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INDUCING HUMANISTIC VALUES IN CHILDREN: THE IMPACT OF EDUCATORS' AND PARENTS' PERSONAL QUALITIES

In the XXIst century, at the time when a new generation is emerging alongside the evolvement of a new way of thinking, the main emphasis of national education and pedagogy has to be placed on inducing in people new feelings, new spirituality and new behavior, along with an enlightened and cultured professional teacher. This is the main task that the state sets for a contemporary educator-teacher in modern society.

The reputation of an educator-teacher is based not only on their professional training, but also on their real pedagogical gifts and skills. The reorganization of the national educational system and imparting a more humanistic character to it are believed to facilitate the work of an educator-teacher in order to bring up people worthy of the Motherland and humanity, in one word – decent citizens.

The key role in this work is assigned to an educator-teacher who is expected to create kind, happy and unique relationships with learners, exert human wisdom and use their life experience. That is why personal traits of an educator-teacher, who is viewed as an architect of the creative human heart, are one of the major factors in enhancing humanistic feelings in children.

Keywords: children; education; educator-teacher; parents; humanistic ideas; younger generation.

Introduction. The humanistic approach is a developmental framework that views children as unique individuals, considering all aspects of their being.

Every educator should have a caring and compassionate approach towards their students. A skilled educator is able to understand each student's individual needs and abilities, and provides them with the necessary support and encouragement. This has a significant impact on the development of a student's moral character, in addition to their acquisition of knowledge.

The educator-teacher should utilize his or her personal qualities to demonstrate and explain to students what is right and wrong, that good ultimately triumphs over evil, and to discourage students from engaging in unethical and immoral behavior.

The study focuses on the process of educating and raising preschool children. Specifically, it examines the development of humanistic values among preschoolers.

Literature review. In Azerbaijan, there are several works devoted to this issue. Studies on this topic have been conducted by researchers such as Sh. Aliyeva, M. Ilyasov, R. Aliyev, A. Bakhshaliev, F. Rustamov and others. One of the most significant tools in the development of humanistic pedagogy in Azerbaijan is their methodological guide "Topical Issues of Humanistic Pedagogy" (Əliyeva və başq., 2018), published in 2018. This guide outlines the directions for promoting and developing the pedagogical process in a humanistic manner. Special mention should also be made of Professor Museib Ilyasov's 2018 book "Modern Problems of Pedagogical Professionalism and Pedagogical Competence" (İlyasov, 2018), which focuses on the humanistic role of a teacher in forming the qualities and values of children. Many other books, manuals, and dissertations have also been published on humanistic pedagogy. However, at the same time, the humanistic development of the scientific literature on psychology is closely associated with the work of Professor Ramiz Aliyev. In 2023, he published the book "Humanistic Psychology" (Əliyev, 2023), which reflects the positive trends in humanistic psychology regarding the education of an individual as an active and free person.

Research methods. In the research, a variety of methods were employed, including interviews, observation, pedagogical experiments. The interview and questionnaire method were extensively used in the development of humanistic values among children.

The main purpose of the work is to demonstrate the impact of the personal qualities of educators and parents on child rearing, and to highlight their role in promoting humanistic values and attitudes.

The main tasks of the research are:

1. To enhance the humanistic approach to the educational process with a focus on developing children's humanistic values.

2. To strengthen the qualities of humanity in extracurricular activities.

3. To promote human qualities and efficacy through the personal example of both parents and teachers.

The main problem. In modern educational literature, it is generally accepted that educators should foster tender, gentle, noble, and beautiful qualities in children. Emphasis is placed on the importance of educating children both emotionally and morally. Emotional upbringing leads to an increase in spiritual strength and the strengthening of a child's heart. Qualities such as courage and heroism can be fostered and developed through this process.

