

HUMANITARIAN EDUCATION IN HIGHER EDUCATION INSTITUTIONS:  
KEY DIRECTIONSГУМАНІТАРНА ОСВІТА У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ:  
КЛЮЧОВІ НАПРЯМИ

*The article investigates the key directions for the development of humanitarian education in higher education institutions in Ukraine, emphasizing the modernization of educational processes and integration into the European educational space. It highlights the increasing significance of humanitarian disciplines in shaping students' critical thinking, intercultural communication, ethical decision-making, and social responsibility. The study analyzes current trends such as the integration of interdisciplinary approaches, the combination of traditional teaching methods with innovative educational technologies, and the importance of enhancing educators' reflective practices and adaptability to modern educational challenges. The main problem is the lack of practical orientation of humanitarian educational programs. The author proposes solutions such as introducing practice-based learning models, facilitating student internships, organizing workshops and academic conferences to bridge the gap between theoretical knowledge and real-world application. Furthermore, the article stresses the need to strengthen humanistic values and foster creative thinking, empathy, and effective communication skills among students to prepare them for the demands of an increasingly complex global society. The concept of humanitarian educational intervention is discussed as a purposeful and structured process aimed at creating favorable learning environments that encourage deep understanding, critical reflection, and the development of civic identity. The importance of pedagogical mediation is also emphasized, demonstrating how effective interaction between educators and learners promotes independent thinking, problem-solving abilities, and collaborative engagement. In conclusion, the article argues that improving humanitarian education is vital not only for enhancing academic standards but also for nurturing active citizens capable of contributing to social cohesion, innovation, and sustainable development in the modern world.*

**Key words:** humanitarian education, interdisciplinary approach, professional development, critical thinking, social responsibility.

*У статті досліджуються ключові напрями розвитку гуманітарної освіти у вищих*

*навчальних закладах України в контексті модернізації освітнього процесу та інтеграції в європейський освітній простір. Наголошується на зростанні значення гуманітарних дисциплін у формуванні світоглядних основ студентів, розвитку їхнього критичного мислення, міжкультурної комунікації, здатності до етичного прийняття рішень та прояву соціальної відповідальності. Автор аналізує сучасні тенденції впровадження інтердисциплінарного підходу, поєднання традиційних методів викладання із сучасними технологіями навчання, особливості розвитку рефлексивної діяльності викладачів. Підкреслюється важливість постійного професійного вдосконалення педагогічних кадрів для ефективного впровадження інноваційних стратегій викладання гуманітарних дисциплін. Окрему увагу приділено проблемі недостатньої практичної спрямованості гуманітарної освіти та запропоновано шляхи її вирішення через організацію практикоорієнтованого навчання, проведення майстер-класів, стажувань і наукових конференцій. Обґрунтовується концепція гуманітарної освітньої інтервенції, що передбачає свідоме створення сприятливого навчального середовища для поглибленого опанування знань і розвитку критичного мислення студентів. Розглядається роль педагогічної медіації у побудові діалогу між викладачем і студентом, а також важливість застосування педагогіки відкриттів для стимулювання інтелектуальної автономії здобувачів освіти. Зроблено висновок про необхідність удосконалення методик викладання гуманітарних наук шляхом поєднання фактологічної інформації з розвитком аналітичних і творчих навичок студентів. Удосконалення гуманітарної освіти розглядається як важлива передумова особистісного розвитку майбутніх фахівців, підвищення їхньої конкурентоспроможності на ринку праці та забезпечення сталого розвитку суспільства.*

**Ключові слова:** гуманітарна освіта, міждисциплінарний підхід, професійний розвиток, критичне мислення, соціальна відповідальність.

