

UDC 378:377]:[331.5-047.72

DOI: 10.31376/2410-0897-2021-3-47-78-86

ANTICIPATION AS A MEANS OF ENHANCING EMPLOYMENT PROSPECTS AND PROFESSIONAL EFFECTIVENESS FOR FUTURE SPECIALISTS

Dobroskok Irina

Correspondent member of the National Academy of Pedagogical Sciences of Ukraine,
Doctor of Pedagogical Sciences, Professor
Head of the Department of Vocational Education
Hryhorii Skovoroda University in Pereiaslav
e-mail: irina.dobroskok@gmail.com
ORCID ID: 0000-0002-3937-8428

Rzhevskia Nataliia

Candidate of Pedagogical Sciences, Senior Lecturer at the Department of Vocational Education
Hryhorii Skovoroda University in Pereiaslav
e-mail: zolotysya@ukr.net
ORCID ID: 0000-0001-8695-5964

Basiuk Liubov

Candidate of Pedagogical Sciences, Associate Professor at the Department of Vocational Education
Hryhorii Skovoroda University in Pereiaslav
e-mail: liubov_basiuk@ukr.net
ORCID ID: 000-0003-0899-8648

This paper studies the anticipation not as a governmental educational strategy for collaboration with employers, but as an opportunity for individuals (in this case, teachers and students) that can be measured by an algorithm. The paper provides: an individual strategy for successful professional development; a cognitive basis for anticipation; an emotional basis for anticipation; and an anticipation-potential index.

Key words: *anticipation; employment; professional effectiveness; skills; anticipation skills.*

Formulating of the issue. Given that the world develops through change from one state to another, which is characterized by progress, stagnation, and regress, the concept of bifurcation points can be used to understand these primarily undetermined processes. Turmoil and unpredictability change the course of history and affect all spheres of humanity. The essential question in terms of synergetic discourse is currently being discussed: will the system become chaotic or obtain a new, more qualitative level of systematization? The general concept of existence requires humanity to be able to adapt to unforeseen conditions while also developing long-term plans. Confidence in future strategies, i.e. personal and career development, allows individuals to plan their education and career, taking into account their prospects and personal resources. It is hard to deny that any actions taken for self-development and career growth are inherently aimed at future possibilities that have an acmeological character. Therefore, current and future moments are the points on the timeline that create the strategic lines of an individual's life through anticipation. Effectiveness in achieving goals and the realization of one's potential depends on the extent to which the anticipation is systemic, thorough, conditioned, cognitively promising, close to reality, and consistent with the individual's personal characteristics. It should be noted that the correlation between anticipation and future employment prospects and professional efficacy have not been sufficiently developed in modern pedagogical, psychological, and managerial sciences. This study aims to address this gap in the research, providing a model for this correlation and highlighting practical implications.

No research to date has been conducted on correlation between anticipation and future employment prospects and professional efficacy. Further, there is no sufficient evidence regarding which personal qualities affect the effectiveness of anticipation in terms professional self-realization. Finally, it is unclear whether researchers will be able to separate objective knowledge regarding the connection between anticipation and professional efficiency, because such studies may take decades.

Therefore, the authors consider that there is significant social significance for scientific research on the correlation between individuals' anticipatory potential, their suitability for

employment, and their professional efficiency as a predicting factor of competencies anticipated by employers, taking into account current trends in advanced personnel training, which will allow individuals to develop effective strategies for self-realization.

Analysing of recent research and publications. The basis for the research is a collection of studies on anticipation as an institutional mechanism enabling cooperation between state institutions and leading stakeholders (Banerji *et al.*, 2010; Institute for the Future, 2011; Thayer, 2012; Cruz Caruso, 2013; Jackson, 2013; Andersen *et al.*, 2015; Corbella & Mane, 2015; Schonburg, 2015; Wilson *et al.*, 2015; Bakule *et al.*, 2016).

