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## Developing a Personality through Humanizing Professional Education

**Abstract:** This study is a scientific justification for the hypothesis stating that the humanization of education contributes to developing a student's personality as a subject of educational activity and helps master knowledge and skills that boost the development of professional skills. The study includes 300 cadets from the Ivan Kozhedub Kharkiv National Air Force University in their 1-4 years of study. The study determines the main pedagogical support components of professional and personal self-development of military students. In the survey, 86.6% of military students positively assessed their professional and personal self-development, although senior students (46.8%) demonstrated less interest in this regard. The study reveals that modern higher education needs further humanization so that future specialists endorse and share humanistic values; the humanization of training at the military university results in positive changes in all criteria of professional and personal self-development of military students. It is necessary to provide three stages in the integral process of professional training: the motivation and value-oriented stage; the cognitive and activity stage; the reflexive and transformative stage.

**Keywords:** *Humanization of Education; Personality Development; Professional Training; Self-Actualization*

### INTRODUCTION

Over the years, general trends in the educational paradigm have been toward the democratization and humanization of education. This has led to an accumulation of serious educational potential. The global goal of education today is to develop those worldviews, professional qualities, knowledge, and skills that ensure an active social position and successful intellectual and professional activities (Ovcharuk et al., 2020).

The transformation process of the authoritarian/totalitarian education system over the years involves a great deal of institutional change, but in this chaotic and fast-moving process, an individual (a student) is often overlooked. The changing socio-political system and its demands can give roots to nostalgia and social disillusionment, which in turn lead to a rollback of democracy. In order to develop a democratic society and avoid a rollback in the future, post-communist countries have quickly begun to reform their educational systems in terms of both form and content (Hornat, 2019). At the same time, it is important to form not only moral but also professional

values while normalizing teacher-student communication in a democratic way (Slakmon & Schwarz, 2019).

Currently, the understanding of education has greatly expanded. The focus is on developing an intellectual and diverse personality that is prepared for the modern information society. There is a profound understanding that professional education should be personality-oriented. There is also an acute need to develop a new integrative theory concerning the development of professional competence and the theory of professionalism as a whole to explain students' interaction with the educational environment and their ability to transform themselves and the environment. The insufficient development of the study area and its significance are the reasons behind the topic choice in the present paper (Costa, de Mello Santos, & de Oliveira, 2022).

Many studies consider professional skills as a formalized set of knowledge and skills, determined, for example, by academic disciplines (Erickson & Lanning, 2013; Mercer, Oberdorfer, & Saleem, 2016). The current educational system implies the formation of great responsibility on a student in the advancing integration of nano

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education and personalized education. The current need for a professional goes beyond the one with sufficient knowledge of a specialty. There is a need for a specialist who is ready to think creatively, solve problems that no one has faced before, and make decisions that no one has made before. However, a person does not have these qualities intrinsically; critical thinking and tolerance should be taught. Therefore, the educational process should be built so that students get the opportunity to develop these qualities (He, 2016).

One of the most important functions of education these days is to develop a new generation of specialists - the humanitarian and technical elite, where each student acts as a subject of the education system, primarily because they can independently choose the orientation in training and education in general concerning personal goals. This emphasizes new training programs where teachers may think about "skill-development; individualized meaning-making; sensory-rich, memorable experiences; real-world relevance and community engagement; relationship building, and holistic development" (McConnell, Conrad, & Uhrmacher, 2020, p. 3).

This actualizes the need for self-realization and self-determination of a person within the educational process. Being a subject of the educational process, the students must be ready to plan their educational path to constantly improve professional and personal skills. An individual must learn how to independently seek and find new knowledge, must be able to organize their learning, and be active in learning that includes critical thinking and problem-solving activities, as well as experiential learning (Millis, 2012). This approach to understanding the student's role is based on social-cultural and cognitive psychological traditions. Some authors focus more on the metacognitive aspects such as knowledge about cognition (knowing what you know and don't know); others believe that effectiveness in learning comes about when the learners want to learn, do the thinking, produce meaning, and contextualize and generalize knowledge according to their aims (Farrington et al., 2012). This approach to learning includes a set of motivational and personal variables such as self-esteem and the ability to use learning strategies appropriately. Some authors consider it as an almost constant process of personality development that lasts the whole life (Säfström, 2018; Szkudlarek, 2018).