Educators should not hinder a child's path to success. They should be able to appreciate even the smallest achievements of the child and offer encouragement. Raising a child requires emotional support for any successes. "You gave a great answer, keep up the good work", is a way to encourage a child while directing him or her to future endeavors. Educators who have a humanistic influence on children are true humanists. The communication and speech of the educator-teacher with the child should be gentle, human and cultured. Their goodness is characterized by directness and honesty. They must be masters who are able to quickly understand and feel the nuances of a child's heart. These educators-teachers should be able to listen carefully to a child, understand their feelings, concerns, emotions, joys, and sorrows. They see and feel through their heart what they create and leave in the spiritual world of the children they educate, appreciate their aesthetic inclinations and interests, and strive to instill in them a desire to be good individuals through their care.

Children trust this educator and hear the heart of their teacher. They treat them with great affection and respect, as a result of which they develop a sense of self-esteem. As soon as they meet the child, the educator can identify their general mood without the need to look into their eyes. They encourage children to develop their inner world, respect others, appreciate their home and cultural identity, and understand the significance of living and non-living nature (Kazimov, 2009).

The educator should demonstrate the importance of recognizing and enjoying beauty through the learning process, using their own personal qualities. Their simplicity and humility reflect respect for individuality and human dignity. Human simplicity, hard work and caring are the foundations of all kindness and humanity. An ordinary person has feelings such as duty and responsibility. By instilling in children a sense of humility, they will learn to be restrained in their actions towards others, polite towards their peers and experience other positive emotions. The teacher should encourage children not to

be arrogant, envious, greedy, selfish or disrespectful towards others. They should respect those who are older and younger and help them when necessary, without interrupting their activities. Such negative and unkind characteristics always damage a person's reputation and prevent them from gaining respect from others. The educator should engage in educational and preventive measures with parents to avoid situations that could lead to the insult or harm of a child or their participation in undesirable activities. It is the educator's role to assist parents in instilling national and moral values into their children, ensuring that these values are understood and applied according to their age-appropriate level.

The educator must pay attention to the overall psychological preparedness of a child prior to entering preschool, providing guidance and working with parents to ensure readiness. Additionally, the educator should conduct preventative measures and arrange counseling sessions aimed at promoting the holistic development of children and fostering humanistic values. It is essential for educators to be able to understand the emotions of children, including their expressions and body language. Educators must be able to adapt their communication style and tone to suit the needs of children, in order to create a positive and humanizing environment for them.

Educators should strive to encourage children to think and play, while also fostering their sense of self-worth and respect for others. They should organize fun and engaging activities that promote positive thinking and creativity.

Personal qualities such as empathy, kindness, and patience are essential for educators, as they help to create an atmosphere of trust and understanding. Children should feel safe and supported in the learning environment, which can be achieved through positive communication and respectful interactions.

The inner world of each child is unique, and educators should take the time to understand their individual interests and needs. By tailoring their approach to each child, educators can help them develop their full potential and become well-rounded individuals. Educators who employ this approach do not experience difficulties in their work and maintain a high standard of professionalism (Əlizadə, 1998).

The educator-teacher should be more attentive and sensitive to children, utilizing the possibilities of cooperative pedagogy. When the teacher inquires about the child's interests, studies, and concerns, the child

will not hesitate to openly communicate, ask questions, consult, and willingly complete tasks. The essence of cooperation is evident in its entertaining, descriptive activities, and other areas.

Family upbringing, child-parent relationships, parents' attitude towards kindergarten, the influence of other adults in the family, and the individual psychological characteristics of the child, including interests and mental development, all play an essential role in the child's development and the formation of their personality. Humanistic qualities are crucial for the development of feelings (Uşaq Hüquqları haqqında, 1998).

Children tend not to imitate adults, particularly their parents and teachers, in their actions and behaviors. They strive to embrace all the distinctive features that are unique to them. Other adults in the household, such as the child's siblings, also play a significant role in the child's development of humanistic qualities. Siblings who are older than the first-grade age provide a sense of comfort and care for the child, and the child may imitate their behavior and actions at this stage (İlyasov, 2018).

