

Humanization of Relationships between Teachers and Students in Educational Work

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Abstract

Studying tendencies in the transformation of the educational system, which are currently taking place in both primary and secondary schools around the world, revealed an urgent need for the further development of the humanization of education. The humanization of personally oriented relationships between teachers and students in the educational process of primary and secondary schools as the fundamental of the national education system and the environment for developing the younger generation is the most efficient way to strengthen the humanitarian component in the educational process, as shown by the evaluation of the current educational system. The purpose of the academic paper is to highlight the concept, components and main features of the process of humanizing the relationship between teachers and students in the process of educational activities, as well as clarifying the most effective directions for optimizing the humanization of relations between teachers and education seekers. Methodology. While conducting the research, the analytical and bibliographic method was used to study the scientific literature on humanizing relations in the learning process. At the same time, analysis, synthesis and generalization of information were applied to study and process data. By the way, the research authors also conducted a questionnaire in online mode to practically clarify the most important issues related to organizing educational work on the basis of its humanization. Results. Based on the research results, the primary and most significant theoretical aspects of the issue of the humanitarian approach to relations in the learning process were established. The standpoints of scientists, teachers and educational methodologists regarding the key aspects of this issue were investigated.

Keywords: the humanization of education, ideas of humanism, humanistic relations, the teacher's humanistic position, humanistic education, humanistic thinking.

Introduction

The success of a person's self-fulfillment under today's conditions is mainly determined by the formation of the personality's social and communication skills, the level of his self-awareness and self-confidence, the degree of implementing his creative potential and the formation of humanity as a prerequisite for the expediency and effectiveness of other aspects of the education seeker's development. Considering the above, the task of each teacher is to help each student live in a large and diverse world, promoting and producing behavior based on the embodiment of humanistic values.

The theoretical part of the present research substantiates the concepts, components, primary prerequisites and factors of humanization of relations between teachers and students in the process of educational activities.

The practical part of the research includes highlighting the defining aspects of humanistic pedagogy as the most popular modern direction of scientific and methodological studies. It elucidates the systemic problems of secondary education, which slow down the process of humanization of educational work in secondary educational establishments (SEEs), the most significant processes contributing to implementing the humanistic content of education and upbringing. Moreover, it also establishes the most important rules for forming a high-quality humanistic developmental environment at school, the goals of humanizing education and upbringing, as well as the most important directions of educational and methodical training of teachers for the most effective humanization of their relations with education seekers.

Based on the research results, conclusions were made regarding the issues raised. Thus, it was established that the most popular modern directions of scientific and methodological research nowadays are the formation of a humanistic attitude towards a person and the world and cultivating moral values and a humanistic attitude towards the surrounding reality's objects. At the same time, the obstacle to developing humanistic aspects in the relations between teachers and students is primarily the lack of systematic introduction of humanistic components in work with children and widespread formality in the organization of lessons, which is based on the priority of external requirements for organizing the educational process. According to the survey results, it was established that the most significant processes contributing to the realization of the humanistic content of education and upbringing are the presence of humanization in the relations of students and teachers with other people, gaining the experience by the student through participating or observing emotionally charged situations and the humanistic behavior of a person in such situations, demonstrating the humanistic position of the teacher and the presence of trust, support and respect towards education seekers. A significant result of the survey was the identification of the primary goals of humanizing the relationship between teachers and students during educational activities, namely, stimulating the development of moral and ethical qualities and spiritual development of participants in the educational process. The survey showed that the organization of the educational process and relations between teachers and students based on the principles of humanism require, according to the survey participants' standpoint, productive socialization of teachers and the deepening of individualization and differentiation of humanistic education.

The purpose of the present research is to determine the standpoint of scientists, teachers and methodologists of local communities regarding the features of humanizing relations between teachers and students during the educational process.