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**Problem statement.** At the current stage of development of higher education in Ukraine, significant changes in the field of humanitarian education are of particular importance, which are essential for the further development of science and technology-oriented education. That is why it is so important to trace the content and focus, strategy and immediate prospects for the development of humanities education, which determine the character and worldview of future generations of people. The role of humanities in higher education in Ukraine has a dual context. On one hand, the humanities play an important role in shaping public awareness, developing critical thinking,

and fostering the cultural development of society. On the other hand, they also play a key role in preparing specialists for various fields, where understanding socio-cultural processes, international relations, human psychology, and other aspects that determine successful professional activity is essential. Thus, the humanities in Ukrainian higher education are an integral part of forming competent and well-educated specialists who are capable of solving the complex problems of modern society. In the context of the implementation of European educational standards in Ukraine, there is a need for the restoration and modernization of humanitarian fields in higher education.

This research is relevant for determining the strategies for the development of humanitarian education in Ukraine, as well as ensuring higher quality of education in this field.

#### **Analysis of recent research and publications.**

The implementation of new directions does not automatically lead to changes in pedagogical practice. This requires significant investment in the training of educators, especially in the field of technical sciences. In this context, there is a need to introduce new guiding principles that involve incorporating humanitarian aspects into curricula to ensure their connection with the programs of technical higher education institutions.

The updated guidelines encourage learners to actively study a variety of subjects and skills, as well as to be able to explain them in an accessible way to all students. According to S. Sorokty and T. Akimova, updating curricula with a focus on humanitarian education requires considering the fundamentals of a professional approach to teacher training through the development of various professional skills.

It is also important to promote the continuous professional development of educators in order to ensure their readiness for the implementation of new teaching methods and technologies. Additionally, considering the individual needs and capabilities of students in the process of curriculum planning is a key aspect of improving humanitarian education. Therefore, emphasizing professional orientation and the development of skills in education now requires focusing on the development of reflective activity among educators regarding their own practices [1, p. 127].

In this context, scientific knowledge arising from the research of teaching practices aims to support the development of higher education, particularly technical education, through the implementation of a socio-constructivist approach in the humanities.

S. Kvit notes that modern directions of professionalization require not only changes in higher education but also the need for spiritual enlightenment, which aims to transfer knowledge to future specialists acquired through the analysis of the surrounding world [2, p. 455]. In this context, I. Prokopenko and S. Berezina emphasize that the study of humanitarian practices is of great importance for improving the educational practices of higher education, particularly for optimizing: their operational function, aimed at enhancing control and efficiency in the educational process; the teaching function, focused on the development of experience and the formation of identity; and the theoretical function, which helps gain recognition for practice through description, understanding, and possible explanations of the organization of practices.

Despite extensive research on the practice of humanitarian education in higher education institutions, it should be noted that the main focus during

the implementation of new curricula is on analyzing certain aspects of these programs. However, there is a problem of insufficient attention to the practical component of humanitarian education, namely, the development of practical skills and critical thinking among learners. Many curricula focus on theoretical aspects, failing to provide students with the opportunity to gain practical experience and develop the necessary skills for successful implementation in the modern world. Therefore, it is important to focus on ensuring a greater practical orientation in humanitarian education to prepare learners for the challenges of today.

**Identifying previously unresolved parts of the overall problem.** The analysis of scientific literature has clarified that studies in this field do not include an examination of the impact of additional courses or seminars on pedagogy and their influence on the quality of teaching humanities, which could be a crucial aspect. It is also necessary to consider the interaction of humanities instructors with other participants in the educational process, including students, administrative personnel, etc., in order to obtain a more comprehensive understanding of the issue at hand. As a result, the general problem of the research lies in its insufficient resolution at the practical level. It is suggested to expand the analysis to include other aspects and consider a wider range of factors affecting the teaching process of humanities in higher education.

**The aim of this study** is to investigate the methodology of teaching the humanities, analyze the Ukrainian experience in teaching the humanities, and compare it with the approaches proposed by international scholars.

**Presentation of the main material.** The advantages of the traditional approach to teaching the humanities lie in the fact that instructors can individually listen to the needs and questions of students, create an accessible and interactive learning process, and ensure a deep understanding of the subject. At the same time, the weaknesses of this approach may include limitations in the use of modern teaching and assessment methods, as well as a lack of integration of new technologies and innovations into the learning process.