The behavior of parents with older school-aged children can also influence a child of kindergarten age. In kindergarten, teachers play a significant role in a child's development. The early years of a child's life (1–6 years) form the foundation for their future upbringing, and have a significant impact on their future life trajectory. Teachers identify potential issues in a child's upbringing and attempt to address them.

Parents and teachers also play a crucial role in this process. During this period, children often look up to their parents or teachers as role models, and try to emulate their behavior. Parents and teachers must therefore be mindful of their own actions and emotions, and avoid behaviors that could negatively impact a child's psychological and emotional development.

The physical and mental development of preschool children allows them to prepare for school. The support and assistance of family members, especially parents, create conditions for the development of their mental processes and personality. This includes their activities, relationships, and ability to complete tasks, which contributes to the formation of their personality and mental growth. Positive behavior, healthy relationships, and the example of older individuals play a significant role in shaping a child's personality. In this regard, children are most influenced by their loved ones. They tend to adopt qualities and behaviors that

older individuals value and imitate. However, children are not limited to imitating their relatives; they also become interested in the lives and daily activities of adults. They observe their work, listen to stories, poems, and fairy tales they share, and engage with them in various ways (Qurani-Kərim, 1992).

An educator-teacher is a professional who is trusted and respected by society. If parents entrust their child's health to a medical professional, they should also entrust their child's education to an educator. The educator trusts the moral, intellectual, and emotional well-being of the child, and through this, the future of their country.

The success of a teacher in the educational process lies in creating a sound and positive emotional basis for children, building sincere relationships. Achieving mutual cooperation with students in the educational process is largely due to the humanitarian orientation of the teacher. The professional ethics of a teacher should be based on positive emotions in order to help him communicate with students. Teacher ethics should not only be courteous and enlightening, but also more humanitarian. Teacher ethics reflects the deliberate pedagogical impact of the teacher on students, the creation of effective communication. He should be able to demonstrate humanity in every action and conduct. Treating students as individuals with respect is the foundation of a teacher's professional ethics.

Respect and care for children does not make them less demanding. On the contrary, the more a teacher shows respect, the more love and respect the child will show towards him. A teacher should teach children to be grateful and appreciate.

A teacher can form humanistic feelings in children by possessing the following personal qualities:

- 1) To love children, demonstrate your love for them;
- 2) To observe and understand the inner workings of children's behavior;
- 3) To be able to act and behave humanely in all situations;
- 4) To choose an appropriate interaction style;
- 5) To have a culture of respectful communication with children;

K.D.Ushinsky stated that "The impact of a teacher's personality on a young mind is an educational force that cannot be replicated by textbooks or systems of rewards and punishments. Of course, the atmosphere of the institution also plays a significant role, but this atmosphere does not exist on paper; rather, it resides in the personalities of most

teachers and then permeates those they educate" (Uşinski, 1958, s. 39).

Kindness, care for all children, and sensitivity to their needs are among the personal humanitarian qualities of N. Kazimov. Along with these qualities, he should also possess excellent thinking, behavior, and actions. Professor N. Kazimov believes that every word and action of a teacher becomes a reflection of their attitude towards society, the people, and the state. He emphasizes the importance of not only the high level of educational work but also the ability to care for students and show concern for their needs. This demonstrates the teacher's dedication to serving their community and country, as well as their level of patriotism (Kazimov, 2009).

Other personal qualities of an educator include correctness in actions and conduct, honesty in communication, love for children and the profession, etc. An educator should foster high moral qualities in the children they teach. Their personal qualities should manifest themselves through a cultured and humane approach. Such qualities earn their respect and enhance their reputation. They lay the foundation for a model educational system that is both moral and aesthetic. Educators should be able to listen to children, assist them in difficult situations, respect their individuality, and create a learning environment that focuses on the child's needs rather than demands.

Experience has shown that if a teacher has a high level of spiritual and moral character and humane qualities, they can instill these values in their students. The teacher should be aware of the emotional state of each student in the class. If a student is unhappy or worried, the teacher should immediately provide support and attention.

