

DOI <https://doi.org/10.30525/978-9934-26-478-8-17>

HUMANIZATION AND HUMANITARIZATION OF HIGHER ENGINEERING EDUCATION

ГУМАНІЗАЦІЯ ТА ГУМАНІТАРИЗАЦІЯ ВИЩОЇ ІНЖЕНЕРНОЇ ОСВІТИ

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Strengthening of humanistic orientation, spiritual and general cultural component of education is becoming the determining trend of the world educational system development. One of the important elements of the new strategy of engineering education in Ukraine is the expansion of humanitarian component.

The practice of engineering education is mainly focused on developing the skills and abilities of future specialists to solve purely technical problems. The human being as a subject of scientific and technical activity is not sufficiently considered as well as social, common cultural, psychological and other aspects of scientific and technological progress. With regard to engineering education currently we can see the formation of its new philosophy, the processes of real humanization and humanitarization of the goals, content and orientation of engineering thought. In the world of new requirements for

specialists the problem of humanitarization the training of future specialists in technical higher educational establishments is becoming increasingly current.

The humanization of the educational system implies a fundamental rethinking of its essence and content. A truly humanistic education system ensures the right of the individual to development and self-determination and recognises the intrinsic value of the individual. The humanitarization of the educational process involves saturation of academic disciplines with universal problems and values and requires a change in the principles of humanities, natural sciences and technical disciplines. In modern production conditions a specialist in the field of construction performs multifaceted functions: design and construction, organisational and managerial, controlling and informational. Since the performance of all these functions requires deep professional and intellectual competence it becomes obvious that there is a need to improve the professional competence of the specialist and the humanitarian orientation of technical education.

Humanization and humanitarization of professional training of future engineers can be implemented in the following ways:

- establishment of cooperative regulations between teachers and students.
- use of such humanitarian subjects as pedagogy and psychology,
- foreign language study.

These aspects were highlighted because the challenges facing the technical sciences can only be achieved in close cooperation not only with representatives of the basic natural sciences but also the humanities. It should be noted that many managers of various levels are graduates of technical universities. This is a confirmation of the fact that a modern specialist should not only have good knowledge of engineering and production technology, be able to perform engineering tasks successfully but also have strong moral principles, world outlook, culture of communication with subordinates and management. Knowledge of engineering psychology will be necessary for young specialists when operating automated systems and technical means, when it is necessary to consider the behaviour, working capacity and fatigue of personnel in different working conditions and modes. To organise the work of subordinates is very important to study such section of psychology as psychology of management. The study of a foreign language in a technical university also contributes to the communication of the teacher with students and it plays an essential role in the process of humanization. Therefore, in English language classes we performed the following types of works with students: to make a statement in a certain compositional form; to express an opinion on the subject; to retell a text; to prepare oral information; to speak during a discussion with a personal point of view. With the help of texts of different character students acquire humanistic training in the process of studying humanitarian discipline. Preparing discussion material or oral

information for the topic the student has an opportunity for demonstrating personal initiative in communication with the teacher which is one of the conditions of humanization and humanitarization of learning. By practising with students, the ability to ask and answer questions we develop logical and dialogical speech. Our focus is to make the tasks problematic which becomes the beginning of creative thinking processes. When performing such tasks students use their language knowledge, skills and abilities in a creative way. The result is that along with the development of foreign language skills the general and intellectual development of students increases.

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