

THE ROLE PEDAGOGICAL PRACTICE AND LEARNING ENVIRONMENT IN THE FORMATION OF HUMANISTIC VALUES

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THE ROLE PEDAGOGICAL PRACTICE AND LEARNING ENVIRONMENT IN THE FORMATION OF HUMANISTIC VALUES

The formation of humanistic values is characterized as one of the most important and urgent issues of modern pedagogy. The rapid development of technology and changes in the educational environment have had a significant impact on human relationships, communication processes, and the moral foundations of learning. Therefore, the purpose of the study is to investigate the role of pedagogical practice and the learning environment in the formation of humanistic values. During the study, the methods of analysis, synthesis, and comparison of psychological and pedagogical literature were used. Literature analysis played an important role in determining the conceptual foundations of the study.

The scientific novelty of the study is that the integration of humanistic principles into the process of pedagogical practice strengthens both the personal and professional development of students. Based on the results, we can note that a learning environment based on cooperation, emotional interaction, and reflection facilitates the assimilation of humanistic values. Moreover, the study highlights that the pedagogical environment should not only transmit knowledge but also cultivate empathy, tolerance, and moral responsibility as integral components of education. The findings emphasize that humanistic pedagogy contributes to the creation of an emotionally safe and democratic atmosphere that supports the individuality of each learner. In this regard, the study offers theoretical and methodological recommendations for educators seeking to integrate humanistic principles into contemporary educational practices, particularly in digital and multicultural learning contexts.

Keywords: Humanistic values; pedagogical experience; educational process; education system; teaching methods.

Fig. 1. Tabl. 1. Ref. 7.

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РОЛЬ ПЕДАГОГІЧНОЇ ПРАКТИКИ ТА НАВЧАЛЬНОГО СЕРЕДОВИЩА У ФОРМУВАННІ ГУМАНІСТИЧНИХ ЦІННОСТЕЙ

Формування гуманістичних цінностей характеризується як одне з найважливіших та найактуальніших питань сучасної педагогіки. Швидкий розвиток технологій та зміни в освітньому середовищі мали значний вплив на людські стосунки, процеси комунікації та моральні основи навчання. Тому метою дослідження є дослідження ролі педагогічної практики та навчального середовища у формуванні гуманістичних цінностей. Під час дослідження використовувалися методи аналізу, синтезу та порівняння психолого-педагогічної літератури. Аналіз літератури відіграв важливу роль у визначенні концептуальних основ дослідження.

Наукова новизна дослідження полягає в тому, що інтеграція гуманістичних принципів у процес педагогічної практики зміцнює як особистісний, так і професійний розвиток студентів. Виходячи з результатів, можна зазначити, що навчальне середовище, засноване на співпраці, емоційній взаємодії та рефлексії, сприяє засвоєнню гуманістичних цінностей. Більше того, дослідження підкреслює, що педагогічне середовище має не лише передавати

THE ROLE PEDAGOGICAL PRACTICE AND LEARNING ENVIRONMENT IN THE FORMATION OF HUMANISTIC VALUES

знання, а й розвивати емпатію, толерантність та моральну відповідальність як невід'ємні компоненти освіти. Результати дослідження підкреслюють, що гуманістична педагогіка сприяє створенню емоційно безпечної та демократичної атмосфери, яка підтримує індивідуальність кожного учня. У зв'язку з цим дослідження пропонує теоретичні та методологічні рекомендації для освітян, які прагнуть інтегрувати гуманістичні принципи в сучасну освітню практику, зокрема в цифровому та мультикультурному контексті навчання.

Ключові слова: гуманістичні цінності; педагогічний досвід; освітній процес; система освіти; методи навчання.

