

# Humanitarization of higher education content: influence factors, implementation technology

## La humanización del contenido de la educación superior: factores de influencia y tecnologías de implementación

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Received: 02/03/2018 • Approved: 15/04/2018

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#### ABSTRACT:

The purpose of the paper is to justify the principles of the humanitarization of higher education content, aimed at the interaction of creative and personality development and the professional formation of future specialists. Factors of this process's optimizing influence are singled out. Technologies of its implementation are presented; the conditions for achieving the strategic goals of educating the "man of culture" in the university are described. The need to strengthen the value-based component of education, to activate the independent creative activity of students, to change qualitatively the principles of organizing classes, including on the basis of dialogue making, are proved. It is determined that students who are motivated for independent research work in the field of humanitarian knowledge, possess the reduced indicators on the criteria of depressiveness, anxiety, feelings of loneliness. These data correlate with the level of communicative competence and creative imagination development, as well as a reflexive state. Pedagogical methods of students' motivation development for increasing the intellectual level and mastering the skills of working with theoretical literature are revealed. The experimental

#### RESUMEN:

El objetivo del artículo es justificar los principios de la humanización del contenido de la educación superior, orientados hacia la interacción del desarrollo creativo y personal con el desarrollo profesional de futuros especialistas. Se destacan los factores de la influencia optimizadora del dicho proceso. Se presentan las tecnologías de su implementación, se describen las condiciones para alcanzar los objetivos estratégicos para formar a un "hombre de la cultura" en la universidad. Se demuestra la necesidad de fortalecer el componente de valor de la educación, de acelerar la actividad creativa independiente de estudiantes. Además, se demuestra la necesidad de un cambio cualitativo en los principios de la organización de las clases, incluso sobre la base del diálogo. Se ha determinado que los estudiantes con alta motivación para llevar a cabo estudios independientes en la esfera del conocimiento humanitario muestran indicadores reducidos de la depresión, ansiedad, sentimientos de soledad. Los dichos datos correlacionan con el nivel del desarrollo de la competencia comunicativa y la imaginación creativa, así como la posición reflexiva. Se revelan los métodos pedagógicos del desarrollo de la motivación de los

work analysis to implement the humanitarization technologies of higher education content in universities of Moscow, Ulyanovsk, Taganrog is made

**Keywords:** content humanitarization, higher education, pedagogical technologies, professional formation, creative activity, communicative competence, values of education.

estudiantes para aumentar el nivel intelectual y para dominar las habilidades de trabajo con la literatura teórica. Se ha llevado a cabo un análisis experimental de introducir las tecnologías de la humanización del contenido de la educación interior en las Universidades de Moscú, Uliánovsk y Taganrog.

**Palabras clave:** humanización del contenido, educación superior, tecnologías pedagógicas, formación profesional, actividad creativa, competencia comunicativa, valores educativos.

## 1. Introduction

The humanitarization of higher education content presupposes an essential change in all its components: goals, content, methods, models, technologies. In the opinion of A.M. Novikov (1998), the humanitarization of education should be considered "in the broadest sense as the person's formation of a particular, actually human form of attitude to the world around him and himself, his own activities in it. As applied to vocational education, its humanitarization will mean the formation of a purely human form of attitude to the world of production (in a broad sense), and to its own professional activity in this production world" (Novikov, 1998).

It is especially important to create conditions for the entry of the personality of the future specialist into the humanitarian culture in the educational environment of higher educational institutions, self-determination in it, further self-development and self-actualization on the basis of higher universal values, awareness of the existential foundations and higher meanings of life (Agafonova, 2000; Torkunova et al., 2014; Sibgatova et al., 2016; Shen et al., 2017; Valeeva & Gafurov, 2017; Cao, Kurbanova & Salikhova, 2017; Galushkin, 2017b; Dorozhkin et al., 2018; Drovosekov & Sakhieva, 2018). Generally all these areas can be called the humanitarization of higher education content, which allows one to overcome the abstract nature of learning, introducing it into a broad cultural space (Gorbunova & Mokeyeva, 2017; Stukalova et al., 2018; Lebedeva et al., 2018).