Literature Review

The development of a democratic society requires the formation of a person's skills not only to create material wealth but also to be a bearer of culture, spirituality and humanism. A modern school should become an environment in which the formation of mentally mature, free-minded personalities, who are able to protect universal values and shape a humane world as a whole, takes place. The ideas of humanism have accompanied the development of pedagogy throughout its history. The theoretical fundamentals of this complex problem were reflected in the scientific works of famous psychologists, teachers, methodologists, philosophers and thinkers, whose views, ideas, approaches, and educational systems revealed the norms of humanistic pedagogy and substantiated its importance (García-Moya, Brooks & Moreno, 2020), (Kelly et al., 2022).

School age is the most optimal period of a person's life for the formation of the entire complex of valuable and humanistic skills. The development of individual abilities, the formation of children's social needs, and their spiritual and moral growth depend on the effectiveness of personally-oriented

relationships between teachers and students during studying (Pacansky-Brock & Vincent-Layton, 2020), (Coristine et al., 2022).

The basis of a successful educational process is the presence of high-quality interpersonal relationships between teachers and students. The teacher's pedagogical activity should be primarily aimed at the child, his education and the development of humanistic qualities. At the same time, the primary principles of building relationships between teachers and students should be love for people, deep respect for human dignity, positive perception of individual characteristics of another person, recognition of their rights and freedoms, and desire to help (Singh, Steele & Singh, 2021), (Alenezi, 2018).

The humanization of all spheres of social life requires the spread and affirmation of humanistic principles in society, which, in turn, aim to promote a sensitive attitude towards people and respect for human dignity. Based on the outlined, modern researchers assume that the "humanization of school" should be understood as a change in the educational content, an increase in the share of humanitarian knowledge and values of the humanistic culture as a whole, democratization of pedagogical communication, and the creation of a relevant moral and pedagogical climate in each educational institution (Rainey, Dancy & Mickelson, 2018), (Anderson & Singh, 2021).

The above data make it possible to characterize the humanization of education as a process of creating a personally oriented educational environment. It is based on the interaction of all participants in the pedagogical process, recognizing the freedom of personal choice as the initial principle of education and training. Thus, the humanization of education is a multilayered process. It includes the unity of general cultural, social, moral and professional development of the individual and can be considered in theoretical and applied aspects (Singh, Steele & Singh, 2021).

The human-personal approach comprises a set of principles determining the attitude to the personality of the student, and they are based on the ideas as follows:

- a new focus on the personality as the goal of education;
- humanization and democratization of pedagogical relationships;
- rejection of direct coercion as an unproductive method;
- reconsideration of the principle of taking into account students' individual and age features;
- formation of a positive self-concept.

Each of these concepts takes on new significance when considered in the context of modernizing education. The new personality's image implies, in particular, the fact that:

- personality is manifested in early childhood, and, accordingly, a student is a full-fledged personality;
- a person is a subject, not an object in the pedagogical process;
- a personality is the purpose of the educational process, not a means of achieving external goals;
- priority personal qualities are the highest ethical values (kindness, love of work, dignity, patriotism, etc.) (Singh, Steele & Singh, 2021).

Studying the humanization of the educational process focuses on the humanistic orientation of the goals, forms and methods of teaching, the use of humanistic pedagogical technologies. However, the issue of humanizing control over students' learning activities as a significant component remains beyond attention. However, grades play an essential role in a student's learning activities, affect their relationships with teachers, parents, classmates, and the formation of their self-concept, and often cause many conflicts. Students should independently select forms and techniques of control to ascertain the degree of their own academic achievements, investigate their dynamics, and make necessary corrections as a person who is directly interested in the outcomes of their studies. This choice does not mean weakening control; on the contrary, it brings it closer to a higher level – self-control. It should be noted that the process of humanization of education applies equally to learning and training. The modern pedagogical theory has developed criteria for the humanization of particular

aspects of school life, such as forms, methods of teaching, teacher-student relations, etc. (Myburgh, 2022).

It is extremely difficult to create tools for assessing the degree of humanization of the entire learning process in educational institutions since this phenomenon is multilevel and multilayered. The criteria underlying the determination of the optimization degree of the educational process at secondary school classes may include: the development of creative abilities and social qualities of the personality, ensuring a comfortable moral and psychological climate, an atmosphere of mutual trust, mutual respect and mutual responsibility, creation of a social and cultural environment that encourages self-knowledge and self-improvement, consideration of students' individual characteristics and their motivation and needs, the democratization of school management, and motivation of students' learning activities (Betthäuser, Bach-Mortensen & Engzell, 2023).

