The influence of teaching methods to develop humane personality of primary school teachers (based on the humanities)

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Abstract: The strategic objective of the present stage of social development is the fundamental changes in the Higher Education development. In the former post-Soviet Union, particularly in the Republic of Kazakhstan, the problem of the theory and practice of nurturing was in crisis in the late twenties and early 21th century. This crisis was expressed in all stages of value, trust, content, process and technological results. In such historical and social formation condition one of the most important tasks in the Higher Education of Kazakhstan is the development of humane personality of the future teacher. Humanities encourage everyone to live having pains, joys, thoughts of others, accustom the students to the people, making a stranger close to, educating their responsiveness and responsibility for everything that happens around. Finally, they are oriented to the realization of knowledge, having of practical skills and form a desire, the need for their acquisition. Knowledge and skills acquired in teacher training colleges are in demand in the labour of primary school teachers. This was proven by the experts.Based on the above described there is no doubt that the development of system-integrated approach to the development of pedagogical university students' humane personality based on teaching methods.

1. Introduction

The undoubted sign of our times is destruction of borders: borders between nations, boundaries between eras, boundaries between permissible and impermissible ...This boundless can be taken as the wind of freedom but sometimes it threatens danger.

We live in the impetuous century. What seemed appropriate yesterday, today appears as an archaic phenomenon. If we fall into self-deception satisfying today's success, we lose the future by not preparing it. Therefore the teacher is responsible for education of the individual on the basis of the humanistic approach. Due to the requirements of the new era which identifies by global trends of development of scientific and technological revolution and socio-economic progress, in the condition of the laws of the market economy cannot prevent a decline in arts education of students of pedagogical universities. The decrease of humanities education of pedagogical universities students is not possible in the condition of the laws of the economy market and because of the new era requirements which identified by global trends of development of scientific and technological revolution and socio-economic progress.

The importance of the development of humane personality of a primary school teacher is currently increasing because today's schools are not satisfied to the requirements of social and economic development of the Republic of Kazakhstan.

These disadvantages are seen expressed as follows: uniformity still existing teaching at schools, it is far from the national cultures; individualism of a student is underestimated, role of the development humane personality is weak.

In the Address of the President to the People of Kazakhstan it is said: "We must patiently transform mass consciousness relying on the younger generation who is better adapted to the new system of values and has a new vision for the future."

Humane teachers transfer the children their temper and appears as an example of humanity while accustom them to knowledge. Knowledge does not exist without a teacher for a child. If the child does not like the teacher or afraid of the teacher or does not accept the teacher as a friend, teaching is lost all its value. Deserving children's love is a vital concern for the first (and any subsequent) teacher. There reason for this is that the child enters to the world of knowledge and develops moral values of the society only through the love to the teacher.

The scientific papers highlight the importance of humane personality of the teacher in the education of

primary school students. The child tends, of course, unconsciously, to develop the capabilities through training by relying on the teacher's help. Moreover, a primary school for the child is, first of all, the teacher! Therefore, it is clear how important is the humane personality of the teacher for the child and for the child's successful learning.

Education does not take place without teachers but not having authority means a teacher is not the teacher. If only the teacher has authority, the student becomes open to the pedagogical influence. Support, advice and guidance of the teacher will not deter the student but rather will encourage his learning activity.

Humanities encourage everyone to live having pains, joys, thoughts of others, accustom the students to the people, making a stranger close to, educating their responsiveness and responsibility for everything that happens around.

Finally, they are oriented to the realization of knowledge, having of practical skills and form a desire, the need for their acquisition. Knowledge and skills acquired in teacher training colleges are in demand in the labour of primary school teachers. This was proven by the experts.

Based on the above described there is no doubt that the development of system-integrated approach to the development of pedagogical university students' humane personality based on teaching methods.

The problem of teaching methods is one of the complex and multi-sided problems in modern pedagogical science. It covers a wide range of public and private areas to which many of studies of the philosophical, sociological, psychological, pedagogical, methodological content is addressed.

Teaching methods passing through the soul of the teacher inspire love to the children and fill with a sense of humanity, become sophisticated, flexible, targeted, and therefore effective. You cannot talk about effective teaching methods if the main following thing is unknown: what type of man the teachers who will use these methods are, have they soul and heart or not.

