitive, moral, social, labor, creative), show individual inclinations and assert his personal orientation.

Main principles of implementing humane pedagogy in interaction of teachers with parents of children belonging to different age groups

The principles are the starting points for planning and organization of joint activities of teachers with parents. They set the initial points, guided by which you can achieve your goals. They constitute the ideological basis of the process and are used as fundamental axioms (experts of humane pedagogy: M. I. Shishova, 2011; Sh. A. Amonashvili, 1984).

It is possible to outline the **general principles** of humane pedagogy, which must be considered when creating the interaction of teachers with parents of children of different ages:

1) Belief in the boundlessness of human potential.

Humane pedagogy calls to consider the personality of an individual (not only a child, but also an adult) not in statics, but in the dynamics of its development. Humane pedagogy, in which interaction with the parents of students is created, is aimed at revealing the parent's inner potential and enriching it with an axiological orientation.

2) Belief in parental wisdom and parental love.

Parenting is a responsible activity, the purpose of which is to educate a noble and generous person — the creator of his own life. Education of such a person is possible only by one's own example. The interaction between a teacher and parents should be aimed at reviving and strengthening in parents the belief that each person has the necessary potential to build harmonious relationships with children, if they are based on love — the desire for good for another with the knowledge of what is good and with an understanding of how to implement it.

3) Belief in the transformative power of humane pedagogy.

Humane pedagogy is not only a methodically grounded educational technology, but also the basis for the formation and development of a single social space of interaction between all participants in educational relations ("Teacher – Child – Parent"). Therefore, in addition to mastering the secrets of parenting or teaching skills, it is necessary to believe that the basic principles of humane pedagogy are applicable, valid, and effective in all spheres of social reality. The ideas of humane pedagogy should be reflected in all areas of activity of parents – students – teachers. Then it is possible to avoid safely the so-called "parental burnout" and "teacher burnout"; then difficulties will be perceived as points of growth, and problems will become not a reason for unconscious experiences, but tasks that are interesting to solve.

Particular principles:

1. The principle of consistency.

The interaction between teachers and parents should be based on the pedagogy of cooperation and should have a systemic character. The focus of such interaction should be on the personality of the child; achieving the goals of education; taking account of the individual characteristics of the child; faith in the child's powers. Interaction should not be one-time, but systemic; it should be built in the system of a humane worldview, be a way of thinking and life, ensure the implementation of the ideas of humane pedagogy.

2. The principle of reliance on developmental learning.

The formation and development of a child's personality is possible only in a developing educational environment, where the educational process is focused not on learning, as the transfer of knowledge-skills-skills, but on the personal development of children. The interaction between the teacher and the parents (in the framework of the principle of developmental education) is based on the logic of interaction, not influence. The essential characteristic of joint activities is to provide help and support to children in the development and formation of their personality.

3. The principle of activity.

The implementation of this principle in the interaction between teachers and parents of children belonging to different age groups is a system-forming element of any activity that provides an internal active position of the individual as a subject of relations.

4. The principle of considering the age regularities of personal development.

The implementation of this principle in the interaction between teachers and parents of children of different age groups ensures that the age characteristics of the child are considered. Each personality trait appears in the structure of the personality at a certain time, its emergence is prepared by the psychological constructs of age. Therefore, the age-based approach, taking account of the individual characteristics of the child, is the main condition for the implementation of tasks for the formation and development of the child's personality. Pedagogical influence should be exerted at the right time on the right personality traits, then it will provide the required developmental effect (Salakhova, & Kalinina, 2020).

5. The principle of the formation of social and psychological skill.

For a child to learn to cope with difficulties, he needs a set of skills that make it possible for a person to make a competent choice of a strategy of behavior, to analyze a problem independently, and to choose options for a solution that does not infringe on the freedom and dignity of another person. These skills cannot arise spontaneously, they require special training (Salakhova, & Kalinina, 2020).

Methods of practical interaction between teachers and parents of children of different age groups

The main feature of the practical interaction between teachers and parents of children of different age groups in the method of humane pedagogy is their inspiration to organize cooperation and friendly relations in the "Parent – Student – Teacher" system. Every parent is a teacher who can boldly share his experience. Any interaction should be based on the principles of love, respect, recognition of the uniqueness of parent and child.