Many scientists consider the humanitarian component of professional training as a factor in raising the cultural level of students, and especially their ability to conceive cultural diversity. In this regard, it should be noted that Western educational theorists have contributed significantly to multicultural education understanding. Many scholars consider the mono-cultural curriculum as a shortcoming (Banks & Banks, 2019; Gay, 2018; Gollnick & Chinn, 2020. Karacabey, Ozdere, & Bozkus, 2019), they emphasize that independent thinking extends due to cultural differences, as the awareness of any assumptions, prejudices and stereotypes is a first step to the ability to positively interact with and learn from others. In this

process lies the essence of intercultural learning (Ott, 2021).

The humanization of education is closely related to humanitarianization, which should oppose the scientization of education. Hasibuan et al. (2020) understand the process of humanization as simply increasing the proportion of humanities disciplines that contribute to personal self-determination. It causes the educational process to become human-centered. Therefore, knowledge becomes an active form of a student's worldview as opposed to the situation when people acquire knowledge according to a formal scheme and do not realize the obtained knowledge in practice. Such knowledge is narrowed to information about events or to the sequence of algorithms and schemes of activity, which are formal (Saida & Kurbanova, 2020).

The problem of personality development cannot be solved under the current condition of professional education. Recent psychological and sociological studies have shown that modern higher education needs further humanization so that future specialists endorse and share humanistic values (Anderson, 2018; Luckett Jr., 2021). Thus, having studied the opinions of the educational community on the need for humanitarian competencies and the opportunities for their acquisition within the higher school, Kochneva et al. (2018) stated that most students (73.2%) and most teachers (72.8%) noted the importance of the humanitarian component. Some scholars believe that students' self-development, professional self-determination, and self-reflection are crucial components of professional education (Dzikovska, 2019).

The process of humanization at present is comprehensive, practical teaching strategies supporting the cognitive and emotional differences coexisting in the course of study. The faculty-student relationship is at the heart of humanization, serving as a connective tissue between student engagement and rigor (Camangian & Cariaga, 2022). Humanization strategies use pleasing visuals and warm asynchronous communication to create positive first impressions, trust between instructor and students, a culture of caring in an educational environment, and harness the potential offered by humanized education for equality. On the other hand, in the future of higher education, institutions must keep students at the center of decision-making and invest in the professional development of teachers (Mino, 2020).

Modern education is aimed at maximizing the subjectivity potential of education stakeholders, which actualizes creativity, critical thinking, and other personal qualities of an individual. As a result, the teaching concept under professional education should be shifted from teachers-based to students-based to change the situation where, according to Anderson (2018), in the time of digital era little attention is paid to the personality of students. The issues of students' internal demands in their process of growth and their true feelings in real life should be considered. In other words, a good balance should be kept between the teachers' guiding role and the students' leading role (Li, 2012). The theory of personalized

learning (Konobeev, Yukhimuk, Voytsekhovskaya, & Shchekich, 2020; Sadovaya, Korshunova, & Nauruzbay, 2016) can help solve this task. Part of personalized learning is critical thinking as it is often self-directed, self-disciplined, and self-monitored. In the context of personalized learning, students self-direct and self-monitor their learning; they need to know how to think critically about the content they are learning on their own, without continuous guidance from the teacher. The individual style of thinking affects process of learning. That is why any professional training should begin with the all-round development of personality, which is the major means to overcome the problem of a “patterned way of thinking” (Vaughn, 2018).

