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Hypothetical model of the development of a future teacher as a humanist (on the basis of humanitarian subjects)

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Abstract

The urgency of the development of teacher's humanist personality is important due to fact that existing educational institutions do not fully meet the requirements of the socioeconomic development of the Republic of Kazakhstan. These disadvantages expressed as there is a uniformity of teaching in educational institutions, alienation from society and ethnic cultures is growing; the role of the development is weakened. As a result, we found that the students of pedagogical universities have different views on their knowledge of humanitarian subjects: majority of students rated their knowledge as average and low and only 27.9% of students rated their knowledge as high.

Keywords: hypothetical model, future teacher, humanist personality, humanist personality development, influence of teaching methods on the development of humanist personality.

Modelo hipotético para el desarrollo del futuro maestro como humanista (sobre la base de sujetos humanitarios)

Resumen

La urgencia del desarrollo de la personalidad humanista de los docentes es importante debido a que las instituciones educativas existentes no cumplen plenamente los requisitos del desarrollo socioeconómico de la República de Kazajstán. Estas desventajas expresadas en la uniformidad de la enseñanza en las instituciones educativas, la alienación de la sociedad y las culturas étnicas van en aumento; por lo que el papel del desarrollo se debilita. Como resultado, encontramos que los estudiantes de las universidades pedagógicas tienen diferentes puntos de vista sobre su conocimiento de temas humanistas: la mayoría de los estudiantes calificaron su conocimiento como promedio y bajo y solo el 27.9% de los estudiantes calificaron su conocimiento como alto.

Palabras clave: modelo hipotético, futuro maestro, personalidad humanista, desarrollo de la personalidad humanista, influencia de los métodos de enseñanza en el desarrollo de la personalidad humanista.

1. INTRODUCTION

Education is one of the leading factors in the democratization and humanization of society, the development of the national economy and the state. Today in the Republic of Kazakhstan the priority direction is the education of a humanist personality. Therefore, the understanding of the deep humanization of the society must be combined, first of all, with the professional training of a primary school teacher. After all, the formation of the "personality type" required by society largely depends on it.

Pedagogical studies found that it is necessary to think over the mechanisms for implementing the content of the humanities education for the students of pedagogical universities. The pedagogical university is characterized by multi functionality, flexibility and a variety of preparation forms. The emergence and development of these aspects are explained by the appearance of new requirements to a higher level specialist, the need to update the technical base of production, transition to a market economy, the need for continuing education and addressing the personality as a subject of the educational process. The personality of a student in pedagogical universities, according to the estimates of local and foreign political scientists, sociologists, philosophers, historians, psychologists, and teachers is developing and changing.

The development of the student's personality at a pedagogical university on different course years has its own characteristics. Our observations for several years showed the following: on the first-year of education is dedicated to familiarizing a high school graduate with forms of collective life. The behavior of students is characterized by a high degree of conformism: the first-year students do not have a differentiated approach to their new social role as a university student. The second-year is the period of the most intense academic activity. All the forms of education and upbringing are intensively included in the life of second-year students. They receive general training, which forms their broad cultural requirements and needs. The process of adaptation to the conditions of study at the university is basically completed. The third-year is the beginning of specialization, strengthening of interest in scientific work as a reflection of the further development and deepening of students' professional interests. The urgent need for specialization often leads to the

narrowing of the individual versatile interests. Today the formation of personality in the university is determined by the factor of specialization. There is a first real acquaintance with the specialty in the period of educational internship. The behavior of students is characterized by an intensive search for more rational ways and forms of special preparation. Students reassess many values of life and culture. In the fourth-year, the prospect of graduation forms clear practical guidelines for the future activity. There are new, increasingly valuable values associated with the material and family situation, place of work, etc. The student is gradually moving away from the collective life forms of a pedagogical university. Our analysis of developmental psychology gives us grounds to assert that this will make it possible to use competently the teaching methods for educating students of pedagogical universities. At the same time, we believe that the use of teaching methods should directly derive from the theory of activity, for the method is the art of guiding thoughts and disposing of activities according to a certain plan and expediency. Based on the study of theoretical works, we formulated the conclusions that any activity is carried out by one or another method. Different types of activities, depending on their goals, are carried out by different teaching methods. The problem of teaching methods is one of the main tasks solved by pedagogical science and practice. It is impossible to talk about the influence of teaching methods without defining the initial concept of a "teaching method". In our study, we tried to answer the following question: How teaching method in psychological and pedagogical literature is understood?