The humanization of education is a central component of the new pedagogical thinking, which includes a review and reassessment of the pedagogical process' all components in light of the purpose of pedagogical work. Humanizing the relationship between teachers and students also means respect for the child's personality through the school and teachers, trust in the education seeker, acceptance of his personal goals, wishes and interests, creating optimal conditions for developing the child's skills and talents by ensuring the fulfillment of his life (Pacansky-Brock, Smedshammer & Vincent-Layton, 2020), (Sumardi & Nugrahani, 2021).

Methodology

A practical study of modern tendencies in the humanization of relations between the educational process' subjects was conducted by interviewing 209 scientists, as well as 267 teachers and 324 methodologists from local communities in educational work in Vinnytsia, Rivne, Cherkasy, Zhytomyr, and Kyiv regions of Ukraine. The research was conducted using the Survio service. When selecting survey participants, their age, gender, geographic data and professional affiliation were taken into account, as a result of which the sample of respondents corresponded to the teaching staff of the educational institutions on the basis of which the survey was conducted.

The research was conducted in the form of a semi-structured interview, during which a number of questions were asked, in particular, as follows: 1. Evaluate the degree of importance of the aspects of humanistic pedagogy proposed in the list as the most popular modern areas of scientific and methodological research in percentage terms from 0% to 100%. 2. Evaluate the degree of importance of the systemic problems of secondary education proposed in the list that slow down the process of humanization of educational work in general secondary educational institutions in percentage terms from 0% to 100%. 3. Evaluate the degree of importance of the most significant processes proposed in the list that contribute to the implementation of the humanistic content of learning and training in percentage terms from 0% to 100%. 4. Evaluate the degree of importance of the following most relevant rules for creating a quality humanistic developmental environment at school in percentage terms from 0% to 100%. 5. Evaluate the degree of importance of the goals of humanization of education and training of students proposed in the list in percentage terms from 0% to 100%. 6. Evaluate the degree of importance of the most significant areas of educational and methodological training of teachers proposed in the list for the most effective humanization of their relations with education seekers in percentage terms from 0% to 100%.

The questionnaires filled out by the respondents during the survey were analyzed and summarized, strictly observing the accuracy of the survey results. During the survey, respondents' answers were analyzed and the arithmetic mean of all survey participants' answers to each question was calculated. In the course of the survey, the identification data of the survey participants were obtained. At the same time, in agreement with the respondents, the organizers of the survey guaranteed the confidentiality of its participants.

After the research authors summarized the survey's results, the respondents reviewed the data and, having agreed with the final results, gave permission to publish these results.

Results

According to the survey participants' standpoint, currently, in conditions of increased attention to issues of humanization of the educational process in the world, the authors of scientific and methodological developments in this field mostly choose the following aspects as vectors of their studies (Figure 1).