Thus, humanitarization is seen "as a way to stick a young person to the spiritual values of the civilized world, as his cultivation in the broad sense of the word, which is not reducible to narrow professionalization" (Kravets, 1996), as an update of the means for improving culture and its path lies through the expansion of the general cultural component education, which means the development of new volumes of humanitarian knowledge in other areas (Gorovaya & Ulyaev, 2004; Grebennikov et al., 2016; Baklashova, Galimova & Baklashova, 2017; Wang et al., 2018; Kvon et al., 2018). Most researchers emphasize that humanitarization is necessary for the very logic of the learning process organization (Gaisin et al., 2015). The tasks set require a significant increase in the share of humanitarian disciplines in the teaching process. Meanwhile, modern standards of higher education determine the size of the humanitarian unit at about a quarter of the total hourly volume of the entire academic load in the university (Beckerman, 2012). The problem is how effectively the resources of the humanitarian unit are being used (Kurtz, 2001). In this regard, the pedagogical system of the humanitarization of higher education content, developed in the study, suggests a way of intensifying the training courses of the humanitarian cycle, which can be solved by:

1) Use of resources of special courses and research activities of students, as well as extracurricular time (excursions, studio classes, weekend lectures, etc.) (Masalimova et al., 2017; Cai et al., 2017; Galushkin, 2017a);

2) The creation of an educational environment in which conditions arise for the organic introduction of students to culture. Obviously, the real content of the learning process cannot be reduced to the fragments of science; the phenomena of the youth subculture should be taken into account in the educational process, the objective assessment of which is an important task of the teaching staff of the university, and the personal experience of students and teachers (Kozyrev, 1999).

The practical implementation of these complex educational and upbringing goals is based on

the idea of changing the content of education and the methods of teaching.

At the same time, in modern higher education there is a tendency to fill the humanitarian unit with disciplines that do not realize these ideas. This unit includes, for example, foreign languages, and the content of courses is related to the in-depth preparation of a future specialist in a foreign language - these are rather the objectives of a competence approach. In a number of universities, the humanitarian unit includes training courses in marketing, tax legislation, etc.

The idea of reliance on humanitarian knowledge directs teachers to search for specific situations, questions, approaches that create problem-based thinking in the content of the subject. It is productive, for example, to study history on the basis of comparative studies and connect the foundations of philosophy, cultural studies, and art history. In this regard, the problem arises of new generation teaching aids, in which the presentation of the material would also meet the modern requirements of training a specialist in the field of culture and art.

The question of teaching technologies is no less significant than the issue of education content (Mitina, 2013). In principle, in this case, the proposition that the development of education should be based on the common humanistic values-based system and this requires a new approach to teaching. The fact is that the humanitarization of higher education content means that it meets the criteria of universality and fundamentalism. But the acquisition of knowledge cannot be an end in itself, if knowledge is not transferred through the experience of the student, it does not become personally significant, is not understood as an essential component of professionalization. In this connection, another problem arises: how to organize the educational process which involves effective interaction of knowledge mastering, the personal experience of students and their interested keen understanding?

Experimental work on technologies introduction for the humanitarization of higher education content in higher education institutions of Moscow, Ulyanovsk, Taganrog allowed to clarify the factors of optimizing influence of this process, to develop technologies for its implementation; describe the conditions for achieving the strategic goals of educating the "man of culture".

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## 2. Literature Review

The conceptual foundations of modern education are:

- Awareness of its priority in the process of personal development, social and professional orientation (Elkanova, 2017; Neverkovich et al., 2018);
- Continuity of traditions and their humanistic value (Isachenko, 2009);
- Recognition of the individual's uniqueness, the need to stick everyone to the values of world and national culture and self-realization in an independent professional activity that has a creative nature (Korostyleva, 2005; Rozhina & Baklashova, 2018).

