

FORMATION OF HUMANITARIAN QUALITIES AMONG STUDENTS IN HIGHER EDUCATION INSTITUTIONS

**Sanim Kozhayeva, Maira Rakhimzhanova, Kulyan Ibrayeva,
Gulzhan Muratova, Ainur Dzhumagalieva**

**L. N. Gumilyov Eurasian National University, Astana, Kazakhstan
S. Seifullin Kazakh Agro Technical University, Astana, Kazakhstan**

Abstract: *Problems of education of humanitarian qualities were considered in theoretical and scientific methodical plan in researches of scientists-philosophers, psychologists, teachers. Principle of society`s humanism is the foundation of all modern conceptions of training and education. Preservation of cultural, ethical, humanitarian relations among people, development of relations man-man, man-nature, man-technology and also improvement of pedagogical conscience, cogitative, faculties, upbringing within the context of human spiritual values, training to conscious of conduct during the process of education are main outgoing directions from the moral impasse in society. Necessity of preventive measures of various cataclysms in contemporary world, necessity of improving educational problems in quite another progressive base shows the actuality of the given problem. That`s why the development strategy of the independent Republic of Kazakhstan puts education and humanitarian upbringing of younger generation of the first place. The reason of it is in insufficient conscientious attitude to the environment, responsibility, i.e., in the lack of humanitarian qualities. From this point of view, we consider that there is an obvious contradiction between educational process of students and insufficient detection of possible separate studied disciplines and subjects. Pedagogue-psychological essence and the content of formation of humanistic qualities of university students were determined. Formation of humanistic qualities on the basis of the education theory was examined as a multi-level hierarchical system and the constructed model with its structural components was differentially analyzed. The definition to the concept "humanity" was also given.*

Keywords: humanization, system, humanistic qualities, model, classification of world outlook, hierarchical system.

The main aim of pedagogics is innovation of pedagogical systems, a decision of major problems of education and training, at that there are many scientific tasks before pedagogics, especially in one of its branches of the theory of education.

Problems of education of humanitarian qualities were considered in theoretical and scientific methodical plan in researches of scientists-philosophers, psychologists, teachers. Principle of society`s humanism is the foundation of all modern conceptions of training and education. Preservation of cultural, ethical, humanitarian relations among people, development of relations man-man, man-nature, man-technology and also improvement of pedagogical conscience, cogitative, faculties, upbringing within the context of human spiritual values, training to

conscious of conduct during the process of education are main outgoing directions from the moral impasse in society.

Necessity of preventive measures of various cataclysms in contemporary world, necessity of improving educational problems in quite another progressive base shows the actuality of the given problem. That is why the development strategy of the independent Republic of Kazakhstan puts education and humanitarian upbringing of younger generation of the first place. The reason of it is in insufficient conscientious attitude to the environment, responsibility, i.e., in the lack of humanitarian qualities. From this point of view, we consider that there is an obvious contradiction between educational process of students and insufficient detection of possible separate studied disciplines and subjects.

In accordance with the overall processes of «humanism», theoretical and practical tendencies of consideration and development of humanitarian qualities were meant. The main practical value acquires formation.

In the state educational policy of the Republic of Kazakhstan of last years and in conceptions of forming new social-ethical conducts among citizens of Kazakhstan, education direction and upbringing of younger generation within the context of human values were taken as a basis. It is emphasized that content of upbringing and principles of realization must rely on humanity.

The main aim of upbringing humanitarian principles is the formation of student's world outlook, consciousness and humanity. But in different research works the solution of problem tasks of forming humanitarian qualities, based on theory of education, and its main concepts-theoretical and methodical bases were insufficient. In the course of education, it necessary to use new paradigm, the newest approaches and necessary specific optimal researches.

In addition of no small importance of index's actuality is the idea in state programmer of education development of the Republic of Kazakhstan for 2005-2010 about education on the basis of national culture, freedom-loving, respecting himself and people, humanitarian citizen.

Aim of research: Definition and task solution of theoretical bases of forming student's humanitarian qualities and its practical implementation.

Scientific novelty and theoretical significance of research:

-pedagogical and psychological essence and content of forming humanitarian qualities among students in higher educational establishments were defined

-problem tasks of forming humanitarian qualities in contemporary concepts of theory of education were revealed.

-formation of humanitarian qualities on the bases of theory of education was considered as many-leveled hierarchic system and the model was created, their structural components were analyzed and definition to the concept «humanism» was given as well.

-Special course on forming humanitarian qualities among students «Tarbieniin tamyry-izgilikte».