In recent years, many interesting and profound studies on the problem of teaching methods have been published. The teaching method

as a whole is a generalized representation of the interaction scheme between teacher and student, a model of activity. The didactic method is a system of pedagogical rules and regulative principles dialectically interrelated and interrelated activities of the teacher and students, used to solve a certain range of problems and leading to the achievement of a specified didactic goal. The method is a category of consciousness, an abstraction of a certain action system; the system of methods bears in itself the strategy of teaching, type, educational and pedagogical process. It seems that with all the differences in the concepts of the authors presented here, they are united by an understanding of the method as an abstraction derived from the teaching model, the teaching type, the teaching direction. The most productive implementation of this approach is the concept of Jack C Richards and Theodore S Rodgers, which received wide recognition, both in our country and in foreign pedagogy (RICHARDS and RODGERS, 2014). The teaching method is considered by him as a generalized model of activity, with a certain structure, the composition of components in their relations. The initial components are the goals of education, the elements of syllabus and the ways of their assimilation. For us, the methodology of research is fundamentally important, which can be adopted for building a system of teaching methods: on the study of humanitarian subjects in pedagogical universities. Given the diverse functions and self-manifestation of teaching methods during the study of humanitarian subjects in pedagogical universities, we developed a system of teaching methods in line with the concept of VASILYEVA et al. (2005): goal-setting method, information-enlightening method, orientation-labor method, communicative method, evaluation method. The characterized system, in our opinion, performs not only diagnostic functions, but also successfully

regulates the pedagogical process. At the same time, they have great educational and upbringing power.

2. METHODOLOGY

A humanist researcher would not see their main purpose as measuring but capturing the experiences that help us understand what we might do to change, manage or reproduce experiences' (Dewy, 2010:36). A humanist teacher introduces children to knowledge and simultaneously conveys his character to them, appears before them as an example of humanity. For a child, there is no knowledge without a teacher. And if a child loves its teacher, then he/she will develop a taste for knowledge. If a child does not like a teacher, afraid of him, and does not see a teacher as a friend, then the teaching loses all value. To win the love of children is a vital concern for every teacher, because only through the love to the teacher a child enters into the world of knowledge and masters moral values of society. The scientific literature emphasizes the importance of humanist personality of a teacher in the education of school students. The child unconsciously strives to develop his capabilities through training, counting on the teacher's help. Humanitarian subjects encourage everyone to live with pain, joy and thoughts of the other, involving students to deal with people, developing responsiveness and responsibility for everything that happens around. And, finally, these subjects focus students on understanding knowledge, mastering practical skills and form the desire, the need for their acquisition. Based on the above, it is necessary to develop a system-holistic approach to the future teacher's humanist personality development on the basis of teaching methods.

Research objective: The goal of the article is to develop a hypothetical model for the development of teacher's personality as a humanist and its approbation.

Research methods: The leading method of research for this problem is modeling, which allows to consider this problem as a process of purposeful and conscious development of future teacher's humanist personality.

Research results: The article presents a hypothetical model of future teacher's humanist personality development, consisting of interrelated need-motivational, cognitive, activity-behavioral components; the features of these components are revealed; an algorithm for implementing this model has been developed.

Practical relevance: The model is aimed at development of a future teacher's personality as a humanist and is focused on the development of scientific and methodological support for this growth.

2.1. Research methods: theoretical analysis, modeling, questioning, interviewing, product activity analysis, conversation, testing, and experiment, solving educational and pedagogical situations, methods of mathematical statistics.

2.2. Experimental facility of the research: "Syr-Darya"
University

2.3. Research stages:

- At the first stage, theoretical analysis of the philosophical, psychological and pedagogical scientific literature, dissertation papers, and in theory and methodology of pedagogical researches; the problem, purpose, and research methods are highlighted, the experimental research plan is drawn up;

- At the second stage the hypothetical model of the development of a future teacher as a humanist was developed the methodology was developed for the hypothetical model of future teacher's humanist personality; experimental work was carried out, the conclusions obtained during the experimental work were analyzed, tested and clarified;

- At the third stage the experimental work was completed, the theoretical and practical conclusions were specified; the results obtained were generalized and systematized.

3. RESULTS

3.1. Structural conceptual models. As a result of the problem theoretical analysis we developed a hypothetical model of the phenomenon under research, criteria and indicators, including the need-motivational, cognitive, activity-behavioral components (Table 1).

Defining the psychological structure of the model for the development of a future teacher's humanist personality, we proceeded from the personality

theory. In our opinion, it should be characterized by the unity of the cognitive, activity-behavioral, motivational and need spheres of personal development. The cognitive sphere determines the knowledge-consciousness degree of intellectual operations. The activity-behavioral sphere characterizes the mastery of intellectual operations. Motivational-need sphere is characterized by interest and desire to perform intellectual operations.