Introduction. Education has become one of the most pressing issues of our time and one of the most important areas of human activity. Until recently, the educational process was traditionally focused on the accumulation of knowledge and skills (for example, during lectures and notes). This means that the traditional education system essentially excluded an individual approach to the student, as well as a creative approach to learning. The essence of the humanistic approach is that it views the individual as “the highest value of society and the goal of social development in itself”. This approach is aimed at the comprehensive development of a personality with the foundations of universal culture, moral qualities, and communicative skills. The idea of humanizing education is the result of the axiological approach in pedagogy. Axiology (from the Greek *axia* – value and *logos* – teaching) is a philosophical doctrine about the nature of values and the structure of the world of values. The axiological approach in education is “a philosophical and pedagogical strategy that shows the ways of developing professional art, shows the use of pedagogical resources for personal development, and offers prospects for improving the education system”. The axiological approach is based on the following axiological principles: - equality of philosophical views within a single humanistic value system, while preserving the diversity of cultural and ethnic characteristics; - recognition of the equivalence of traditions and creativity, the need to study and use the teachings of the past and the possibility of spiritual discoveries in the present and future; - existential equality of people, socio-cultural pragmatism instead of demagogic disputes about the foundations of values; dialogue and asceticism instead of messianism and indifference. The above-mentioned principles within the framework of education are aimed at the development of the student's value-based moral qualities, the development of his creative potential, the formation of the habit of lifelong learning. Here, the central link is the learner with his individual characteristics. It should be noted that these axiological principles reflect the essence of humanistic education, which allows students to realize their personal potential and creative abilities, develop humanistic directions in life and professional activity, and develop creative thinking. The system of moral values is inextricably linked with the values of the individual. Values represent the highest rules that determine human life. During the educational process, a person develops his moral values through the acquisition and processing of knowledge, and the

evaluation of actions and behaviors. By learning and mastering value guidelines, an individual develops his own value system, allowing them to develop spiritually and adapt to the moral foundations of society, which together leads to a happy and successful life.

The purpose of the research is to determine the role of pedagogical practice and the learning environment in the development of humanistic values and to examine the issues of integrating its essence with today's requirements.

Analysis of the latest relevant research and publications. In this study, a review and comparison of various scientific literatures were carried out. For example, G. Abdullayeva (2022). “Social and moral foundations of humanistic education of preschool children”, M. Amini, W. Qiufen, D. Amini, L. Ravindran, D. T. A. Lin, M. Ganapathy & M. K. M. Singh (2025). “The significance of humanistic approach and moral development in English language classrooms”, W. T. Branch (2015). “Teaching professional and humanistic values: Suggestion for a practical and theoretical model”, R. Aliyev (2023). “Humanist psychology”, O. Kos, N. Mordovtseva, Y. Sych, Y. Poltavska & S. Stepanyuk (2024). “Pedagogical Activity in The Context of Education of Humanistic and Legal Values”, Y. Mielkov, I. Bakhov, O. Bilyakovska, L. Kostenko & T. Nych (2021). “Higher education strategies for the 21st century: philosophical foundations and the humanist approach”, A. Mirzajanzadeh (2018).

Results of the research. Implementing a humanistic approach in education necessitates overcoming the emotional obstacles to communication in the context of technology use. Contemporary students, accustomed to the incessant use of technology, perceive engaging in genuine communication with others as excessively dangerous. Technology alters the processes of cognition and communication. In the digital era, discourse is reduced to regulated exchanges (Branch, 2015, p. 163). Asynchronous messages do not constitute the authentic engagement required by an individual. The communicants, or discussion participants, are required to fulfill specific criteria established by the instructor. Computer monitors foster inactivity, fragmented attention, and a feeling of social isolation among students. Advocates of critical pedagogy, which contests the technocratic underpinnings of education, assert that teaching occurs when there is an instructor present, and the interaction and dialogue between teacher and student can foster the development of human relationships and the humanization of these interactions (Mirzeczanzade, A. 2018).

Critical pedagogy acknowledges the cultural and educational context, emphasizing the dynamic interactions and authentic dialogues between students and the teacher. As technologies increasingly permeate the lives of contemporary individuals, including the educational system, they become an integral aspect of modern existence. Technologies

are frequently linked to the notions of “progress” and “innovation”. According to critical pedagogy, the primary objective of contemporary education is not to equip students for an existing world, but to prepare them for a future world, collaboratively envisioning this world with the students (Amini et al, 2025, p. 9).