Anticipation is not a new concept in designing educational strategies. European public organizations and state institutions are actively using skills' anticipation. In this sense, the term 'skills' often refers to 'competencies, settings, beliefs and behaviors that can change in the process of self-development and are subject to improvement through special programs and policies' (Guerra *et al.*, 2014). Using this definition, the European Centre for the Development of Vocational Training's (Cedefop) baseline scenario presents trends up to 2025, with an outlook to 2030 (European Commission, 2016). Anticipated results are described in general terms (aggregated employment growth) as well as disaggregated by economic sector, occupation, and qualification level (in line with most other research in this area).

The European Commission invited the European Parliament, the Council, the European Economic and Social Committee, and the Committee of the Regions to endorse this agenda and to actively support its implementation, in close cooperation with all relevant stakeholders. The European Commission is committed to promoting a continuous consultation and dialogue on the skills agenda with a wide range of stakeholders and the public.

Expectations are an acute strategic issue raised by both experienced scientists and young researchers. This research group, while being led by FSSL, brought together researchers from four faculties working on diverse anticipatory strategies and sought to initiate productive dialogue and interconnections between them. To sum up, it aimed to increase the intellectual resources available to support societies, citizens, and policy makers to imagine, understand, and influence 'the future'.

On a global scale, research on the phenomena of anticipation has also been conducted by the Department of Sociology and Social Research of the University of Trento and the UNESCO Chairs in Anticipatory Systems, which devoted to such research the First International Conference on Anticipation (Trento, November 2016), co-organized by University of Trento, UNESCO, the WAAS-World Academy of Art and Science, the WUC-World University Consortium, and the Advanced Design Network. A second international conference followed, held at Senate House, School of Advanced Study in Central London in November 2017.

The relevance of anticipation in the context of foreseeing relevant skills is that, although discrepancies (or skill gaps) are not perceived as the biggest barrier by companies, they do, however, limit the effectiveness of their work, the quality of their services, and their ability to maintain and expand the client base. In addition, skill gaps make it difficult to recruit personnel (Del Carpio *et al.*, 2017).

Most countries recognize that the methods used to predict skills need to be improved. However, the results of quantitative and qualitative forecasting methods are not always consistent, and regional forecasting systems also need to be improved. Most countries plan to develop strategies and improve methodologies. For example, Norway and Sweden are planning to broaden the remit of existing state bodies to include anticipation and identification of skills requirements. Spain has already set up a national network of job-market observatory. Social institutions also emphasize the importance of establishing national information systems, developing skills assessment networks, and conducting more extensive EU studies.

Finally, in the educational environment, teaching-staff performance affects future specialist employment potential. In an era where information is easier both to access and to use, most consumers are no longer passive.

Anticipation, as an ability of a teacher, should, therefore, not affect the quality of the educational process. Anticipation should be reflected in educational programs and communicative

technologies, otherwise they are irrelevant.

Teachers' anticipation ability in the educational process encompasses: analyzing employers' demands for competencies; comparing competencies and the content of academic disciplines to identify duplication or gaps; evaluating advancements in the professional environment of the most economically important countries; identifying future specialists' needs within each educational discipline; and selecting appropriate educational technologies based on needs (e.g. informational, psycho-emotional, practical).

This should lead to students possessing the requisite skills by the time they complete education. This should also allow students to develop creativity and innovative thinking, which are core competencies in any specialist profession. At the same time, given the development of online methods and forms of learning, self-development of competencies is extremely relevant and effective as is encouraging self-motivation based on personal interests.

Therefore, it is important to research strategies that can be effectively used in the educational process to increase the anticipation ability of future professionals as a prerequisite of their suitability for employment and successful professional development.

The aim of the article is to develop a universal method for assessing the anticipatory potential of students and professionals by studying the indicators of all structural elements of anticipation.

Presentation of the main research materials This study used methodologies that portray anticipation as a psychological phenomenon, requiring corresponding emotional- and cognitive-level traits (Pirainen & Gonzalez, 2015).

This article discusses several of the questions raised above, providing:

- an individual strategy for successful professional development;
- a cognitive basis for anticipation, presented in the form of a professional-anticipation-strategy design map;
- an emotional basis for anticipation; and
- an anticipation-potential index.