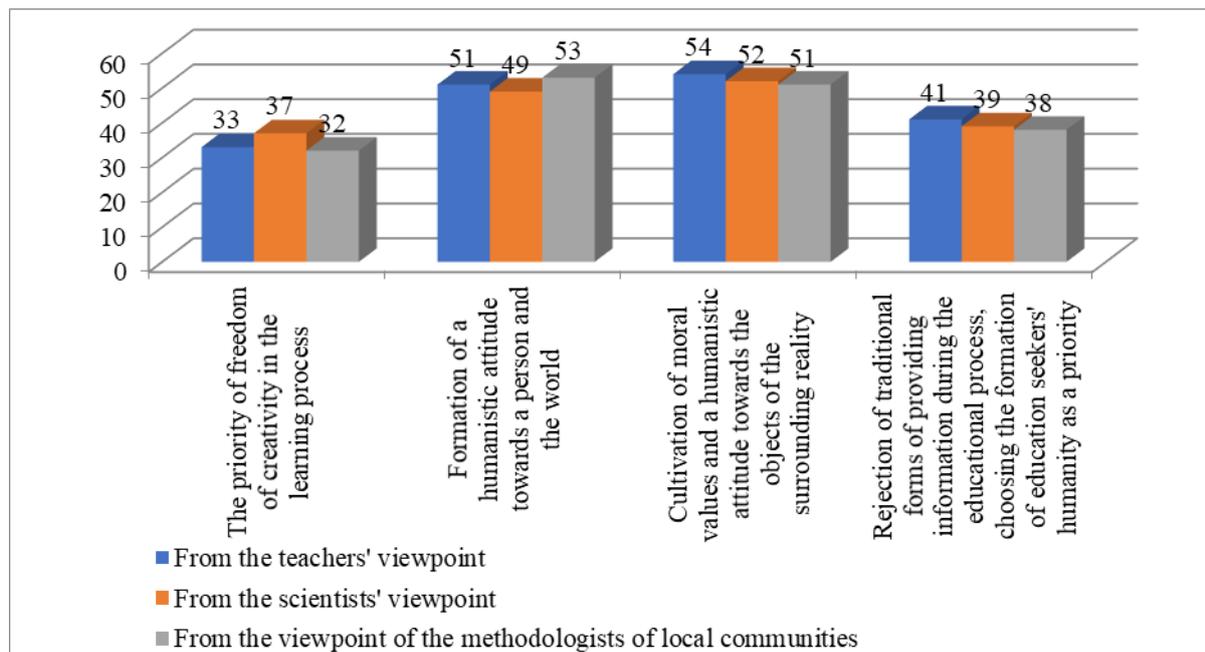


Figure 1. Determining aspects of humanistic pedagogy as the most popular modern directions of scientific and methodological studies, %.

Source: compiled by the authors.

Based on the results of the survey participants' observations, the most popular modern directions of scientific and methodological research nowadays are the formation of a humanistic attitude towards the person and the world and the cultivation of moral values and a humanistic attitude towards the objects of the surrounding reality.

The conducted survey made it possible to establish the primary systemic problems of secondary education, slowing down the process of humanization of educational work at secondary educational establishments (Figure 2).

