



# The Impact of Humanization and Humanitarianization of Higher Education on the Formation of Personality of the 21st Century

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**T**he 21st century is characterized by rapidly changing reality. The problem of approaching between education and social reality is becoming increasingly relevant. At the end of the 20th century, the industrial society was replaced by an information society. Fundamental changes in the type of rationality have occurred. A transition was made from non-classical rationality to post-non-classical, from the practice of ordering and systematics to the practice of creative modeling. At present, the main characteristic of a modern person is not only the level of his or her acquired competencies, but also the activity of his/her intellectual activity. Analyzing information flows, a modern person forms individual picture of the world, socio-cultural model, value orientations and evaluative values, conditioned by the subjective perception of social reality. All this sets before education system in the information society need to search for new approaches of learning, and the problem of approaching between education and rapidly changing social reality is becoming increasingly relevant.

The modern higher education system faces many different challenges. The most important of these is the acceleration and unpredictability of economic and technological development. This is a challenge for education because historically all education

systems were created to prepare young people and adapt them to life and work in a stable society. Now we live in a world of uncertainty, and the availability and retention of work is no longer guaranteed. The market now requires, in addition to basic education, continuous improvement of educational level throughout life. And graduates of higher education institutions must be prepared for the fact that the dynamic processes of globalization and informatization fundamentally change the capabilities of a person in the process of competent activity on the global labor market. Therefore, one of the tasks of education is to provide basic knowledge and the opportunity for everyone without exception to demonstrate their talents and creative potential.

Humanization and humanitarianization of education are the main principles and trends in the field of modern higher education. Humanization of education involves creation of such forms and methods of training that are aimed at the development and self-development of the individual, at the priorities of universal human values, at optimizing the interaction of individual and society. Humanitarianization of higher education is the orientation of educational system and the entire educational process towards the study of social and humanitarian sciences with the aim of developing the personal potential of a person.

The leading idea of humanization and humanitarianization of higher education is recognition of the value of a person as an individual. This idea is reflected in many international documents devoted to the problems of modern education. For example, in the UNESCO publication “Rethinking Education” the main tasks of education are defined as follows: “The economic functions of education are undoubtedly important, but we must go beyond the strictly utilitarian vision and the human capital approach that characterizes much of international development discourse. Education is not only about the acquisition of skills, it is also about values of respect for life and human dignity required for social harmony in a diverse world” [1, p. 37].

**T**he famous American scientist, Harvard professor Steven Pinker wrote: “When Harvard reformed its general education requirement in 2006–7, the preliminary task force report introduced the teaching of science without any mention of its place in human knowledge: “Science and technology directly affect our students in many ways, both positive and negative: they have led to life-saving medicines, the internet, more efficient energy storage, and digital entertainment; they also have shepherded nuclear weapons, biological warfare agents, electronic eavesdropping, and damage to the environment” [2, p. 400].

Science and technology can be used for good and for evil, because the presence of a brilliant mind of developers is not enough, there must also be moral principles. Education should form among students a worldview, general competencies that will allow future scientists and engineers to understand not only positive, but also negative consequences of scientific progress. Such specialists in future should be able to help avoiding catastrophic consequences of science, technique and technology for nature and humanity. To solve these problems, humanization and humanitarianization of education is necessary. S. Pinker wrote: “One of the greatest potential contributions of modern science may be a deeper integra-

tion with its academic partner, the humanities. By all accounts, the humanities are in trouble. University programs are downsizing; the next generation of scholars is un- or underemployed; morale is sinking; students are staying away in droves.” [2, p. 405].

**I**n the conditions of globalization and rapid development of technology and engineering, humanity increasingly recognizes the interdependence of all elements of this world and reconsiders the place and role of man in it. Under such circumstances, humanism acquires special significance. Only the victory of a humanistic worldview can give us the opportunity to look to the future with hope. The problem of humanization and humanitarianization of higher education in the 21st century is relevant for most countries, including Ukraine [3].

The current problems of humanization and humanitarianization of education are considered in the works of Ukrainian researchers I. Zyazyon, I. Bekh, R. Yevsovych, Y. Fedan, A. Sakun, V. Voronkova, M. Goncharenko and others. Famous Ukrainian researchers O. Kyvliuk and A. Volos wrote that process of humanization, global task of which is the creation of humanistic worldview, can be considered as guarantee of preservation and further development of human civilization [4, p. 135]. R. Bogachev, V. Zuev assert that humanization and humanitarianization of higher education are undisputed dominants of modernization of the educational sphere of Ukraine [5].

Stony Brook University (USA) conducted a study on the implementation of practice of humanizing pedagogy, pedagogy of cooperation, which showed that “a high-quality teacher-student relationship and effective teaching practices are indicators of elevated student involvement and engagement in higher education. ... Through the humanization of learning and the invitational stances of instructors, students were motivated and willing to assume critical roles in the process of constructing knowledge and developing critical consciousness” [6, p. 187, 202.].