Based on the relevant literature, this research conceptualizes anticipation as an individual's ability to predict and design relevant skills for successful employment and professional efficiency. It is assumed that each of the separate components are significantly affected by cognitive or emotional character (based on individual characteristics, e.g. reaction rate, temperament, stress resistance, etc.). Finally, anticipation is conceptualized as an integrated personal quality that is shaped by the educational process.

Based on the relevant literature, an individual strategy for successful professional development is proposed:

1. Characterize the chosen professional sphere (identify the subjects, objects, and means for achieving goals).
2. Determine adjacent spheres that directly or indirectly influence professional sphere (using a map, determine the most promising branches of science).
3. Identify relevant branches of science/production covering the above-mentioned areas.
4. Select the means for understanding the prospective directions in the relevant branches of science (e.g. journals, massive open online courses, leading scientists' presentations, conference materials, etc.) and the professional environment (e.g. monitoring requirements of leading stakeholders).
5. Identify current innovation trends in the main and related industries, drawing up maps of collision points.
6. Use the results of the previous steps to develop an implementation strategy.

A cognitive basis for understanding anticipation, again based on the relevant literature, is presented in Figure 1 in the form of a professional-anticipation-strategy design map.

In this map, pedagogy acts as a professional sphere. It is necessary to allocate technologies, subcategories, objects, and the means on it.

Further, for each selected component, a forward-looking analysis is required to understand what may affect the development, transformation, or impact of a particular component in the future.

Based on this, the authors conclude the following: pedagogy is affected by such sciences as psychology, neurosciences, and information technologies. Therefore, it is crucial to monitor their development and introduce innovative elements from the professional field. This will ensure the relevance of the skills, successful future employment, and successful professional development.

The emotional basis for understanding anticipation is presented as follows:

1. *Impartiality*: informing students about the alternative strategies/concepts/principles; emphasizing fundamental aspects of objectivity (measure of reliability, independence) and responsibility for one's own decisions.

2. *Quality assurance*. Manifests itself when making professional decisions. It is crucial: to provide the conditions that match a real professional environment (theoretically or technically); to inform students about the consequences of poorly executing professional tasks; and to create an atmosphere that engenders trust, respect for decisions taken by higher-education graduates, and the credibility of students as future specialists.

3. *Readiness to act*. Each academic action (solving cases, completing tests, essay writing, etc.) must be professionally grounded in advance by future professionals. Higher education students should be aware of the practical orientation and take their tasks seriously. This will enhance confidence, professional significance, and contribute to demonstrating the competencies acquired to the wider public.

This article developed the system of indicators to define the elements of anticipation potential. Analysis of these indicators in dynamics allows the prediction of the availability and use of anticipation strategies in the future (Table 1).