Among the existing definitions of the humanitarization of higher education content, the following main groups can be distinguished:

- Understanding of humanitarization as an increase in the number of humanitarian disciplines. This interpretation, of course, reduces the meaning of this direction and can lead to rather dangerous results if it is not used critically in educational practice. So, as a result, there may be an imbalance in the organization of the educational process, neglect of students to natural scientific knowledge (the so-called "anti-scientism"), which can affect the quality of teaching humanitarian subjects (Movchan, 2007);
- Understanding of humanitarization as an opportunity to change the nature and content of the teaching disciplines of the natural sciences and physics and mathematics cycles. For example, the "humanitarization of mathematical education", which is interpreted as "a factor in the expansion of the students' world outlook, the development of a logical culture of thinking, which allows correctly to establish cause-effect relationships of physical processes and phenomena, realize inter-subject communications and applied training" (Kornilov,

2010);

- understanding of humanitarization as the basic principle of education, along with fundamentality, activity orientation, equality of opportunities, diversity of educational systems, cooperation, openness, regionalization, advanced nature, multi-level educational curricula, maneuverability, continuity, flexibility of educational forms of learning and programs (Novikov, 2000);

- understanding of humanitarization as an integral concept aimed at solving the problem of disclosing the meaning of human being in the world through understanding the nature and ways of its interaction with it. In this case, humanitarization is also effective for humanitarian education, including pedagogical, continuous one (Kozyrev, 1999; Bakhmetova & Egorova, 2004).

Culture performs in this case a corrective function in the development of science, acting as an intermediary in resolving the contradictions between the material and the spiritual, since "Culture is an environment that stretches and nourishes the personality" (Florensky, 2003). "At the present stage," notes Academician V.P. Zinchenko (1997), "education continues to lead man further into the details of specific research methods and technological processes, to perfect algorithmic skills and less and less teach the lesson of humanity, aesthetic and ethical attitude to the world around him, to people, finally to himself" (Zinchenko, 1997). The nature and direction of the university activity is of utmost importance (Chuprunov, 2010).

Another modern scientist A.S. Kravets (1996) identifies such interrelated goals of the humanitarization of education as overcoming the "partial nature" of the young specialist, his or her one-dimensionality, which is determined, by professional training, and the development of the humanistic outlook basis of the young specialist.

The review of philosophical and pedagogical studies made it possible to determine that in developing a modern system of humanitarization of higher education content in the field, the following theoretical positions should be taken into account:

- on the realization of the poly-subject and individual creative nature of the educational process, when the content of learning and the ways of its assimilation are built on the basis of students' experience comprehension, satisfaction of educational needs that are vital for them (Bagautdinova & Kleshcheva, 2012; Khuziahmetov & Valeev, 2018);

- On creating conditions for the construction of the educational process as a process of appropriation and creating subjectively new knowledge (Klyachko, 2002);

- on the formation of such educational values as: transferring the emphasis from expediency to goal setting; the rejection of dogmatism and conformism in evaluating the results of cognition; reliance on the principles of scientific integrity, responsibility, objectivity; filling the content of education with moral meanings of civic activity, the unity of meaningfully vital and rationally cognitive attitudes (Delia, 2008);

- On interactive interaction with colleagues, teachers as a special value of education (Khomeriki, 2008);

- The refusal of "mass replication" of specialists, when a person is not regarded as a unique phenomenon with his or her own view of life, experience, a system of value orientations, etc.

Prospects for the humanitarization of higher education are linked, therefore, with the notions of humanitarian knowledge priority in education. The fundamental nature of humanitarian knowledge is determined by the profound mastery of the leading theoretical ideas through the study and theoretical analysis of a sufficiently large amount of scientific texts, immersion in the space of culture, which is realized as a high spiritual value.

The humanitarization of modern education is also based on the recognition of students' life experiences value, their opinions, and their point of view as an equal point of view of the teacher. The creation of such a system can be implemented on the basis of the introduction of a set of principles, a system of tasks, technologies, etc. into the educational process. At the same time, the process of professional development of a specialist is immanent with the

process of developing the communicative culture of students associated with enriching their cultural and personal experience, adapting to the world, entering the space of culture, personal awareness and mastering its meanings and values (Bagautdinova & Kleshcheva, 2012). In this whole process, a worldview is formed, and a search for its special place and role in public life takes place. "A profession acquires a human sense for a person only when it reveals something higher and more valuable, namely, finding its individuality in the multifaceted and contradictory world of culture, its unique "human face"- the modern scientist rightly points out (Korostyleva, 2005).

The authors also highlighted the problems and gaps of modern higher education, which hinder its effective humanitarization:

1) inadequate elaboration of the theoretical aspects of higher education development, including the criteria for selecting and structuring the content of education, the system for assessing the quality of vocational training, the technique for transitioning to the level model of training personnel, retraining the educational institutions' pedagogical staff for solving modern educational problems, etc. .;

2) the lack of effective universal approaches to the internal and external structuring of educational institutions' ties, in particular, the principles and conditions for the integration of educational and scientific institutions for introducing innovative pedagogical models and technologies in the educational practice process (Budylin, 2013), which are adequate to the requirements of social development.