The ability to think critically and build one’s own educational plan is equally important for both the student and the teacher, but understanding the teacher and the student as subjects of the educational process is more characteristic of the Western school. For example, China, considering the educator as a subject and the educated as an object, embodies the state-led and teacher-centered education mode. Since the traditional ideological and political education ignores the subjective initiative of the educational object, the educated is a passive “receiver” (Suolang & Chen, 2018). In China, “teachers are not only required to preach, impart knowledge and resolve doubts”, they should “combine the whole process of education with the conduct of life, research and the pursuit of careers” (Li, 2012; Liu, Çolak, & Agirdag, 2020). Some scholars emphasize that the teachers’ “personality variables have moderating effects on the status and the teacher’s competences both generally and on the transversal competences” (Čepić, Vorkapić, Lončarić, Anđić, & Mihić, 2015). “A teacher’s professional development should not divorce with the routine instruction but orient to the teachers’ specific needs and conform to the curricular requirements and standards set both at the university and national levels” (Zhao, Zhou, & Yin, 2021). A teacher must also have an in-depth knowledge of themselves, so that they may analyze their feelings and behavior. Besides, a teacher should have a definite philosophy of life (Focus on Humanizing Education, 2017). In this regard, a teacher is “the whole person, an expert in the profession, as well as an expert in the field of pedagogical and psychological knowledge” (Macovec, 2018), who tends to develop “students’ strengths and passions to bring value to our rapidly changing world of work and life” (Zhao, 2018).

The above reflections on the issue under study are behind this article. The goal of the article is to substantiate scientifically and justify the hypothesis of the study. Consequently, the article states that the humanization of education contributes to developing the personality of a student as a subject of educational activity and helps master knowledge and skills that boost the development of professional skills. The object of study is professional education; the subject of study is the humanization of education as a factor in the development of a future professional’s personality.

## MATERIALS AND METHODS

The main study objectives that can be formulated as follows:

- checking the effectiveness of the specified pedagogical conditions that enable successful professional and personal self-development of a military university cadet;
- implementing a structural and functional model of professional and personal self-development of a military university cadet;
- analyzing the influence of the identified pedagogical conditions on the process of professional and personal self-development of a military university cadet.

The hypothesis stating that the humanization of education contributes to the development of the student’s personality required justification. Thus, a set of research techniques was used, including monitoring, questioning, testing, and using Internet resources (forums, social networks). The main research methods were complex socio-psychological testing (Mislevy, 2018), in-depth interviewing (biographical narrative interviews) (Cardenal, 2016; Creswell & Creswell, 2017), focus-group interviews (Krueger & Casey, 2014), and study of curricula.

In order to achieve the objectives, theoretical methods used included the systematic approach exploring a multi-level system of development and self-development of a future military leader’s personality in its dynamics; the analysis of philosophical, psychological, and pedagogical scientific literature to formulate and substantiate the concept of a cadet’s personality development by humanizing the teaching-learning process. The prognostic methods such as modeling, forecasting, and independent assessing were used to create, implement, and test the author’s educational and methodological materials that ensure the process of formation and development of the cadet’s personality in the university multicultural environment. The means of mathematical data processing verified the effectiveness of the experimental work; diagnostic methods - conversation, questioning, testing determined the ways to humanize education; pedagogical experiment was used to find out and implement the content, optimal conditions and methods for the formation and development of the cadet’s personality.

### Participants

The study was conducted in the Ivan Kozhedub Kharkiv National Air Force University and covered the period between 2017 and 2021. The study involved 300 cadets in their 1-4 years of study. The goal was to specify pedagogical conditions which may improve professional and personal self-development. Based on the total number of cadets enrolled at this institution, the acceptable sampling error does not exceed  $p = 4.82$ . Therefore, the used sample was representative enough for the purposes of the study. The various sociological methods were used to achieve the study’s aim: surveys, testing, and the Internet resources (forums, social networks) to question the subjects of the university’s educational environment. The main research methods were complex social and psycho-

logical testing, monitoring, interviews, questionnaires, study of educational programs, and so on. To compile the most complete profile of the cadets' professional and personal self-development, the method of analyzing the results was used. The analysis included the study of the materialized results of a cadet's personality formation, and the method of generalization of independent characteristics.