The educator should have high expectations for the child's future and form a positive opinion. By making an optimistic prediction about the child's potential, helping them in any situation where they make a mistake, the educator can help the child to understand why they made the mistake and how to avoid making similar mistakes in the future.

A teacher who respects the individuality of each child will also contribute to the development of humanistic values within their personality. This approach promotes the growth of strong, independent individuals who are able to think critically and make informed decisions.

The communicative abilities of the educator play a significant role in shaping humanistic values among children. Pedagogical communication, after all, is one

of the essential tools for influencing the learning experience. The foundation of this communication must be based on respect for the child and humane behavior. Pedagogical research has noted that the motivation of love for the child should be evident in the interactions between educators and students. Educators should be able to engage with children enthusiastically in order to inspire their enthusiasm for learning (İlyasov, 2018).

The conducted research has demonstrated that a teacher who does not possess a genuine love for children and who lacks emotional attachment to them is unable to establish a meaningful relationship with them. Instead, they should be capable of treating children with diverse temperaments with individualized attention. They should assess the unique characteristics of each child, approach them with empathy, and maintain a balanced demeanor.

In the educational process, a teacher with strong humanistic qualities can foster positive, friendly interactions with students, guiding their learning through effective communication. By understanding the child, comprehending their personality, engaging in an open exchange of ideas, and providing detailed information about them, the teacher can demonstrate their humanity. Additionally, organizing activities in a manner that is appropriate for the child is essential in demonstrating the teacher's humanistic approach.

The humanistic approach to educator-child communication should start with respect for the individuality of the child. Through this, it is essential to understand the inner world of a child, to sense what is going on in their heart. Respecting the dignity of children, trusting and believing in them, and knowing their goals are the key outcomes of the development of humanistic values.

At preschool age, children view their teachers as ideal individuals and strive to meet their expectations without words. They often hear the phrase "the teacher said so" and assume that this is the correct approach. When teachers establish sincere, friendly, and professional relationships with children, the latter view them as parental figures, "attaching" to them emotionally. Children always talk about their memorable teachers and the positive impact they have on their lives. A pleasant, friendly, respectful, and demanding relationship promotes a more conducive environment for children's development and learning (Əliyeva və başq, 2018).

By taking a just and fair approach towards the child, educators should aim to

foster a sense of self-love and humanistic values in the child. They should avoid scolding the child for mistakes, abusive behavior, or negative communication. It is not appropriate to label the child as “bad” or “incapable”, as this can lead to feelings of self-hatred and resentment. Instead, comments about mistakes should be presented as reminders and admonitions, rather than undermining the child’s self-confidence and future prospects.

The educator’s facial expressions should be pleasant and welcoming, avoiding any harsh behavior or actions. Experience has shown that addressing children with kindness and using positive language can help to improve their mood, increase their interest in learning, and foster the development of various positive human qualities. As such, every educator should strive to establish genuine, constructive, and effective communication with children.

During interactions with children, educators should treat them with care, demonstrating high levels of cultural sensitivity and pedagogical expertise, while maintaining appropriate levels of tact. They should aim to inspire a sense of trust and camaraderie among children, while also being willing to forgive when necessary. Educators should avoid imposing demands that are beyond a child’s abilities, ensuring that their approach is child-centered and humanistic in nature.

Research has shown that among the essential personal qualities of a high-level teacher-educator are sincerity, caring, and friendly communication. Demonstrating trust, kindness, and sincerity towards a child creates an active learning environment for children. This leads to the development of the child’s personality and the establishment of a positive relationship between the teacher-educator, child, and the team as a whole.

In the establishment and development of a stimulating learning environment in early childhood educational settings, the personal attributes of the educator play a significant role in the training and development of children. These attributes include caring and attentive treatment of children, respect for their needs, humanity toward them, and a cultural approach to their upbringing (Məmmədov, Ələsgərova, 1993).