The existence of such problems in education is largely due to changes in society associated with the reassessment of values, the complication of the social structure, the loss of the profound impact of education on personal development. At the turn of the 20th and 21st centuries, higher education found itself in an unusual situation - a situation of fierce competition. ... In general, we can say that today we are talking about the opposition of two training systems: conservative - weakly reacting to real constantly changing conditions; modern - practice-oriented training, closely related to production, technology, the market, and therefore flexibly responding to the "challenges" of time. Under these conditions, the actions of the staff of any university, and above all of the state, should be aimed at creating new advantages through the development of profitable market positions, and on the development of internal opportunities and the activities' performance".

In the logic of research, the basis of the content of education should be the humanitarian knowledge that shares with the exact sciences the general laws of nature, but with a known advancement. This advanced nature of figurative cognition in comparison with science makes it possible to talk about the synthesis of the natural and technical and humanitarian culture.

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## **3. Materials and Methods**

### **3.1. The Organizational Stage**

Experimental work was carried out within the following stages:

1. The organizational stage (2013-2014) included work on the justification of the humanitarization of higher education content; clarification of the theoretical and methodological principles, the study of technologies that ensure effective humanitarization, the theoretical justification of the humanitarization directions of education content, the identification of effective pedagogical conditions for their implementation in the practice of modern universities.

In the course of the experiment, the leading positions of the scientific concept of humanitarian knowledge as a system-forming factor of higher education were defined, which is based on the dialectical unity of consciousness and activity in the development of the individual, on the representations about the integrity of human life, when he is simultaneously a subject of cognition, communication and work. This scientific concept is oriented towards moral and aesthetic humanistic ideals, universal values which are determined by objective and subjective factors and the urgency of the requirements of

psycho-pedagogical science.

2. The practical stage (2015-2017) included the implementation of pedagogical technologies for education content's humanitarization in the university; implementation of integrated special courses in the educational process; pedagogical observation of the professional development of the experimental group's students; completion of the experiment, analysis of its results and dynamics of personal and professional changes in students of experimental groups.

In the study were developed and implemented: 1) the pedagogical technology for creating a dialogue interactive space, aimed at developing students' cultural experience, empathy, reflection, speech culture and the ability to conduct discussions on various professional and personal problems, theoretical analysis and discussion skills; 2) the pedagogical technology for organizing independent research activities of students on the basis of motivation development to raise the intellectual level and master the skills of working with theoretical literature.

3. Generalizing stage (end of 2017 - beginning of 2018) - generalization, systematization and interpretation of the obtained data on the implementation of pedagogical technologies of higher education content's humanitarization.

## **3.2. Experimental Base of the Research**

The experimental group "M" included students of the Institute of Social and Humanitarian Education MPSU. The group "T" included the students of the Taganrog Institute named after A.P. Chekhov (branch) "RGEU" (faculty of pedagogy and methods of preschool, primary and additional education), the experimental group "U" included students of the Ulyanovsk State Pedagogical University named after I.N. Ulyanov (Faculty of Pedagogy and Psychology). In addition to pedagogical observation, interviews, surveys, there was slice a in each of the groups aimed at identifying the motivation for independent professional growth, the level of communicative competence, the value-based attitude to professional development. Work in the experimental groups was supported by the leadership of the faculties, teachers of the departments.

## **3.3. Methods of Research**

Assessment of the impact of education content's humanitarization and the developed technologies of this process was based on the following criteria:

- The value-based criterion;
- A criterion for studying the level of motivation for a conscious professional development. To study these qualities, we used: a psychological and sociological survey "Motives for choosing a profession", a questionnaire of a professional orientation, a technique for diagnosing a personality for motivation for success, etc. Also, within the framework of this criterion, the dynamics of professional sustainability were investigated. A questionnaire was used to assess the syndrome of mental burnout, a technique for assessing psychological activation, interest, emotional tone, tension and comfort, an anxiety test, the "Differential Scales of Emotions" technique;
- communicative criterion. Indicators of a high level of communicative criteria are: watchfulness, tact, imagination; awareness of professional mission, dialogue position, openness and flexibility of communicative and creative strategies.