**Procedure and Result**

Lately, the teaching staff of Ivan Kozhedub Air Force University has been using new methods of teaching such as module-rating systems, integrative courses, differential curricula, alternative courses and disciplines. Some authors' special courses and techniques have been recently developed and implemented in the educational process. A special attention has been paid to innovative educational technologies to determine spiritual priorities in the development of a cadet as a personality. The most experienced and creative teachers interested in systemic thinking and ready for innovation have conducted lessons and delivered lectures.

Along with professional disciplines, cadets have studied humanities and listened to lectures on history, philosophy, and culture to learn about the achievements of human civilization. They have also worked independently, writing essays and participating in research both autonomously and in groups. Independent work created conditions for the development of reflective and evaluative skills. Moreover, it allowed cadets to determine the activity that best contributed to the development of personal potential, to understand which personal features

might become an obstacle to self-realization in the process of training, and to formulate recommendations for further self-improvement.

To study the individual psychological properties and qualities of military students' personalities, the most appropriate was the questionnaire for evaluating the individual adaptive capabilities "Adaptyvnist" (Adaptivity)-200", developed at The Hetman Petro Sahaidachny National Army Academy (Lviv, Ukraine) by A. Neurova, O. Kaprinus, N. Hrytsevich. This questionnaire, which included 200 questions, identified the adaptive capabilities of cadets based on the assessment of some social and psychological characteristics of an individual. The characteristics reflected the integral features of mental and social development and helped define the type of personality. The participants completed three online survey forms received via email. The levels of personality development in the process of professional education were identified and described with some criteria and indicators. They correlated with the components of a professional's personality and are presented in Table 1.

In order to verify each criterion of professional and personal self-development more successfully and accurately, their levels were identified as high, medium, and low. This facilitated a comprehensive, objective assessment for the level characteristics of the professional and personal self-development of a military university student. The study of the pedagogical support content for professional and personal self-development required identifying the specific activities of the university teachers to implement this support more efficiently. The study made it possible to identify the main components of the

**Table 1.** Criteria and Indicators of Personality Development

Component	Criteria and their content	Indicators
<b>Need and motivation</b>	<p><b>Motivational:</b>                      motivation of educational and professional activities;                      achievement motivation;                      goals and needs of educational and professional activities;                      need for self-direction of behavior and activity;                      need for self-development.</p>	level of motivation for professional activity; level of motivation for learning activities; development of cognitive needs; attitude towards future professional activity as a personal and social value; degree of the desire to achieve success; predominance of the motive for achieving success over the motive for avoiding failure.
<b>Content and process</b>	<p><b>Functional:</b>                      knowledge, skills and abilities of a communicative, regulatory and other nature;                      competencies: social and personal; economic, organizational and managerial; general scientific (cognitive competence); general and special professional (professional and functional knowledge and skills).</p>	the amount and quality of knowledge, abilities and skills and their compliance with the requirements of the state educational standard; general civil qualities; organizational skills; the ability to solve professional problems innovatively and creatively; techniques of constructive professional and interpersonal communication.
<b>Reflexion and assessment</b>	<p><b>Reflexive:</b>                      self-assessment;                      self-control and self-awareness;                      self-development and professional growth management.</p>	ability to design plan for own professional development; ability to self-direction of behavior and activities; self-understanding as a subject of educational and professional activity.

pedagogical support content for the professional and personal self-development of cadets of various years of study. The data of the study are presented in Table 2.

qualities and properties as determination (the ability to independently and quickly make responsible decisions and firmly implement them) - 68.8%; neural and emotional

**Table 2.** Pedagogical Support of Professional and Personal Self-Development of Military Students of Various Years of Study

Year of study	Main content of pedagogical support for professional and personal self-development of military students
1 year of study	Studying individual personality traits, pedagogical support of military students during the period of adaptation to the university educational process; assisting in planning cadets' personal and professional growth, solving personal problems and problems of adaptation to military service; building constructive relationships with the social environment in a military university.
2 year of study	Assisting cadets in designing a professional and personal educational trajectory, strengthening self-confidence, solving social and personal problems; modifying the forms of cadets' individual work in the educational process; organizing a system of efficient control over the cadets' educational activities.
3 year of study	Strengthening military and professional basics in mastering a military profession; involving cadets in the study; assisting in designing an individual personal and professional trajectory; promoting the cadets' personal growth; developing an active social position.
4 year of study	Increasing the level of cadets' self-organization and self-education; developing military and professional competencies; assisting in adaptation to real military service and the real conditions of military and professional activities; revitalizing cadets' further self-education and self-awareness.

