

Students' Humanistic Position Formation in the Educational Process

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Abstract: *Objective:* The student's humanistic position is not only the result of the teacher's personal influence but also a controlled process. As a result of the implementation of this process, the student receives an understanding of what should relate to the humanistic process and the humanistic function of society.

Background: The basis for the formation of humanism for all participants in the students' educational process is determined either by the teacher's position or by the installation in the pedagogical process. So, any impact on the part of the teacher can be perceived as an exceptional factor of influencing the student's personality, which can be perceived as a compulsory education requirement.

Method: Assessment of pedagogical effectiveness was carried out by means of an expert survey. Diagnostic and processing of empirical data was carried out according to the methodology for assessing the importance of each individual requirement for the proposed educational materials.

Results: The study examines the components that form the student's humanistic position on the basis of the traditional components of the formation of the pedagogical teaching strategy. The practical significance of the study is determined by the fact that it is possible to implement the concept of the formation of active skills in students during certain actions and the formation of other humanitarian positions.

Conclusion: The study shows that the level of formation of the students' humanistic position concerning all participants in the educational process depends on updating the educational process of training specialists based on the developed theoretical and methodological foundations.

Keywords: Humanism, position, training, students, university.

INTRODUCTION

The purpose of professional training in a higher educational institution is to satisfy the growing demand of highly qualified specialists in the society who possess thorough theoretical knowledge and practical skills for their effective application in the process of forming a humanistic position [1], implementation of technologies, have leadership skills, high moral qualities, are competitive in the labour market, effectively interact in a professional, corporate and social environment, with social mobility and having a steady demand among employers [2]. The educational professional training program at a higher educational institution aims at an in-depth, comprehensive study of forms and processes, understanding of various ways of working and a variety of cultural influences [3], allows

you to master modern positions as a field of humanitarian and social knowledge and academic discipline, contributes to the development of essential skills of practical activities in the field of culture [4].

As society develops, and along with its science, including special pedagogy, children with severe forms of intellectual disability, most displayed in educational activities and not always identifiable in the early stages of a child's life, are involved in the field of specialists research. Particular difficulties arise if a child with developmental delay is enrolled in a mainstream school. In a mainstream school, a child with developmental delay for the first time begins to clearly realise its inequality, which is expressed, first of all, in poor performance. This, on the one hand, leads to a feeling of inferiority, and on the other hand, attempts at personal compensation in some other field. For such students, it is important to be accepted by the people around them. For their effective integration into the educational process, it is important to develop all its participants' humanity.

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Today, the humanistic position is considered as one of the main paths to activation and modernisation of the activities of subjects of all sectors [5]. Some aspects of the content of the concept of "humanistic position" and the ways and means of its formation in future specialists with higher education were considered in the works of various authors [6]. According to some of them, foreign economists and representatives of related industries were the first to start studying the concept of a humanistic position [7]. Later, the humanistic position became the subject of study by sociologists [8]. In the light of present-day developments, one of the aspects of a humane, humanised society, is its ability to tolerate, to understand the "other" – according to its capabilities, abilities, appearance, etc. It is obvious that a person is a social being. The spiritual condition and health of the society itself depend on how society is formed, how a person with disabilities is perceived in it, how it fits into society and what place it occupies in it. Inclusive education is one of the results of the development of ideas of humanism: human rights to freedom, happiness, development and exercise of abilities.

Inclusive education – ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. UNESCO has given the universal definition of inclusive education a holistic phenomenon, which implies equal access to quality education for all children, without exception. It is based on humanism, the development of intelligence and creative abilities, the balance of intellectual, ethnic, emotional, and physiological components of the personality. An important aspect here is the acceptance of people with disabilities by all participants in the process. This is especially true for students with developmental delays. During the implementation of an inclusive model of education and the integration of children with mental retardation into a comprehensive school, the issue of creating a comfortable tolerant environment becomes urgent, which leads to the formation of a tolerant consciousness and behaviour of children with normal mental development, their parents, and teachers. The negative consequences of the inclusive model may be bursts of intolerant behaviour, as intrapersonal (self-aggression – because the child does not cope with the educational task, begins to lag behind peers even more, problems with parents begin, ridicule in the classroom, etc.

In connection with these features, it is possible not only to improve the picture of mental development but,

on the contrary, the development of personal anxiety, aggressiveness, a decrease in self-esteem, loss of the locus of control. As a result, aggravation of pathological traits, increase in intolerance, conflict, communicative deprivation, narrowing of interests, possibly leaving home, or escaping into the virtual world of the Internet. On the basis of the foregoing, in connection with the current problem, it is important to be able to smooth out sharp corners – by teaching all subjects of interaction tolerant behaviour, patient attitude to each other. The problem of the so-called "readiness" of the participants in the educational process is closely related to the wider and more urgent problem of the formation of a tolerant attitude towards students with disabilities. This issue is the subject of both theoretical and practical research. Without the formation of a constructive attitude towards people with disabilities, their full inclusion in society, in particular, in the integrative rehabilitation and educational space of a university, is impossible. Most of these case studies are practice-oriented in nature and emphasise the conflicting attitude of students and university professors towards the adoption of students with disabilities. In the scientific literature, the concept of a humanistic position has a different meaning, and therefore its essence is determined quite differently, which necessitates further research in this direction [9]. In most cases, the term is used in the scientific literature to emphasise that it is not enough to talk about the knowledge, skills and abilities necessary for a humanistic position [10], but it is important to understand how a person interacts with this knowledge as new knowledge can influence the structure and inner world of the individual, how the values of the past are preserved in these new knowledge and constitute the basis for the present [11].