Observations indicate that children prefer and respect teachers who are kind, sincere, loving, and know how to treat them well. They do not prefer teachers who indulge in rude or aggressive behavior.

Children love teachers who respect their personality and are characterized by high levels of respect and love. Teachers should

make soft demands, avoiding harsh demands, punishment, and other negative methods. They should prioritize naturalness in teaching, taking into account children’s natural needs. If a child wishes to cooperate with others or play, teachers should create opportunities for this.

The democratic approach of a teacher to children and the non-discrimination of students are important aspects of a teacher’s personal qualities. The teacher should praise students for their small successes, encourage them, and increase their self-confidence. It is not appropriate to scold a student for mistakes, especially in front of peers, as this can lead to psychological difficulties for the child. Instead, the teacher should explain the mistake privately and advise the student not to repeat the behavior in the future, using a positive and supportive approach. Additionally, it is not advisable to compare one student to others, as this may lead to feelings of inferiority or inadequacy (Əliyev, 2023).

The first and most important place a child spends his or her early years is in the family, and parents play a crucial role in shaping the child’s upbringing and development. It is essential for parents to instill humanistic values in their children through their own actions and behavior. Parents have great potential in shaping the emotional development of their children, as they are the primary influence in their lives. Regular interactions with children provide an opportunity for parents to purposefully guide them towards positive behaviors and attitudes.

In today’s society, it is common for parents to disagree on how to raise a child, leading to confusion and uncertainty for the child. This can create a challenging environment for children, who may struggle to understand whose guidance to follow. Therefore, it is important that parents work together to establish clear communication and shared goals for their child’s education and upbringing, ensuring that they are supported and nurtured in a consistent manner (Məmmədov, Ələsgərova, 1993).

When raising a child, parents must follow the principle of consistent parenting, clearly indicating where the child is right and wrong. Parents must raise children from an early age in such a way that neither they nor society will suffer later. Children should be taught humanistic values such as being a true person, being considerate in human relationships, and speaking respectfully based on the parent’s own example.

In the family, a parent’s relationship with the other parent and with their children can

form certain emotions in the child. Any flaws or negative aspects in a parent's personal example can easily be transferred to the child. Therefore, parents must not distinguish between children, nor give more love to some and less to others. A parent must distribute all their love equally among children and not discriminate.

If a child has siblings in the family, parents must form humanistic values towards them as well. A sense of love and friendship should be fostered between the child and the adult, as well as human qualities such as compassionate behavior on the part of the older person towards the younger, the ability to share with one another, and concern for each other's well-being.

Professor A. Alizadeh notes: "Respect for a student's human dignity, treating them with trust and confidence, considering their goals, discipline, and interests as an individual – these qualities imbue the relationship between educators and students with bright human qualities. The educator, as a human being, lives through the relationship with their students" (Əlizadə, 1998, s. 217)

Parents play a crucial role in society, serving as its driving force. Children grow up in families, learning the basic principles of human interaction and communication within the family setting. The primary factors in raising children include their courageous, brave, honest, and decent development.

The Holy Quran also emphasizes the importance of parents properly educating their children from the very beginning. The best parenting method is to teach children to be polite and respectful. Parents should teach their children the truth and provide them with a fair education (Qurani-Kərim, 1992).

In his work "Akhlagi-Nasiri", N. Tusi notes that parents play a crucial role in raising children. He considers it essential that children growing up in families respect and care for their parents. Children should learn to speak less at home, be quiet, respond when spoken to, listen to adults, be ashamed of using inappropriate language, and praise for beautiful, kind, pleasant words. Respect for others should be instilled. Lying and swearing should be avoided, and helping others should become a natural habit for children (Tusi, 1989).

The success of the educational process relies on the personal qualities of teachers. To the extent that they begin the learning process in a positive state of mind, children will complete the process in an optimistic state.