Table 1. Hypothetical model of future teacher's humanist personality development (on the basis of humanitarian subjects)

Psychological components	Content components. Criteria and indicators	Personal complex
Cognitive sphere of personality development	<i>Knowledge-consciousness:</i> the relevance of humanitarian education; the content of humanitarian subjects; humanitarian concepts; the language of humanitarian subjects; the systems of teaching methods	<i>Self-evaluation</i>
The activity-behavioral sphere of personality development	<i>Mastering the skills (methods) of activity and behavior:</i> - Understand meaningfully the role of humanitarian subjects; - Analyze the educational material; - Lay the vision of the text structure and skills of operating its elements; -Think dialectically, compare, analyze phenomena, facts and events; -Communication, expressing thoughts in Russian, Kazakh and foreign languages, enter into a dialogue; -Select and use teaching methods; - Aesthetic taste, ethical and pedagogical tact of the teacher.	Activity

The need-motivational sphere of personality development	Formation of motivation, aspirations, desires, interests, needs: - determination to clearly define the goals and objectives of humanitarian education; -interests, desire, need to study humanitarian subjects; - an ability to express the thoughts skillfully; -interest toward methods of learning and the desire to master them; - the desire to analyze and evaluate the problems of humanitarian subjects; -the need for the development of oral and written speech; - the desire to defend one's opinion, to prove and convince others; - the need in the development of one's professional and cultural level.	Orientation
<i>Qualities of personality: competence, sociability, consciousness, purposefulness, decency, humanity.</i>		

The hypothetical model of the development of a future teacher's humanist personality is considered by us as a complex psycho-pedagogical system, the structure of which is characterized by the unity of psycho-pedagogical and content components. The main role is played by the definition of criteria and indicators in the model. We proceeded from the need to determine the aggregate of indicators for which a measure or criterion can be used to depict qualitative characteristics that carry a meaningful description of knowledge, skills and motives. Our hypothetical model contains the main

characteristics of a future teacher's humanist personality, allowing him/her to perform certain professional functions when working with students. Extending the psychological and pedagogical content of the humanist personality development, we proceed from the fact that it is based on absolutely concrete actions: knowledge-consciousness, mastering the skills (methods) of activity, the formation of motivation, aspirations, desires, interests, needs. This model is aimed at understanding the need and the importance of professional knowledge and skills for students.

3.2. Stages of Model Implementation. The introduction of this model has the following stages of experimental work:

- Determination of the initial level of humanist personality development using the methods of testing, questioning, pedagogical observation, statistical processing of research results;
- Development and implementation of scientific and methodological support, which contributes to the successful functioning of the hypothetical model of the development of a future teacher's personality as a humanist;
- Determination of the level and dynamics identification of future teacher's development as a humanist.

3.2.1. Ascertaining stage. The components of the model are interrelated and interdependent. Knowledge has a direct impact on the behavior and motivation of the person and vice versa. In its turn, the motivation is mainly determined by the system of knowledge and skills. Self-evaluation - mastering of professional knowledge. Personality activity -involvement

in professional (educational and cognitive) activities. Personality orientation -the motivation of professional (educational and cognitive) activity. These characteristics of the personality are closely interrelated. Personality activity (professional, social) is connected with self-evaluation; low self-evaluation prevents purposeful and stable activity. To be active you need to have adequate self-evaluation. A person will be active in the direction of that activity, the success in which will gain him/her the authority in the group. The activity of students also depends not only on the mastering of the knowledge, but on the development of sustainable professional interests, the formation of professional attitudes, motives for action, needs and the internal position of an individual, which is the most important prerequisite for the formation of professional suitability. Based on the thought experiment, we determined three levels of the development of a future teacher's personality as a humanist: high, average, low.

During the ascertaining experiment the following research tasks were solved:

- Identify and characterize the students' self-evaluation at the pedagogical universities.
- Identify the real level of students' activity and behavior skills (methods).
- Determine the formation of motivation, aspirations, desires, interests, needs to study humanitarian subjects.

In order to study the development of the cognitive, activity-behavioral and needs-motivational spheres of a personality, the students of pedagogical universities were offered a comprehensive questionnaire aimed at revealing their self-evaluation: How do they evaluate their humanitarian knowledge and how do they realize their need? How skills are evaluated? What motivations, aspirations, encourage them to study humanitarian subjects?

The teacher questionnaire highlighted how difficult it is for the teachers to make real judgments on how successful students are in their development as independent learners. The responses to the questions highlight the inconsistencies teachers face with what the guidelines expect them to do and what they are faced with on a daily basis. As a result of the survey, we found that the students of pedagogical universities have different views on their knowledge of humanitarian subjects: The majority of the students rated their knowledge as average and low (47.6% and 23.8%, respectively), and only 27.9% of students rated their knowledge as high, (Table 2). For my research design and to answer my research aims a humanist position will allow me to recognize and consider my data in view of being concerned with individual interpretation of my research methods. The conducted analysis of the survey showed that the absolute majority (58%) rated theoretical concepts knowledge at a high level. At the same time, it can be seen from the table that there is no significant difference in the self-evaluation of students in all three universities. The high level of skills development based on the self-evaluation of students in three universities is defined in the range from 9.6% to 35.9%, the average level ranges from 39.5% to 62.0%, the low level ranges from 17.2% to 45.4% (Table 3).