Sphere of application: Separate scientific and pedagogical components of hierarchic structure and conceptual model of forming humanitarian qualities may be used in educational process in higher and secondary vocational educational establishments and also in the system of improving of the teacher staff`s qualification.

Though the research doesn`t aspire to the whole inclusion of all problems of forming humanitarian characteristics it made it possible to solve a member of essential tasks of this problem. Perspective of subsequent research work may be connected with application of new progressive approaches and applications of complex methods of real forming of the given qualities.

Methodological framework

Methodical and theoretical bases of research are: principles of philosophy about morality, humanism, system, direction on a person, teaching about values, theory of education, knowledge paradigm, theory of activity, communication, human`s rights, inner world development, relation to society and environment, concepts of ethnical and political level of culture.

Methods of research: analysis of theory and methodology of philosophical, psychological and pedagogical problems covered in scientific-methodical literature according to the subject of research, studying from normative documents on theory of education, development and extending scientific and pedagogical bases of forming student`s humanitarian characteristics (documents, analyses, inspection of content of education); systematic modeling; diagnostic methods (questionnaire, interview, testing, discussions and so on), supervision, pedagogical experiment, conclusion of experimental works, results (classification, comparison, mathematical processing).

Results and Discussion

To educational process of Eurasian National University named after L. N. Gumilev, Aktubinsk pedagogical institute, Aktubinsk regional institute of teaching staff`s improvement qualifications, Aktubinsk University named after S. Baishev:

-Scientifically well-founded, many-leveled hierarchic system «formation of humanitarian qualities on the bases of theory of education was inculcated»;

-Conceptual model of forming humanitarian qualities and scientific definition of the concept “humanism” is given in two conceptual directions;

- Special course “Tarbienin tamyry-izgilikte” was worked out and it is conceptually directed at forming humanitarian qualities among students

-Educational supplier “Tarbie teoriasy” (“Theory of education”) was worked out according to credit technology based on contemporary concepts of theory of education.

The worked out many-leveled hierarchic system and conceptual model of forming humanitarian qualities that were in the base of held experimental works let them increase efficiency of criteria and indices as motivated, necessary, cognitive and aimed as well as in active spheres.

To determine the theoretical basis of good communication skills and habits we have considered the unity and features of knowledge concepts “humanness”, “humanity”, “relationship,” “morality” and “action”. We have taken into account the scientific papers and published literatures dedicated to the educational concepts in order to analyze and determine the final results.

The great Kazakh writer Abai Kunanbaev assumed “The symbol of high moral quality is to feel compassion to people and aspiration for beauty”.¹

A. Kunanbaev wrote in his word nineteen “A child is not born a reasonable being. It is only by listening and watching, examining everything by touching and tasting, that it learns what is good and what is bad”.² We have come up to the conclusion that wisdoms of adults are important to bring up the good qualities of young people.

His thirty seventh word: "He who works for his own benefit alone is like an animal that grazes to fill its own stomach; but he who works to

¹ A. Kunanbayev, *Ideology and philosophy*, Almaty, Gylym, 1995

² *Ibidem*, p. 112.

fulfill his human duty, the Most High will distinguish by His love”³ seems related with words of Kazakh philosopher Y. Altynsarin “God blesses and supports”.

Kudaiberdiev Shakarim being in the track of Abai attempted to determine the poetic, philosophical and pedagogical phenomenon through the considering the beliefs and ideas of national consciousness entrenched in Kazakh history. Shakarim analyzed the great educators and scientists directions. Work of Shakarim “Belief” consisting a cycle of poems was written in terms of eastern philosophic works. He summarized his thoughts as “... human qualities of the bravery, the courage, wisdom and strength, agility are called mercifulness and decency”.⁴

M. Zhumabaev presented the conception definition as “Humanity is the interest to be helpful people in any place and any time. To deny the evilness is the pursuit of humanity. To be a human he should love not only himself and his family, but also all mankind in general”.⁵

In accordance with the philosophical definition humanitarian actions and relationships are the special concept and type appearing in the process of life, as well as the dependence of people on humanity for mutual relationship in everyday life. The individual properties as goodwill, charity, respect and disagreement with the cruelty and rudeness is the humanity.⁶

The concept of humanism in Kazakh pedagogical and encyclopedic dictionary is given as “Humanism is the concept of properties as the mannerliness, politeness, ingenuity and simplicity. Well mannered person is that one who has been well brought up and be able to use his good qualities in life”.⁷ We have seen that the concept of “humanism” is given covering different levels of science in general. The definition of ethics and courtesy is given in terms of the educational components of moral ethics qualities as *sententiousness*, sanity, humanness and regardfulness.