The critical analysis of the references showed that the problem of teaching methods is not a subject of special study when studying humanities in the pedagogical universities.

Therefore, the need for a study aimed to resolve existing contradictions between the needs of the practice in humane personality and level of forming the appropriate knowledge, skills and motivation objectively. The problem of our study is identifying the impact of pedagogically effective, scientific approved teaching methods that contribute to improve the study of humanities by the students of pedagogical universities.

2. Materials and Methods

Theoretical basis and practical learning aid of the system of methods of training at the development of humanity individuals of pedagogic institutions (on the material of humanitarian subjects)

A theoretical analysis of the philosophical, psychological and pedagogicalliterature on the subject (domestic and foreign scholars), the study and analysis of the scientific, methodological and archival documents on school education, higherpedagogical education, learning curriculumand methodical documentation of Higher Education (National general education Standards, curriculumand programs, textbooks, manuals, assignment papers and theses, reports on teaching and practical training, etc.) and high schools (teachers' meetings solutions, education and nurturing activitiesplans, labour contracts with the research institute, etc.), system structural analysis, modelling, pedagogical experiment (ascertaining and forming) during which questionnaires, observation, conversations, interviews, quantitative and qualitative analysis of the results of the experimental work was widely used.Retrospective analysis of the authors' pedagogical work was also used.

3.Results

The development of a future primary school teacher has its own features in the various years of study. Over several years our observations have shown that the objective related to association of the recent entrants to the forms of collective life is solved in the first-year. The behavior of the students differs with a high degree of conformity: the first-year students have no differentiated approach to their new social role as a student of the university. The second course has the most intensive period of training activities. All forms of education and training are intensively included to the second-year students' lives. They receive general training and their broad cultural interests and needs are formed. Basically, the process of adapting to the conditions of training in Higher Education is completed. The third year is the beginning of specialization and strengthening interest in scientific work as a reflection of the further development and deepening of professional interests of the students. The need for specialization often leads to a narrowing of the scope of varied interests of an individual. In Higher Education the form of personality is determined by the factor of specialization in general terms. The first real introduction to the programme is done during the period of practical training.

Intensive search for more efficient ways and forms of special training is suitable for the students' behavior. Values of life and culture are reassessed by the future teachers. In the fourth year the prospect of

the graduation creates clear practical guidelines for future occupation. There are new values that are becoming more and more relevant to the material and marital status, place of work, etc. The student is moving away from collective life of the pedagogical university.

Our analysis of aged psychology allows us to believe that it will correctly use training methods in training and educating the students of pedagogical universities.

However, we believe that the use of teaching methods should come directly from the theory of activity because the method is the art of directing thoughts and arrange the activities by known plan and target.

Based on the study of theoretical work we formulated the conclusions that any activity carried out by various methods. Different types of activities depending on their aims are performed by different methods of learning.

The problem of teaching methods is one of the main problems to be solved by pedagogic science and practice. You cannot talk about the impact of teaching methods without defining the initial concept of "teaching method". In our study we tried to answer the question: How is the teaching method understood in psychological and educational literature?

In general the teaching method is a generalized representation of a scheme of interaction of a teacher and student and a model of activity (I.J. Lerner).

Didactic method is a system of pedagogical rules and regulative principles dialectically interrelated and interdependent activities of teachers and students used to solve a particular class of problems and leading to the achievement of the set of didactic purpose (M.I. Makhmutov).

Method is a category of consciousness and a certain abstraction of action; the system of methods carries a learning strategy, the type of educational and teaching process (M.M. Levin). It seems that with all the difference between the authors concepts presented here they are combined by understanding of methods as an abstraction derived from the model, type and direction of teaching. The most productive implementation of this approach is shown in I.J. Lerner's concept which has received wide recognition among us as well as among the foreign pedagogy.

The teaching method is regarded by him as a general model of having a specific structure - the composition of components in their communication and relationship. The initial components are the teaching objectives, elements of educational content and methods of understanding.

Research methodology is crucial for us because it can be taken to build a system of teaching methods:

to build a system of teaching methods to study humanities in pedagogical higher educations.

We, the teachers, have developed a system of teaching methods in line with Z.I. Vassilyeva's concept taking into account multiple functions and manifestation of teaching methods itself in the study of humanities at pedagogical universities: the method of goal-setting, informational and instructive method, orientation and labour method, communicative method and evaluation method. We think that the system described performs not only the diagnostic functions but also regulates the pedagogical process successfully. In addition, they have a great teaching and educational force.