Table 2. Self-evaluation by the students at the universities of humanitarian knowledge

Knowledge-consciousness	The level of students' self-evaluation								
	"Syr-Darya" University (198 pers.)			South-Kazakhstan State Pedagogical University (81 pers.)			South-Kazakhstan State University named after M. Auezov (100 pers.)		
	H	A	L	H	A	L	H	A	L
Relevance of humanities education	5.0	38.9	56.1	1.2	39.6	59.3	9.0	52.0	39.0
The content of humanistic subjects	46.5	45.4	8.1	48.2	40.7	11.1	39.0	44.0	17.0
Humanitarian understanding	32.3	51.5	16.2	28.2	55.6	16.0	31.0	52.0	17.0
The language of humanitarian subjects	35.4	53.5	11.1	27.2	60.5	12.3	36.0	47.0	17.0
Systems of teaching methods	30.3	44.4	25.3	29.6	49.4	21.0	30.0	40.0	30.0

Note. H - High, A - average, L - low levels. Data are given in percent

It can be seen from the table that there is no significant difference between the self-evaluation of the students' in all three universities. The obtained data show that students are not analyzing the educational material; they cannot communicate freely, express their thoughts in Kazakh, Russian and foreign languages, enter into a dialogue; they do not fully use the teaching methods. It is also important for us to identify motives, aspirations, desires, and the needs of students to study humanitarian subjects. As a result of the survey, we found that a

significant part of students (76.3% at "Syr-Darya" University, 65.2% at SKSPU, and 79% at SKSU named after M. Auezov) are positive about humanitarian subjects; neutral attitude was expressed by 22.7%, 31.1% and 20% of students, respectively. And only 1.0%, 3.7% and 1.0% expressed their negative attitude (Table 4).

Table 3. Self-evaluation of students at higher education institutions by mastering skills

Mastering the skills of activity and behavior	Level of students' self-evaluation								
	"Syr-Darya" University (198 pers.)			South-Kazakhstan State Pedagogical University (81 pers.)			South-Kazakhstan State University named after M.Auezov (100 pers.)		
	H	A	L	H	A	L	H	A	L
1. Fully understand the role of humanitarian subjects	24.7	52.1	23.2	28.4	51.9	19.7	21.0	47.0	32.0
2. Analyze the educational material	18.7	60.6	20.7	20.0	50.4	29.6	18.3	62.0	20.0
3. Lay the vision of the text structure and skills of operating its elements	35.9	46.3	17.2	30.9	39.5	29.6	19.0	45.0	26.0
4. Think dialectically, compare, analyze phenomena, facts and events	24.7	52.1	23.2	28.4	51.9	19.7	21.0	47.0	32.0
5. Communication, expressing thoughts in Russian, Kazakh and foreign languages, enter into a dialogue	9.6	45.0	45.4	16.0	43.2	40.8	17.0	44.0	39.0

6. Select and use teaching methods	24.7	52.1	23.2	28.4	51.9	19.7	21.0	47.0	32.0
7. - Aesthetic taste, ethical and pedagogical tact of the teacher.	35.9	46.9	17.2	30.9	39.5	29.6	19.0	45.0	26.0

Note. H - High, A - average, L - low levels. Data are given in percent

Table 4. The attitude of university students toward the study of humanitarian subjects (%)

Attitude degree	Students of HEI		
	"Syr-Darya" University (198 pers.)	South-Kazakhstan State Pedagogical University (81 pers.)	South-Kazakhstan State University named after M.Auezov (100 pers.)
Positive	76.3	65.2	79.0
Neutral	22.7	31.1	20.0
Negative	1.0	3.7	1.0

Comparison of the results shows the coincidence of data among students of three universities. Consequently, the nature and characteristics of the educational process are adequately reflected in the need-motivational sphere of personality development. Thus, the study of these motives allowed us to evaluate the results of motivational components in the study of humanitarian subjects, identify disadvantages, and timely make adjustments to the teaching and educational process at the pedagogical universities. As a test method of research, we conducted an intellectual game "Unknown about the known". The final-year students were formed in seven teams. Each team consisted of six players. Undoubtedly, erudition, spacious mind and good memory were the

indispensable conditions for participation in the game. The correctness of the answer was determined by the expert commission. The teams had to meet a number of requirements. First, the answer must be clearly articulated. Secondly, there should be only one variant of the response. Participants were offered 95 different questions on humanitarian subjects during the game. As a result of the game "Unknown about the known" we have got the following picture. There were no highly rated responses by the commission. Partial knowledge was characterized by only 34% of participants and lack of knowledge was recorded in the majority (66%). The obtained data shows the necessity to introduce a system of innovative teaching methods during the study of humanitarian subjects in pedagogical universities. Consequently, if innovative teaching methods are not introduced in the study of humanitarian subjects, then the level of development, knowledge and skills of students is reduced.