How important is the education system in shaping the position of humanism? The development of various moral and intellectual qualities of a person is one of the goals of the educational process. The ability to develop students' humanity and tolerance towards people depends on several factors. The purpose of the study is to find out how the educational process affects the level of humanity.

MATERIALS AND METHODS

Assessment of pedagogical effectiveness by teachers of higher education institutions was performed by means of an expert survey. At the first stage, a survey was conducted among 60 students of various faculties, divided into two groups: control and experimental. The experimental group included

students who study with children with developmental delays. In the control group were the students who had never encountered children with a developmental delay during the educational process. Further, all results were collected and transferred to experts for study and assessment. Diagnostics and processing of empirical data were performed according to the methodology for assessing the importance of each individual requirement for the proposed teaching materials, namely:

1. **Functionality:** integrative functional and branch orientation of the general cultural and professional training of specialists and formation of their modern moral and ethical qualities, tolerance, and humane attitude to people with developmental delay and/or other inclusion.
2. **Worthiness:** emphasis on the formation of a positive motivational and value attitude towards people with developmental delays and the acquisition of new knowledge on how to interact with them in a common environment.
3. **Fundamentalisation:** the feasibility of introducing the proposed content into the educational process in order to increase the level of learning efficiency for students with developmental delay and/or other inclusion, as well as for other participants in the educational process. Improving the professional training of future specialists based on the modern synergetic paradigm of fundamentality.
4. **Learning capability:** potential opportunities for the proposed didactic materials for organising productive educational and cognitive activities in the context of the inclusive learning process.

Assessment of the pedagogical effectiveness of each of these requirements for participants in the inclusive educational process and for students studying in ordinary classes was carried out by experts on a 100-point scale; sources of argumentation of the issue – on a 3-point scale (high, medium, low); the degree of familiarity with the issue – on a 10-point scale. In order to quantify the significance of each of the implemented requirements, the following indicators are introduced: an indicator of generalised thought (M); indicators of the degree of agreement of expert opinions (variation coefficient – V_j) and its statistical significance (according to the Pearson criterion χ^2); indicators of activity (K_a) and competency (K_k) of experts. The

indicator of the expert's generalised opinion regarding each of the requirements for academic materials intended for teaching students with disabilities, that we identified was calculated through the arithmetic mean of the assessment of a specific requirement. The arithmetic mean M_j of the assessment of a specific requirement (in points), determined by the formula (Equation 1):

$$M_j = \frac{1}{N_j} \sum_{i=1}^N C_{ij} \quad (1)$$

where j is the serial number of the requirement; i is the serial number of the expert; N is the number of experts participating in the assessment (and equals 1, 2, 3, ... N); N_j is the number of experts evaluating the j^{th} requirement; C_{ij} is the assessment of relative importance, put forth by the i^{th} expert of the o^{th} requirement.

The frequency of the most important estimates (100 points) obtained by the j^{th} requirement is determined according to the formula (Equation 2):

$$K_j^l = \frac{N_j^l}{N_j} \quad (2)$$

where N_j^l is the number of maximum possible ratings corresponding to 100 points; N_j – is the total number of ratings on j^{th} requirement.

The sum of the ranks S_j obtained by the j^{th} requirement is defined as:

- the ranking was performed to reduce the ratings put forward by experts for each requirement;
- the sum of ranks S_j determined by the experts on the j^{th} requirement was determined according to the following formula (Equation 3):

$$S_j = \sum_{i=1}^N R_{ij} \quad (3)$$

where R_{ij} is the rank of the i^{th} expert's assessment of the j^{th} requirement.

The coefficient of variation V_j of the estimates obtained by the j^{th} requirement was determined as follows: the variance of the estimates D_j provided by the j^{th} requirement was determined, factoring in the formula (Equation 4):

$$D_j = \frac{1}{N_j - 1} \sum_{i=1}^N (C_{ij} - M_{ij})^2 \tag{4}$$

root-mean-square deviation of estimates σ_j obtained by the j^{th} requirement was determined by the formula (Equation 5):

$$\sigma_j = \sqrt{D_j} \tag{5}$$

the variation coefficient was determined by requirement (Equation 6):

$$V_j = \frac{\sigma_j}{M_j} \tag{6}$$

At the end of the study, all data were summarised and analysed. Thus, it was collected statistics showing the influence of the educational process components on the development of a humanistic position and tolerance for people with inclusion among students.

RESULTS

The formation of a tolerant space is based on humanistic, moral values and creates the conditions for the development of an intersubjective education process against the background of actual personality transformations, which itself is a condition for humanistic education, which in turn develops and educates a tolerant person with adequate self-esteem, actively exploring and transforming the world around, open and free, with highly developed mechanisms of self-identification, expressing certain spiritual and cultural-historical values. The main means of the process of pedagogical interaction are the teacher, on the personal potential, professional knowledge, and

skills, whose beliefs depend on the effectiveness, the productivity of communication, and joint activities.

The integration of people with disabilities in the educational process has several problems. One of them is developing a humane attitude of all participants of the educational process to such people. A humane approach must be integrated into the learning process. This is especially necessary for an inclusive environment, where both students with standard development and students with disabilities study simultaneously. The formation of tolerance depends not only on the individual characteristics of the individual but also on the upbringing and influence of society. Therefore, the teacher must act not only on a particular student but also on the class as a whole. Such an environment prepares students for humane, tolerant behaviour. To find out how the formation of a humane position among students occurs, the following study was conducted.