As a result of theoretical analysis of the research problem, we have developed a hypothetical model of the research phenomenon, criteria and indicators (Table 1).

We look at the hypothetical model of humane personality of primary school teachers as a complex psycho-pedagogical system, the structure of which is characterized by unity of psycho-pedagogical and content components. The definition of criteria and indicators plays a key role in the model. We proceeded from the need to define the set of indicators, for which measure or criterion can be represented by the qualitative characteristics that carry a meaningful description of knowledge, skills and motivation (Table 1).

Our hypothetical model contains the main characteristics of the developed humane personality of a future primary school teacher allowing the teacher to perform certain professional functions in working with young school students.

In our view knowledge, skills, motivation and quality will provide the opportunity to use them wisely in teaching. The list of areas of knowledge and skills created through the analysis of documents that reflect the professional activities of specialists with higher education in the new political and economic system.

Kazakhstan left the old political and economic system, and today, as noted in the Address of the President of the country "there is a perfect new state, and completely different political and economic system works". Therefore, getting used to and adapting to a new type of human relationships and people have to change.

Defining the structure of the psychological model of humane personality of a future primary school teacher, we started from the theory of personality. In our view, it should be characterized by the unity of the cognitive, the activity-behavioral and motivational-demand areas of the development of personality.

Table 1 - Hypothetical model of the development of humane personality of a future primary school teacher

Psychological components	Volumetric components. Criteria and indicators	Personal education
Cognitive development of an individual	*knowledge-awareness:* the relevance of humanitarian education; the content of the humanities; humanitarian concepts; language of the humanities; teaching methods.	*Self-assessment*
Activity-behavioral sphere of the development of personality	*Mastering the skills (ways) of activity and behaviour:* -consciously understand the role of the humanities; - to analyze the course material; -to determine the vision of text structure and the skills of its operating elements; - to think, compare and analyze phenomena, facts and events dialectically; - to communicate and express thoughts in Russian, Kazakh and foreign languages easily, to enter into a dialogue; -to select and use teaching methods; -to own aesthetic taste, ethical and pedagogical tact of primary school teacher.	Activity
Demand and motivational sphere of the development of personality	*Formation of motivation - aspirations, desires, interests and needs:* - aspiration, define the goals and objectives of humanitarian education clearly; - interest, desire and the need to study humanities; - aspiration, the ability to express thoughts; -interest in the methods of teaching and a desire to master them; -the desire to analyze and evaluate the problems of the humanities; -the need to develop speaking and writing abilities; -the desire to dispute an opinion, argue and persuade others; -the need to develop professional and cultural level.	*Orientation*
Advantages of personality: competence, sociability, conscientiousness, dedication, honesty, humanity.		

Cognitive sphere determines the degree of knowledge - awareness of mental operations.

Activity-behavioral sphere characterizes acquirement of the ways of mental operations.

Motivational-demand sphere characterized by an interest - desire to perform mental operations.

Deepening psychological and educational content of the development of humane personality, we believe that it is based on specific actions: knowledge - awareness, having skills (ways) of activity and forming motivation - aspirations, desires, interests and needs.

This model is aimed to understand students' need and the importance of professional knowledge and skills in professional activity.

The components of the model are interrelated and interdependent. Knowledge, in turn, has a direct impact on human behaviour and motivation and vice versa. Motivation, in turn, is mainly determined by the system of knowledge and skills.

Self-assessment of personality - the mastery of professional knowledge.

Activity of personality - involvement into professional (learning and cognitive) activity.

Orientation of personality - professional motivation (learning and cognitive) activity.

These characteristics of personality are closely related. Activity of an individual (professional and social) is associated with self-esteem; low self-esteem prevents purposeful stable activity. People must have enough adequate self-esteem in order to be active. They try to be active in the direction of the activity the success of which will bring authority in the collective. Activeness of the students depends not only on the acquisition of knowledge but from the professional interests of sustainable development, the formation of professional settings, activity motivation, needs and internal position of an individual that is essential for the formation of learners' professional competence.

On the basis of the thought experiment we have identified three levels of humane personality of the students of pedagogical colleges: high, medium and low.