3.2.1. Forming stage. The forming experiment was carried out by us in accordance with the hypothetical model of the research subject on the basis of "Syr-Darya" University. Experimental and pedagogical work was carried out by us consistently. Its content included:

1. Theoretical training of teachers.
2. Acquaintance of students with the possibilities of every teaching method.
3. General acquaintance with the methodology of choosing teaching methods.
4. Fulfilling series of pedagogical situations.
5. Developing and conducting a lesson in school.

It should be noted that the forming experiment was conducted on the basis of the school, where students were passing teaching internship, which allowed to analyze the students' abilities. The program of experimental work included the theoretical training of university teachers. We have developed a plan and work program of the scientific and methodological seminar "Theoretical Foundations of Teaching Methods." The program is designed for 22 hours, including: 12 lectures, 10 practical. Managing the educational process and regulating the degree of students' independence, the teacher refers to the methods of teaching. Today the ability to choose a scientifically based system is an indicator of mastery in the profession of a teacher. After all, the goals determine the methods of teaching. The teaching methods determine the result. The possibilities of humanitarian subjects were analyzed; and we proposed the following set of requirements, ensuring the optimal choice of teaching methods for the teachers:

- accounting goals and objectives of the lesson;
- accounting the specifics of educational material content;
- defining of ways to master this material;
- identification of the student's abilities;
- different teaching methods possibilities comparison;
- Reliance on a set of principles when choosing methods.

Teaching humanitarian subjects requires the application of not one but a number of methods, and their complex system. The proposed system

of methods was practically implemented in the classes of humanitarian subjects. After general acquaintance with the possibilities of individual methods and methodology of their selection, the students were asked to perform a series of pedagogical situations, that realize a combination of procedural and activity methods.

We offered students a system of teaching methods in line with the concept of E. Vasilyeva et al. (VASILYEVA, et al., 2005): goal-setting method, information-enlightening method, orientation-labor method, communicative method, evaluation method. With this method the subject of upbringing consistently learns various types of activities (prognostic, information-educational, orientation-labor, communicative and evaluation) and enters a new integrated level of mastering professional activity. A series of pedagogical situations, implemented in strict accordance with the requirements, makes it possible to ensure the development of humanist personality of students. Let's analyze it on examples, how the choice of methods is carried out during the solution of pedagogical situations.

The first series of pedagogical situations was aimed at understanding the method of goal-setting. The students were offered:

- to formulate the objectives of the lesson;
- to compare goals by significance and integrity of their presentation;
- to show the dialectics of goals and tasks depending on the content of the educational material;

- to justify the methodological principle of the cognitive unity, behavioral and motivational components in determining the goals and objectives of the lesson.

Based on the analysis, a collective discussion was held on the following issues:

- 1- What is the essence of the goal-setting method?
- 2- How and by whom goals and objectives are defined in the lesson? Are the students involved in their definitions?
- 3- What is the structure of the goal-setting method?
- 4- What are the common goals of the students in the study of humanitarian subjects?

The second series of pedagogical situations was aimed at understanding the information and educational method.

The work was built in the same way as the first task. The students were offered the following tasks:

- Explore the aspects of the humanities education content, such as the principles and factors of its selection.
- Prepare and present a report on the topic of "Different methods of teaching in the experience of teachers-innovators."
- Prepare and state a report about the teachers-innovators of Kazakhstan.

The third series of pedagogical situations was aimed at understanding the orientation-labor method.

- a) Analyze various research approaches to the classification of teaching methods.
- b) Make a card-index on the problem of teaching methods.
- c) Make the notes of the lesson with using the most effective, from your point of view, teaching methods.
- d) Investigate the criterion question of the lesson effectiveness.
- e) Write a thesis of the scientific literature.

The fourth series of pedagogical situations was aimed at understanding the communicative method and included the following tasks:

- discuss in the group the ideal model of a teacher, modern requirements for teachers;
- discuss in the group "pro" and "cons" of the humanities education;
- Take part in the discussion "How do we read?"

The fifth series of pedagogical situations was aimed at the students' understanding of the evaluation method. Future teachers were offered:

- to analyze the curricula of 5 and 9 grades on the following parameters: number of subjects, including humanitarian; degree of educational load, taking into account age peculiarities of students;
- to characterize the functionality of various teaching methods;
- Visit and analyze the lesson in 5 and 9 grades according to the independently developed analysis scheme.