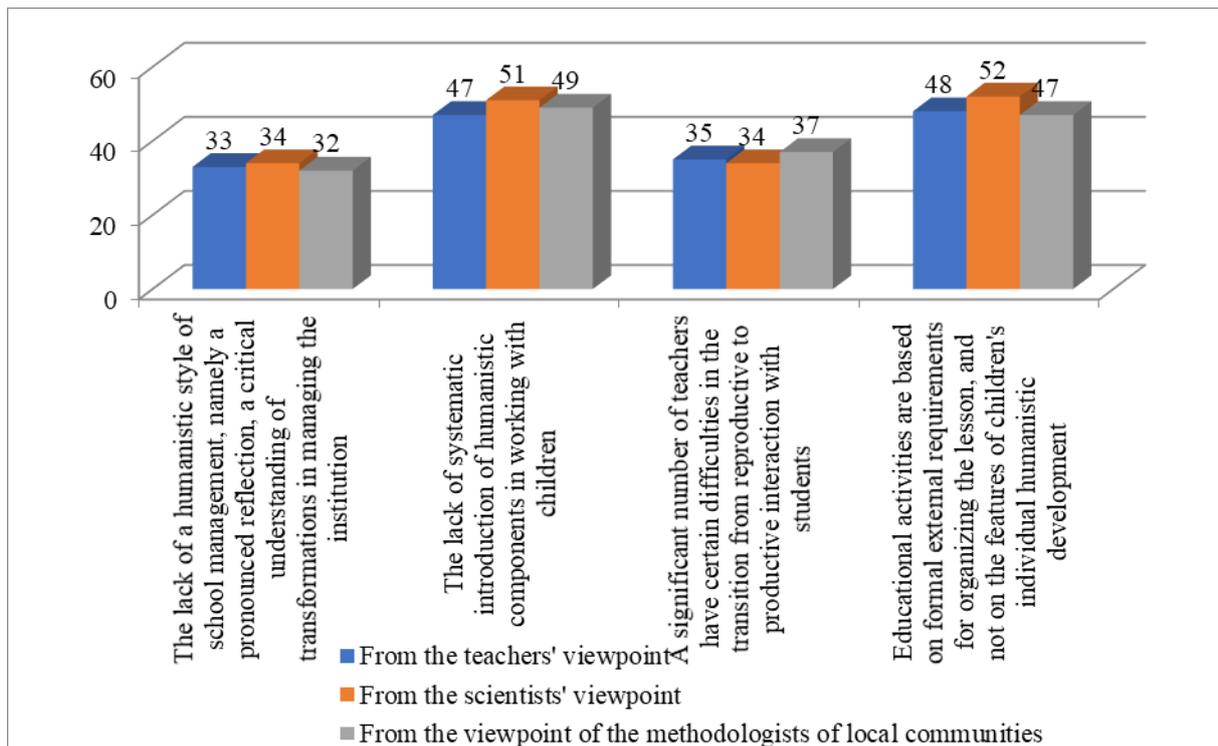


Figure 2. Systemic problems of secondary education, slowing down the process of humanization of educational and educational work at secondary education establishments, %.

Source: compiled by the authors.

According to respondents' standpoint, the lack of systematic introduction of humanistic components in working with children and the widespread formality in organizing the lessons, based on the priority of external requirements for the organization of the educational process, are obstacles to developing humanistic aspects in relations between teachers and students.

The survey also showed that the most important processes contributing to the realization of the humanistic content of education and the personality's cultivation are as follows (Figure 3):

- the presence of humanization in the relations of students and teachers with other people;
- gaining the experience by the student through participating or observing emotionally charged situations and the humanistic behavior of a person in such situations;
- demonstration of the teacher's humanistic position;
- the presence of trust, support and respect toward the education seekers.