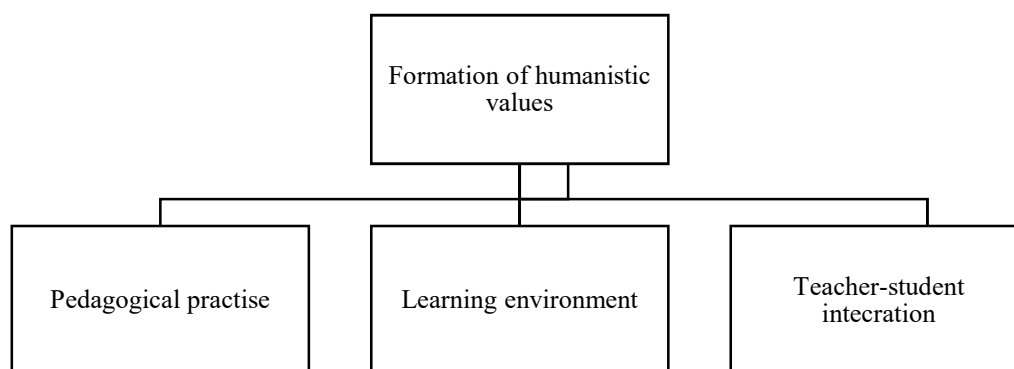


Fig. 1. Theoretical framework of the study

Source: It was prepared by the author himself as a result of research.

In order to realize the humanistic value potential of university practical training of social pedagogues, it is necessary to provide it with appropriate technological support. The technology of developing students’ humanistic value orientations during practical training is represented by the content of the practical training, which reflects the tasks that ensure the development of personal experience based on humanistic values, the procedures for its assimilation and mastery of future social pedagogues. That is, during practical training, the value-informational, value-oriented, value-semantic, value-emotional, value-behavioral, value-reflexive, value-corrective and value-creative components of students’ personal experience based on humanistic values should be formed through the following formative procedures.

Value-informational component (knowledge about the essence and content of humanistic values of social development, the humanistic mission of one’s profession, its humanistic values-goals and value-means). It cannot be denied that before the formation of humanistic values and beliefs, the formation of relevant knowledge in the student’s consciousness occurs. Without knowledge, there are no ideas, beliefs and appropriate behavior about them. Students develop knowledge of humanistic values through theoretical and practice-oriented academic training. However, we believe that practices provide an opportunity to significantly expand, improve, generalize, systematize and correct this knowledge. Therefore, practices should include tasks that require students to search for these values. In this case, the initial formative procedures include students’ answers to specifically posed

questions, their theoretical substantiation, taking tests, etc (Abdullayeva, 2022, p. 118).

Value-oriented component (the experience of navigating in the world of humanitarian values, the ability to identify them in the content of professional activity and observe and analyze their manifestations, in the practical work and behavior of social researchers). To develop this component of students’ personal experience, practice should include tasks that require them to identify the humanistic value components of professional activity, their representation in the work of specialists, and analyze their professional and personal qualities that affect the nature, focus and effectiveness of social work. In this regard, the initial formative procedure is the purposeful observation of the professional activities of social educators by students, the analysis of the results, their connection with the existing knowledge of the listeners and their substantiated conclusions (Abdullayeva, 2022, p. 118).

Value-semantic component (the practice of discussing, selecting and critically evaluating the humanistic terminal and instrumental values of society and the profession). The development of this component of the practice is possible if the content of the tasks given to students is an ascension in their minds from the general social attitude “humanistic values of society and professional activity for everyone” to the individual unique goal “humanistic values of society and the profession for me as an individual and specialist”. The main methods for forming this component of the practice can be dialogue, polylogue, discussion, which require students to express their opinions, reflect the position of their interlocutors, and have an emotional,

rational-logical and research-based attitude to the humanistic imperatives of society and the profession.

