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**THE PRIORITY OF HUMANITARIAN CULTURE IN TEACHER TRAINING FORMATION OF COMPONENTS**

***Abstract.*** *The article analyzes the principle of humanization of higher pedagogical education. It is noted that humanitarian culture should be part of the content of higher pedagogical education and cover all academic and optional subjects. The principle of humanization of higher pedagogical education requires, first of all, the humanization of the content of education, methods and forms of organization, communication and relationships between students and teachers, as well as the management of higher pedagogical schools.*

***Keywords:*** *pedagogy, humanitarian culture, higher education, principle*

New principles such as humanization and humanitarianization of education played an important role in determining the content of higher pedagogical education according to modern requirements. After Azerbaijan gained independence, the social function of education, including higher pedagogical education, changed [1, p.17].

The principle of humanitarianization of the content of education involves the creation of conditions for future teachers to assimilate universal culture. The implementation of this principle is related to the formation of the most priority components of the students’ worldview and the humanitarian culture of the personality.

These cultures refer to the general competencies of future teachers. In the Education Programs approved in 2020, a lot of credit has been provided for the formation of the above-mentioned cultures in the educators-teachers of the future. Part of these cultures, which are intended to be formed in future educators-teachers (in the “Pre-school education” specialty), are taught in humanitarian subjects (“History of Azerbaijan” (5 credits), “Philosophy” (3 credits), “Fundamentals of entrepreneurship and introduction to business” (3 credits), “Introduction to multiculturalism” (3 credits)), and the other part is intended to be implemented in the teaching of specialty subjects.

Therefore, the humanization of higher pedagogical education requires, first of all, the humanization of the content of education, methods and forms of organization, student-teacher communication and relations, as well as the management of higher pedagogical schools. There are different approaches to the concept of “humanitarianization”. Some associate humanization with the humanitarianization of technical education (giving place to humanitarian subjects in technical higher schools), while others associate it with creating conditions for students for active creative and practical development of universal culture. According to the researchers, “humanitarianization requires serious changes in the content as well as the technology of education” [2, p.21].

For this, humanitarian culture should be a part of the content of higher pedagogic education and should permeate all academic and elective subjects. This, in turn, requires changing the interaction between humanities and natural sciences in a humanitarian direction, qualitatively restructuring the content of all subjects (including humanitarian subjects). The principle of humanitarianization of the content of higher pedagogical education also promotes the development of national-spiritual values in future teachers, the most necessary vital skills and cultures (economic culture, labor culture, political and legal culture, intellectual, moral, environmental, artistic and physical culture, communication culture and family relations, etc.) requires formation.

“The theory of education” is the most leading section of pedagogy. The student cannot master the methodology of moral education in the didactic process if he does not acquire sound knowledge on this section about moral upbringing, its content, the essence of moral values. At the meeting of the Board of the Ministry of Education on January 25, 1995, the issue of teaching humanities was widely discussed and the importance of teaching humanities in higher education institutions, especially ethics, was discussed [3, p. 9].

Humanitarian education plays an important role in the formation of the worldview of students, their intellectual, mental, spiritual education and general development. The innovation of humanitarian education should solve the problem of the personality of a higher school teacher, the training of teaching staff and other similar issues. But in our higher educational institutions, this work was carried out at the retail level, without any system. It is with the aim of establishing proper order in this work that the Ministry of Education has recognized the need to teach philosophical, socio-political, economic and other humanitarian disciplines in higher educational institutions. The teaching of ethics, called moral philosophy, is of exceptional importance in achieving the cultural and social maturity of young people in the conditions of our current national and spiritual awakening. It is an indisputable fact that spirituality as a whole is formed on the basis of healthy ethics. It should be borne in mind that understanding the moral essence of human existence, the artistic and emotional world is an important component of the worldview. Moral and spiritual upbringing awakening and development of spiritual values (kindness, correctness, purity, care, mercy) in students; it should ensure the formation of moral feelings (shame, anger, love, faith, trust) and moral fortitude (service to good and opposition to evil, striving to improve morality); to educate moral behavior (caring for the word, serving the motherland, being good-natured, merciful). The technological and methodological basis of the moral education of students are the traditions of national culture and pedagogy, put forward in various approaches.

Morality is a means of understanding reality, a practical and moral worldview of a person. To study the nature of morality, which is a complex and social phenomenon, it is necessary to clarify its structure. The structure of morality, like other forms of public consciousness, is determined by social relations. To better understand the essence of morality, it is also necessary to consider its main functions. In the process of the formation of morality and its transformation into an independent sphere of culture, certain moral functions arose, which are still topical today. Within the functions of morality, the most basic are: 1) evaluative; 2) cognitive; 3) worldview; 4) educational; 5) regulatory.

It includes information on the history and philosophy of education, as well as current issues and trends in the field. It is very important to take into account the principles and practices listed above in the effective construction of teaching.

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**ПРИОРИТЕТ ГУМАНИТАРНОЙ КУЛЬТУРЫ В ФОРМИРОВАНИИ КОМПОНЕНТОВ ПОДГОТОВКИ ПЕДАГОГА**

***Аннотация.*** *В статье анализируется принцип гуманизации высшего педагогического образования. Отмечается, что гуманитарная культура должна быть частью содержания высшего педагогического образования и охватывать все учебные и факультативные предметы. Принцип гуманизации высшего педагогического образования требует, прежде всего, гуманизации содержания образования, методов и форм организации, общения и взаимоотношений студентов и преподавателей, а также управления высшими педагогическими школами.*

***Ключевые слова:*** *педагогика, гуманитарная культура, высшее образование, принцип*