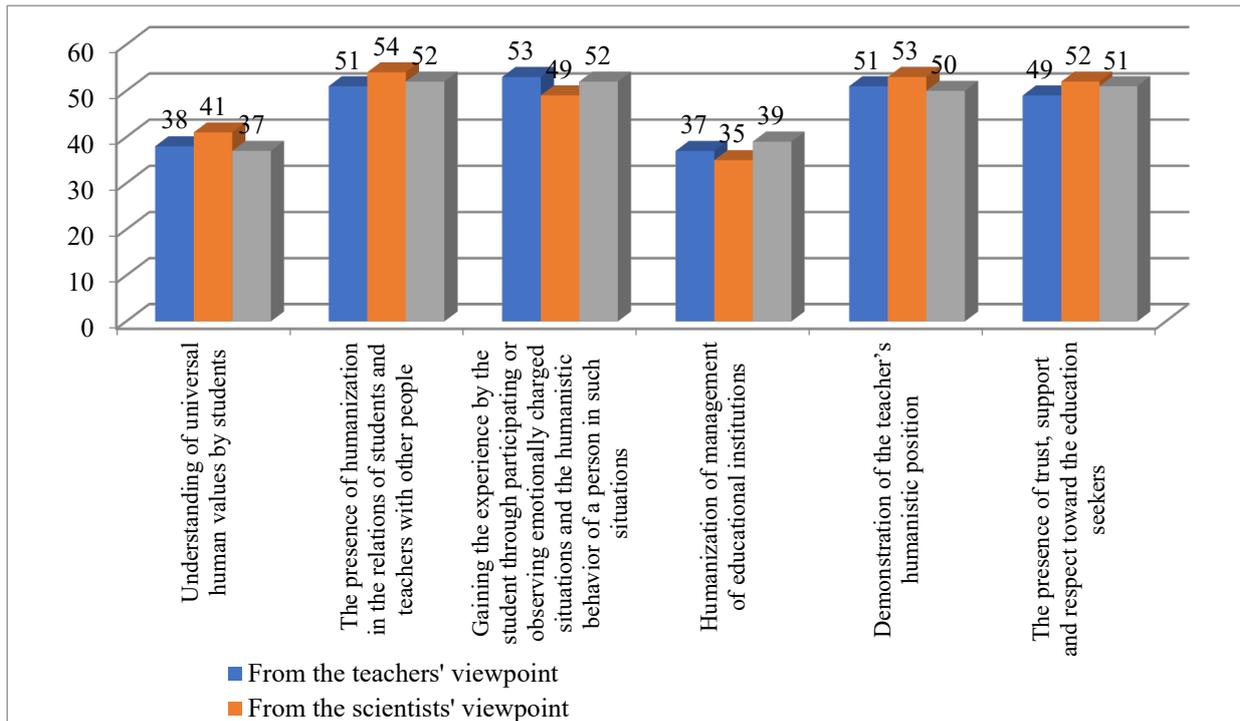


Figure 3. The most significant processes contributing to the realization of the humanistic content of education and the personality's cultivation, %.

Source: compiled by the authors.

The formation of a high-quality humanistic developmental environment at school is a significant basic prerequisite for strengthening and developing humanism in the relations between teachers and students. According to the respondents' standpoint, such an environment should be formed based on particular rules (Figure 4).

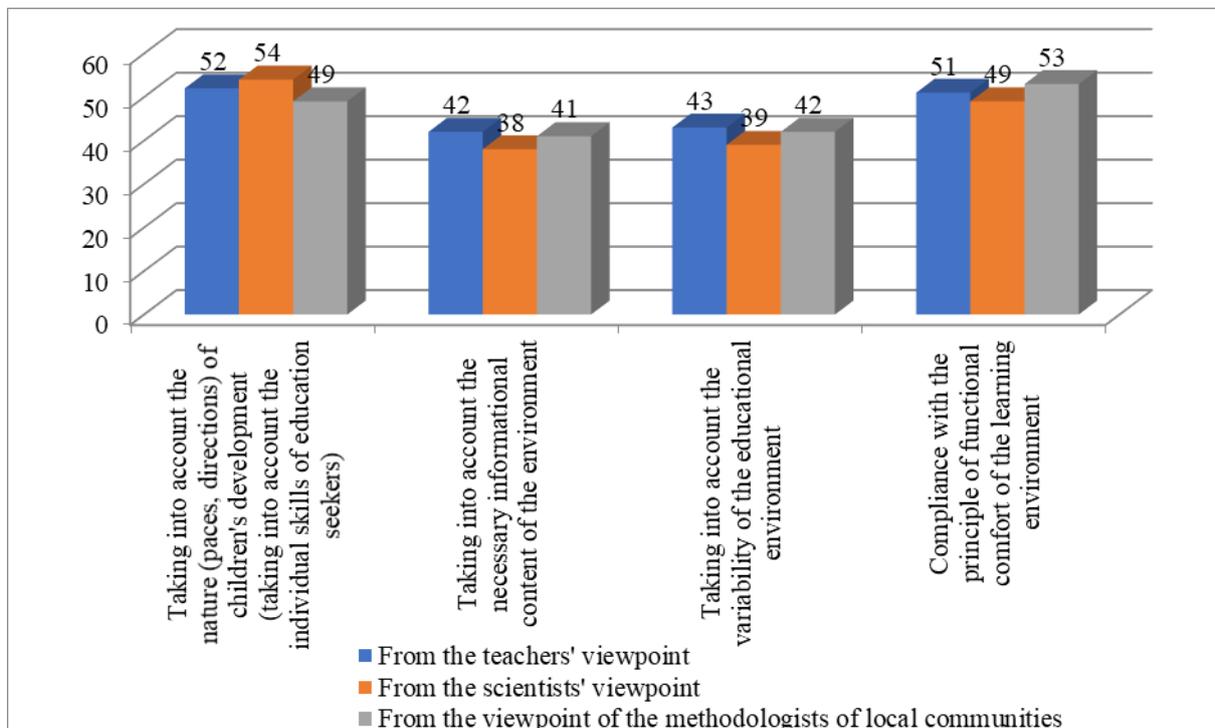


Figure 4. The most significant rules for the formation of a high-quality humanistic development environment at school, %.

Source: compiled by the authors.

The survey results showed that the priority rules that will ensure the formation of a high-quality humanistic development environment at school are the presence of functional comfort in the learning environment and taking into account the character and individual skills of the education seekers.