Value-emotional component (experience of experiencing and experiencing emotionally charged situations of humanistic communication and behavior: recognizing the emotions of others and oneself, distinguishing humanistically valuable from opposite modalities, distinguishing their causes, the ability to predict the development of feelings and actions arising from them, the ability to act in accordance with the emotional state). humanistic norms and teaches others emotional self-regulation). It is known that the source of emotions and feelings, as a rule, is the social interaction that precedes them. Its nature and content evoke appropriate emotional reactions in the participants. During social interaction, personal needs can be satisfied or deprived, which leads to the emergence of very specific feelings. In order to develop the value-emotional experience of students, the content of practical training should include tasks aimed at studying people's experiences, determining their nature and causes, finding ways of emotional adaptation of the individual, and developing humane, valuable feelings in a person. In addition, practical training should include tasks that allow students to understand their own emotions and feelings, analyze their causes, and require conscious emotional self-regulation of communication, behavior and professional activity in accordance with humanistic norms and principles. In this case, the initial formation procedure is to reflect on one's own and others' emotional experiences, their verbalization, analysis and regulation.

Value-behavioral component (the experience of humanistically oriented professional activity, its regulation in accordance with humanistic principles and professional norms and the experience of "objectification" of humanistic values). This component of the experience can be represented in practical training by tasks to identify human problems, determine their origins, develop programs for their elimination, programs of social and pedagogical assistance and support, implement the created projects and subsequently analyze the results. Here, the leading formative method is the direct participation of students in the processes of humanization of society and the individual's relationship with it.

Value-reflective component (the practice of reflecting on the value of one's professional activity, behavior and communication, self-analysis and self-assessment of personal and professionally significant qualities from the point of view of their compliance with the humanistic standards of the professional environment). This type of personal experience is formed in a certain professional environment through the establishment of a balance between the values of the professional group, the practice leader and the student, which is manifested, first of all, in mutual tolerance of

each other's value orientations, adaptation – recognition and acceptance of the basic value system of the professional group and the supervisor, assimilation – changing the psychological orientation of the student, the transformation of his value views and attitudes into accordance with the values of the group. In this regard, an indispensable requirement for the organization of student practices is the special selection of mentors, the main criteria for which are: authority, a humanistic style of professional activity and the ability to build appropriate relationships with people (Kos et al. 2024, p. 650). However, the presence of appropriate conditions in that environment alone is not enough for the formation of humanistic value orientations during the adaptation of students to the professional environment. They must be able to analyze the value manifestations in the supervisor's activities (the value-oriented component of personal experience) and correlate their value system with that of their mentor. This requires the ability to evaluate their own value orientations, especially professional and personal value beliefs, feelings and qualities, and correlate them with the same components of the supervisor's value orientations. This refers to the value-reflexive component of the student's personal experience. To develop this component, the content of the practical training should include tasks that require future social pedagogues to identify their own value orientations, ways of their implementation in professional activities, their self-assessment and introspection, and compare them with the value orientations of the supervisor. In this case, the main formative procedure is direct participation in professional activity as an assistant to the social pedagogue, didactic interaction between the supervisor and the student, during which mutual exchange of values, self-analysis and self-assessment of the degree of compliance of professional and personal qualities, value orientations with the normative and value system of the professional group take place (Aliyev, 2023).

The corrective component of values (the practice of correcting value concepts, beliefs, feelings and qualities in accordance with the humanistic requirements of the profession: the ability to develop a plan and program for self-education, self-development, self-improvement based on values, their practical implementation and subsequent analysis of the results). This component of personal experience is directly related to the previous one. It is not enough to assess one's own professional and personal adequacy; one must be able to develop and implement a program for its improvement. This type of experience is also formed during the student's adaptation to the professional environment. The procedure that facilitates its development is the implementation of the normative and value requirements of the profession by the student-practitioner, regardless of the content of his own value systems (Mielkov et al, 2021, p. 6). The development of the value correction