In turn, the advantages of the modern approach to teaching the humanities include the ability to use interactive technologies and innovative teaching methods, which contribute to the active involvement of learners in the educational process, stimulate their creative thinking, and foster the development of critical thinking.

The modern approach also allows for the creation of more opportunities for the individualization of learning, adapting to the needs of each student, and fostering the development of their personal qualities and skills. Moreover, the active use of innovations in

the educational process contributes to increasing the motivation of learners, improving their learning outcomes, and enhancing the overall quality of education.

However, among the drawbacks of this approach, one can mention the lack of personalization in learning and attention to the individual needs of learners, as well as the inefficient use of new technologies due to insufficient training of instructors. [3, p. 123]. Overall, the combination of traditional and modern approaches to teaching, as well as the continuous improvement of curricula and methods, can contribute to enhancing the quality of teaching the humanities in Ukraine.

It is also important to focus on the needs of the modern labor market and integrate practical knowledge and skills into the learning process. Collaboration with highly qualified professionals and the organization of internships, workshops, and conferences can also help students deepen their study of the humanities and better prepare for the challenges of the modern world.

The structure of the program should be designed in such a way that students can easily analyze and understand the data. It is based on the concept of educational intervention, which involves carrying out all authorized, motivated, and lawful actions to achieve socially determined educational goals in a specific learning environment. The primary aim of teaching the humanities in higher education is to deepen the study and understanding of the human phenomenon through participation in it. Thus, educational intervention in the humanities means the deliberate actions taken by the instructor to create favorable conditions that will help students in the process of abstraction and representation of symbolic reality.

Educational intervention in the humanities also involves the development of critical thinking, analysis, and the stimulation of a creative approach to problem-solving. It is important for instructors to help students develop independence and support them in the process of seeking new knowledge. Overall, educational intervention in the humanities is aimed at enriching and deepening students' knowledge, fostering their development as individuals, and preparing them for further professional activity.

The concept of educational humanitarian intervention takes into account that this is not a simple stage, but a deliberate, targeted, and finalized social initiative approved by legislation. The focus and significance of the learning objects (knowledge, skills, and interpersonal communication) define its essence, and the educational actions aimed at achieving these goals are reproduced to ensure successful learning. Such goals specify the contribution of this type of education to the upbringing of a new generation and serve as justification for its importance in society and its integration into the educational system [4, p. 73].

In another variation, this concept emphasizes the importance of humanitarian educational intervention alongside mediation. It is important to distinguish between two types of mediation: cognitive mediation, which ensures the connection between the subject and the object of knowledge, and pedagogical-didactic mediation, which ensures the connection between the teacher and cognitive mediation. The second type is crucial, as it provokes and guides the first. These two types of mediation have their differences, but they interact with each other. In summary, mediation helps individuals perceive the world around them. One type of mediation helps create an understanding of the object, while the other helps to highlight important aspects of experience.

Thus, the instructor of the humanities helps a person understand the world, and therefore their mediation is an external action and a specific form of intervention. If the idea of mediation emphasizes the meeting between the teaching process and the learning process, where the first is an action (external mediation) aimed at supporting the second (internal mediation), then it is important to implement appropriate learning systems to achieve this meeting.

The analysis of scientific literature demonstrates the fact that the goals attributed to teaching the humanities in higher education position their educational intervention more on the side of heritage and civic goals. These goals involve the development of a sense of belonging through the transmission of basic knowledge about society and the teaching of responsible citizenship in accordance with the dominant values within the society. Indeed, the majority of the identified units of meaning refer to their contribution to the process of socialization of learners through the transmission and representation of the common world and, in addition, the promotion of standardized behavior [5, p. 10].

The desire to affirm the educational role of the humanities, based on a new methodological structure that underpins the teaching of the humanities and is aimed at developing critical thinking, intellectual autonomy, and the ability to ask questions, is reflected in the practice and dialogue of instructors. This indicates that socialization and identity functions, which are typically considered components of humanitarian education and are connected to the upbringing of common values and social cohesion, remain significant in discussions within the teaching community.