It is important to note again that some of the students surveyed are participants in the inclusive educational process. As at the stage of the ascertaining experiment, we performed the diagnostics of the level of formation of the humanistic position of students, achieved by them in the process of experimental training, according to the results of diagnostics of the main (partial) components of the humanistic position. With that, we shall use the diagnostic results of the maturity level of certain components of the humanistic position of students at the ascertaining stage of the research as an indicator of the initial control section at the educational stage of the pedagogical experiment. We shall consider these results in more detail. The diagnostic results of the maturity level of the motivational component of the students' humanistic

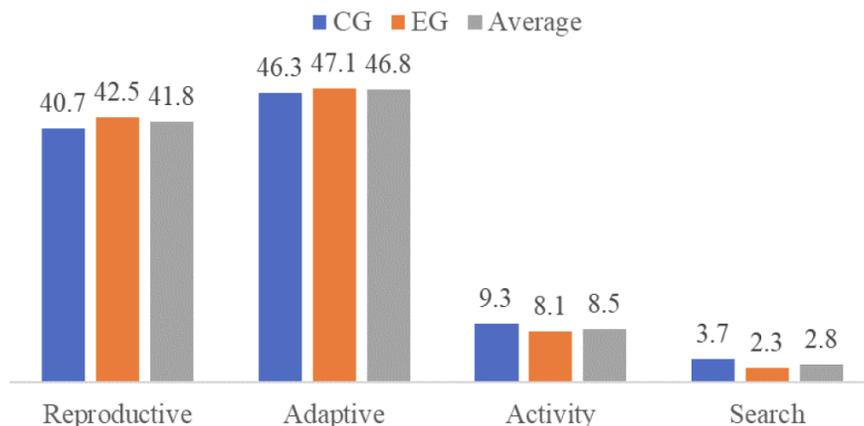


Figure 1: Statistical Frequency of Students' Distribution According to the Level of Formation of the Motivational Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

position, at the beginning of an educational experiment, in the control and experimental groups (initial control section) are presented in Figure 1.

An analysis of the results of the research indicates that only a small number of students have a search level for the maturity of the motivational component of the humanistic position (2.8% on average). As the analysis of answers (88.6%) to certain survey questions indicates, most students have reproductive and adaptive levels of maturity of the motivational component of the humanistic position. They do not face the need to resolve moral dilemmas, conflicts, choose a position in relation to people with inclusion, to help them integrate into the educational process. Their tolerant attitude and humanity, rather, are peculiar to them initially and remain at the same level constantly. They do not need to develop and implement humanistic knowledge (88% of students), are not ready to conduct their own humanistic activity, to evaluate its results (89% of students). About 94% of students in the control and experimental groups are not aware of the innovations in humanistic activity, which are part of the humanistic position. Over 83% of students have never been engaged in searching for theoretical and practical material of innovative processes in culture.

We should also note the low level of students' development of motives for self-improvement and professional self-development (only 23% of students are ready to discuss with teachers the issues concerning the humanisation of society). Only 6% of students said that they enjoy an in-depth study of humanistic knowledge and the development of the necessary qualities in themselves for the acceptance of all participants in the educational process, including

people with disability. For them, the process of integrating people with inclusion into society is as interesting as for specialists in this matter. In most cases, students show either an indifferent attitude, or episodic interest in relation to their own professional activities, including humanistic. An insignificant part of students, as the research indicated, studies various issues of humanistic activity during extracurricular time (attending conferences, participating in social and cultural events, etc.). The results of the diagnostic of the levels of formation of the cognitive component of the students' humanistic position prior to conducting an educational experiment (initial section) are presented in Figure 2.

A comparative analysis of the data shows that the maturity level of the cognitive component of the humanistic position in students of both the experimental and control groups is slightly higher than that of the motivational component. This is due to the fact that 4th-year students have already mastered certain aspects of the humanistic activity. In 18.8% of students, activity and search maturity levels of the cognitive component of the humanistic position were revealed, and 81.2% of students remain at the reproductive and adaptive levels.

In the course of the diagnostic study, it was found out that students faced great difficulties in answering questions regarding the nature and structure of the humanistic position, the innovative potential of humanistic activity, the specifics of humanistic work in the field of culture and the impact of all these disciplines on the introduction of people with developmental delay into the educational process. The diagnostic results of the maturity levels of the reflective

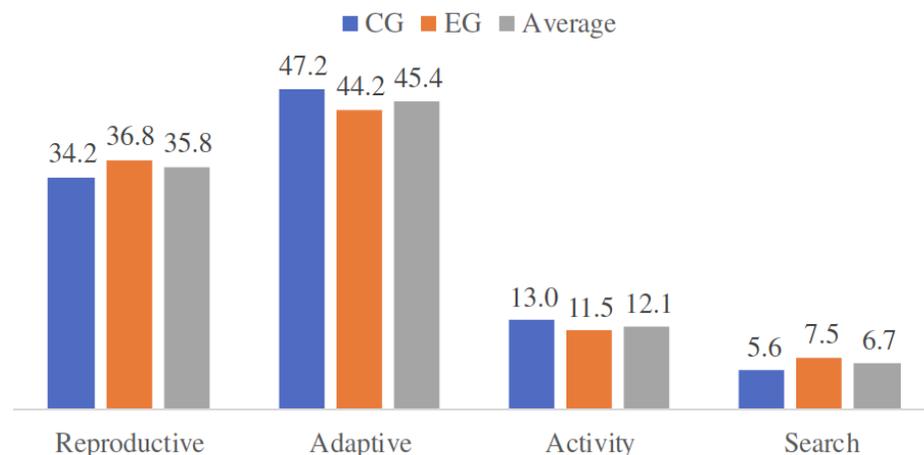


Figure 2: Statistical Frequency of Students' Distribution According to the Level of Formation of the Cognitive Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