Using the method of generalization of independent characteristics, developed by K.K. Platonov, information about the cadets was received. This method is based on the idea that a person in the learning process reveals personal qualities (business, strong-willed, communicative, political, emotional, etc.). Other cadets, teachers, and university commanding staff perceive these "manifestations" of personality and form certain opinions about this person. The study of these opinions, their analysis and generalization made it possible to draw objective conclusions about the personal characteristics of the cadets. The use of this method required the analysis of information obtained in the process of collecting primary data. Additionally, a variation of this method was used, namely, pedagogical counseling (according to Yu.K. Babansky), in order to discuss the results of the cadets' traits study, assessed specific personality features, and identify the causes of possible deviations.

The study identified that 86.4% of all military students would like to have opportunities for active professional and personal self-development. The study of this phenomenon dynamics showed that the largest number of the military students mentioned this was from those in their first and second years of study. The study confirmed the assumption that this was due to dramatic changes in the conditions and lifestyle of military students that were linked to the transition from school to university education. Senior cadets showed less interest in professional and personal self-development - 46.8%. However, at the same time, 86.6% of military students positively assessed the professional and personal self-development that occurred during their study at the military university.

The present study also determined the changes in the structure of the professional and personal qualities of senior cadets. The findings showed that cadets most often recognized changes in the development of such personal

resistance to stressful situations (self-control, endurance, high work productivity under difficult, stressful and unexpected situations) - 38.4%; strong interpersonal skills, communicative skills, openness - 72.4%; leadership qualities - 68.2%; punctuality, cohesion, responsibility - 72.0%; the ability to express opinions correctly and consistently - 26.8%; activity (energy, the ability to overcome obstacles and get the job done) - 68.8%; adaptive abilities - 82.4%. The results of the study revealed that, generally, training at the military university positively affected all criteria of cadets' professional and personal self-development (Table 3).

The analysis of the results showed that the identified and implemented pedagogical conditions for the professional and personal self-development of military university cadets were efficient enough. They led to a significant shift in professional and personal self-development. Besides, the pedagogical conditions helped cadets acquire new qualities that characterize the current level of requirements for a future officer.

University education to a large extent facilitates the preparation of young people for their future profession. However it should not only be limited to the preparation for future professional life, it must be one of the possibilities and ways to integrate young people into the full life in society (Sitorova & Michvocíková, 2016). Therefore, organization of the educational process at the university contributed to identifying the components both of professional and personal development. The components met the organizational, pedagogical, and psychological requirements, and had the resource support. They were structured as follows:

– *motivational and value-oriented* component (Renninger, 2019) focused on developing the humanistic orientation of the individual, contributing to the increase in the significance of the profession;

**Table 3.** Changes in Professional and Personal Self-Development in the course of training

Criteria of professional and personal self-development of military students		High level		Medium level		Low level	
		Groups					
		reference	experimental	reference	experimental	reference	experimental
		people	people	people	people	people	people
		%	%	%	%	%	%
Value and motivational criterion	before	10.7%	13.3%	40%	37.4%	49.3%	49.4%
	after	17.3%	45.4%	66.6%	49.3%	16.1%	5.3%
Cognitive content criterion	before	22.7%	21.3%	42.7%	36%	34.6%	42.7%
	after	21.3%	30.4%	61.1%	57.6%	17.6%	12.0%
Constructive and practical criterion	before	10.7%	10.7%	33.3%	32%	56%	57.3%
	after	16.8%	37.3%	56.8%	51.9%	26.4%	10.8
Average value of distribution of military students of groups by levels (%)	before	14.7%	15.1%	38.6%	35.1%	46.7%	49.8%
	after	18.4%	37.7%	61.5%	52.9%	20.1%	9.4%

