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**О РОЛИ ГУМАНИТАРНОЙ СРЕДЫ
В ВЫСШЕЙ НАРОДНОЙ ШКОЛЕ ДВФУ
ON THE ROLE OF HUMANITARIAN ENVIRONMENT
IN THE FEFU HIGHER PUBLIC SCHOOL**

Аннотация: Высшая народная школа ДВФУ нацелена на обучение людей пенсионного возраста с уже накопленным богатым жизненным и профессиональным опытом, которые стремятся продолжить свое образование. Гуманитарная среда школы, охватывающая различные науки, подкрепленная образовательными, методическими и организационными мерами, позволяет перенести акцент с образования на деятельность учащихся и их социальные отношения.

Abstract: The Far Eastern Federal University's Higher Public School (HPS) caters to senior citizens with college and university degrees in a variety of subjects who are keen to continue their education for personal gain and adjust to changing lifestyle standards. HPS's humanitarian environment, encompassing various humanities, supported by educational, methodological, and organizational measures, allows for the emphasis on education to be transferred to learners' activities and social relationships.

Ключевые слова: Высшая народная школа, Дальневосточный федеральный университет (ДВФУ), гуманитарная среда, языковая среда, внеклассная деятельность

Keywords: Higher Public School (HPS), Far Eastern Federal University (FEFU), humanitarian environment, linguistic environment, out-of-classroom activities

The scientific features of the instruction process in the Higher Public School (HPS) set up at the Far Eastern Federal University are conditioned by the nature of those who are enrolled in 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 to prolong their education for different personal purposes. They consider education to be not only one of the means of a person's comprehensive development but also an instrument for adapting themselves to the realities of the new standards of living existing in this country.

The formation of a humanitarian environment is of particular significance for HPS learners because the learners at this school are pensioners at present. They have accumulated 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 also 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 the new conditions of their present lives [3].

As far as the main goal of the modern humanitarian education paradigm consists in providing conditions for a person's realizing his or her own place in the world and in mastering the ways of interactions in society, those who study at HPS should master the basics of social and humanitarian knowledge and acquire the appropriate skills that serve as a means of their own self-development and self-actualization [5]. 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 the 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 active dialogue among the participants in the pedagogical process [2]. The formation of humanitarian orientation in each learner's development was put in particular because each learner's judgment, viewpoints and actions are shaped only by their 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 the 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 great importance. The fundamental idea 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 also as an object that is a result of his or her own activity [4]. The course "Culture Studies" is an integrated branch of humanitarian knowledge, including the history of culture, the theory of culture and the philosophy of culture.

All these subjects are aimed not only at studying some fundamentals dealing with the development of world civilization but also at the analysis of the interactions of a human being with nature and social communities that 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 capabilities and abilities, their interests in mastering cultural knowledge and in forming their aesthetic assessments and values;
- each person (learner) should enjoy the right to select their own personal approach and judgment related to interpreting the subject-matter under discussion;
- forming culture is impossible without creating a new pedagogical environment that is based on the collaboration of teachers, learners and other participants in the pedagogical process who share common goals, values and spiritual ambitions [1].

The curriculum of HPS also includes linguistic courses such as the Russian 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, exchanging opinions and viewpoints, organizing different interactions with the help of communicative techniques and means. Pedagogical communication integrates the whole teaching and studying process as a whole.

The linguistic environment also fulfills a cognitive function because it is one of the most important sources of information. It is a linguistic environment in which the 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 that are used by the learners in making public speeches or writing reports, theses and essays that are presented by HPS learners at conferences, round-table discussions, various seminars, etc. [6].

The course "Foreign Language (English)" envisages the development of English speech skills in different types of speech activities. The learners not only acquire 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 deepen their world insight, their cultural awareness and their interest in studying foreign languages. Different forms of out-of-classroom activities (thematic conferences, literature evening parties, amateur art competitions accompanied by song performances, poems reciting and dramatizing some scenarios in English) make it possible for the HPS learners to realize their cultural potential and to



activate their abilities [4]. Under these conditions the learners feel themselves more as the subject of the education process than as the object of the teachers' impact [1].

To conclude, one may admit that the formation of a humanitarian environment in HPS comprising various humanities supported by a complex of educational, methodological and 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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