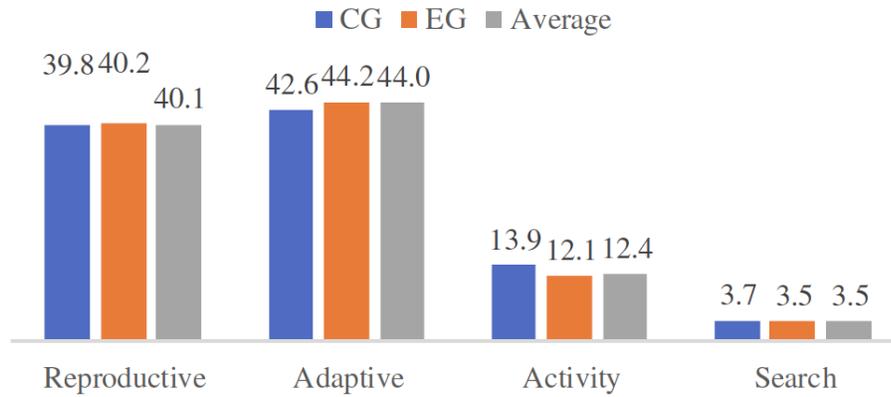


Figure 3: Statistical Frequency of Students' Distribution According to the Level of Formation of the Reflective Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

component of the students' humanistic position prior to conducting an educational experiment (initial control section) are presented in Figure 3.

The research results presented in Figure 3 indicate that only 15.9% of students reached the active and search maturity levels of the reflexive component of the humanistic position in most students, elementary and reproductive levels were determined. It is noteworthy that more than 40% of students evaluate their ability for self-reflection only at the reproductive level. This suggests that students in both the experimental and control groups have either an overstated or an underestimated self-esteem of the development of professionally important knowledge, skills, and abilities, as well as the qualities necessary for their own humanistic activities and for working closely with people with disabilities. The results show their low level of willingness to interact with people with developmental delays in the educational process and in future work. An analysis of the diagnostics results of

the maturity level of the emotional component of the humanistic position of students prior to conducting an educational experiment (initial section) is presented in Figure 4.

We shall analyse the obtained results. One-third of students in both the experimental and control groups experience negative emotional states with regard to humanisation; humanistic activity is foremost associated with anxiety. More than 40% of students are indifferent to humanisation; their use conjures a state close to irritation. And only a fifth of students of both groups experience positive emotional states regarding humanisation, determine the positive motivation for learning, and cause them to experience interest, curiosity and enjoyment. The diagnostic results of the maturity levels of the gnostic component of the humanistic position of students prior to conducting an educational experiment (initial section) are presented in Figure 5.

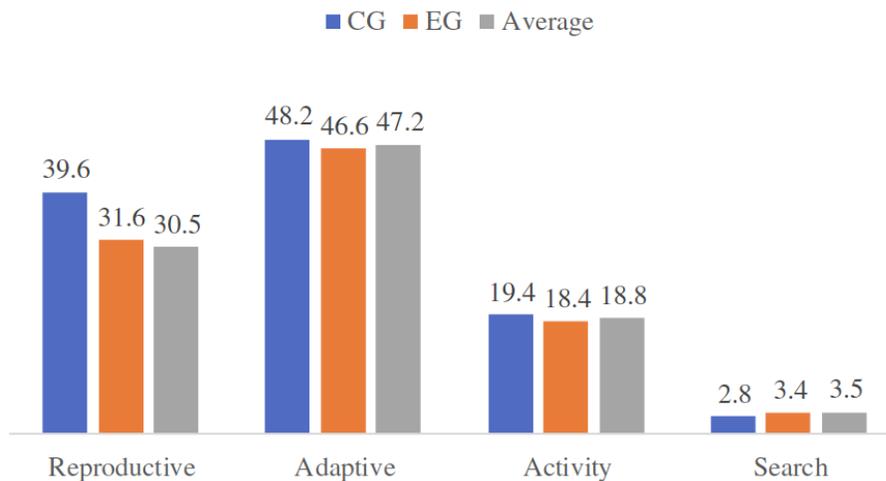


Figure 4: Statistical Frequency of Students' Distribution According to the Levels of Formation of the Emotional Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

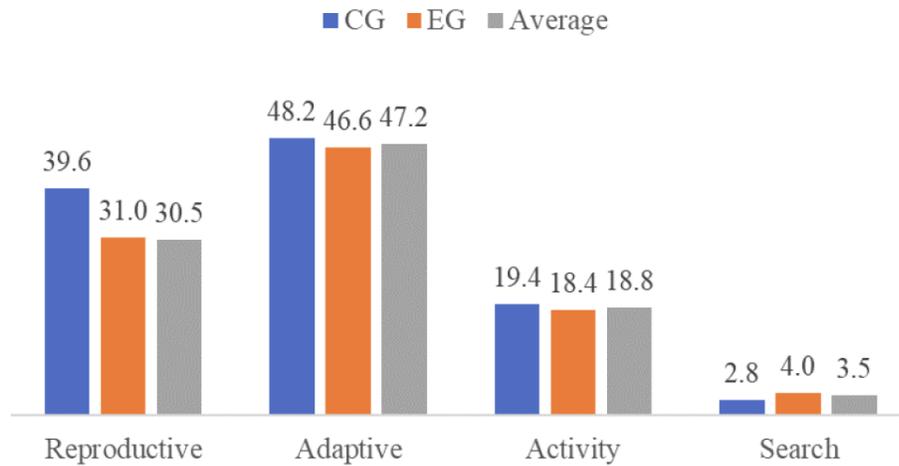


Figure 5: Statistical frequency of students' distribution according to the level of formation of the gnostic component of the humanistic position and the level of tolerance for people with developmental delay.