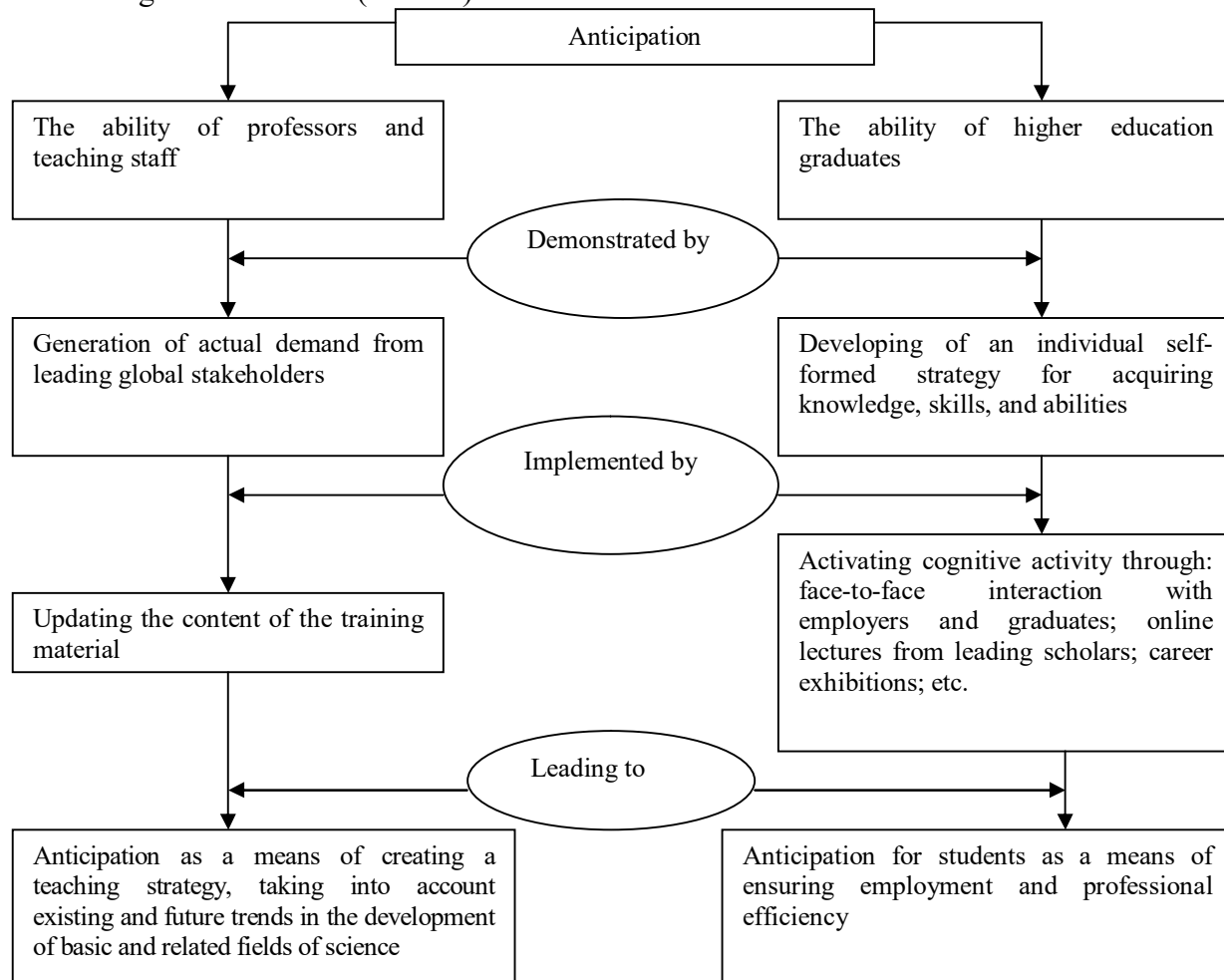


Figure 1:

The mechanism of anticipation implementation in the educational process in educational institutions

To assess the anticipation potential for students and specialists, we propose an integrated indicator, calculated according to the following formula:

$$A = \sqrt[5]{a^1 \times a^2 \times a^3 \times a^4 \times a^5 \times a^6} \quad (1)$$

Where:

- a^1 = knowledge of state and international professional-development strategies;
- a^2 = the ability to identify related industries that influence the development of professional activities;
- a^3 = knowledge of advanced industry trends contained in scientific journals, discussed at conferences, delivered in training, etc.;
- a^4 = the ability to identify leading employers in the field of professional activities and monitor their strategies through information from the company's official site, social networks, and advertising companies;
- a^5 = the ability to analyze changes in employers' requirements for employees in accordance with the trends of professional development; and
- a^6 = knowledge of leading investment strategies as advanced benchmarks in the field of professional activities and related industries.

Table 1

Indicators of integrated assessment of anticipation potential of students and specialists