During the experiment the following research objectives were examined:

- to identify and describe self-esteem by students of humanitarian pedagogical colleges.

- to identify the real level of skills (ways) activity and behaviour of the students.

- to identify the formation of motivation - aspirations, desires, interests and needs of students to study humanities.

In order to study the development of cognitive, behavioral and activity, demand-motivational sphere of an

individual, the students of pedagogical universities were offered a comprehensive questionnaire that focused on their self-esteem: How do they evaluate their knowledge of humanities and how to recognize the need for them? How to assess the skills? What motives and aspirationsdo encourage them to study the humanities?

As a result of the survey we found that the students of the pedagogical universities assess their knowledge in humanities differently: high(27.9%), the main part of students assessed their knowledge as medium or low (respectively 47.6 and 23.8%).(Table 2).

Table 2 - Self-assessment of the students of the humanitarian pedagogical universities

Knowledge-awareness	Self- assessment of the students								
	International Kazakh-Turkish University named after Kh. A. Yassavi (198 people)			SouthKazakhstan Pedagogical University (81 people)			Taraz State Pedagogical Institute (100 people)		
	B	C	H	B	C	H	B	C	H
Relevanceofhumanitarian education	5,0	38,9	56,1	1,2	39,6	59,3	9,0	52,0	39,0
Content of humanities	46,5	45,4	8,1	48,2	40,7	11,1	39,0	44,0	17,0
Humanitarian concepts	32,3	51,5	16,2	28,2	55,6	16,0	31,0	52,0	17,0
Language of humanities	35,4	53,5	11,1	27,2	60,5	12,3	36,0	47,0	17,0
Teaching methods systems	30,3	44.4	25.3	29,6	49,4	21,0	30,0	40,0	30,0

Note - B - high, C - medium, L - low levels. Data are given in percentage.

The analysis of the survey of three students of pedagogical universities(International Kazakh-Turkish University named after H.A.Yassavi, South Kazakhstan Pedagogical University, Taraz State Pedagogical Institute) has shown that the vast majority of the students (58%) rated knowledge of theoretical concepts at a high level.

At the same time the table shows that there is no significant difference in the students' self-esteem of these three universities.

The result of self-assessment of pedagogical university students shows that the high level of the development of skills ranged from 9.6% to 35.9%,medium - ranging from 39.5% to 62.0%, low - in the range of 17.2% and 45.4% (Table 3).

Table 3 - Self-assessment of mastering skills by the pedagogical university students

Mastering skills and behaviour	Self-assessment of the students								
	International Kazakh-Turkish University named after Kh.A.Yassavi (198 people)			SouthKazakhstan Pedagogical University (81 people)			Taraz State Pedagogical Institute (100 people)		
	B	C	H	B	C	H	B	C	H
1. Understanding of the role of humanitientelligently	24,7	52,1	.23,2	28,4	51,9	19,7	21.0	47,0	32,0
2. To analyse curriculum	18,7	60,6	20,7	20,0	50,4	29,6	183	62,0	20,0
3. To determine the vision of text structure and the skills of its operating elements	35,9	463	17,2	30,9	39,5	29,6	19,0	45,0	26,0
4. To think, compare and analyze phenomena, facts and events dialectically	24,7	52,1	23,2	28,4	51,9	19,7	21,0	47,0	32,0
5. To communicate and express thoughts in Russian, Kazakh and foreign languages easily, to enter into a dialogue	9,6	45,0	45,4	16,0	43,2	40,8	17,0	44,0	39,0	
6. To select and use teaching methods	24,7	52,1	23,2	28,4	51,9	19,7	21,0	47,0	32,0	
7. To own aesthetic taste, ethical and pedagogical tact of primary school teacher	35,9	46,9	17,2	30,9	39,5	29,6	19,0	45,0	26,0

Note - B - high, C - medium, L - low levels. Data are given in percentage.

The table shows that there is no significant difference in the self-assessment of mastering skills by the International Kazakh-Turkish University named after Kh.A.Yassavi, SouthKazakhstan Pedagogical University and Taraz State Pedagogical Institute students.

The findings suggest that the students analyze study materials poorly; they cannot communicate freely, express their thoughts in Kazakh, Russian and foreign languages and enter into a dialogue; they do not make full use of training methods.