The research results presented in Figure 5 indicate that only 22.3% of students are at the activity and search maturity levels of the gnostic component of the humanistic position, most students (77.7%) have reproductive and adaptive levels. This suggests that students of both the experimental and control groups have an insignificant level of cognitive and analytical abilities of humanistic activity. They are responsible for the research of theoretical issues of humanistic activity but are not sure that it is important for them in further professional and practical activities, their humanistic culture is very superficial. Students do not completely understand the role and importance of humanistic activity, have sufficient knowledge to solve some professional and practical problems, differentially implement a critical analysis of their own humanistic activity and personal culture, but they do not have

enough understanding of the relationship between studying the development of humanistic culture and integrating people with inclusion into society. This type of students is characterised by observation, quick wit, creativity. They partially possess the ability to justify, analyse, systematise and generalise experience, to see contradictions and problems. Able to search, but not ready to evaluate the effectiveness; capable of development and implementation in the field of cultural and creative activities. These students are tolerant, willing to interact with people with developmental delay and/or other disability, however, they do not see a way to improve this interaction. The diagnostic results of the maturity levels of the activity component of the students' humanistic position before conducting an educational experiment (initial section) are presented in Figure 6. As a result of the qualitative and quantitative

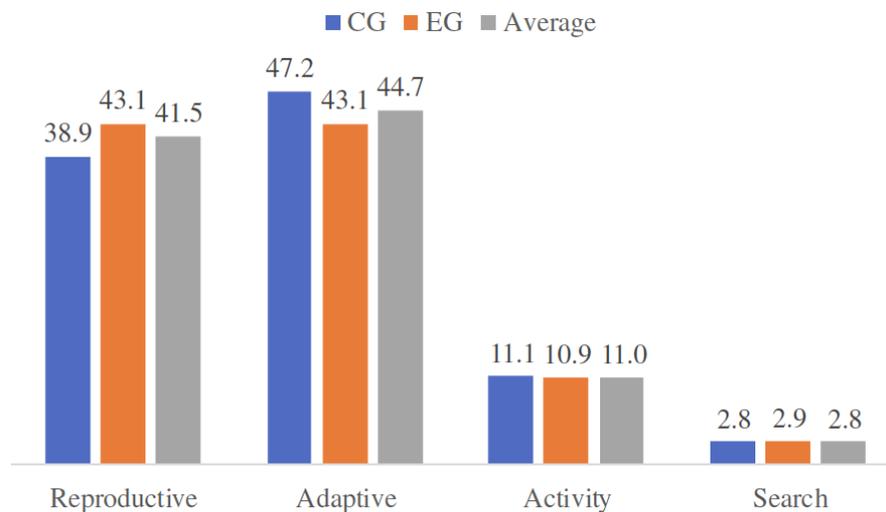


Figure 6: Statistical Frequency of Students' Distribution According to the Level of Formation of the Activity Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

analysis of the diagnostic results, we came to the conclusion that 80% of students indicated a reproductive and adaptive maturity level of the active component of the humanistic position, that is, students who are incapable of searching and evaluating, developing and implementing, but in some cases (32%) are ready to evaluate the effectiveness.

Only 13.8% of students reached activity and search maturity levels of a humanistic position. This indicator is the lowest among all other components of the humanistic position, which is not surprising, as no discipline of the curriculum for preparing students refers to the formation of ideas concerning the content and role of humanisation in public life. This confirms the hypothesis of our research on the need to implement the selected organisational and pedagogical conditions for the formation of a humanistic position.

After implementing the organisational and pedagogical conditions for the formation of theoretical and methodological foundations and, in particular, the organisational and pedagogical conditions for the formation of the students' humanistic position and understanding the need for manifestation of tolerance, we carried out a control diagnostic of all partial components of the humanistic position and level of tolerance. A comparative analysis of the diagnostic results of the maturity levels of the motivational component of the students' humanistic position before and after an educational experiment (initial and final sections) is presented in Figure 7.

Figure 7 data indicate that the number of students in the experimental group with an active and search maturity level of the motivational component of the students' humanistic position has significantly

increased. In the control group, no significant changes occurred. After the educational experiment, students of the experimental group underwent significant changes in the hierarchy of motives of professional activity: motives of professional self-development began to emerge and dominate, interest in the development and implementation of technologies and programs in the practices in the field of culture. They began to take an active interest in the issues of integrating people with disabilities in society, opportunities for helping such fellow students, opportunities to independently develop a more tolerant attitude towards people with disabilities in their environment. Students showed interest in periodicals on various problems of inclusive education, humanistic activities, the development of inclusion in society.

Almost 64% of students in the experimental group (against 14% of students in the control group) are ready to discuss with teachers the issues of humanistic professional activity and analyze various problems of introducing inclusion not only in education, but also in other areas. Most students of the experimental group showed the willingness to carry out independent humanistic activities (68%). The indifference and episodic interest in humanistic activities and inclusion issues among students of the experimental group changed to curiosity and professional interest. The level of tolerance has increased compared to previous polls, there is a desire to learn in order to help people with disabilities to integrate into the educational process. Comparative diagnostic results of the maturity levels of the cognitive component of the students' humanistic position before and after the educational experiment (initial and final sections) are presented in Figure 8.

