

TEACHING HUMANITARIAN PRINCIPLES AND VALUES: THE FIRST STAGE OF ADAPTATION OF THE PROJECT "HUMANITY" IN THE REPUBLIC OF BELARUS

Nifontova T.A. (Republic of Belarus) Email: Nifontova564@scientifictext.ru

*Nifontova Tatyana Aleksandrovna – Lecturer,
DEPARTMENT OF PSYCHOLOGICAL SUPPORT OF PROFESSIONAL ACTIVITY,
INSTITUTE OF PSYCHOLOGY,
BELARUSSIAN STATE PEDAGOGICAL UNIVERSITY NAMED AFTER M. TANK,
MINSK, REPUBLIC OF BELARUS*

Abstract: *the article is devoted to the first stage of adaptation of the project "Humanity" in the Republic of Belarus. The main results of the training course with students of 9-12 years are discussed. It was found that almost all participants achieved learning outcomes, but it is necessary to adapt the program to the local context in order to include exercises for the development of verbal statements, prevention of disciplinary difficulties and direct training of teachers conducting the training program to the methods of active learning and the context of humanitarian knowledge.*

Keywords: *humanitarian principles and values, learning outcomes, active learning, humanitarian context.*

ОБУЧЕНИЕ ГУМАНИТАРНЫМ ПРИНЦИПАМ И ЦЕННОСТЯМ: ПЕРВЫЙ ЭТАП АДАПТАЦИИ ПРОЕКТА «ЧЕЛОВЕЧЕСТВО» В РЕСПУБЛИКЕ БЕЛАРУСЬ

Нифонтова Т.А. (Республика Беларусь)

*Нифонтова Татьяна Александровна – преподаватель,
кафедра психологического обеспечения профессиональной деятельности,
Институт психологии,
Белорусский государственный педагогический университет им. М. Танка,
г. Минск, Республика Беларусь*

Аннотация: *статья посвящена первому этапу адаптации проекта "Человечество" в Республике Беларусь. Обсуждаются основные результаты проведения учебного курса с учащимися 9-12 лет. Было установлено, что все участники программы достигли результатов обучения, но необходимо адаптировать программу к локальному контексту, чтобы включить в нее упражнения по развитию вербальных выражений, предупреждению дисциплинарных трудностей и непосредственному обучению преподавателей, ведущих программу обучения, методам активного обучения и контексту гуманитарного знания.*

Ключевые слова: *гуманитарные принципы и ценности, результаты обучения, активные методы обучения, гуманитарный контекст.*

Economic and political crises, environmental catastrophes, epidemics and global inequalities are now contributing to the expansion of the humanitarian context. The pedagogical University of the Canton of Zug (Switzerland), in cooperation with the Swiss Red Cross and the International Federation of the red cross and red Crescent Society, has developed the educational program "Pedagogical approaches to education in the field of humanitarian principles and values" as a master's program and an online platform for distance learning and dissemination of knowledge about humanitarian principles and values [3]. Within the framework of this program, the Zug pedagogical University has created a training course "Humanity", aimed at teaching young people humanitarian principles and values, which has been conducted and adapted to local contexts with the participation of more than 30 countries around the world [3].

The article is devoted to the first stage of adaptation of the project "Humanity" in the Republic of Belarus with the participation of the Belarussian State Pedagogical University named after M. Tank. Overall goals of the project are Awareness Raising for Humanitarian Principles, Opinion Building, Action Orientation [3]. The main learning objective of the learning program is to teach young people humanitarian principles and values using active learning approach and methods and principles of developmental education. The learning program is broken down into six learning modules. This modular structure makes it possible for classes to complete either individual elements depend on the group of student. According to the author recommendations all of the learning modules should be completed within as compact a time frame as possible (by organizing a project week, for example). Completion of the full project requires 5 half-days of classes (for modules 1 and 5). Learning program is intended for the youth not involved in humanitarian projects and not having pre-knowledge of Humanitarian Principles.

The first stage of approbation and adaptation of the project was carried out on the basis of secondary school № 210 in Minsk, as part of the summer school camp. The training program was implemented in full of all thematic modules (40 academic hours). The participants of the training were students of 4-5 classes, aged 9 to 12 years, attending a summer school camp. The results of training were evaluated using a questionnaire developed by the University of Zug.

The choice of the group for adaptation was determined by the methodological component of the program itself, since the conditions of the summer camp allow to spend five full training days without disrupting the educational process. As a result of learning, almost 90% of the members of the group were able to explain in their own words the terms and definitions humanitarian principles, which indicates excellent assimilation of knowledge at the level of reproduction. Slightly lower were the results of the answers aimed at applying the knowledge in practice. 75% of participants managed to answer in their own words why it is important to know the humanitarian principles and when they use the humanitarian principles in everyday life. The answers were quite detailed. Moreover, almost all participants (80%) found these questions easy. Some difficulties in understanding arose with the question "Give an example from your everyday life in which it becomes acceptable that different people have different values." More than 70% of children found this question "somewhat difficult". We believe that this answer indicates the need for more thorough pedagogical and methodological study of the thematic block devoted to values. This fact may be related to the age characteristics of the participants, as the older members of the group were successful in this task.

Thus, we believe that as a result of the training program, the main learning objectives (teaching humanitarian principles and values) have been achieved. However, it should be noted and a number of methodological difficulties that we encountered in the implementation of the project. The first concerned the difficulties in maintaining discipline in middle-aged children when using active teaching methods, because traditional forms and methods of teaching were more familiar to participants. Therefore, we consider it possible for this age group to conduct a training program for several teachers or use teacher assistants, tutors. For participants aged 9-12 years, it can be recommended to include in the program an introductory part devoted to the rules and norms of behavior and the position of the student when using active teaching methods. The next challenge was involving children in group discussions, teaching and encouraging them to express their own opinions and positions. We interpret this fact from the position of age psychology, since at this age the formation of verbal-logical thinking is just beginning [1]. Using discussions or debatable forms of education in the classroom contributes to the development of this mental function [2]. We believe that the program should be supplemented with exercises aimed at developing the ability to discuss and express their opinions and positions. Implementation this learning program requires some recommendations the methodical activity of the teacher regarding knowledge of the humanitarian context and the principles and methods of active learning approach. These aspects of the project will be taken into account in the creation and development of the adapted version of the learning project Humanity and the manual for teachers.

References / Список литературы

1. *Obuhova L.F.* Vozrastnaja psihologija: uchebnik. [Age psychology:book] M.: Izdatel'stvo Jurajt; MGPPU, 2011. 460 p. [in Russian].
2. *Grial'chik E.K., Gubarevich D.I., Gubarevich I.I., Petrusev S.V.* Obuchaem inache. Strategija aktivnogo obuchenija. [We teach differently. Active learning strategy]. Mn.: «BIP-S», 2003. 182 p. [in Russian].
3. Project Humanity [Electronic resource]. URL: <https://www.project-humanity.info/en.html> (date of access: 12.11.2019).