It was equally important for us to identify the motives, aspirations, desires and needs of the students to study

humanities.

As a result of the survey we found that attitude of a large number of students (76.3% - International Kazakh-Turkish University named after Kh.A.Yassavi, 65.2% - SouthKazakhstan Pedagogical University, 79% - Taraz State Pedagogical Institute) to humanities is positive; neutral attitude expressed 22.7% 31.1% and 20% students respectively. Only 1.0%, 3.7% and 1.0% gave a negative answer (Table 4).

Table 4 - The ratio of students of pedagogical universities to study the humanities

Degree ofattitude	Pedagogical university students		
	International Kazakh-Turkish University named after Kh.A.Yassavi	SouthKazakhstan Pedagogical University	Taraz State Pedagogical Institute
Positive	76,3%	65,2%	79,0%
Neutral	22,7%	31,1%	20,0%
Negative	1,0%	3,7%	1,0%

In accordance with the hypothetical model of the research subject we have conducted a formative experiment on the basis of International Kazakh-Turkish University named after Kh.A.Yassavi.

We carried out experimental and pedagogical work consistently. Its content included the following:

1. Theoretical training of teachers.

2. Introducing students to the possibilities of each teaching method.

3. General familiarity with the method of choice of teaching methods.

4. Performing a series of pedagogical situations.

5. Development and implementation of lessons in primary schools.

The formative experiment was conducted at a school where the students were in the internship. This allowed us to analyse the students' capabilities.

Comparison of the results given in the table shows the overlap between the three students of pedagogical universities. Consequently, the nature and characteristics of the educational process are adequately reflected in the demand-motivational sphere of the development of personality. Thus, the study of these motifs allowed us to evaluate the results of motivational components in the study of the humanities, to identify disadvantages and to make adjustments to the educational process of pedagogical universities in time.

To validate the study of the research method we had intellectual game "Unknown about the known". It was created seven teams among the graduates. Each team consisted of six players. Undoubtedly, knowledge, erudition, broad-minded and good memory were essential requirements for participation in the game.

The correct response was determined by the expert committee.

The teams had to meet several requirements. Firstly, the response must be formulated clearly. Secondly, several options cannot be offered as the answer.

Participants were asked to answer 95 different questions related to humanities during the game.

As a result of the game "Unknown about the known" we have received the following picture.

None of the answers of the seven teams marked high by the expert committee. A small percentage of the participants (34%)were characterized by having partial knowledge whereas the most of the players (66%) were characterized as they had no knowledge.

The findings shows that there is a need for implementing systems of innovative teaching methods in studying humanities in pedagogical higher education. Consequently, if a system of innovative teaching methods is not implemented, students' knowledge, skills and their development reduces.

The program of experimental work included theoretical training of the International Kazakh-Turkish University named after Kh.A.Yassaviteachers. We have developed a plan and work program of scientific-methodical seminar "The theoretical fundamentals of teaching methods". The program lasts for 22 hours including 12 lectures and 10 practical lessons.

A teacher uses teaching methods by managing the educational process and adjusting the degree of autonomy of students. Currently, the ability to choose a scientifically justified system is a measure of excellence in the teaching. Teaching methods depend on the goals while the result depends on teaching methods.

After analyzing the possibilities of humanities, we have proposed the following set of requirements that provide an optimal choice of teaching methods:

- stating the aims and objectives of a lesson;

- stating the specific content of the material:

- indentifying ways of understanding the material;

- determining students' capabilities;

- comparison of the opportunities of different teaching methods;

- relying on a set of principles in choosing methods.

Teaching of humanities requires not only one

method but also a number of methods and their complex system.

The proposed system of methods accomplished in the lessons of humanities.

After a general introduction to the capabilities of individual techniques and methods of their choice students are invited to perform a series of pedagogical situations that implements a set of procedural activity-related methods.

We have proposed a system of teaching methods based on the concept of Z.I. Vassilyeva for the future teachers: the method of goal-setting, informational and instructive method, orientation and labour method, communicative method and evaluation method. The subject that is being educated obtains various activities like predictive, informational and instructive, orientation and labour, communication and evaluation with such technique of teaching, and reaches a new level of possession by the integrated professional activities. A series of pedagogical situations implemented strictly accordance with the requirements allows to provide the development of a humane personality of students with a high degree.