M. Shahanov presumed “Mothers are the pillar of humanness, propagating good qualities bringing up their children to perform a duty to their country”. He also conceived “Does humanness take its rise from

³ Y. Altynsarin, *Collection of the best works*, Almaty, Rauan, 1994.

⁴ S. Kudaiberdiev, *Three truths*, Almaty, “Kazakhstan”; “Gakliya”, 1991.

⁵ M. Zhumabaev, *Pedagogy*, Almaty, Ana tili, 1992.

⁶ M. Rakhimzhanova, “Education of positive qualities of a national character”, in *Scientific journal "Vestnik" of the Eurasian National University*, 5 (120), (2017), pp. 218-221.

⁷ B. R. Aitmambetova, K. Bozzhanov, A. Ilyasov (comps.), *The Kazakh Dictionary of Pedagogical Encyclopedia*, Almaty, RBC, 1995.

the charity?”⁸ The poet reached the conclusion stating the charity as the key component of humanity referring to the interconnection of the morality and nature.

Sh.A. Amonashvili⁹ has created the human behavior basic principle of the pedagogical process. A.A. Beysenbaeva identified the didactic ways of humanization of knowledge¹⁰ in scientific and educational work

K. Ibrayeva¹¹ stated that we should create and organize the education of generation with the modern content, quality and technology. She captures the essence of education in terms of environmental and socio-cultural phenomenon and integrated approach of formation the humanity of higher education students. She presented the educational attainment and level as the professional development dynamics of teachers.

Educator and scientist A. V. Petrovsky assumed “The basis of humanness is to be able to put himself in someone’s place and act in a way that is convenient for him”.¹²

And D.N. Uznadze stated "The basis of good relationship and humanness are the transition of objectivity to subjectivity through the knowledge, confidence and act".¹³

Humanness is the categorical ability found in all people. As well as the “humanness” the concepts of “ethics”, "etiquette", “politeness” and “mannerliness” have been taken the rise from the works of Greek philosophers and established as the “Moral theory” and “Moral sense”. Scientists investigated the ethics, politeness and professional ethics I.S. Kon,¹⁴ E. Farkash,¹⁵ state that the concepts of humanity, humanness and ethics are related and become clearer by their interconnection and identity; as well as explaining the development concept and specificity of them in terms of the traditions, beliefs, culture and mentality. According

⁸ Sh. Aitmatov, M. Shakhanov, *Horse riding*, Almaty, Rauan, 1997.

⁹ Sh. A. Amonashvili, *Personal-humane basis of the pedagogical process*, Minsk, University, 1990.

¹⁰ A. A. Beisenbaeva, *Theory and practice of humanizing school education: monograph*, Almaty, Gylym, 1998.

¹¹ K. Ibrayeva, R. Omarova, B. E. Abenova, “The influence of ethnopedagogical education on the personal professionalism formation”, in *Science and world international scientific Journal*, 6 (10), (2014), pp. 26-32.

¹² V. A. Petrovsky, *Personality phenomenon of subjectivity*, Rostov-on-Don, Phoenix, 1993.

¹³ D. N. Uznadze, *Experimental basis of psychology of installation*, Tbilisi, Publishing House of the Academy of Sciences of the GSSR, 1961.

¹⁴ I. S. Kon, *Sociology of personality*, Moscow, Politizdat, 1967.

¹⁵ E. Farkash, *Moral and revolutionary about the ethical legacies of K. Marx and F. Engels*, Moscow, Politizdat, 1979.

to the conducted research results of scientists we come to the conclusion that humanness has been studied differently at the different times. The nature and moral values are manifested in different nationalities experience. Educational formation the humanity of the students of every student is the main social and state problem.

The purpose of scientific publications is concerned about upbringing, education and humanization concepts of future specialists. Firstly, we should methodize formation the humanity of the students and apply “The educational theory” content to the higher education pedagogical subjects. The main idea of the concept: If they start to treasure the humanness in their heart, we will be able to fill gaps evolved in modern times. If humanity, morality and mannerliness are basic to the humanness, all good qualities of a person can be comprised. We think that all these qualities develop in harmony with the vital interests¹⁶ (Fig. 1, 2). Based upon the principle of M.A. Imanbekov: “Make humanness the needle, morality the button; destroy the evil foundation, my son”,¹⁷ according to this it is obvious that formation the humanity of the students will be effective. In higher educational institutions educational process of preparing future teachers is carried out on the basis of the education and special educational work content. Thus, professor should know the law of education process, growth and qualification characteristics.¹⁸ The student’s professional competence, psychological readiness, professionally skills and qualification, formation the humanity of the students, consciousness under the influence of the educational process change variously in different ages. Hereby, according to the reviewed literatures about the humanness all scientific works have been covered systemic theory, analysis and approaches partially. We should educate the future leaders’ national consciousness, cultural realities and humanness of our independent country. It is crucial to consider the effective ways of educational work through the research-based approaches.