- personality-regulated component (Maluth, 2022) involving a set of personal characteristics or integrative professionally important personality traits that enable developing individuality, and contributing to the development of personal potential and professional self-realization;
- cognitive component (Clement, 2022) including realization of personal resources, means, and methods of personal and professional self-actualization; various mental operations, such as self-understanding, self-awareness, forecasting and designing, systematizing; decision making in crisis situations; knowledge and understanding of mechanisms for the formation of ethical attitudes; capability to self-organize;
- activity and creative component (Lemmetty, Collin, Glăveanu, & Forsman, 2021) focusing on mastering creative techniques to perform socially significant activities; assumes building productive communicative behavior and interpersonal relationships, skills of effective behavior and interaction in difficult life situations, skills subject-subject interaction.

The presented structure and content of the components of personality development in the process of professional training made it possible to build a model of this process. The main components of the model are the following: the block of values and goals, the content block, technological block, and the block of results and assessment (Figure 1).

## DISCUSSIONS

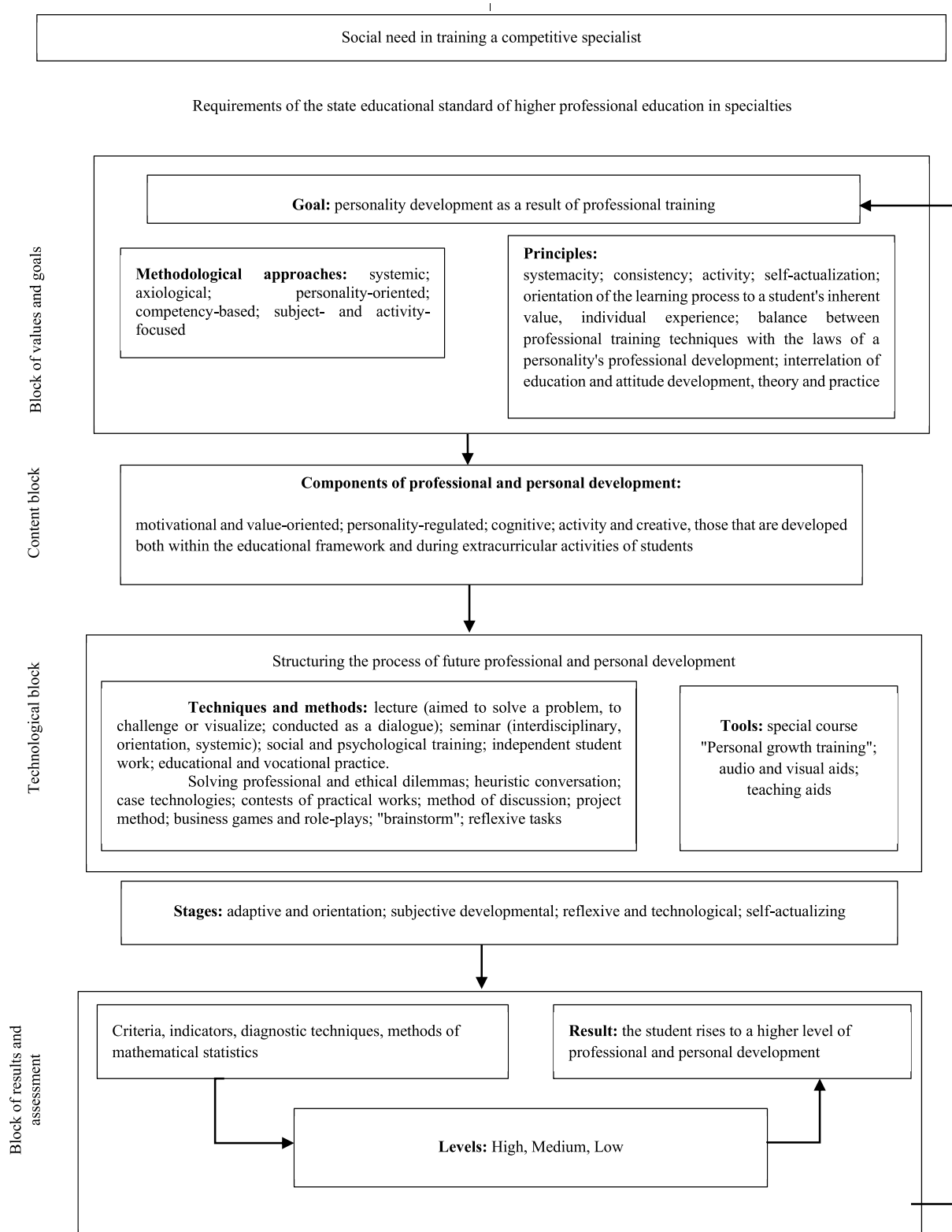
### Effects of humanization

The present study showed that the identified and implemented pedagogical conditions for the professional and personal self-development of military university students were efficient enough. They significantly changed

the attitude towards not only professional but personal self-development as well. This fact is crucial since “we all should be aware of both human values and professional skills, and have privilege for people’s value everywhere, all over the world’s culture, religions, society, professional sphere, and so on” (Rathore, 2020).

Based on the study results, the professional training of specialists in the context of humanization was consider as double goal-setting. This implies the general professional development of a specialist (the development of general and professional culture, the formation of professional competence) and personal development (the development of personal qualities, and ultimately self-actualization). We understand self-actualization following the idea of K. Goldstein, who first used this term and defined it as a motive to realize a person's full potential: "the tendency to actualize itself as fully as possible is the basic drive ... the drive of self-actualization" (Whitehead, 2017). We share the most widely supported idea in the scientific community that self-actualization considered in Maslow's hierarchy of needs as the highest level of personal development is a set of measures due to which a person fully realizes their potential (Maslow, 2014). The study allowed designing a model of personality development within professional education, focusing on training a professional with regard to places and positions where the graduates could work according to the qualification they obtain, and on ensuring the general level of education and intellectual development due to the humanitarian and natural sciences of the university’s curriculum.

