

**HUMANITIES AS A FACTOR OF HIGHER TECHNICAL
EDUCATION'S DEVELOPMENT**

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Abstract: the importance of Humanities in the development of higher technical education is explicated in this article. The necessity of humanization and humanitarization of the modern educational space as a factor in the development of the university education's national system is substantiated.

Keywords: higher technical education, "knowledge society", Humanities, Philosophy, Logic, soft-skills.

**ГУМАНИТАРНОЕ ЗНАНИЕ КАК ФАКТОР РАЗВИТИЯ ВЫСШЕГО
ТЕХНИЧЕСКОГО ОБРАЗОВАНИЯ**

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Аннотация: в данной статье показано значение гуманитарного знания в развитии высшего технического образования. Обосновывается необходимость процессов гуманизации и гуманитаризации современного

образовательного пространства как фактора развития национальной системы университетского образования.

Ключевые слова: высшее техническое образование, «общество знаний», гуманитарное знание, философия, логика, soft-skills.

The end of the XX – beginning of the XXI century is characterized by serious transformational processes in all spheres of modern society's life. The most significant of them is the tendency to a sharp increase of information as a result of which a global information space is being formed as well as informatization, computerization and digitalization of both the institutional sphere and the daily sphere of human life. In addition, it is necessary to mention modern integration and migration processes that determine the emergence of "hot spots" of discontent and tension. It is also worth noting the goal of some states to dominate the political, economic and cultural spheres which leads to the emergence of military conflicts. And it is necessary to mention the technological vector of social dynamics which intensifies and aggravates the environmental problems of modernity. Today, these and many other civilizational processes threaten the very ontological status of homo sapiens, actualize new tasks, the solution of which affects all types of reality and requires coordinated actions of all states.

The experience of the world's leading economies demonstrates the extraordinary productivity and heuristic potential of the transition to a type of society in which the strategic resource of its development is not a material resource but intellectual capital. Knowledge has undoubted benefits in comparison with energy and raw materials. It has a fundamentally different essences and character of impact on objective and subjective reality. Raw materials and energy resources are not renewable: the more we use them, the less we have them left. Knowledge, on the contrary, is an accumulative and reproducible resource: the more we use it, the more we have it. In addition, increasing the amount of knowledge can provide more raw materials and energy.

This type of society, based on knowledge, makes it necessary to update the goals and content of such an important institution of socialization as education. The Republic of Belarus does not stand aside. Our country is developing today in accordance with the world's leading trends. The Belarusian state considers a systematic transition to the "knowledge society" as a key factor of its sustainable development. In this regard, the reform and development of the national education system at all levels, increasing the competitive rating in the global educational space and relevance to the needs of the innovative economy are the priorities of the concept of national security of our country.

In particular, the new concept of university education of the Republic of Belarus involves the realization of an experimental project "Improving the activities of higher education institutions based on the "University 3.0" model. According to this model, the goal of higher education today is to train a highly qualified specialist with not only high-quality subject knowledge, but also a high

degree of adaptability to the rapidly changing demands of society and the challenges of modernity.

The Belarusian State University of Informatics and Radioelectronics is also taking part in this project. The accumulated experience has shown that a specialist who relevant to all the standards of an innovative educational model is the result of the formation of a logical and methodological culture of the personality which constitutes the theoretical foundations of professional development and continuing education. The Humanities are of priority importance in this process.

The logical and methodological support of the process of scientific and professional formation of students at our university is carried out mainly by the conceptual resources of such academic disciplines as "Philosophy" and "Logic". The long-term experience of educating students of the Belarusian State University of Informatics and Radioelectronics to philosophical sciences allows us to affirm their theoretical value and, most importantly, practical significance in the process of professional, scientific-methodological, ideological, axiological and civil-patriotic formation of highly qualified technical specialists.

It should also be mentioned that the competencies developed in the process of studying the humanities help to form the so-called soft-skills. Especially it is important for higher technical education. Today almost all large IT companies show an increasing need for the formation of soft-skills among graduates of technical university. It becomes obvious that "hard-skills" are developed by studying specialized disciplines should be supplemented with competencies that are formed through the Humanities.

The study of the humanities develops a culture of thinking, forms reflexive and critical competencies, speech culture, promotes creativity, creates a conceptual basis for successful intercultural communication, develops the ability to establish effective styles of interpersonal relationships in a team, as well as skills for preventing and resolving conflict situations, and many others.

In addition, the study of philosophy allows you to learn about the deep theoretical foundations of scientific knowledge (philosophical foundations of science), forms and methods of cognition of objective and subjective reality, contributing to the correct and rational organization of epistemological processes in the professional sphere, and also allows you to determine the axiological and anthropological dimension of modern scientific concepts, to set priorities and limits of professional competence.

In addition, it is difficult not to agree with A.A. Huseynov that philosophy as such is associated with a different understanding of life, sets a different order of values than the one practiced by people from the street, imposed by the authorities, served by professional people. Philosophy considers human life as if it depended on the possibilities of the thinking and acting individual himself and these possibilities themselves were unlimited, it considers it in the perspective of an individually responsible existence. There is the value of philosophy, including, above all, its place and role in society, unique in its kind, irreplaceable.

The study of Logic allows you to learn about the forms, laws and general principles of thinking and its universal nature common to all sciences. The practical usage of this knowledge allows you to organize intellectual activity as efficiently as possible, significantly optimize orientation in a living communicative space, organize the thinking process, make it more exact, unambiguous, coherent, consistent, justified (correctly perform various logical operations, make trustable conclusions, competently prove and refute, prevent and detect logical errors, etc).

Thus, the Humanities contribute to the development of the logical and methodological culture of the personality and make a significant investment in the education of the intellectual elite of society. In particular, the study of philosophical sciences helps to form competencies that are relevant to the goals and standards of the new concept of higher education based on the "University 3.0" model. There are competencies that allow you to carry out autonomous scientific research and learn new methods of research activities, orient yourself in the information space, the ability to develop innovative solutions, the skills of organizing effective communication in the professional sphere, critical thinking development technologies and many others. In this regard, the development of the national education system as one of the key factors in ensuring a progressive transition to the most perspective type of society based on knowledge seems unproductive outside of the trends of humanization and humanitarization of university education.