According to the Pedagogical Education Statement of Higher Education Institution of the Republic of Kazakhstan (Astana, 2005) “A

¹⁶ S. K. Kozhayeva, *Theoretical and methodological foundations of good in the educational space: monograph*, Astana, L. N. Gumilev publishing, 2013.

¹⁷ G. Muratova, “The role of information technology in society”, in *Electronic scientific journal*, 1(4), (2016), pp. 340-343.

¹⁸ A. Yermentayeva, F. Zhumabekova, A. M. Aitysheva, B. Sh. Baizhumanova, A. P. Mandykayeva, “Personal Factors of Coping Strategies for Undergraduate Students”, in *The Social Sciences*, 10 (6), (2015), pp. 1516-1522.

new generation of teachers should master their subject, be able to identify and acknowledge the students' talents and organize their actions". To meet the targets we have planned the following steps:

- Formation of an individual professional orientation;
- Organize the system "Person-to-person" correctly; transition of students from objectivity to subjectivity actions;
- Professional development in terms of humanity;
- Formation the pedagogical creative orientation on the basis of humanity (self-recognition, evaluation, improvement and development, etc.);
- Complement the education content on the basis of national and mankind values as well as the humanness.

Therefore, we have analyzed the goal and principles, content, mechanism, criteria of effectiveness and ratings of domestic and foreign educational concepts. Summarize such views helps to explain readers the conceptual views of the preparers more systematically, completely and shortly, as well as to see the educational concept of humanity as the whole complex. Only the person absorbed all good qualities will be able to follow the historical and cultural traditions. Comparing the concepts of Russia and Kazakhstan we come to the conclusion that main value and ideas of all mankind and nationalities concur in one point. It is crucial to say that this issue has been the main agenda of all times and nationalities. According to the "Educational theory of humanity formation system" concept the society humanization problem is considered at the societal level of formation the humanity of the students in terms of new scientific content and maximizing the vital needs of it.