Elements of anticipation	Indicators characterizing anticipation elements
Knowledge of state and international professional development strategies: $a^1 = \sum_i^n = 1 \frac{a^1 n}{n}$	a_1^1 = number of normative legal documents regulating professional activity a_2^1 = ratio of Ukrainian and international legal documents
The ability to identify related industries that influence the development of professional activities: $a^2 = \sum_i^n = 1 \frac{a^2 n}{n}$	a_1^2 = the number of branches of knowledge that affect the development of the professional sphere a_2^2 = the number of «young» sciences (neuroinformatics, biotechnology, economic engineering, etc.) a_3^2 = the share of innovation in related industries that can be applied to solve certain professional issues
Knowledge of the advanced trends in the industry: $a^3 = \sum_i^n = 1 \frac{a^3 n}{n}$	a_1^3 = the share of scientific periodicals used in professional activities / training a_2^3 = number of scientific events in which participated a_3^3 = number of scientific articles covering the problems in the professional sphere
The ability to identify leading employers in the field of professional activity and monitor their strategies through information from the company's official website, social networks, and advertising companies: $a^4 = \sum_i^n = 1 \frac{a^4 n}{n}$	a_1^4 = the share of Ukrainian potential employers a_2^4 = the share of international potential employers a_3^4 = the part of information support of potential employers through the presence of an official site, pages in social networks, etc.
The ability to analyze changes in employers' requirements for employees in accordance with the trends of professional development:	a_1^5 = the share of cognitive demands of employers requiring continuous training and raising the qualification level

$a^5 = \sum_i^n = 1 \frac{a^5 n}{n}$	a_2^5 = the share of socio-emotional requirements that represent the personality traits and form the associative intellect of a specialist a_3^5 = the share of technical requirements requiring expert practical experience
Knowledge of leading investment strategies as the leading benchmark in the field of professional activities and related industries: $a^6 = \sum_i^n = 1 \frac{a^6 n}{n}$	a_1^6 = investment projects in the professional field a_2^6 = running grants contests, etc. a_3^6 = participation in grant, competitions

This model allows outlining forecasting regarding the development of trends in professional the sphere, as well as developing measures aimed at improving the process efficiency.

Authors methodology was tested for anticipation assessment at the Pereyaslav-Khmelnytsky State Pedagogical University named after H. Skovoroda. Based on an analysis of the anticipation-potential complex index we observed the following: students with master's degrees possessed greater anticipation potential than students with bachelor's degrees (Table 2).

Table 2

Results of analysis of anticipation-potential complex index

Elements of anticipation	Master's degree	Bachelor's degree
Knowledge of state and international professional development strategies: $a^1 = \sum_i^n = 1 \frac{a^1 n}{n}$	0.36	0.28
The ability to identify related industries that influence the development of professional activities: $a^2 = \sum_i^n = 1 \frac{a^2 n}{n}$	0.45	0.35
Knowledge of the advanced trends in the industry: $a^3 = \sum_i^n = 1 \frac{a^3 n}{n}$	0.39	0.28
The ability to identify leading employers in the field of professional activity and monitor their strategies through information from the company's official website, social networks, and advertising companies: $a^4 = \sum_i^n = 1 \frac{a^4 n}{n}$	0.25	0.25
The ability to analyze changes in employer's requirements for employees in accordance with the trends of professional development: $a^5 = \sum_i^n = 1 \frac{a^5 n}{n}$	0.23	0.22
Knowledge of leading investment strategies as the leading benchmark in the field of professional activities and related industries: $a^6 = \sum_i^n = 1 \frac{a^6 n}{n}$	0.28	0.27

Conclusions and prospects for further development. In summary, this study posits that anticipation is an important element in the design of successful educational strategies. However,

anticipation is represented as a state-institutional-level mechanism that encompasses active cooperation with leading stakeholders. Therefore, the subjects of the educational process (teachers and students) are not directly involved in defining what anticipation means and thus do not feel accountable for their acquired skills, which are a guarantee of successful employment and professional development. The research has studied anticipation as a personalized mechanism that can be used both by a teacher for designing the content of the educational material and the student when creating and implementing an individual self-education strategy. An individualized process for implementing anticipation consists of two types of processes: metacognitive; and meta-emotional. A special map for each of the processes has been designed and algorithms for actions defined. Thus, anticipation acts as an individualized, accessible, specific, and comprehensive mechanism for predicting trends in the development of the professional sphere. To successfully develop anticipation, students and professionals must design a strategy built on cooperation with leading stakeholders in the industry.

The model proposed for anticipation-potential assessment has two main advantages:

1) *Versatility*. This technique can be used for anticipation-potential assessment both in higher-education establishments and enterprises.