The present study showed that the process of developing a professional personality is long, complex, and holistic. In order to make professional training more efficient, it was reasonable to focus on three stages within the educational process. The first was the motivation and value-oriented stage. At this stage cadets developed an



**Figure 1.** Model of Personality Development as Part of Professional Training. Craft et al. (2012), Deci & Ryan (2008), Pelletier et al. (2004), Baker (2017).

attitude toward future professional activity as a personal and social value, they became aware that developing the qualities of a competitive specialist is significant and realized the need for professional and personal growth. The second stage was the cognitive and activity one. The cadets acquired necessary knowledge, and mastered skills and abilities to solve professional tasks creatively and

innovatively. The third was the reflexive and transformative stage, when cadets self-regulated their behavior and activities; assessed their educational and professional activities, actualized personal competitive qualities and developed the ability to design plan for their professional development. All these stages were determined by the logic of the syllabus and the potential of general

humanitarian, social-economic, general professional and special academic disciplines, the content of vocational practice. They were also based on the idea of developing a student's personality as a subject of educational and professional activity within the framework of professional training.

### **Perspectives on the humanization**

We believe that humanitarian disciplines guide and motivate cadets' professional and personal self-development by increasing the general, social and humanitarian culture. Since the cycle of social humanitarian disciplines is mainly aimed at actualizing students' professional and personal self-development, it improves the quality of learning any academic discipline; develop the skills of logical thinking, self-identity, and self-sufficiency; deepen the spiritual self-realization; form a holistic worldview; determine the place in society and make cadets aware of the purpose and objectives of their job responsibilities. It is the study of social and humanitarian disciplines that forms the moral position of a person. "Personal potential suggests personal properties and qualities that provide a person with both the personality development and its external manifestation in the creation of objects of material and spiritual culture" (Clement, 2019). The humanistic orientation of professional training actualizes the personal subject position, taking into account the individual interests and capabilities. Consequently, it can gradually stimulate cadets' desire for self-expression and the development of personal potential in the processes of acquiring professional knowledge and mastering working techniques.