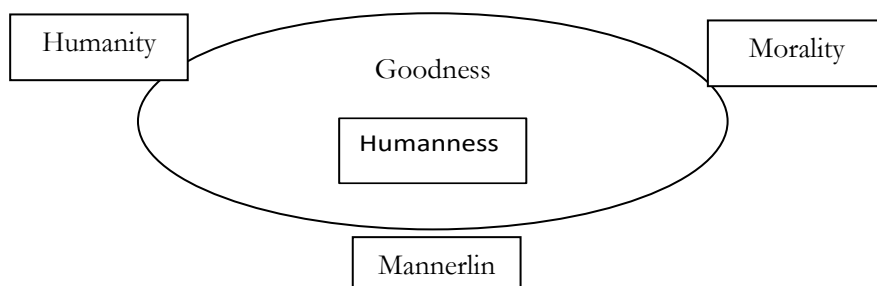


Figure 1: The interconnection of humanity values

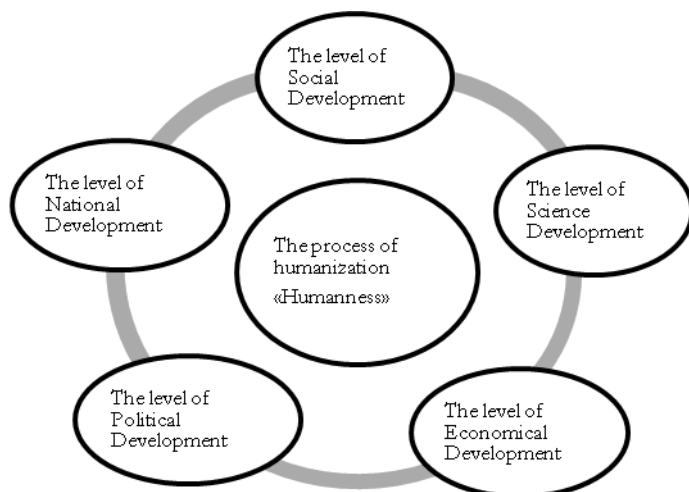
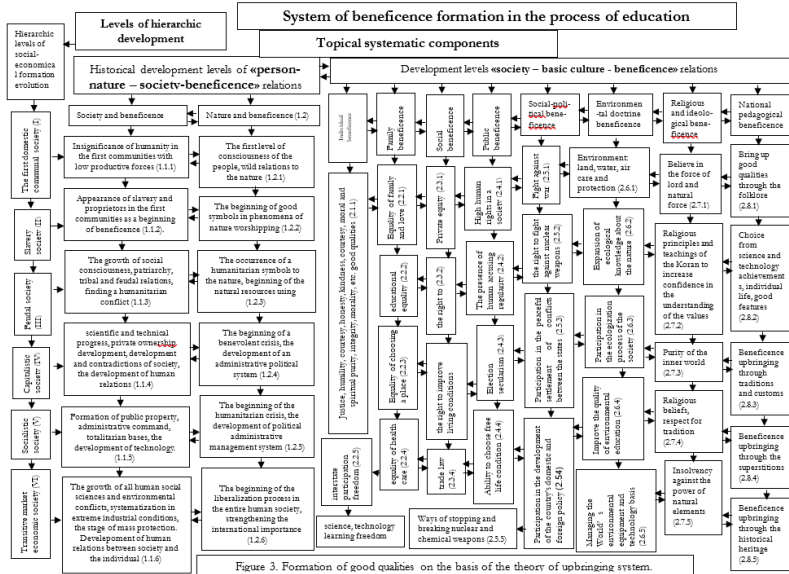


Figure 2: The development levels of a humanization process

System is the process of coming to the aim through studying individual parts of a problem. It is explained by the fact that we can investigate complex and versatile aspects of a complicated problem in one direction. Such analysis shows the problem of bringing up good qualities in a future nation and whole society. Complicated and multifold problems of upbringing humanity in a person are emerged from the complexity of elements comprised in the process and the interaction among them. Thus, multidimensionality and ambiguity of forming of good qualities in a student reveals using systemic analysis and modeling in studying objectives of the problem as an advantageous solution. Respect to the traditions and customs of our nation which have been kept through centuries, praising and spreading them is considered to be a symbol of humanism. Upbringing of a person is a vital factor in the consciousness of our nation. Social and economic formations in the society can change features of upbringing, however they could alter the national its feature. Different nations have diverse ways and methods of nurturing humanity in its person. We should esteem and take care of traditions and customs, invaluable legacy which was kept by our ancestry. The system of forming humanity on the basis of “The Theory of Upbringing” is consisted of two crucial systemic components (Figure 3). They are the levels of formation “society-person-humanity-nature” and “society-basic culture-humanity” relations. They can be declined by six levels of hierarchic development. The first topical systematic component, we would like to highlight is “society-person-humanity-nature”.



As an integral part of human nature, it influences the transducer dialectics of society and nature as a varying force. The society takes a leading role in an interaction between society and nature, and the nature changes in a course of a public practice. In this case the key component of the system called “public-human-humanity” is classified into "humanitarian and public relations” and “humanity and natural relations” elements.

Let us focus on these key system components. The first "humanitarian and public relations” element (1.1) comprises six structural elements. Overall it aims at bases, features and solving various issues arising from the problem of "humanitarian and public relations”. The second “humanity and natural relations” element compiles six structural elements. In general, the element of “humanity and natural relations” concerns the analysis and the search of humanizing processes which regard natural issues.

Let us prospect the second key component of the system called "humanity-basic culture-society". This key structural element consists of eight components. They are: "personal humanity" (2.1) and "family humanity" (2.2), "social humanity" (2.3), "public humanity" (2.4), "political humanity" (2.5), "the doctrine of environmental humanity" (

2.6), "religious and ideological humanity" (2.7), "humanity of folk pedagogy" (2.8).¹⁹

Summing up, the key component called "humanity-basic culture-society" is based on clarifying the course of the personal, political, social, public, ecological, ideological, national pedagogy. Accordingly, thirty-five elements were comprehensively analyzed in this system.

Therefore, taking into account six evolutionary principles of "a forming system of beneficent qualities on the basis of upbringing theory", we have built the contents system through differentiation and integration. The system's structural composition consists of the two key components of the system, ten elements, forty-seven lower-level elements. Based on the structural composition of "a forming system of beneficent qualities on the basis of upbringing theory", it has an urgent goal to make students fully and effectively comprehend humanity qualities.

Considering thoroughly "a forming system of beneficent qualities on the basis of upbringing theory" (FSBQOBUT) pointed out above, we came to conclusion that it is in a complex dynamic system.