THE ROLE PEDAGOGICAL PRACTICE AND LEARNING ENVIRONMENT IN THE FORMATION OF HUMANISTIC VALUES

component is ensured by including tasks for the development of programs for value-based self-education, self-improvement and self-development in the content of the experience. Their development and implementation also play the role of a formative procedure. 8. Value-creating component (the experience of creatively mastering the humanistic value-normative system of the profession: the ability to identify humanistic value aspects in scientific problems, develop one's own original technologies for solving problems of an axiological nature, etc.). The value-creating component of personal experience can be developed by including tasks for the creation of the student's individual professional and personal code in the content of educational and production experience, where the latter will act as a co-author of the value-normative system of the social pedagogue. In addition, the student should not lose sight of the axiological problems of social pedagogy when working on course and diploma

projects during the internship, conducting scientific research. When developing original methods, technologies, projects to solve the problem of their scientific research, they always build them on the basis of the humanistic goals, principles and norms of the profession. Creative tasks and educational research activities act here as leading formative procedures. In conclusion, we note that the formation of students' humanistic value orientations during educational and production experience is a process that occurs over time and continues in a certain logical sequence (Kos, 2024).

Humanistic values and their understanding are essential for the comprehensive and full development of the creative and professional potential of the individual. Within this approach, education encourages students to be ready and committed to self-improvement and to develop and protect a modern society based on humanistic principles.

Table 1. Requirements for the formation of a humanistic learning environment

The student and his potential and abilities should be at the center of the educational process;
The feelings and emotions of learners should be considered as important as the knowledge they acquire;
The desire and interest in learning should be developed in students and instead of giving them ready-made knowledge, they should be taught techniques and methods of learning;
Learners should be given freedom and independence to choose what they want to learn;
An atmosphere of trust should be built in the classroom;
The learner should be able to make independent decisions;
Differences in thinking should be important;
Competition in the learning process should be replaced by cooperation, mutual respect and assistance;
Self-esteem, self-confidence and self-esteem skills should be developed in learners;
A safe, non-threatening, non-intimidating and non-physically punishing environment should be created for students in the classroom

Main features of the humanistic approach in the learning process:

- In a classroom environment where the humanistic approach is taken into account, the interests of each student are ensured and they are given the freedom to discover what is important and significant for them.
- When the knowledge acquired and the topics

studied in the learning process are in line with the needs and goals of the students, a better quality learning environment will emerge. Therefore, learning should be goal-oriented and meet the student's need to know.

- Quality learning takes place in an independent and democratic environment where the learner is not afraid of making mistakes and is not threatened.

- The learner is at the center of the learning process. The learning process based on the humanistic approach considers the development of the student's cognitive abilities, feelings and emotions, and manual skills as its main goal (Abdullayeva, 2022).

Conclusions. The results of the study show that the introduction of modern technologies into the educational process weakens the humanistic aspects of human communication. Students, becoming dependent on technology, find communication difficult. This creates problems in teacher-student relations. From a pedagogical point of view, learning can only be developed by ensuring interaction between the teacher and the student. Proper organization of the learning process is important for the formation of humanistic values. Thus, the knowledge, value, emotional, behavioral, reflexive and creative components of students should be developed. This process serves to enhance the personal development of students. Instilling humanistic values puts the student in the central position of learning, and also emphasizes his feelings, interests and freedom of decision-making. In such an environment, learning is not based on competition, but on cooperation and mutual respect. In short, we can note that the following recommendations should be taken into account for the use of humanistic values in the pedagogical learning process in the modern education system:

- Tasks based on humanistic values should be systematically applied to students in pedagogical practice.

- Digital learning environments should be redesigned to be interactive, collaborative, and emotionally engaging, i.e., to foster humanistic values. Teacher training programs should include specific modules and training methodologies for fostering humanistic values.

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“Є три помилки в спілкуванні людей: перша – це бажання говорити перш, ніж потрібно; друга – сором’язливість, не говорити коли це потрібно; третя – говорити, не звертаючи уваги на вашого слухача”.

Конфуцій
давніоқытайсыққый філософ