2) *Complexity*. Calculations for the anticipation-potential indicator were carried out based on an assessment of anticipation-potential structural elements, which allows us to characterize the anticipation potential, to identify the defining factors, and to consider both comparative advantages and disadvantages.

The authors propose that this model for anticipation-potential assessment can be used to inform strategy regarding both the labor market and economic development, to identify weaknesses in particular industries, and develop effective employment processes that lead to specialists' improved professional development.

References

1. Andersen, T., Feiler, L. & Schulz, G. (2015). *Guide to anticipating and matching skills and jobs - volume 4: The role of employment service providers*. Luxembourg: Publications Office of the European Union.
2. Bakule, M., Czesaná, V., Havlíčková, V., Kriechel, B., Rašovec, T. & Wilson, R. (2016). *Developing skills foresights, scenarios and forecasts*. Luxembourg: Publications Office of the European Union.
3. Banerji, A., Cunningham, W., Fiszbein, A., King, E., Patrinos, H., & Robalino, D. (2010). *Stepping up skills for more jobs and higher productivity*. Washington, DC: World Bank.
4. Corbella, T. & Mane, F. (2015). *Guide to anticipating and matching skills and jobs – volume 5: Developing and running an establishment skills survey*. Luxembourg: Publications Office of the European Union.
5. Cruz Caruso, L.A. (2013). *SENAI's forecast and foresight model*. Conference presentation at the Skolkovo-ILO International Expert Workshop: «Using technology foresights for identifying future skills needs», Skolkovo Moscow School of Management, 11–12 July.
6. Del Carpio, X., Kupets, O., Muller, N., & Olefir, A. (2017). *Skills for a modern Ukraine*, Overview booklet. Washington, DC: World Bank.
7. European Commission (2016). *A New Skills Agenda for Europe: Working Together to Strengthen Human Capital, Employability and Competitiveness*, COM (2016) 381 final. Brussels: European Commission.
8. Guerra, N., Modecki, K. & Cunningham, W. (2014). *Social-emotional skills development across the life span: PRACTICE*, World Bank Policy Research Working Paper 7123. Washington, DC: World Bank.
9. Institute for the Future (2011). *Future work skills 2020*. Palo Alto: Institute for the Future.
10. Jackson, M. (2013). *Practical foresight guide*. Bishops Wood: Shaping Tomorrow Ltd.
11. Piirainen, K. & Gonzalez, R. A. (2015). Theory of and within foresight – «What does a theory of foresight even mean?», *Technological Forecasting and Social Change*, 96, 191–201.
12. Schonburg, H. (2015). *Guide to anticipating and matching skills and jobs – volume 6: Carrying out tracer studies*. Luxembourg: Publications Office of the European Union.
13. Thayer, T. (2012). *Foresight and educational planning: engaging stakeholders to construct preferred futures*. Resource document. Education4site. <http://www.education4site.org/blog/2012/foresight-and-educational-planning-engaging-stakeholders-to-construct-preferred-futures/>
14. Wilson, R. A., Tarjani, H. & Rihova, H. (2015). *Guide to anticipating and matching skills and jobs – volume 3: Working at sector level*. Luxembourg: Publications Office of the European Union.

АНТИЦИПАЦІЯ ЯК ЗАСІБ ПІДВИЩЕННЯ ПЕРСПЕКТИВ ПРАЦЕВЛАШТУВАННЯ ТА ПРОФЕСІЙНОЇ ЕФЕКТИВНОСТІ ДЛЯ МАЙБУТНІХ ФАХІВЦІВ

Доброскок Ірина Іванівна

член-кореспондент Національної академії педагогічних наук України, доктор педагогічних наук, професор,
завідувач кафедри професійної освіти
Університет Григорія Сковороди в Переяславі

Ржевська Наталія Вікторівна

кандидат педагогічних наук, старший викладач кафедри професійної освіти
Університет Григорія Сковороди в Переяславі

Басюк Любов Вікторівна

кандидат педагогічних наук, доцент кафедри професійної освіти
Університет Григорія Сковороди в Переяславі

Постановка проблеми. На сьогоднішній день не було проведено жодних досліджень щодо кореляції між антиципацією та майбутніми перспективами працевлаштування та професійною ефективністю. Крім того, немає достатніх доказів того, які особистісні якості впливають на ефективність антиципації в термінах професійної самореалізації. Нарешті, неясно, чи зможуть дослідники розділити об'єктивні знання щодо зв'язку між антиципацією і професійною ефективністю, оскільки такі дослідження можуть охопити десятиліття.