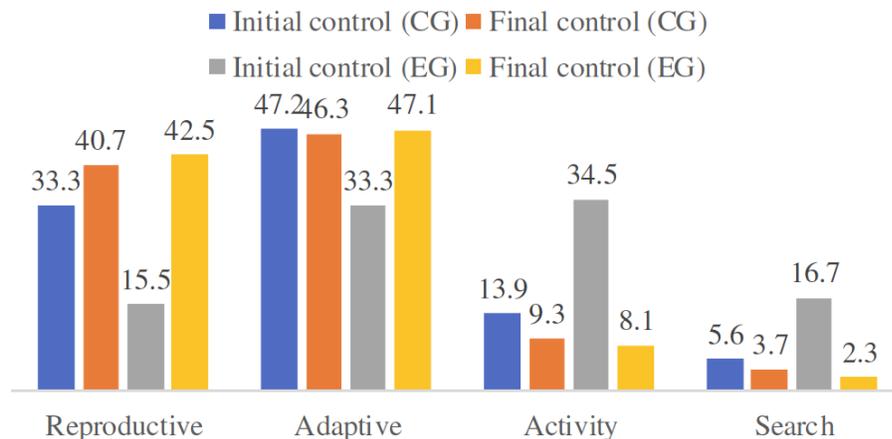


Figure 7: The Distribution of Students in the Control and Experimental Groups According to the Level of Formation of the Motivational Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

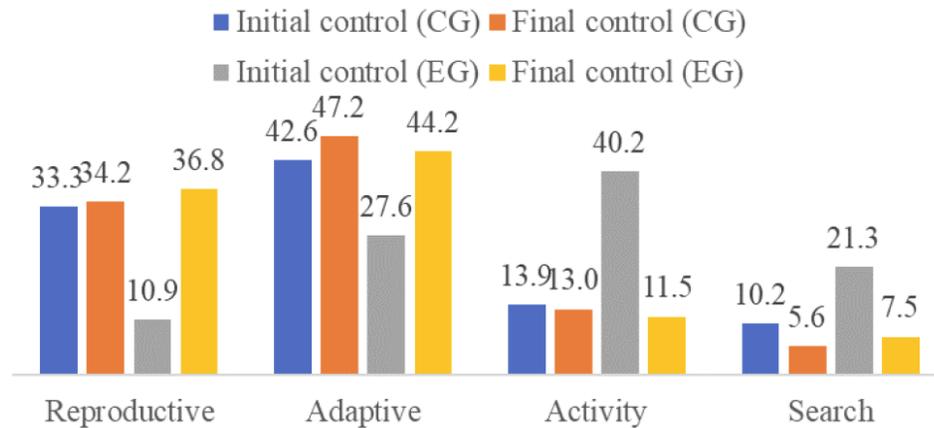


Figure 8: The Distribution of Students in the Control and Experimental Groups According to the Level of Formation of the Cognitive Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

The data in Figure 8 indicate that the number of students in the experimental group with activity and search maturity levels of cognitive component increased. A significant part of the students of the experimental group (64%) managed to complete the test tasks. Students managed to correctly describe the phases and stages of the innovation process, highlighted all the structural components of the innovation process; listed all the factors that contribute to the emergence of innovations in humanistic activity. They could more accurately identify the problems of introducing people with disabilities into society, traced the connection between the adaptation of people with disability into the educational process without interference and the increase in the level of humanisation due to the introduction of new disciplines and methods. In the control group, there were no such significant shifts. In the control group, there were no such significant shifts.

In our opinion, it is precisely the conduct of focused work within the framework of the educational experiment, as well as the introduction of the discipline “Culture and Science” into the educational process, that led students to significantly expand and deepen their knowledge in the field of humanistic activities, technologies and programs. Comparative diagnostic results of the maturity levels of the reflective component of the humanistic position of students before and after the educational experiment (initial and final sections) are presented in Figure 9.

As is evident, there are noticeable changes in the maturity levels of the reflective component of the humanistic position of students of the experimental group. In students of the control group, changes are less noticeable. After the educational experiment, students of the experimental group started evaluating themselves more adequately, but could not always evaluate the real level of their humanistic position.

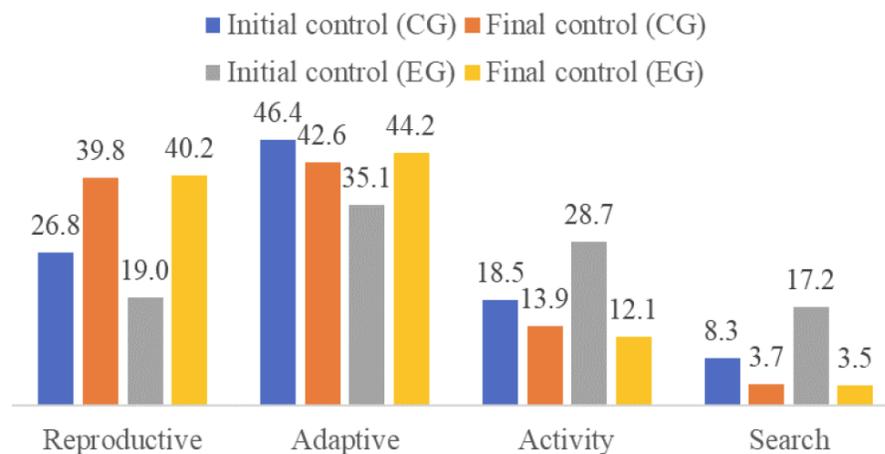


Figure 9: The Distribution of Students in the Control and Experimental Groups According to the Level of Formation of the Reflective Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