Together with the complexity of the system, which includes multidimensional and multi-value, multi-factor, multi-social, political, social, environmental, economic, religious, ideological, national pedagogy, quality of life and personal development processes humanity has a strong impact its formation. The dynamic basis of the system development are derived from the continuous development of economic, environmental, social, humanity processes.

Accordingly, FSBQOBUT system causes the formation of the students' humanity qualities. In a process of teaching an upbringing theory we can achieve positive results on the basis of the laws of "humanity-basic culture-society. We have speculated upon two different conceptual senses of the word "humanity". They are: the formation of humanity from the professional point of view; the formation of humanity from the social point of view. Therefore, we have found a new complete definition of "humanity" accordance to these two senses.²⁰

"Humanity" from the universal point of view is a development of the qualities of the society and existence complexity and the quality of inspiring.

"Humanity" from the professional point of view is a students' quality of assessing and developing themselves in a professional area.²¹

¹⁹ S. K. Kozhayeva, *Theoretical and methodological foundations of good in the educational space: monograph*, Astana, L. N. Gumilev Publishing, 2013.

²⁰ *Ibidem*.

²¹ *Ibidem*.

During the research we have made up the structural illustration of students' humanity conclusion²² (Figure 4).

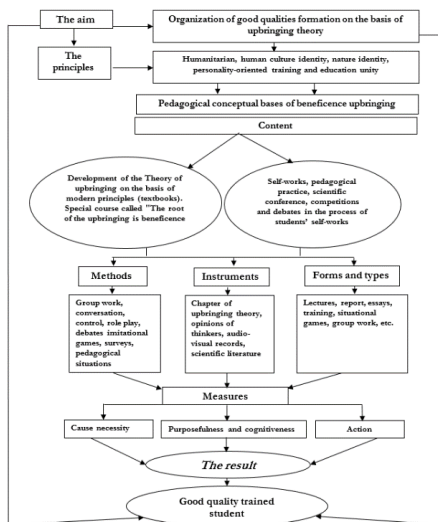


Figure 4: Structural illustration of students' humanity conclusion

The ways of forming humanity qualities, types of establishing, methods, contents' structural components and stages were given consistently and coherently. We have aimed at humanity's formation based on theoretical and empirical knowledge, development of one's personality. The aims were reached with the help of certain pedagogical principles. New ways of enabling students to learn and practice humanity qualities on their own, be responsible, intend to study, learn science, technique, basic culture was obtained. All the necessary measurements, marks to assess the level of humanity are given in the conclusion. They have been made in higher educational institutes. The second stage of formative experiment focuses on establishing the following content outcomes: Cause, necessity (interesting, thoughts, points of view), cognitional and target (comprehending the knowledge of universal qualities), activity (to extrapolate theoretical knowledge into empirical). Measurement indexes are found as the results of theoretical analysis. On its base we have carried out questionnaires, answer-reply diagnosis, solution of pedagogical tasks, tests, out-of-class events, and high lightened three levels of forming humanity on the basis of the structures and conclusions given.

²² *Ibidem*.

The high level: students have enough theoretical knowledge to apply it to practice. They can develop humanity in themselves on their own. They have a profound comprehension of universal qualities.

The medium level: Students have a notion of universal qualities, though cannot distinguish them, do not apply theory to practice.

The lower level: students do not have sufficient knowledge about humanity qualities, individual point of view or behavior is still not formed.

To sum up, it is necessary to form humanity qualities in the higher educational institutes, qualities must be taught according to pedagogical paradigm. Only in this case student will be able to proof his statements, to learn, to listen and formulate his own thoughts.

To obey these rules humanity upbringing must be an inseparable part of any lesson. That is why teacher makes up new certain tasks to observe students. Completing the task, one can form his attitude toward humanity. We suggest that only a student who is open to new discoveries can deeply understand and extrapolate humanity qualities to practice.

According to the questionnaires and tests, students neglect a strong necessity of humanity. More than 50% of all the students answered the questions in a negative or ambiguous manner (Table 1, Figure 5).

