

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ**



# **СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА**

**МАТЕРІАЛИ ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ ВИКЛАДАЧІВ,  
АСПІРАНТІВ, СПІВРОБІТНИКІВ ТА СТУДЕНТІВ**

**(Суми, 21-22 квітня 2016 року)**

Суми  
Сумський державний університет  
2016

training of various categories of personnel, training in related professions. Banks use different types of payment, depending on the skill level, experience, knowledge of foreign languages and etc.

*Italy.* Italian banks in the north use methods of personnel management, which are similar to American. In the southern part of the country purely Italian methods without certain specific system are used. Practically, in Italy there is the Soviet system of selection and movement of bank staff, which is based on subjective factors: family, friendship and other relationships. Almost there are no incentives that improve skills.

Each country has its own specific features (positive and negative), but understanding the importance of attitude to human resources to provide quality banking services and profitability.

## **HUMANIZATION AS PEDAGOGICAL PHENOMENON**

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The world community necessities intense changes in social, economic and cultural life of our country. The problem of humanization has always been humankind's central problem. At the beginning of the XXI century under the influence of global transformations the necessity to change the system of values of society formation of the strategy of education is practically becoming the necessary condition of culture dialogue. We believe that humanization of education means creation of such an educational social system which corresponds to the humanistic values and ideals.

Humanism is a phenomenon of culture system of key competences including subsystems of history, historically formed and historically changing subjective-personal, organizational - active and social system of ideas appreciating the value of a human being communicative competences. In accordance with the “National Doctrine of Education” the process of humanization of education in Ukraine has to become “the most important factor of humanization of social-economic relationships, creation of the new lifelong personality reference points”.

Humanistic pedagogy appeared in the USA as an implementation of ideas of humanistic psychology. Humanists believe that it is necessary to study the person as a whole, especially as an individual grows over the lifespan. They emphasize the "natural desire" of everyone to learn, they maintain, that learners need to be empowered and to have control over the

learning process. So the teacher relinquishes a great deal of authority and becomes a facilitator.

Humanistic pedagogy focuses on a variety of educational theories and practices that are committed to the world-view and ethical code of humanism; that is, positing the enhancement of human development, well-being, and dignity as the ultimate end of all human thought and action – beyond religious, ideological, or national ideals and values. It means that the study of the self, motivation and goals are the areas of particular interest. These and other ideas were formulated in the works of founders of American humanistic pedagogy such as Carl Rogers, Abraham Maslow and Malcolm Knowles and their followers: R. Evans, D. Kohen, V. Kulson and the others.

Carl Rogers principally known as the founder of person-centered psychotherapy and almost the inventor of counseling, also a leading figure in the development of humanistic approaches to education. His passion for education that engaged with the whole person and with their experiences; for learning that combines the logical and intuitive, the intellect and feelings.

Maslow mainly concentrated on human potential for *self-actualization*. He is chiefly known for his “hierarchy of needs”. The purpose of learning is to bring about self-actualization, and the goals of educators should include this process. Learning contributes to psychological health. Maslow proposed other goals of learning, including discovery of one's vocation or destiny; knowledge of values; realization of life as precious, acquisition of peak experiences, sense of accomplishment, satisfaction of psychological needs, awareness of beauty and wonder in life, impulse control, developing choice.

The implementation of the ideas of the humanistic pedagogy concerns the theory and practice of the modern high school the reformation of which requires further investigation and analysis. Studying of the American experience of humanization in higher education will reinforce the reforms strategy for Ukrainian education.

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