Тому ми вважаємо, що існує велика соціальна значущість для наукових досліджень щодо кореляції між антиципаційним потенціалом індивідів, їхньою придатністю до працевлаштування та їхньою професійною ефективністю як антиципаційного фактора компетентностей, очікуваних роботодавцями, з урахуванням сучасних тенденцій підвищення кваліфікації персоналу, що дозволить розробити ефективні стратегії самореалізації.

Мета: у статті наголошується на необхідності краще зрозуміти антиципацію в освітніх стратегіях у всьому світі як засіб прогнозування навичок, необхідних роботодавцям. З огляду на те, що передбачення навичок допомагає формувати аналіз змістовних змін як з точки зору технологічного прогресу, так і тенденцій зайнятості, професійне очікування відіграє все більш важливу роль у покращенні як перспектив працевлаштування, так і професійної ефективності.

Дизайн / методологія / підхід: досліджуються стратегії антиципації не як державна освітня стратегія для співпраці з роботодавцями, а як можливість для окремих людей (зокрема викладачів та студентів), яку можна виміряти за допомогою алгоритму.

У роботі представлено: індивідуальну стратегію успішного професійного розвитку; когнітивну основу для передбачення; емоційну основу очікування; індекс очікуваного потенціалу.

Висновки. Завдяки запропонованій моделі антиципація може бути використана для розроблення індивідуальної освітньої стратегії самоосвіти (для студентів) та як засіб постійного контролю актуальності навчального матеріалу та методів (для викладачів). Аналіз комплексного індексу потенціалу антиципації показує, що студенти магістратури мали більший потенціал антиципації, ніж студенти бакалаврату.

Оригінальність / цінність. Цей новий підхід до розуміння та моделювання антиципації може: дати змогу вчителям та учням проєктувати зміст навчального матеріалу, редагуючи його відповідно до світових тенденцій; підвищити мотивацію до активного пошуку та використання актуальної інформації; заохочувати особисту відповідальність за прийняття рішень; сприятиме розвитку особистості з високою працездатністю.

Ключові слова: антиципація; працевлаштування; професійна ефективність; навички; навички антиципації.

Список використаної літератури

1. Andersen, T., Feiler, L., & Schulz, G. (2015). *Guide to anticipating and matching skills and jobs - volume 4: The role of employment service providers*. Luxembourg: Publications Office of the European Union.
2. Bakule, M., Czesaná, V., Havlíčková, V., Kriechel, B., Rašovec, T., & Wilson, R. (2016). *Developing skills foresights, scenarios and forecasts*. Luxembourg: Publications Office of the European Union.
3. Banerji, A., Cunningham, W., Fiszbein, A., King, E., Patrinos, H., & Robalino, D. (2010). *Stepping up skills for more jobs and higher productivity*. Washington, DC: World Bank.
4. Corbella, T., & Mane, F. (2015). *Guide to anticipating and matching skills and jobs – volume 5: Developing*

and running an establishment skills survey. Luxembourg: Publications Office of the European Union.

5. Cruz Caruso, L.A. (2013). *SENAI's forecast and foresight model*, Conference presentation at the Skolkovo-ILO International Expert Workshop: 'Using technology foresights for identifying future skills needs', Skolkovo Moscow School of Management, 11–12 July.

6. Del Carpio, X., Kupets, O., Muller, N., & Olefir, A. (2017). *Skills for a modern Ukraine*, Overview booklet. Washington, DC: World Bank.

7. European Commission (2016), *A New Skills Agenda for Europe: Working Together to Strengthen Human Capital, Employability and Competitiveness*, COM(2016) 381 final. Brussels: European Commission.

