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**PHILOSOPHY OF HUMAN CENTRALISM
AS A BASIS FOR THE DEVELOPMENT
OF THE HUMANIZATION OF EDUCATION**

The task of modern education is to «find a person», to form a person in a person, that is, there is a process of humanization of educational space, which requires an adequate philosophical basis. Researchers propose to take the philosophy of anthropocentrism, which has been inherent in pedagogical practice since ancient times as a basis for the humanization of pedagogical activity. «The history of education, – according to V. Kremin, – is the history of the transformation of man into a person» [3, p. 9].

The humanization of education is caused by the complexity of the modern world, which is experiencing an era of global social and economic transformations caused by the peculiarities of information, urban society, and is at the same time a world of creativity, education and knowledge. Such a combination requires a person to exert special effort and energy to adapt to the realities of today, to find the meaning of

existence, one's own value. Therefore, the growing importance of education in human life, which largely determines its present and future.

Education is designed not only to form the knowledge, skills and abilities necessary for existence, but also to preserve the spiritual and cultural values of man and to affirm new ones. Education must build such imperatives that structure reality, transform the world from «chaos» to «space», bring to the human consciousness life-affirming worldviews. It is the demands of time due to the «regularity and necessity of human-centered education» [3, p. 12], which makes a personal turn.

The current situation fully correlates with the anthropological problem of the emergence of a new type of man, a man of market and technological age, the most characteristic feature of which is purposeful rational behavior, which, according to Weber's theory, is no longer regulated by internal values but by external goals. Such a person is the bearer of rationality, the main purpose of which is profit and calculation. Therefore, she can be a tireless worker in order to accumulate material values, earn money and realize themselves as an exemplary consumer. No wonder modern society is also called the society of consumption. And somehow it happened that emotions, experiences, the inner world of man, his existential problems become secondary. Man loses spirituality, morality declines, personality suffers.

Therefore, the education system should help each person to realize their own unique «I», to reveal and develop skills, opportunities, abilities, to promote self-awareness, self-determination, self-realization and self-affirmation, to restore a person's self-worth. Only education that is guided by the principles of anthropocentrism and humanization can cope with these tasks. They presuppose the attitude to a person as a self-conscious responsible subject of his own development, with his unique personal qualities, which is the key to full-fledged training and education. V. Kremin notes that the condition for the development of national spirituality is human-centrism, when the meaning of the development of education, «the center of all innovations and strategies is man» [3, p. 10]. Therefore, the educational process should be filled with «humanistic content, which means, nevertheless, the transformation of the student from» object «to» subject «of educational activity, which will create in the human mind as an idea of the future and confidence in the present as such, which in time will pass into another qualitative state» [3, p. 10]. Thus, a person should become not only the goal and ideal of educational activity, but also be an active participant, when the subject-object model

of pedagogical interaction becomes a subject-subject, where mutual respect and partnership prevail.

The transformation of the educational space in the direction of human-centrism and humanization is a practical modernization of educational experience, which includes the modernization of thinking, attitudes and activities. Such modernization must be conscious, cannot be «imposed from above», must abandon totalitarian and authoritarian ways of carrying out the pedagogical process.

According to researchers, in particular B. Kossov, the humanization of education is possible provided that the student complements the construction of personality-significant individual models of cognition, which ensure the unity of cognitive abilities and motivational attitudes. It is necessary to differentiate the curriculum taking into account the life experience of the student and give preference to such methods of educational work that would develop and form cognitive abilities based on the acquisition of relevant knowledge and skills, which should be the main learning outcome. [2, p. 116–118].

The process of humanization is closely linked to humanization, which must oppose the scientificization of education. Humanization, says V. Wozniak [1, p. 269], is usually understood as a simple increase in the share of disciplines of the humanities, because they are involved in personal self-determination. But it is necessary that the pedagogical process becomes human-centered. Knowledge is internalized, become active forms of student worldview, because appropriated in a form alienated from the subject's own meanings, expressed and memorized according to the formal scheme of knowledge is not realized in practice. In this form, they are narrowed down to information about events, to the sum of algorithms and schemes of activity that are formal. There is a separation of word from thought, thought from meaning, meaning from image, word from deed, and deed – from personally significant eidos. Instead, humanities, acquired in a «reasonable form», according to V. Wozniak, immediately appear not as an object of assimilation and not as information about something, but as the semantic content of the world in which living people live, think, feel and suffer, like something that concerns me personally. In this case, knowledge acquires the tone of the subject's own spiritual experience and at the same time – activates, «tones» this experience itself. The humanization of education is designed to adequately resolve the contradictions between existing, traditional, historical forms of learning in the form of «knowledge, skills and

abilities», and the acute social need for the formation of creative abilities of pupils and students [1, p. 281].

Thus, the success of the turn of education to man will depend on the effectiveness of the constitution of a humane space of communication within the pedagogical activity. The future of education, like that of all modern civilization, depends on whether it can become human. Orientation to the future has always been inherent in educational activities. What has become empirically available today was originally a hidden, metaphysical essence of education. However, the problem of education is that it is not so much guided by given guidelines as it constitutes them. And if the reference point of education today is a person, then the question arises what will be the person of the future.

At the same time, the COVID-19 pandemic and the introduction of quarantine restrictions set the education system of Ukraine tasks related to the search for a new paradigm of human preparation for life.

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