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О роли гуманитарной среды в высшей народной школе
дальневосточного федерального университета

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On the role of humanitarian environment in
the FEFU higher public school

В статье рассматривается роль и особенности гуманитарной среды в процессе обучения в высшей народной школе, организованной в дальневосточном федеральном университете.

Особое внимание уделяется реализации принципов обучения взрослых и тем предметам

гуманитарного цикла, которые легли в основу формирования гуманитарной среды обучения

Ключевые слова: гуманитарные предметы, гуманитарная среда, обучение взрослых, общение, цель общения, особенности

The role of humanitarian environment and its specific features in the instruction process of FEFU higher public school are considered. An emphasis is put on the realizing the principles of adults education and those humanities which make up the basis of humanitarian environment

Key words: humanities, humanitarian environment, adults education, communication goals, specific features

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The scientific features of instruction process in the Higher Public School (HPS) set up in the Fare Eastern Federal University are conditioned by the nature of those who are enrolled to this school and the goals of adults' education "the so-called" learners of HPS are elderly people who have high or higher education in different fields of knowledge. They are eager of prolonging their education for different personal purposes. They consider education to be not only one of the means of person's comprehensive development but also as an instrument of adapting themselves to realia of new standards of life existing in this country.

Formation of humanitarian environment is of particular significance for HPS learners because the learners of this school are pensioners at present. They have accumulated a great life-long and professional experience and would like to share their experience with all those who need it. Studying at the Higher Public School not only

provides them with this possibility but makes it possible for them to deepen and enlarge their knowledge in different spheres of science, humanities, technology and engineering, to realize their potential in various activities and to adapt themselves to new conditions of their present life.

As far as the main goal of modern humanitarian education paradigm consists in providing conditions for a person's realizing his/her own place in the world and in mastering the ways of interactions in the society, those who study at HPS should master the basics of social and humanitarian knowledge and acquire the appropriate skills which serve as a means of their own self-development and self-actualization. This knowledge and skills could help them adapt themselves to new life conditions and make reasonable decisions more effectively and easily.

In order to attain the goals mentioned above the curriculum of the Higher Public School was reconsidered with the purpose of intensifying the role of humanitarian courses aimed at forming the fundamentals of general culture of the learners. The whole teaching and studying process was based on the pedagogy of collaboration between the learners and the teachers stimulating the active dialogue among the participants of the pedagogical process. The formation of humanitarian orientation in each learner's development was put a particular on, because each learner's judgment, viewpoints, actions are shaped only in his/her life activity, which implies the participation of the learners in all kinds of events (creative, cultural, social) carried out at the University.

The orientation of teaching and studying process in HPS towards forming learner's spiritual and moral values is one of the imperatives at present. In this connection the course "History of theory and culture" is of the great importance. The fundamental ideas this course is based on is the statement that in culture a person (a human being) acts not only as a subject (an agent) but as an object that is a result of his/her own activity. The course "Culture studies" is an integrated branch of humanitarian knowledge including the history of culture, the theory of culture and philosophy of culture.

All these subjects are aimed not only at studying some fundamentals dealing with the development of the world civilization but at the analysis of the interactions of a human being with the nature and social community which brought about different changes in the development of humanity.

The training of the learners of HPS in the field of culture studies is based on the following principles:

- training, education and self-education should take into account learners' interests, their individual capability and abilities, their interests in mastering culture knowledge and in forming their aesthetic assessments and values;
- each person (learner) should enjoy the right of selecting his/her own personal approach and judgment related to interpreting the subject-matter under discussion;
- forming culture is impossible without creating new pedagogical environment which is based on the collaboration of teachers, learners and other participants of the pedagogical process who share common goals, values and spiritual ambitions.

The curriculum of HPS also includes the linguistic courses such as the Russia language and culture of speech, literature and the English language. All these courses form

the linguistic environment in HPS which is an important means of a person's socialization, first and foremost. The linguistic environment is based on pedagogical communication between teachers and learners which is aimed at transferring information, exchange of opinions and viewpoints, organization of different interactions with the help of communicative techniques and means. Pedagogical communication integrates the whole teaching and studying process as a whole.

Linguistic environment also fulfils a cognitive function because it is one of the most important sources of information. It is linguistic environment in which organizational, motivating and informational functions of teachers are realized.

Teaching the Russian language, literature and culture of speech is aimed at mastering by the learners the Russian language speech standards and forming oral and written speech skills which are used by the learners in making public speeches or writing reports, theses, essays which are presented by HPS learners at the conferences, round-table discussions, various seminars, etc.

The course "Foreign language (English)" envisages the development of English speech skills in different types of speech activity. The learners not only acquire the English language knowledge and speech skills but through reading and discussing English texts devoted to political, economic, cultural and social themes they are provided with the possibility to enlarge and to deepen their world insight, their cultural awareness and interest in studying foreign languages. Different forms of out-of-classroom activities (thematic conferences, literature evening-parties, amateur art competitions accompanied with songs performances, poems reciting, dramatizing some scenarios in English) make it possible for the HPS learners to realize their cultural potential and to activate the abilities of the learners. Under these conditions the learners feel themselves rather as the subject of education process than the objects of the teachers' impact.

To conclude, one may admit that the formation of humanitarian environment in HPS comprising various humanities supported by a complex of educational, methodological, organizational measures taken by the administration of HPS provides the conditions allowing the emphasis on education and bringing up in the teaching and studying process to be transferred onto the sphere of organization of the learners' activities and on the development of their social relationships and interactions.

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