8. Guerra, N., Modecki, K., & Cunningham, W. (2014). *Social-emotional skills development across the life span: PRACTICE*, World Bank Policy Research Working Paper 7123. Washington, DC: World Bank.

9. Institute for the Future (2011). *Future work skills 2020*. Palo Alto: Institute for the Future.

10. Jackson, M. (2013). *Practical foresight guide*. Bishops Wood: Shaping Tomorrow Ltd.

11. Piirainen, K., & Gonzalez, R. A. (2015). Theory of and within foresight – “What does a theory of foresight even mean?”, *Technological Forecasting and Social Change*, 96, 191–201.

12. Schonburg, H. (2015). *Guide to anticipating and matching skills and jobs – volume 6: Carrying out tracer studies*. Luxembourg: Publications Office of the European Union.

13. Thayer, T. (2012). *Foresight and educational planning: engaging stakeholders to construct preferred futures*. Resource document. Education4site. <http://www.education4site.org/blog/2012/foresight-and-educational-planning-engaging-stakeholders-to-construct-preferred-futures/>

14. Wilson, R. A., Tarjani, H., & Rihova, H. (2015). *Guide to anticipating and matching skills and jobs – volume 3: Working at sector level*. Luxembourg: Publications Office of the European Union.

Отримано редакцією 27.11.2021 р.

УДК 373.23.24

DOI: 10.31376/2410-0897-2021-3-47-86-96

ПРИНЦИП ГУМАНІЗАЦІЇ В СПІЛКУВАННІ ДОРΟΣЛИХ З ДІТЬМИ РАНЬОГО І ДОШКІЛЬНОГО ВІКУ

Артемова Любов Вікторівна

доктор педагогічних наук, професор кафедри дошкільної педагогіки і психології
Глухівський національний педагогічний університет імені Олександра Довженка

e-mail: lubvikart@ukr.net

ORCID ID: 0000-0002-7070-2927

Research ID: AAZ-4452-2021

У статті проаналізовано принцип гуманізації згідно із сучасною концепцією оптимального розвитку дитини в умовах суб'єкт-суб'єктної взаємодії з дорослими. Встановлено, що недостатньо вивчені сутність і застосування принципу гуманізації в умовах суб'єкт-суб'єктної взаємодії батьків, педагогів з дітьми раннього і дошкільного віку. Виявлено, що принцип гуманізації, реалізований у суб'єкт-суб'єктній взаємодії дорослих з дітьми, оптимально забезпечує самореалізацію дитини з раннього віку: її вибір, потребу в соціалізації, задоволенні пізнавальних інтересів, своєчасний розвиток базових діяльностей – спілкування, гри, предметної, пізнавальної, творчої тощо. Заявлено про ідентичні типові гуманістичні рушії взаємин і спілкування дітей незалежно від їхнього віку: раннього, дошкільного, шкільного. Взаємодія дорослих з дітьми на основі суб'єктності її учасників є пропедевтикою і основою гуманізації їхніх міжособистісних взаємин, які складаються, розвиваються, виражаються у спілкуванні. Партнерська взаємодія стає для малих дітей школою взаєморозуміння з дорослими (батьками і педагогами). Спілкування суб'єктів гуманізованої взаємодії привчає дорослих рахуватися з правомірним вибором дітей як проявом їхньої особистості з народження, створюючи умови для їх самовиявлення, самоствердження і своєчасного оптимального розвитку.

Ключові слова: гуманізація, дитячий вибір, ранній, дошкільний вік, суб'єкт-суб'єктна взаємодія, спілкування.

Постановка проблеми. Принцип гуманізації педагогічних впливів, проголошений в епоху Середньовіччя педагогами-гуманістами, допоміг подолати усталене ставлення до дитини як до об'єкта зусиль і намагань дорослих створити собі подібних за світобаченням, культурою, потребами тощо. Надалі внаслідок практичних знахідок і наукових доробків прогресивних педагогів XVII–XX ст. змістове наповнення цього принципу змінювалося відповідно до виявлення і вивчення психологічних особливостей дітей. Проте в умовах самодержавного, авторитарного управління, в т. ч. і освітою, цей принцип не був достатньо