The methods of organizing interaction with parents based on the principles of the humanistic model are unique in each case. The teacher, realizing the ideas of humane pedagogy in the educational process, should rely on an individually oriented approach both in interaction with children and in interaction with parents. However, it is possible to determine the vector of the general direction of cooperation between teachers and parents, which is the basis for organizing interaction:

1) a teacher who creates interaction with parents is in the position of an explorer and designer of new methods and practices in organizing this interaction based on the individual and personal characteristics of the subjects of educational relations;

2) a teacher who creates interaction with parents is guided by the principles of consistency, that is, each planned meeting with parents is included in the general plan (organizer) of events for such interaction, implemented during the school year;

3) a teacher, creating interaction with parents, organizes a developing educational environment based on the psychologically competent interaction of all subjects of educational relations. The child is an active subject, he perceives all influences through his inner world (Rubinstein, 1976). Therefore, by exerting influence, teaching, it is necessary to adjust constantly in view of the individual and personal characteristics of students and not place high hopes on external factors, if it is not known what psychological response they receive in the inner world of the student. To achieve success, it is necessary to stimulate the personal experience of students' activity, their involvement in the process;

4) a teacher who develops interaction with parents provides an opportunity for parents to show initiative and their own activity in organizing the educational process and educational activities based on voluntary participation;

5) a teacher, creating interaction with the parents of children of a particular age, plans activities in view of the individual-typological characteristics of the child, determined by the age periodization. Thus, interaction with parents of primary school children will differ from similar interaction with a family where a teenager is studying;

6) a teacher, developing interaction with parents, organizes such a social developmental situation, which is characterized by trust, kindness, mutual respect,

mutual support, cooperation, etc. The teacher should avoid formalization and standardization of attitudes in interaction with parents. For the implementation of the idea of humane pedagogy, such attitudes are unacceptable.

Activities with parents in accordance with the method of humane pedagogy include (a list of approximate, but not exhaustive, activities with parents):

− during the school year, parents are given the opportunity to discuss topical issues in the framework of various informal meetings and events:

− organizing lessons with parents, where parents are given the opportunity to take on the role of the Student. At the end of such lessons, self-analysis is provided, with the help of which the parent can evaluate the emotions, feelings, and experiences characteristic of the given role (for their own child);

− organizing lessons with parents, where parents are given the opportunity to take the role of a Teacher. At the end of the lessons, self-analysis is provided, with the help of which the parent can evaluate the emotions, feelings, and experiences characteristic of this role (acceptance of the role and responsibility of the teacher);

− inclusion of the method of special (evaluative) envelopes in the process of interaction with parents, which demonstrate the child's success;

− organizing special lessons for parents, where their children become observers;

− organization of joint festive events to create a favorable, trusting, and harmonious atmosphere in interaction in the "Parent – Student – Teacher" system;

− building promising trajectories for the development of cultural environments. Parents, together with their children, draw up a map of interests (in a particular cultural activity) and a plan for the implementation of this map in the framework of the educational process;

− "Achievements" meetings — meetings where children and parents share their achievements and successes.

General signs and differences in implementing the model for parents of junior school children and teenagers

General features in the implementation of the model for parents of primary school children and teenagers are:

− ensuring voluntary and equal activity of all participants in educational relations (parent, teacher, and student), which is based on cooperation, creativity and trust;

− ensuring the principle of joint creativity between the teacher and the parent in matters of building the concept of family education, focused on the individuality of the child.

Differences in the implementation of the model for parents of children of primary school and teenagers consist in identifying the problem points from the position of an age approach, taking account of the individual characteristics of the child.

When organizing the interaction between a teacher and parents of children of primary school age, it is necessary to take account of the following features:

− the format of group work with the inclusion of active activities, aimed at effective adaptation of the child to school;

− interaction between teacher and parent should ensure the development of adequate self-esteem, self-confidence and self-esteem in the child; formation of cognitive motivation, motivation to achieve;

− the interaction between the teacher and the parent should be aimed at helping the child develop such important qualities for a given age as attention, memory, strong-willed efforts;

− helping parents understand the evaluation system and educational requirements;

− assisting parents in approaches to doing homework.

The interaction between the teacher and the parents of teenagers should include:

− a format of individual consultations;

− providing support to parents in understanding the peculiarities of the course of the teenage crisis and teaching technologies of interacting with a child in a certain age period;

− assist parents in matters of professional self-determination and the formation of a child;

− educating parents about the ways and methods of preventing the risks of anti-social forms of behavior in teens.

It should be noted that regardless of the child's age, the main goal of interaction between a teacher and a parent is to create unity between the family and the school. Education is a single and two-way process that takes place through the upbringing of an adult. In prospect, it takes the following form: children will teach the parent and, conversely, on the same path of self-improvement and development of spirituality (Amonashvili, 2011).

Conclusion

To realize the humane pedagogy ideas and build a new school that meets the global challenges of our time, it is necessary to expand the consciousness of the teacher, who must make a conscious choice of his professional strategy and implement it in a dialogue with parents. To solve similar problems, a teacher in his professional activity must clearly understand the line between authoritarian and humane pedagogy; have a humane worldview; build interaction in cooperation and agreement; distinguish between grades and substantive assessments; be able to give lessons in a non-standard form, thereby cultivating a creative person's personality — the creator of his own life.

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