Observation group					Experimental group					
The name of the lesson	Level	Criterion	Number of participants	Index		The name of the lesson	Criterion	Number of participants	Index	
				N	%				N	%
Upbringing theory	high	Cognitive and target	120	40	33	Upbringing theory	Cognitive and target	140	45	32.5
	medium		120	50	42			140	55	39
	lower		120	30	25			140	40	28.5

Table 1: Cognitive and target index of humanity quality

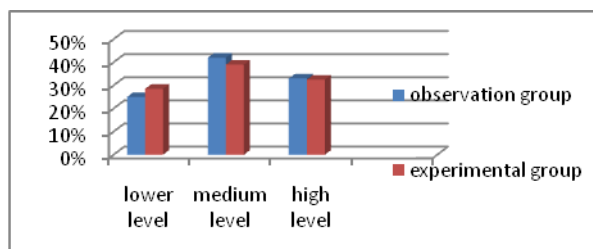


Figure 5: The dynamics of detective experiment stage

The dynamics of detective experiment stage illustrates that the medium level of index is the most developed one. The target to define

and form humanity qualities is not developed enough. Therefore, it is necessary to do an extra work devoted to cultivate the qualities. The methodic called “unfinished sentence” and the other pedagogical situations were conducted to detect the level of activity index among students (Table 2, Figure 6).

Table 2: Activity index of humanity quality

Observation group					Experimental group					
The name of the lesson	Level	Criterion	Number of participants	Index		The name of the lesson	Criterion	Number of participants	Index	
				N	%				N	%
Upbringing theory	High	activity	120	45	37.5	Upbringing theory	activity	140	55	39
	medium		120	55	46			140	65	47
	lower		120	20	16			140	20	14

The analysis carried out could not properly show student’s empirical abilities since students did not thoroughly comprehend humanity qualities theory. That is why the outcome has a medium level as a dominant one. According to the detective experiment, students’ level of humanity is low. (Figure 6).

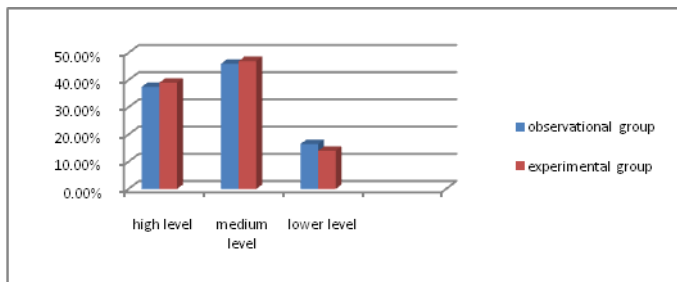


Figure 6: The dynamics of detective experiment stage

There is a great number of methods to develop humanity qualities in students. The way we suggest is to teach students humanity through conducting “upbringing theory”. We prefer modern concepts of upbringing, because they suit and strongly influence growing-up minds, feelings and scopes. We have scrutinized various sides of upbringing concept in our paper. Putting to the fore its main idea, we have made the contents of a formative experiment.

A special course matching the requirements of credit system was put to the fore in the formative experiment. The course was done as an auxiliary methodical tool. In the end of each lecture report topics, different tasks, literature was proposed by both a teacher and a student.

Therefore, we tried to make the students thoroughly comprehend humanity qualities by, firstly, extending their knowledge during the experiment, and, secondly, teaching criticize, bring up and assess themselves.

In order to form cognitive-target index of students' good qualities, during the formative experiment we paid attention to works in the direction of upbringing humanity through humanity values. As a result of such works, students of experimental group gained knowledge about humanity categories, theoretical knowledge was formed. Moreover, they acquired the skill of applying theoretical knowledge in practice, improved self-developing and self-upbringing processes (Table 3, Figure 7).

	Experimental group						Observation group					
	Before			After			Before			After		
Levels	N u m.	N(ind)	%	N u m.	N(ind)	%	N u m.	N(ind)	%	N u m.	N(ind)	%
Upper	14 0	45 5	32. 5	14 0	50 7	37. 7	12 0	40 3	3 3	12 0	42 0	35
Middle	14 0	55 0	39	14 0	61 6	43. 6	12 0	50 2	4 2	12 0	51 0	42.5
Lower	14 0	40 5	28. 5	14 0	29 7	20. 7	12 0	30 5	2 5	12 0	27 0	22.5

Table 3: Index of development students' good qualities level on the basis of "Upbringing Theory" (cognitive-target)

As it is shown in the table 3, cognitive-target index of developing students' good qualities level increased. For instance, the upper level of cognitive-target index has grown from 32.5% to 37.7%, middle level 39%-43.6%, the lower level has decreased from 28.5% to 20.7%. These indexes are slightly different in observation group: upper level is between 33%-35%, middle level – 42%-42.5%, so decrease index is 25%-22.5%. These indexes depict the effectiveness of our experiment in the direction of developing students' good qualities on the basis of "the Theory of Upbringing"²³ (Figure 7).