It is important to emphasize that socialization is considered a key goal of higher education in Ukraine, and the teaching of humanities subjects should be attentive to this aspect. In this context, the instructors' inclination towards civic values and goals does not necessarily oppose official views. In the conditions of such a diverse society as ours, higher education should promote unity: supporting a sense of

belonging to the community, as well as teaching how to live together.

It should be noted that instructors of the humanities primarily focus on the development of factual learning. They concentrate on information, facts, specific events and phenomena, as well as knowledge that is important for general cultural fields. The practice of instructors also reflects this attention to factual knowledge, which forms the foundation of most of their actions. Therefore, based on these results, it can be concluded that the teaching of humanities in higher education is primarily composed of facts that are useful in life, such as historical events, important personalities, dates, time, and spatial frameworks. This knowledge helps students see the essence of the human and social world, although it remains merely a tool for acquiring basic knowledge. However, new interdisciplinary approaches seem to be underrepresented in academic discussions and practical applications.

However, it is important to consider that the humanities also provide an opportunity to develop critical thinking, analyze information, make conclusions, and solve problems. They contribute to the development of empathy and understanding of the diversity of human cultures and values. The humanities help students develop creativity and the ability to communicate effectively, which are no less important skills in the modern world.

Therefore, it is necessary to find a balance between teaching facts and developing critical thinking in the humanities. Additionally, interdisciplinary approaches and innovations can help improve the effectiveness of teaching these subjects in higher education. It is worth focusing on the development of skills that will be useful to students not only during their studies but also in their future professional and personal lives.

The research showed that students quickly become engaged in the process of observation through images or completing tasks after a certain phase that precedes the presentation of content. This phase involves contextualization and the creation of initial concepts in students, which are then further developed in the production stage, aimed at observing and analyzing images. It is important to emphasize that this process does not create difficulties for students; rather, it helps reinforce the material in their consciousness.

The practice of teaching the humanities often avoids the process of problematization, which is crucial for building knowledge. Teachers typically begin lessons with questions aimed at activating students and expressing their understanding of the material, and then proceed to deliver the key content. The results show that access to knowledge largely depends on the use of didactic methods, which range from the traditional model of explanation to the updated model of observation-understanding-application.

The explanation-application system is based on pedagogy of discovery, which facilitates the transfer of knowledge through various methods, such as lectures and exercises. The use of this approach in material presentation and exercise execution was a common practice. However, students may not see the value in this method because verbal information can be detached from real-world activities that require mental effort. Therefore, humanities teachers can find ways to combine traditional methods with problematization to stimulate critical thinking among students. For example, real-life case studies, debates, group projects, or role-playing games can be used to engage students in active discussions and analyses of complex issues, teaching them not only to memorize facts but also to analyze historical context, develop their own viewpoints, and express them in a reasoned manner [13, p. 53]. The practice of problematization can open new opportunities for humanities teachers in training students' critical thinking and fostering their creative imagination.

With the observation-understanding-application system, students are first introduced to the phenomenon they are meant to study, in order to help them identify its characteristics based on their observations. Then, the application phase occurs, during which students reinforce the knowledge they have acquired through exercises. However, it is important to remember that observation can serve as the first step in increasing the understanding of a problem and its formulation. In the analyzed practices, observation never led to real questions that could then be explored. On the contrary, these observations only confirmed or refuted the existing ideas of the students.

**Conclusions.** General conclusions of the research show that humanitarian education in higher education institutions is crucial for the development of students' personalities, critical thinking, and social skills. The results highlight the necessity of continuously improving teaching methodologies and integrating innovations into humanitarian education. It is also important to ensure the accessibility of humanitarian education for all social groups and to encourage interdisciplinary research. The dialogue between instructors and students is essential for achieving the goals of humanitarian education, as it promotes socialization and the formation of identity. In the future, it will be important to deepen the understanding of the socialization process in the context of modern society.

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