We support the idea that modern education should be based on the integrity of both teachers and students' personal characteristics, which actualizes "the issue of careful reflexive and methodological support of the modern higher education system and the development of specific humanitarian educational technologies" (Radchuk, Adamska, Oliinyk, & Chopyk, 2021). "Students' personality traits and learning styles help instructors better understand the students, create a more conducive learning environment, and encourage students to be more successful. General teaching strategies must be integral in order to meet the needs of all different learning personalities" (Crews, Sheth, & Horne, 2014). Ellis and Bond (2016) note that learning through live problem-solving facilitates self-realization of students within the framework of higher education. We share the view of Suolang and Chen (2018). Considering modern educational trends, they put forward three approaches to promote the construction and perfection of students' subjective consciousness and the development of modern education:

- reform the educational pattern by respecting students' subjective values;
- broaden the educational channels by integrating students' surroundings;
- enhancing the effectiveness of education by mobilizing students' subjective Initiative.

It is required that teachers move from traditional teaching methods and students improve their initiative

through diversified teaching content, which is crucial for training innovation consciousness. For students, the learning method plays a significant role (He, 2016). One of the key current areas of upgrading the holistic system of education is strengthening humanistic and personality-oriented components. Many scholars focus their studies on the personality-oriented approach (Fleischmann, 2021; Jang et al., 2017; Klinkov, 2019; Sandars et al., 2020). Golz, Graumann, & Whybra (2019), and Rusu (2019) suggest that teachers must think in a humanizing way.

### **CONCLUSIONS**

The article reports on the study conducted in the Ivan Kozhedub Kharkiv National Air Force University. Considering the study results, various literature data and state educational standards in different specialties were analyzed. Besides, we studied the experience of training military specialists in the information and educational environment of our university. Thus, the determinants of professional and personal development were identified. These determinants included motivational and value-oriented, personality-regulated, cognitive, and activity and creative components. At the same time, the discussion of some humanization of professional training issues resulted in the following statements:

- modern higher education requires further humanization so that future specialists endorse and share humanistic values;
- the goal of education of education should be considered as the personality self-actualization and self-realization; personality-oriented teaching technology requires humanistic philosophy, psychology, and pedagogy; teachers should focus on a unique, holistic personality that strives to fully realize all capabilities (self-actualization);
- a personality should be regarded as the highest value, conditions for harmonious personality development should be provided, as well as the growth of students' spiritual potential;
- a personality is developed by mastering professional skills that are significant for an individual, since a professional development occurs only as a result of the integral development of both professional and personal qualities;
- students should plan their educational path to improve professional and personal skills constantly through their active involvement in the educational process.

The study present identified personal educational components that meet the specifics of professional activity and determine professional and personal development: motivational and value-oriented, cognitive, activity and creative. The study showed that humanization of training at the military university resulted in positive changes in all criteria of professional and personal self-development of military students. It is crucial to provide three following stages in the integral process of professional training: motivation and value-oriented stage; cognitive and activity stage; reflexive and transformative stage. Besides, the curriculum of social humanitarian disciplines should be



aimed at actualizing professional and personal self-development of students. The humanistic orientation of professional training gradually fosters cadets' desire for self-actualization and development of personal potential in the process of mastering professional skills and abilities by updating the personal subjective position, taking into account individual interests and capabilities. The results can be used in further pedagogic, psychological, and philosophic research on educational issues of personality development. The results are versatile, can be integrated into international educational practice, and applied to teaching both civilian and military students.

### CONFLICT OF INTERESTS

The authors declare no conflict of interest.

### ETHICS APPROVAL

The authors declare that the work is written with due consideration of ethical standards. The study was conducted in accordance with the ethical principles approved by Ivan Kozhedub Kharkiv National Air Force University (Protocol No 5 of 15.07.2021).

### PATIENT CONSENT

The study was conducted by interviewing subjects that participated voluntarily.

### CONSENT FOR PUBLICATION

All the participants have given their consent for the publication of the study results.

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### AVAILABILITY OF DATA AND MATERIALS

Data will be available on request.

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