Based on the analysis of pedagogical situations, in order to solidify knowledge, skills, develop interest in the selection and use of various teaching methods, we asked students to answer a number of problematic questions:

1. Can I use the system of methods at the lesson?
2. How the structure of the lesson changes, if other teaching methods are used.

It was important that the students learned to consciously choose and apply the teaching methods in their future professional activities. In the process of teaching internship the students filled the "Internship diary", where they made their comments, wishes, reflections. Also students made self-examination of the lessons. This is a work on didactic mistakes. This work allows you consciously fix the lesson, and seek new and more successful teaching methods. At this stage, the development of individual phenomena in the application of teaching methods was carried out. Summing up the results of internship is a step towards mastering the pedagogical skill, the humanist personality development. Students from a theoretical stand points appreciated their successes and failures,

generalized knowledge. This was facilitated by the development of theoretical questions relating to the methodology for choosing teaching methods during the preparation to the lessons. In order to solidify the system of teaching methods, the students were offered a creative task "Try to compose a script on one of the chapters (optional) according to the note." During the evaluation we followed the following rules:

1. Given the opportunity to your friend to answer on the question.
2. Skills to learn.
3. Ask questions that leave freedom of choice.
4. Ask only one question at once.
5. Speak in order.
6. Listen to each other.
7. Share your thoughts.
8. Speak to the point.
9. Spare other's feelings.
10. Do not diminish the dignity.
11. Respect all students without exception.

All completed tasks are analyzed and evaluated. Evaluation, self-evaluation, mutual evaluation, collective evaluation (public opinion) have a great influence on the development of the student's personality. Self-evaluation is an objective indicator of the student's awareness and experience of his/her level or preparation. The subject of the evaluation method is the value of a work and the attitude to it throughout the educational process from the goal-setting to its achievement. In all cases, the evaluation criteria are an approximation of the evaluated phenomenon to the norm. The object of evaluation can be specific work, results and the

attitude of students towards the work; it's action and behavior in general, the motives of behavior.

3.2.3. Control stage. As a result of studying knowledge formation among students, we obtained the following data (Figure 1).

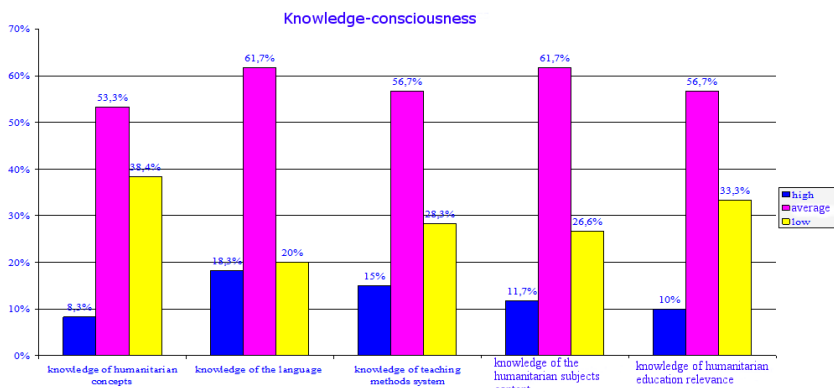


Figure 1. Analysis of students' knowledge characteristics at the end of the experiment (in %)

An analysis of students' knowledge diagnostic characteristics at the end of the experiment indicates that significant changes have taken place at all levels. Future teachers have realized the following knowledge at a high level: knowledge of the humanitarian subjects language (18.3%); knowledge of the systems of teaching methods (15.0%); knowledge of the humanitarian subjects content (11.7%); knowledge of the humanitarian education relevance (10.0%); knowledge of humanitarian concepts (8.3%). We noticed a significant knowledge increase in the middle level: knowledge of the humanitarian subjects' content (61.7%); knowledge of the humanitarian subjects' language (61.7%); knowledge of the

humanitarian education relevance (56.7%) knowledge of the systems of teaching methods. (56.7%); knowledge of humanitarian concepts (53.3%). The low level is as follows: knowledge of humanitarian concepts (38.4%); knowledge of humanitarian education relevance (33.3%); knowledge of the teaching methods system (28.3%); knowledge of the humanitarian subjects' content (26.6%); knowledge of the humanitarian subjects' language (20.0%). There is an increase in the level of skills formation (Figure 2).