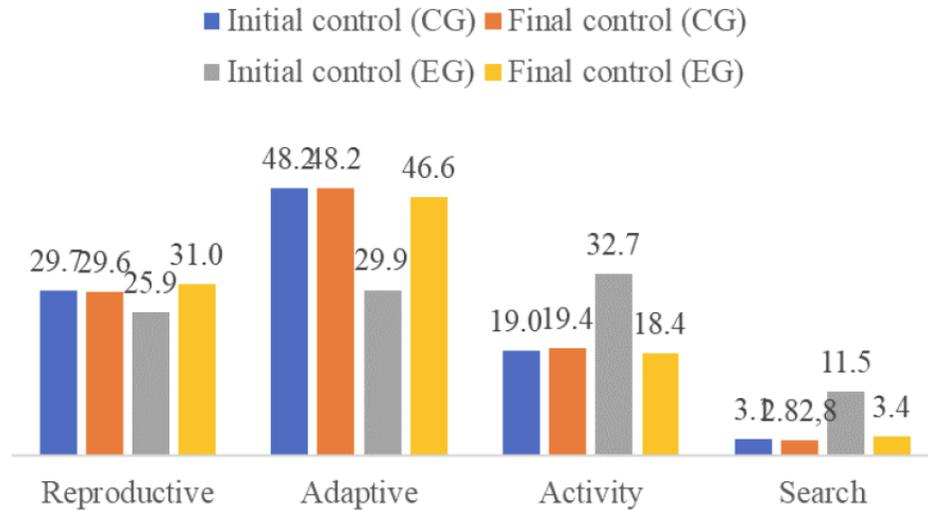


Figure 10: The Distribution of Students in the Control and Experimental Groups According to the Levels of Formation of the Emotional Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

Comparative diagnostic results of the maturity levels of the emotional component of the students' humanistic position before and after the educational experiment (initial and final sections) are presented in Figure 10.

Figure 10 data suggests that in the experimental group the number of students with search and activity maturity levels of formation of the emotional component of the humanistic position has significantly increased. Students of the experimental group had their level of professional anxiety decreased. A significant part of the students of the experimental group experiences a variety of emotional states with regard to humanism, from anxiety to a feeling of curiosity, its use is of interest to them. Comparative diagnostic results of the maturity levels of the gnostic component of the

humanistic position of students before and after the educational experiment (initial and final sections) are presented in Figure 11.

Figure 11 data suggests that in the experimental group the number of students with search and active maturity levels of the gnostic component of the humanistic position significantly increased. Students of the experimental group improved their observation, acumen, and the ability to analyse, justify, systematise, and generalise the material. A significant part of the students of the experimental group has become more open to new information about people who may be different from them, to attempts to influence the educational process and help develop inclusive education and creativity. Comparative diagnostic

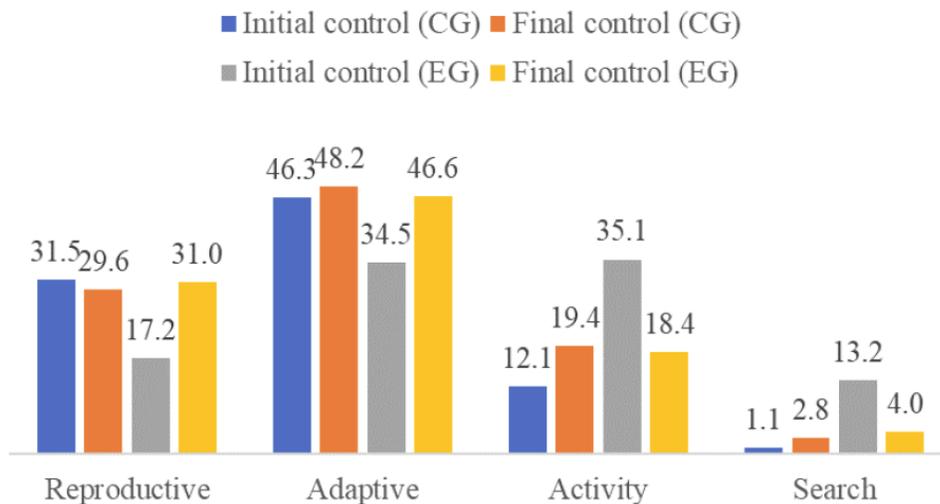


Figure 11: The Distribution of Students in the Control and Experimental Groups According to the Level of Formation of the Gnostic Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

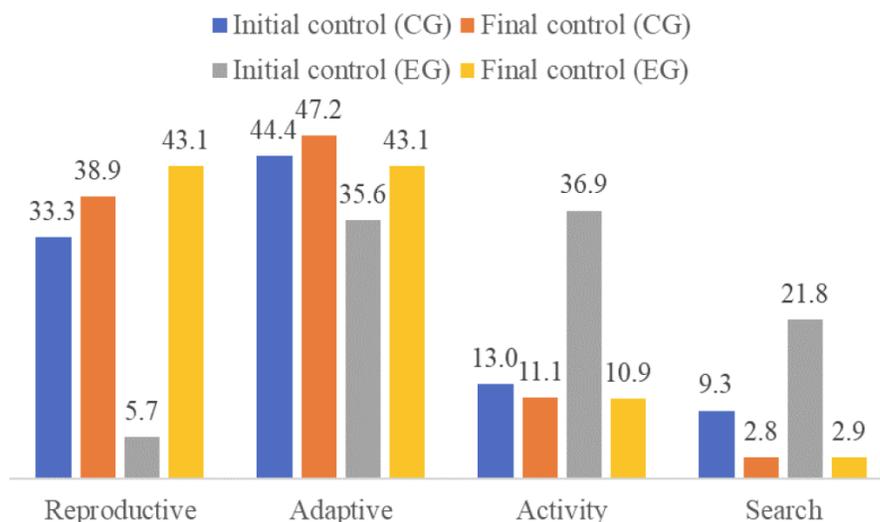


Figure 12: The Distribution of Students in the Control and Experimental Groups According to the Level of Formation of the Activity Component of the Humanistic Position and the Level of Tolerance for People with Developmental Delay.

results of the maturity levels of the activity component of the humanistic position of students before and after the educational experiment are presented in Figure 12.