During the experiment dedicated to identifying the level of students' good qualities formation we identified the lack of practical application of theoretical knowledge and skills of students. Opinions

²³ I. S. Kon, *Sociology of personality*, Moscow, Politizdat, 1967.

written by suggested method of “Unfinished sentence” did not show the use of good qualities in pedagogical processes. Thus, we utilized methods that help to develop humanity in students: competitions, questionnaire, solving pedagogical issues, imitational games, tests.

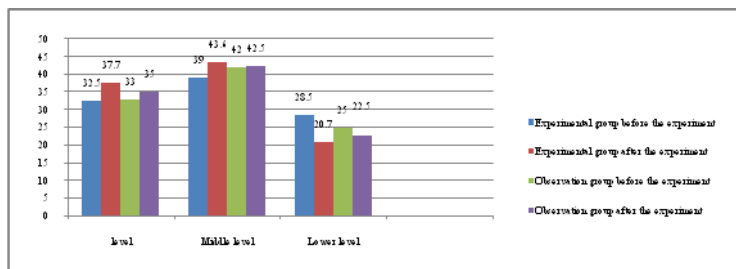


Figure 7: Dynamics of formative experiment level

The result revealed the increase in formation of humanity in an experimental students’ group: upper level 39%-43%, middle level 47%-52%, and lower level 14%-5%. Comparative analysis shows that indicator of increasing and decreasing is low: upper level 37.5%-40%, middle level 46%-49%, lower level 16.5%-11% (Table 4, Figure 8). So, the main condition of developing learning process for teachers is organizing special methods in order to form humanity.

Table 4. Students’ humanity development level index.

	Experimental group						Observation group					
	Before			After			Before			After		
Levels	Num.	N(n d.)	%	Num.	N(n d.)	%	Num.	N(n d.)	%	Num.	N(n d.)	%
Upper	140	55	39	140	60	43	120	45	37.5	120	48	40
Middle	140	65	47	140	73	52	120	55	46	120	59	49
Lower	140	20	14	140	7	5	120	20	16.5	120	13	11

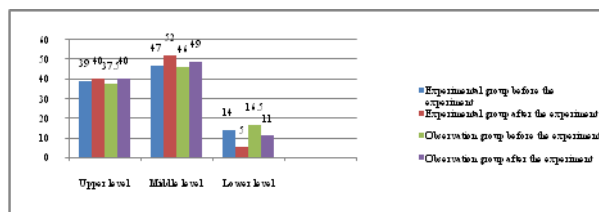


Figure 8: Dynamics of formative experiment level

To sum up, the system suggested by us gave positive results in humanity upbringing on the basis of the Upbringing Theory. Therefore, the experiment revealed that upbringing good qualities in higher

education institutions gave good results when the principles were used in a right way.

The results gained during the research gave us an opportunity to make following conclusion:

1. Good qualities upbringing on the basis of the Theory of upbringing among higher education students is one of the crucial pedagogical problems.

2. According to changes in the society (political, social, economic, scientific), the issue of upbringing humanity is considered on the state level.

3. It is beneficial to follow modern upbringing theory in the process of developing humanity.

4. In order to form students' good qualities in higher education it is vital to conduct scientific research, to develop knowledge. It can be gained through the increase of interest and the development of individual necessity, actions, cognition and purposefulness.

5. It is a topical issue to consider the unity of qualities such as humanity, courtesy, morality. Definition of the concept "humanity" was given on the basis of two concepts.

6. The system of formation good qualities was worked out on the basis of "the Theory of upbringing". The system was considered as a complex, multi-level hierarchic and dynamic system. The system comprises two large actual systematic components. Their interaction was differentiated through 6 social formations and the development of their interconnection was shown. Connection between humanity and basic culture was determined. Dynamics of good qualities depicted the conflicts between the society and nature.

7. The model of formation of good qualities through principles was presented.

8. In order to develop human qualities in students, methodical instrument of special course program was worked out. Appeared a methodological opportunity of making efficient conclusion in humanity formation in a classroom and out-of-class lessons.

Recommendations

On the basis of the mentioned above conclusion, we suggested the following recommendations:

-Formation of students' good qualities in higher education institutions should be realized in a systematic way (content of a discipline, instruments, special course, self-works, out-of-class lessons).

-Indexes of good qualities formation should be clarified (reasoning and aiming, necessity and cognition, actions) and implemented in the educational process.

-The content of the “Upbringing theory” should be completed modern principles.

-Teacher should be guided by the conceptual model, which was worked out based on the composite components of good qualities formation (aim, objectives, principles content, methods, forms and results).