An example of systematic use of development potential of the humanities is the Massachusetts Institute of Technology (MIT), where one of the fundamental principles of education is the synthesis of technical and humanities. There is a School of Humanities and Arts and Social Sciences (SHASS) there, which offers a variety of humanities educational programs. All students, regardless of their specialization, must complete training in at least one of the programs offered (optional). During the entire period of study, a student spends up to 25 % of the time on disciplines taught by the School of Humanities and Arts and Social Sciences, which is guaranteed by the current educational standard of the university [7, 8].

**I**ndeed, general competencies are necessary for all types of activities, for all specialties. The Law of Ukraine “On Education” defines competence as a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, and other personal qualities that determine the ability of an individual to successfully socialize, conduct professional and/or further educational activities; and the educational process as a system of scientific, methodological, and pedagogical measures aimed at developing the individual through the formation and application of his or her competencies [9].

It is necessary to recognize that the main problems in the process of forming a worldview and general competencies of an individual are laid down in school. The “targeted” preparation of a high school graduate for admission to a higher educational institution requires early specialization and for many students it makes most elements of general cultural, personality-forming training absolutely secondary and psychologically “unnecessary”. Humanities, knowledge of which is controlled by tests, lose their heuristic, non-standard, discursive character and turn into sets of elementary information and standard answers to test questions. Problems arise with the formation of number of critically

important competencies, primarily related to literacy, the ability to consistently and clearly express one’s thoughts, etc.

The famous expert in the field of studying human needs Abraham Maslow believed that the desire to develop students’ motivation aimed at developing creative, constructive, socially oriented personal goals, preparing an individual for a responsible existence in the world, for free choice and personal creativity is “humanistic education”. According to A. Maslow, it encourages independent creative activity and forms a stable habit of searching. [10].

In the information society, one of the main accents is placed on the search (orientation) and “understanding” (interpretation) skills of students. At the same time, both of them assume the presence of knowledge, critical thinking and a large set of well-mastered logical procedures by individual, allowing one to navigate in the global information space of our time. Training in information technologies is often reduced to technical and practical issues and, as a rule, does not concern the content of information. In this case, there is a “rejection of meaning”, and search activity is reduced to finding random links. Rejection of the search for meaning in favor of phrase-searching activity leads to an answer that is random in essence and imperfect in form. These are consequences of students’ technocratic hopes for the “power” of computerized information systems and artificial intelligence. Students often have the illusion that artificial intelligence will solve all problems. In fact, artificial intelligence is an excellent tool in many areas, but it does not replace the intellect of the individual. So, in the information society, a person encounters many cognitive problems of an epistemological nature in educational and practical activities. In traditional epistemology, faith and knowledge were opposed: knowledge is well-founded, faith is either not justified at all or is poorly justified. Today, in many cases, we can obtain knowledge only based on faith in the source of information. In modern life,

one must trust one way or another, since a person is included in a complex system of social connections and communications and cannot independently double-check all the information received.

In educational practice, fundamental systematized knowledge is currently often replaced by a set of certain elementary logical-cognitive procedures and practical skills. Students often rely on information obtained from the Internet, without trying to find out the source and truth of the information. All this requires students to study verification methods, develop critical thinking, which is designed to ensure not only the receipt of reliable information, but also its adequate understanding.

The essence of critical thinking is to be able to doubt, look for alternatives, evaluate the situation from different angles, search, analyze, compare and evaluate information contained in various sources, as well as determine and argue your attitude to it. A critical thinker scrupulously checks

any idea. He conducts his own research and is not satisfied with someone else's opinion. He is also attentive to his thoughts, checks how logical and reasonable they are, and strives to avoid cognitive errors. The ability to think broadly and independently, to understand the world around us is often no less important than professional knowledge.

Critical thinking is an essential component of Western university education. Development of critical thinking skills has been included by the European Commission in the list of essential competences for the 21st century in education, working life and civil society: "Formal education and training should equip everyone with a broad range of skills which opens doors to personal fulfilment and development, social inclusion, active citizenship and employment. These include literacy, numeracy, science and foreign languages, as well as transversal skills and key competences such as digital competences, entrepreneurship, critical