A particularly important result of the survey is a clarification of the respondents' standpoint regarding the goals of humanizing education and educating students (Figure 5).

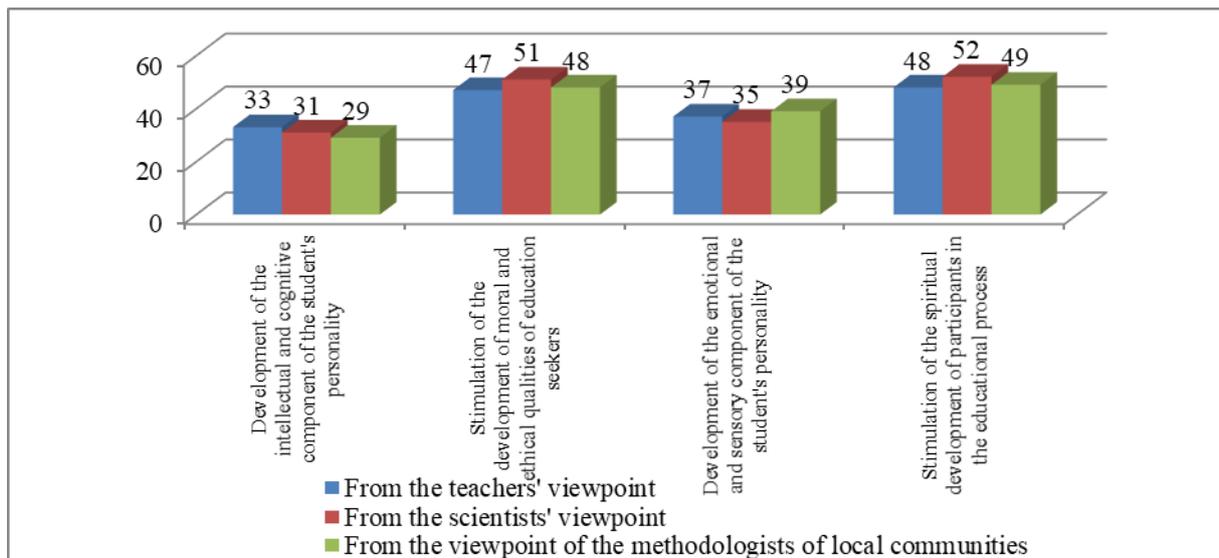


Figure 5. The goals of humanizing education and educating students, %.

Source: compiled by the authors.

Thus, it can be observed from Figure 5 that the primary goals of humanizing relations between teachers and students during educational activities lie in stimulating the development of moral and ethical qualities and spiritual development of participants of the educational process.

The research results made it possible to establish the most significant directions of educational and methodological training of teachers for the most effective humanization of their relations with education seekers (Figure 6).