Conclusion. The personal qualities of parents play a crucial role in shaping the humanistic qualities of children. These qualities include tolerance towards others, the ability to negotiate, and the desire to find common ground. Parents provide children with freedom, peace of mind, and unconditional love. Parental guidance and communication are essential in this process. Every father and mother must take responsibility for the well-being and healthy development of their child. Mutual understanding and respect are essential for a positive family environment. This environment fosters the development of humanistic qualities such as empathy, compassion, and cooperation.

Children who grow up in families characterized by honesty and love tend to develop these qualities more effectively. The love and support of parents serve as a foundation for the child's emotional and moral development. This love not only nurtures the child but also encourages the formation of positive values and attitudes.

The development of humanistic values in children contributes to the formation of several positive qualities, which act as an important factor for the child's future self-realization. The process of instilling humanistic values in children involves creating an educational environment based on these values, incorporating them into the teacher's teaching methods, and promoting their development through activities. Humanistic qualities play a significant role in preschool education and are influenced by the personality traits of the educator. Interpersonal relations play a crucial role in fostering humanistic values among children. The use of educational opportunities in the development of humanitarian relationships among children and the promotion of humanitarian feelings through activities such as exercises, games, and work are significant aspects of early childhood education.

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ФОРМУВАННЯ ГУМАНІСТИЧНИХ ЦІННОСТЕЙ У ДІТЕЙ: ВПЛИВ ОСОБИСТИХ ЯКОСТЕЙ ПЕДАГОГІВ І БАТЬКІВ

Анотація. У статті розглядається розвиток гуманістичних цінностей у дітей, вплив батьків та вихователя-педагога на цей процес. Ми дотримуємось думок А. Алізаде, Н. Тусі, Н. Казимова та ін.

Наголошено, що репутація вихователя-вчителя, а також батьків відіграє важливу роль у цій справі. Наприкінці статті надано інформацію про різні фактори, на які звертають увагу вихователі-педагоги та батьки при формуванні гуманістичних почуттів у дітей.

Основна мета роботи - продемонструвати вплив особистих якостей педагогів та батьків на виховання дітей та підкреслити їхню роль у просуванні гуманістичних цінностей та установок.

Метод. У дослідженні використовувалися різні методи, як-от: інтерв'ю, спостереження, педагогічні експерименти.

Оригінальність. У XXI столітті, з появою нового покоління та нового способу мислення, головним у розвитку вітчизняної освіти та педагогіки є виховання людей з новими почуттями, новою духовністю та новим стилем поведінки поряд з освіченим, професійним вихователем-учителем. Це основне завдання, яке держава ставить перед ним. Репутація вихователя-вчителя ґрунтується на тому, що він, крім освіти, має справжній педагогічний талант і майстерність.

Результати. Реорганізація системи освіти та її розвиток із більш гуманними тенденціями мають полегшити працю вихователя-вчителя, підготувати

гідних батьківщини та гуманізму громадян. Ключову роль у цій роботі відіграють, перш за все, добрі, красиві, щасливі та неповторні стосунки педагога-вчителя, його людська мудрість, досконалість, життєвий досвід. Особистісні якості вихователя-вчителя як архітектора творчого людського серця є головним чинником формування гуманістичних почуттів у дітей.

Висновки. З вищевикладеного випливає, що батьки повинні завжди поважати дитину та не порівнювати її з іншими дітьми або навіть з іншими братами та сестрами. Кожне слово, сказане дитині, має базуватися на принципі поваги та вимогливості. Батько повинен цінувати дитину і змушувати її вірити і відчувати, що вона цінна. Потреби дитини у безпеці означають, що вона має вести комфортне, безпечне життя. Насильство щодо дітей, загрози їм будь-якими словами та засобами означають нелюдське поведіння та поведінку. Обов'язок кожного з батьків – стежити за тим, щоб природні потреби та інтереси дитини вивчалися, щоб вона зростала і навчалася у комфортній, спокійній обстановці.

Ключові слова: діти; освіта; вихователь-викладач; батьки; гуманістичні ідеї; підростаюче покоління.

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