The analysis of the results indicates that there are significant changes in the maturity levels of the activity component of the humanistic position among students of the experimental group. A significant part of students displayed the ability to search and evaluate, including foreign forms of humanism, the ability to develop and implement humanistic technologies in future professional activities. Students in the control group also had their indicators changed, but not as significantly, sometimes only nominally. We associate such an increase in the maturity level of the humanistic position with the conduct of the educational experiment aimed at systematisation and generalisation of knowledge and skills, the development of professionally important qualities and personality traits of a future specialist that determine the success of their professional activity in the humanistic environment of cultural institutions, a stable system of motives for development, a comprehensive introduction and development of new modern innovative technologies and programs, as well as the psychological attitude towards performance of transformative action and competence of their implementation in the course of humanistic activities.

DISCUSSION

Researchers emphasise the importance of the principle of human dignity in the context of the "Global Ethical Project". Its essence is that all people initially

have a set of basic values that can be further developed by forming humanistic principles [12]. Humanistic observation shows that empathic understanding, respect and an unconditional positive attitude towards others are necessary elements in relations between people. Within humanism, relationships are the centre for the development of every person, whether it is a relationship with oneself, with someone who has control, therapeutic or regular relationships. They motivate people to improve and look for new ways of understanding other people [13]. At the same time, the question of studying is not just a humane attitude to people, but the ability to show humanity to people with differences. This study shows that this position is formed more actively among students who, as part of the educational process, study the basics of humanism, receive information on inclusion.

Speaking about the role of pedagogy in the development of humane principles, researchers note that it plays a role in a critical and empathic understanding of the world by students. Pedagogy alone cannot change structural inequalities and injustice. But the educational system serves to create a new understanding of their personal and collective privileges and weaknesses. Develops the ability to think humanely [14-17]

Most of the studies devoted to identifying the list of competencies and skills that are necessary for working with children with developmental disabilities note such important qualities as empathy, the ability to teach optimism and humanity, love for children, and patience

[18]. But today there is no unity in the approach to the definition of "readiness of teachers to work in inclusive education" and professional skills that are necessary for future teachers to work with children with developmental disabilities. This also applies to the introduction of specific disciplines into the educational process, teaching humanity not only to future teachers, but also to all students in general. While the level of development of the humanistic position of students depends largely on their personal motivations, and not on the educational process, the rapid formation of a society "ready" for inclusion will not be possible. This study shows that the levels of formation of the students' humanistic position are directly dependent on updating the educational process of training specialists based on the developed theoretical and methodological foundations [19].

The formation of a humanistic position among students during the educational process is an important factor for the integration of people with disabilities in society. But this area requires special attention. The results of observations and interviews with students suggest that in the experimental group the maturity level of the students' humanistic position in all indicators significantly increased. Students became interested and responsible in their attitude towards humanistic activity. In the system of motivational sphere there are motives of creative activity, although they not sustainable with all students. Students of the experimental group started actively participating in the development and implementation of innovative projects (and especially in the process of performing individual tasks) [20].

All of the above confirms the sufficiently high pedagogical effectiveness of experimental training. This means that the introduction of the theoretical and methodological foundations of the formation of the students' humanistic position in the educational process of a higher educational institution has positively affected the effectiveness of their professional training and their willingness to interact with people with disabilities, to show empathy and tolerance.

CONCLUSIONS

In accordance with the developed methodology for conducting a research on the formation of the humanistic position of students in a higher educational institution, the maturity level of the indicated qualities of future specialists with an orientation to the selected criteria was tested, forms and methods for managing

educational and cognitive activities were worked out, corrections were made and relevant practical recommendations were developed. The study showed that the level of students' interest in the development of the educational process, the participants of which are people with disabilities, directly depends on the tolerance and humanity that they develop in themselves. Helping people with developmental issues and/or other disability becomes important and even necessary for students whose humanistic position is more developed. It's easier for them to interact with other people. The identified gaps in the formation of the humanistic position of students in the educational process of higher education institutions had to be addressed at the educational stage of the pedagogical experiment. In accordance with the developed experimental work program, the analysis of the effectiveness of the developed theoretical and methodological foundations on the dynamics of the formation of the students' humanistic position and the development of relevant recommendations on the formation of the indicated quality of future specialists at the university was performed. To directly perceive the behaviour of the subject of research in various situations, we applied the observation method.

The experience of several decades of teaching children with developmental issues in correctional classes has shown that with the appropriate organisation of training, creating optimal conditions for personality development and timely identification of difficulties, operational assistance in overcoming them, about half of children with developmental issues after graduating from primary school are able to continue their education in ordinary classes having satisfactory performance. World integration practice shows that, from an early age, children who have learned to interact and collaborate with peers with special educational needs and developmental disabilities do not suffer from the "psychology of racism" in adolescence or at an older age. However, the development of a humanistic position in children with a norm of mental development is a necessary factor for the successful integration of children with disabilities in the educational process.

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