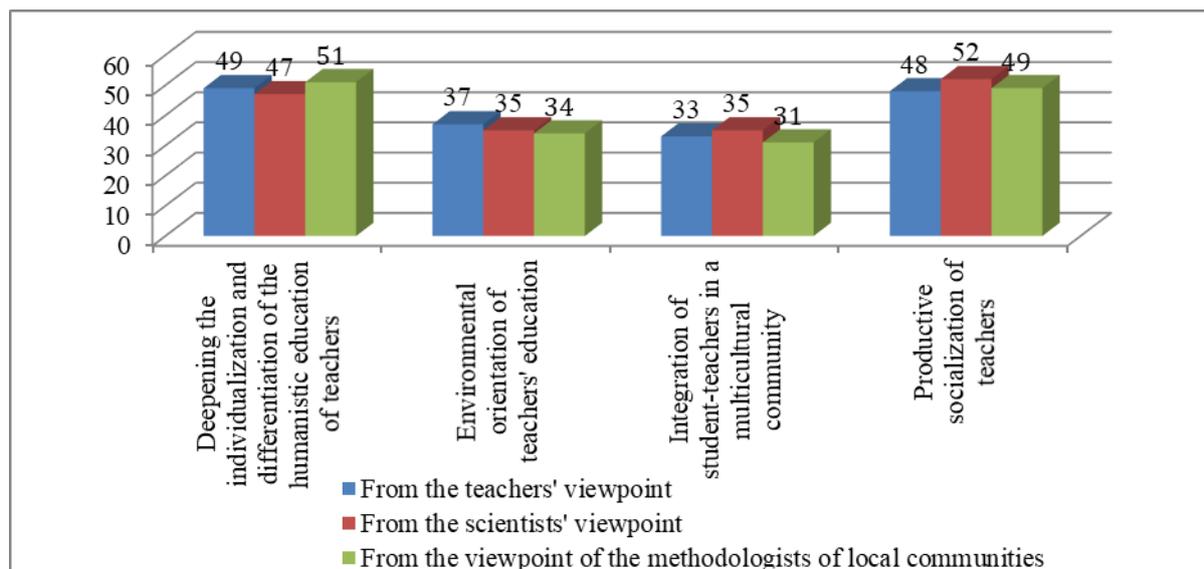


Figure 6. The most significant directions of educational and methodological training of teachers for the most effective humanization of their relations with education seekers, %.

Source: compiled by the authors.

Therefore, as can be seen from Figure 6 that the organization of the educational process and relationship between teachers and students based on the principles of humanism requires productive socialization of teachers and the deepening of individualization and differentiation of humanistic education.

Discussion

Relationships between people are closely related to one or another type of activity, forasmuch as the activity allows the subjects of the relationship to express themselves during communicative interaction. Turning to pedagogical activity as the leading sphere of interaction between teachers and students, it is worth defining it as especially important for school-age children. After all, education seekers' personal qualities, skills and abilities are formed during such interaction. In this aspect, the humanization of communication in educational work is the basis of effective child development. It ensures the formation of ideas about a person's human dignity, attention and respect for others, and the development of a mechanism of perception and understanding of others (García-Moya et al., 2018), (García-Moya, Brooks & Spencer, 2018).

Many scientists understand the humanistic raising of a child as creating the best conditions for his purposeful personal, social and pedagogically significant development, education, enrichment of knowledge and experience, as well as management of this process taking into account the characteristics of the child's development and abilities (Bovill, 2020), (Zhang et al., 2022).

The school nowadays is designed to form a creative personality who trusts his abilities and skills, and is capable of self-education, self-improvement and self-regeneration. In order to fulfill the task outlined, the teacher must be not only a carrier of information, but also a teacher, a psychologist who is able to provide adequate psychological support in cultivating a personality at such a difficult stage of social development. A teacher must create the belief in students that they can live their own lives, help them make decisions, develop strong characteristics and deal with stress. All this is the basis for developing a creative person capable of self-fulfillment in the modern world. Therefore, the goal of modern teachers' activities should be to search for and create a system of methods and forms of work that form the ability to acquire knowledge independently and have the desire to use the acquired knowledge (Flores-Vivar & García-Peñalvo, 2023), (Chen et al., 2021).

Humanism, in its broadest sense, is a system of ideas and views regarding a personality as the highest value, which is characterized by such features as respect for the freedom and dignity of each person, taking into account the interests, needs and individual characteristics of each person, concern for human happiness, personal self-improvement, high moral relationships between people. In a narrower sense, it is an improved current of Western European culture, which aims to establish respect for human dignity and reason, its right to earthly happiness, free expression of natural human feelings and skills (Betthäuser, Bach-Mortensen & Engzell, 2023), (Myburgh, 2022).

Humanistic pedagogy should create prerequisites for the child to feel free and possess free choice tactics. After all, the responsibility for one's life begins with awareness of an active role in forming personality traits (Dwivedi et al., 2022), (Kye et al., 2021).

Conclusions

Therefore, the analysis of the scientific literature on the research topic and the questionnaire results showed that the formation of universal value orientations and humanistic relations of teachers and education seekers is a significant prerequisite for the personality's harmonious development and the success of many areas of their life in the future. Humanistic education requires the teacher to be guided by humanistic values. In particular, the teacher shows and develops his best characteristics in interaction with the child, accepts the child as he is, creates an atmosphere of trust, benevolence and sensitivity, and shows sympathy and empathy.

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