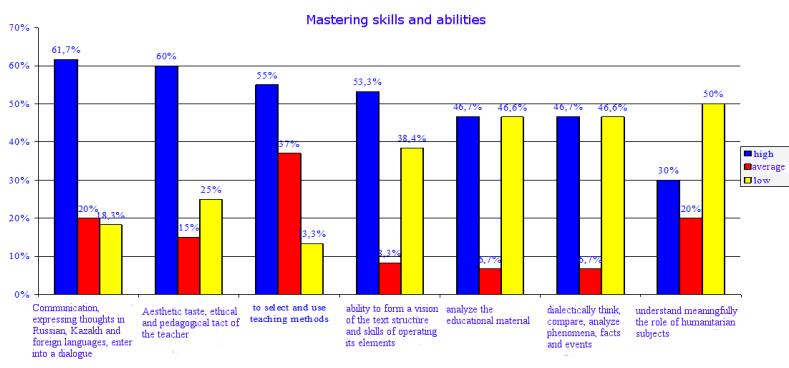


Figure 2. Diagnostic characteristics of the students' abilities formation at the end of the experiment (in %)

Communication, expressing thoughts in Russian, Kazakh and foreign languages, enter into a dialogue are developed at the following levels: high level - 61.7%; average level - 20.0%; low level - 18.3%. Aesthetic taste, ethical and pedagogical tact of the teacher is characterized by: high level - 60%, average level - 15%, low level - 25%. Sufficiently formed skills to choose and use teaching methods: high level - 55%, average level - 37%, low level - 13.3%. Significant shifts occurred in

such criteria as an ability to form a vision of the text structure and skills of operating its elements (53.3%, 38.4%, 8.3%), analyze the educational material (46.7%, 46.6%, 6, 7%), dialectically think, compare, analyze phenomena, facts and events (46.7%, 46.6%, 6.7%), understand meaningfully the role of humanitarian subjects (30.0%, 50.0%, 20, 0%). The effectiveness of the experiment is that there is a growing trend in the need-motivational sphere of personality development (Figure 3).

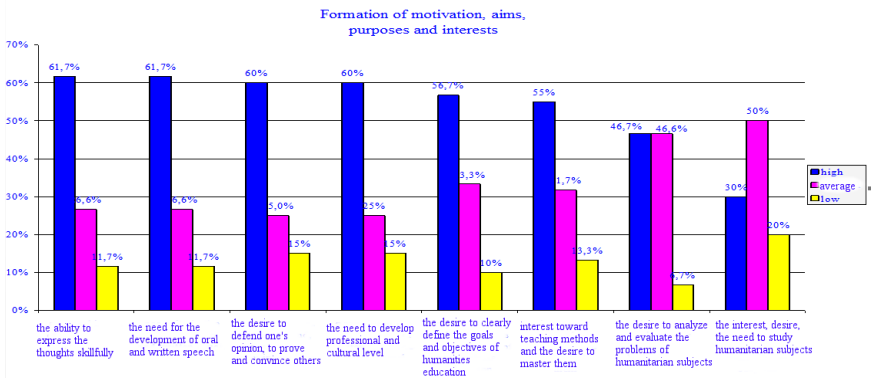


Figure 3. Diagnostic characteristics of the students' motives formation at the end of the experiment (in %)

Analysis of the data indicates significant changes in the criteria. Thus, a high level is defined as follows: the ability to express the thoughts skillfully (61.7%); the need for the development of oral and written speech (61.7%); the desire to defend one's opinion, to prove and convince others (60.0%); the need to develop professional and cultural level (60.0%); the desire to clearly define the goals and objectives of humanities education (56.7%); interest toward teaching methods and the desire to master them (55,0%); the desire to analyze and evaluate the

problems of humanitarian subjects (46.7%); the interest, desire, the need to study humanitarian subjects (30.0%). The average level of students' motives formation is as follows: the interest, desire and need to study humanitarian subjects (50.0%). the desire to analyze and evaluate the problems of humanitarian subjects (46.6%) the desire to clearly define the goals and objectives of humanities education (33.3%); interest toward the teaching methods and the desire to master them (31,7%); the ability to express the thoughts skillfully (26.6%); the need for the development of oral and written speech (26.6%). The low level of the students' motives formation ranges from 6.7% to 25.0%. The use of a complex of teaching methods made it possible to prove the effectiveness of experimental work. The development of a future teacher's personality as a humanist is possible with specially selected teaching methods in the educational process.

4. DISCUSSION

The study of psychological and pedagogical literature allows us to see the absence of research on the influence of teaching methods for the development of future teacher's humanist personality (on the basis of humanitarian subjects). This study aimed to examine the role of independence and critical thinking to make the connection between theory and the reality of teaching independence and critical thinking in modern schools. I was concerned with the assumption that teachers trained in a specific subject, were expected to deliver a new and in some ways radical discipline using the same academic constraints that govern the success measurement for schools and which in some cases students were not

disposed to learning. The President's message to the people of Kazakhstan said: "We must patiently transform the mass consciousness, relying on the younger generation, which has better adapted to the new value system, has a new look at the future" [3]. Education without a teacher will not happen, however, a teacher without authority is not a teacher. Only when the teacher is an authority, the student becomes open to pedagogical influence, and the teacher's help, advice and instructions will not restrain, but, on the contrary, encourage student's academic activity. The problem of teaching methods is one of the complex in modern pedagogical science. It covers a wide range of general and private areas, which are reflected in a large number of studies on philosophy, sociology, psychology, pedagogy, methodology.