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## **4. Results**

Evaluation of the value-based criterion.

In the course of the experiment, students were interviewed, about their attitude to the learning process, the degree of satisfaction with it, changes in self-estimation. It was revealed that the students' value-based attitude toward the profession is changing in the educational process as a result of the content humanitarization of educational courses and

extracurricular activities. Among the students of the experimental groups "M" and "T", on the average, it increased by 15-20%, among the students of the "U" group - by 7-9%.

Students of the group "M" show a high level of value-based attitude to the profession - 95%. This is manifested in their activity and willingness to participate in socially oriented projects (for example, the organization of art studios in the houses of creativity, conducting excursions for citizens from socially unprotected layers of the population).

Evaluation by the criterion of motivation.

Dynamics of professional stability among the students of experimental groups is reflected in Table 1.

**Table 1**  
Dynamics of professional stability of students in the experimental group (in%).

<b>Group</b>	<b>I course</b>	<b>II course</b>	<b>III course</b>	<b>IV course</b>
M	12	26	44	86
U	15	27	38	69
T	16	26	48	87

It is established that the humanitarization of higher education content helps to increase the level of motivation of students due to the development of openness to experience, flexibility of thinking, a sufficiently high level of professional skills and readiness for self-realization in related areas.

Evaluation of the communicative criterion.

Studying the dynamics of professional development of students by this criterion has shown that it correlates:

- 1) With a level of general education and erudition. In this regard, the importance of the humanitarization of the environment, contributing to the effective and consistent, interactive and harmonious implementation of the professional development of future specialists, increases;
- 2) With the level of speech culture. And we should consider this not only as a process of communication, but also as a form of thinking. The power of speech perception depends on emotionality, rhythm, intonation expressiveness, non-verbal communication components (facial expressions, gestures, posture, etc.);
- 3) with the level of self-consciousness development, which is determined by the ability to assess one's behavior, needs, strengths and weaknesses; the ability to think critically; reflexive position, which is the most important condition for professional growth, because constant self-analysis, including self-awareness, determination of the nature of the difficulties, correction and modeling of further activity - allow to improve the activity of a specialist;
- 4) With the level of emotional development, because in order to create a constructive dialogue, we need intellect, will, organizational skills, the ability to disclose the moral, intellectual and spiritual components of the personality of the participants in the dialogue.
- 5) With the level of preparedness for solving problem situations arising in professional activity.

Table 2 shows the indicators of student professional development dynamics on a communicative criterion.

**Table 2**  
Generalized indicators of professional development level according to the communicative criterion in the experimental groups (in %).

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Levels	Groups participating in the experiment		
	<i>T</i>	<i>U</i>	<i>M</i>
high	56	38	85
average	44	58	15
low	-	4	-

The analysis of the results obtained in the experiment confirmed that during the humanitarization of higher education content for the development of students' communicative competence, tasks aimed at enriching conceptual and figurative thinking, accumulating cultural and psychological experience of public speaking, developing readiness for a positive, emotionally colored contact are of big importance.

An effective condition for the development of communicative culture was the introduction of pedagogical technology to create an interactive classroom space. In general, after the end of the experiment, a rather high level of communicative competence for different indicators was revealed among 56% students from the experimental groups "U" and "T" and 85% of the students from the "M" group.

The study also identified factors of optimizing impact of higher education humanitarization:

- motivating factor. It is determined that in the process of humanitarization, the level of students' motivation for personal improvement, self-actualization in professional activity, expansion of knowledge areas, enrichment of professional, personality and cultural experience, mastering of work skills with theoretical literature, related specialties is significantly increased;
- competence-based factor. In the study, it is noted that the students significantly increase the level of mastering various competences, significant for professional development. For example, there is an increase in the level of students' speech culture. Dialogue as a methodological basis for the organization of instruction on the basis of education content's humanitarization makes it possible to create conditions for pedagogical support for the self-realization of future specialists in communicative activities;
- axiological factor. By going through professional training on the basis of education content's humanitarization, future specialists are attached to the values of culture in such a way that in the course of the educational process everything that is openly understood by past generations becomes the goal of their own cognitive and moral efforts, gradually is realized as an integral part of spiritual life, value orientations' basis. Thus, conditions arise for the achievement of the strategic goals of educating the "man of culture" and raising the level of society culture.