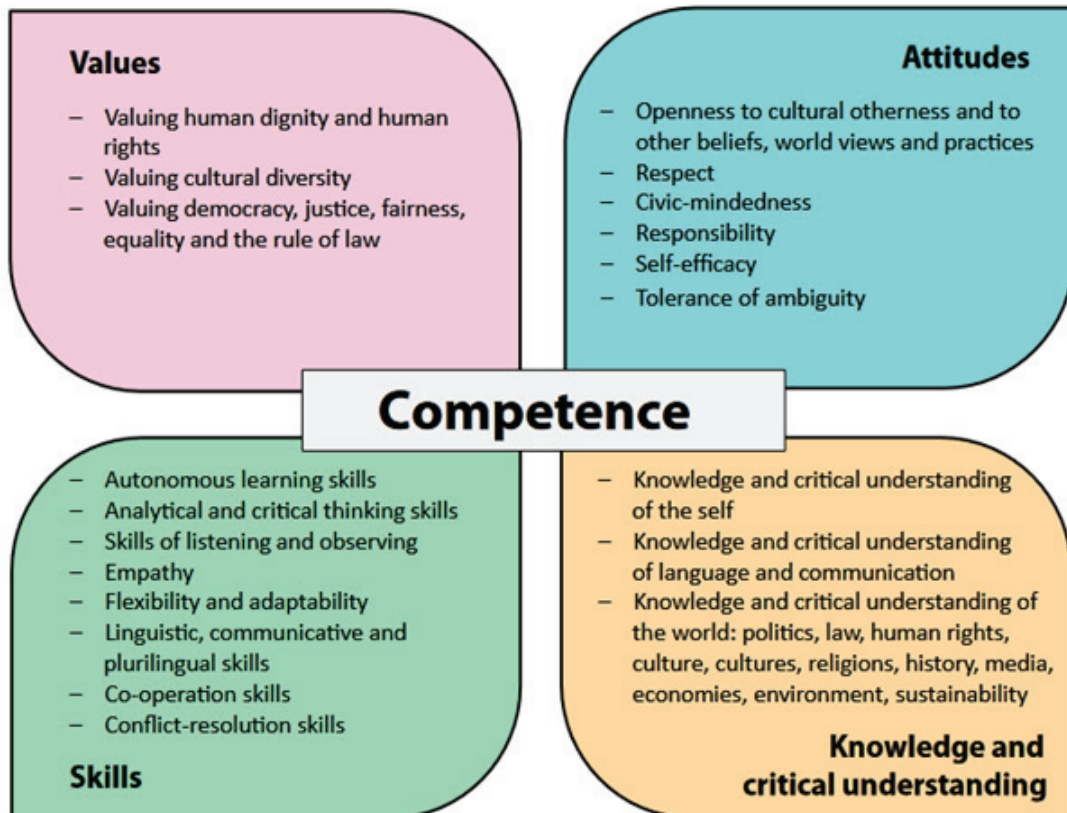


Figure 1: Competence model "butterfly" [12, p. 6].

thinking, problem solving or learning to learn, and financial literacy” [11, p. 5].

The Guidance document for higher education of the Council of Europe recommends developing competencies that are necessary for a modern person in addition to professional ones (Figure 1) [12, p. 6].

So, we see that, according to the experts of the Council of Europe, education should form in a future specialist not only professional competencies, but also a worldview and value systems. A graduate of a higher education institution should, in addition to professional, also have supra-professional skills (soft skills), knowledge about surrounding world, structure of society, human psychology, etc. The formation of these competencies and skills is the main task of humanization and humanitarianization of technical, technological, natural science education. Humanization of education should contribute to the formation of students' understanding of the role of moral norms and values, relationships between man, society and state in their future professional activities. This is what ensures the development of a sense of personal responsibility to the present and future generations for the possible results of their activities.

**H**umanitarianization of the content of education concerns all disciplines, but the primary role certainly belongs to the humanities, the content of which examines the problems of social development and is directly addressed to a person, to his or her intellect and emotions, to awareness of his or her place in society and life purpose. These are such disciplines as philosophy, political science, sociology, cultural studies, foreign languages, etc. An important place in the humanitarianization of education belongs to philosophy, which gives a holistic view of the world, and it is the theoretical basis of the worldview, outlines the main problems of the relationship of man to the world and the world to man, and acts as a general methodology of scientific knowledge.

In this way, it can be concluded that in the conditions of rapidly changing tech-

nologies and scientific ideas, multiplicity and multiple directionalities of information flows, absence of a stable scale of values in modern society, a humanistic approach to the organization of education would be the most effective and would contribute to the development of creative potential and creative thinking of students. Such an approach would allow raising the level of education of graduates of higher educational institutions to a philosophical and humanitarian individual consciousness, the consciousness of a creator not a simple performer. Humanitarianization of higher education will allow future specialists to look at the surrounding socio-cultural and ecological space as a holistic cultural and integrative field of life, in which man and the world are indivisible. Without high-quality professional training, a specialist cannot be formed, and without humanization and humanitarianization of the educational process, a full-fledged personality capable of fitting into the cultural space and understanding his role in society cannot be formed.

Humanization and liberalization of higher education are aimed at overcoming technocratic thinking, the bearer of which can be a representative of any profession. It is aimed at forming a personality focused on universal human values, with high general cultural and professional training, overcoming technocratic narrow professional thinking of future specialists, encouraging students to have a need for self-education, harmonious development of their abilities and talents. Humanitarian training stimulates development of student's general culture, broadens their horizons, and develops a scientific worldview as an integral system of philosophical, socio-political and natural science knowledge. Possessing humanitarian knowledge, a future specialist will be able to philosophically comprehend the achievements of modern science and technology. And it must be taken into account at forming educational strategies.

The process of humanization is intended to provide modern education through the humanitarian focus of all disciplines (hu-

manitarian, natural science, technical), as well as through the teaching of the humanitarian and socio-economic disciplines. In this case, the main value is the person, since the development of his potential capabilities and the process of creative self-actualization is the absolute goal of both functioning of the education system and social development. And this sets the tasks of humanization of education, i.e. development of a new pedagogical paradigm focused on the person and using the principles of cooperation pedagogy.

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