Theoretical basis of the research is the ideas of the humanistic education by (Bozhovich, 1968, Davydov, 1978, Valsiner, 1991, Shchuklina, Mardieva et al., 2016), where the problems of individual socialization, its role and place in the transformation of society are considered. In methodical terms, the problem of teaching methods in the study of humanitarian subjects was considered in the works of Kazakhstani scientists (MENCHINSKAIA, 1978, MERLIN, 1981). Almost similar problem is considered in the scientific works of Kazakhstani scientists (WILKES, 2011, GÜVENÇ, 2017) and others. The teaching methods, passed through the teacher's soul, warmed by love for children and filled with a sense of humanity, become exquisite, flexible, purposeful and therefore effective. Effective methods cannot be discussed if the main thing is unknown. The main thing is a teacher who will use these methods, and it is important what kind of soul and heart he/she has. Hence, it is necessary to carry out the research aimed at resolving an

objectively existing contradiction between the needs of the practice in a humanist person and the level of the corresponding knowledge, skills and motives formed in a person. Influence identification of the pedagogically effective, scientifically based teaching methods, contributing to the improvement of humanitarian subjects study by students of pedagogical universities, is the problem of our study.

5. CONCLUSION

It is established that if the system of teaching methods is directed to the study of humanitarian subjects, then the humanist personality of the teacher can be created. Such personality meets the requirements of a civilized society, since the process of humanitarian education will acquire a priority character and will be built in the unity of cognitive, activity-behavioral, need-motivational and content components. The development of a future teacher's humanist personality is possible with the specially selected teaching methods in the educational process. The prospects for this study are included in the following:

- Identification of the procedure for selecting teaching methods for the development of humanist personality of the students at pedagogical universities;
- Conducting the research on motivated comprehension of theoretical knowledge, mastering practical skills, the formation of personal and professional qualities.

The development of a students' humanist personality at pedagogical universities is carried out by scientists and practitioners in different ways, as was shown in the analytical part of our work. Some practitioners solve this problem through enriching the content of the educational material, others through inter-disciplinary relations. We tried to solve this problem through the teaching methods, changing the nature of the educational process activities. The peculiarity of our methodology is the need for the whole use of the proposed teaching methods in the development of a humanist personality. The student must pass through the whole chain of actions from formalized knowledge, definitions of the main information streams to the comprehension and mastering of skills. The methodology for selecting teaching methods for the development of students' humanist personality was determined in accordance with the goals. This methodology demanded a purposeful design of educational and pedagogical situations. The implementation of educational and pedagogical situations contributed to the formation of professional knowledge, skills and qualities for future school teachers. Experimental work on the methodology of choosing teaching methods for the development of a humanist personality in students allowed us to establish a noticeable dynamics in all structural components of the hypothetical model in the spheres of personal development: cognitive, activity-behavioral, need-motivational. The analysis of experimental and pedagogical work results shows the effectiveness of the developed methodology for selecting teaching methods for the development of a humanist personality in students.

6. RECOMMENDATIONS

According to humanistic learning theory, a learner who is motivated in a learning activity becomes more autonomous and self-directed in their learning. The problem of the teaching methods influence the development of humanist personality in the students of pedagogical universities has a socio-practical and socio-cultural basis that can be understood and solved as a process of personal development. The process of humanist development involves considering the personality of a student at pedagogical university as a subject of one's own activity. Pedagogical university in the system of continuous education successfully develops the students' humanist personality on the basis of optimal combination of the teaching methods, since the humanities subjects are the leading subjects. The conceptual basis of the methodology for building the system of teaching methods should be a model for the development of a humanist personality. The hypothetical model assumes an awareness of humanitarian knowledge, mastery of practical skills and the formation of motivation. The methodology of developing a humanist personality is based on a system of selecting the teaching methods. It requires the construction of educational and pedagogical situations. Summarizing the results of the study, there are reasons to conclude that it generally confirms the hypothesis and proves the legitimacy of using the developed methodology. However, the study did not exhaust all the aspects of the problem. The questions of improving the humanistic upbringing of the students of pedagogical universities, ensuring the continuity and consistency of this work at all stages of continuous pedagogical education, and preparation of scientific and pedagogical personnel corresponding to these tasks need further development.

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