In general, the use of pedagogical technologies, tasks, methodical developments on the education content's humanitarization in the university has motivational, competence-based and axiological factors of influence and on this basis stimulates the professional development of students, creating a specific motivational field for their readiness for self-development. The experiment revealed the dynamics of growth of students' striving for the implementation of professional mission at a high quality level.

## 5. Discussion

The study made it possible to identify a number of characteristics that modern methods of teaching humanitarian disciplines should meet:

- The priority of universal values in the selection of content, its humanistic basis;
- reliance on the idea of the multidimensionality of humanitarian concepts, the diversity of cultures, the complexity and ambivalence of human civilization's humanistic concept;
- The use of objectivity principle. The principle of objectivity determines the broadcasting of



classical achievements of humanitarian knowledge. Objectivity implies a careful attitude to the classical primary sources as the main value of science. It is important to avoid subjectivism in the presentation of the material. This principle prohibits political, national bias in the presentation of the material. The position of the teacher is the responsible position of the mediator between the humanities and the youth;

- mastering the art of interpretation;

- Alignment of entity-subject relations. For teachers in the system of higher education, it is especially important to develop abilities for empathy, reflection and decentralization, as well as sensitivity to the process and result of pedagogical activity, conscious acceptance of the communicative position of poly-positional communication's organizer;

-predominance in the education of a personality-oriented approach, productive, creative methods that offer independent activity of a problem-based and creative nature.

In general, we can state that:

- The definition of the potential for strengthening the humanitarian component of education is based on the idea of moving from a knowledge-based paradigm to a personality-oriented paradigm, which involves considering education as part of culture, its determining factor and source. The development of education is thus ensured if, when building an integral system, conditions are created for the conscious absorption of the objective values of culture as a necessary subjective need of the individual;
  - The modern educational process should be based on the "co-creation" of the student and the teacher, so that the student's personality becomes an open for space of vital and highly spiritual meaning of professional activity. Such education becomes an effective mechanism for creative comprehension of the world;
  - In the process of humanitarization, a special environment is formed in the university, in which conditions are created for self-determination of the individual (Brown & Bimrose, 2007). Such an environment promotes the ascent of the individual to values on the basis of a universal dialectical exaltation of needs;
  - The priority directions of educational development include a qualitative change in its content and the reform of techniques, forms, approaches to teaching. The development of education is aimed at activating the cognitive independence of the student, at educating the creative personality of a specialist with high professional competence, at developing his ethical attitude to reality;
  - In the educational process, the development of humanitarian thinking and the consolidation in the students' minds of the creativity idea as the basis of life are necessary.
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## 6. Conclusion

The humanitarization of higher education focuses the entire system - first, on involving students in the process of profound mastery of a complex of modern scientific knowledge about a person, including anthropological knowledge of socio-humanitarian, cultural, psychological and pedagogical and special vocational disciplines, and secondly, the formation of a personal and professional culture as a way of life activity.

Material and spiritual culture is embodied in social experience and assimilated by students as types of content of general education - knowledge of the world, experience in implementing methods of activity, the experience of creative activity, and the experience of an emotionally value-based attitude to reality.

To this end, the educational process of universities should create conditions for the manifestation of the students' creative activity, their communicative and organizational abilities necessary for productive professional activity, realized as a space of self-realization and self-actualization, in which there are two overlapping spheres:

1) the sphere of humanitarian culture, the integral indicators of mastering which are the level of students' preparation for independent constant improvement of this level (motivation for intellectual self-development);

2) The sphere of vocational training, the integral indicators of mastering which are the level of operational skills' mastery in a chosen specialty and readiness for professional improvement (motivation for sustainable professional growth).

Thus, the whole pedagogical system of the humanitarization of higher education content is capable of providing support to future specialists' creative initiative, the need for deep mastering of knowledge about the movement of culture, the conditions for the future specialist's communicative and organizational capacity formation, necessary for a productive, meeting the current demands of the society on the creation of a constantly developing space of culture and full creative self-realization of the person in it.

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Revista ESPACIOS. ISSN 0798 1015

Vol. 39 (Nº 20) Year 2018

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