In this article the specific examples are given in order to show how the methods were chosen in solving the teaching situations.

The first series of the pedagogical situations were aimed at understanding the method of goal-setting. Students were asked:

- to formulate the purpose of the lesson;
- to compare the objectives of importance and the integrity of their representation;
- to show the dialectic of the aims and objectives depending on the content of the material;
- to justify the methodological principle of the unity of the cognitive, behavioral and motivational components in defining the aims and objectives of the lesson.

4.Discussions

On the basis of the analysis collective discussion on the following was conducted:

1. What is the essence of the method of goal-setting?

2. How and who determines aims and objectives for a lesson? Are the students involved in determining these?

3. What is the structure of the method of goal-setting?

4. What are the common goals set by the students in studying humanities?

The second series of the pedagogical situations were aimed at understanding informational and instructive method.

The work was similar to the first task. Students were offered the following tasks:

- Explore the aspects of the content of humanitarian education such as factors and the principles of its selection.

- Prepare and state the essay on "The various methods of teaching according to innovator's experience".

- Prepare and give a message about the work of Abay Kunanbayev.

The third series of the pedagogical situations were aimed at understanding orientation and labour method.

1. Analyze the different research approaches to classification of teaching methods.

2. Make a card file on the issue of teaching methods.

3. Make the concept of the lesson fragments using the most effective teaching methods from your point of view

4. Investigate the question about the criteria of the lesson effectiveness.

5. Write the thesis of the scientific literature.

The fourth series of the pedagogical situations were aimed at understanding the communicative method and included the following tasks:

- to discuss an ideal model for primary school teachers and modern requirements for it in the group;

- to discuss the students opinions who voted "for" and "against" in the group;

- to take part in the conversation "How do we read?".

The fifth series of the pedagogical situations were aimed at understanding the evaluation method by the students. Students were asked:

- to analyze the curricula of primary schools on the following parameters: number of subjects including humanities, the degree of workload of students and consideration of age distinctive of younger students;

- to characterise the functionality of the different teaching methods;

- to visit and analyse a lesson in a primary school according to scheme of analysis developed by yourself.

Based on the analysis of the pedagogical situations we asked the students to answer a number of issues in order to consolidate knowledge, skills and to develop an interest in selecting and using a variety of teaching methods:

1. Can the teaching methods be used in the classess?

2. How does the structure of the lesson change if other teaching methods are used?

For us it was important that students learn to consciously choose and apply the methods of teaching in their future careers.

Analysis of the diagnostic characteristics of future teachers' knowledge indicates that all levels

have been significant changes.

Students are aware of the following knowledge at high level: knowledge of the language of humanities (18,3%); knowledge of teaching methods (15,0%); knowledge of the content of humanities (11,7%); knowledge of the relevance of humanitarian education (10,0%), knowledge of humanitarian concepts (8,3%).

We observe a significant increase in knowledge at the medium level: the content knowledge of humanities (61,7%), knowledge of the language of humanities (61,7%), knowledge of the relevance of humanitarian education (56,7%), knowledge of teaching methods (56,7 %), knowledge of humanitarian concepts (53,3%).

The low level is as follows: knowledge of humanitarian concepts (38,4%), knowledge of the relevance of humanitarian education (33,3%), knowledge of teaching methods systems (28,3%), knowledge of the content of humanities (26,6%), knowledge of language of humanities (20,0%).

In the level of skills formation increasing is observed (Figure 2). Thus, the most developed skills are to communicate, to express thoughts on Russian, Kazakh and foreign languages and to enter into a dialogue: high level – 61,7%, medium – 20,0%, low level -18,3%.

Ability to possess aesthetic taste and ethical and pedagogical tact of a primary school teacher is characterized as follows: high level - 60%, medium - 15%, low - 25%.

Ability to choose and use teaching methods is formed enough: high level - 55%, medium – 31,7%, low level – 13,3%.

There were significant changes in criteria such as the ability to establish a vision of the text structure and operating skills of its elements (53,3%, 38 and 4%, 8,3%), to analyse the educational material (46,7%, 46,6%, 6, 7%), dialectical thinking, collate, analyse events, facts and events (46.7%, 46.6%, 6.7%), understanding of the role of humanities (30,0%, 50,0%, 20 0%).
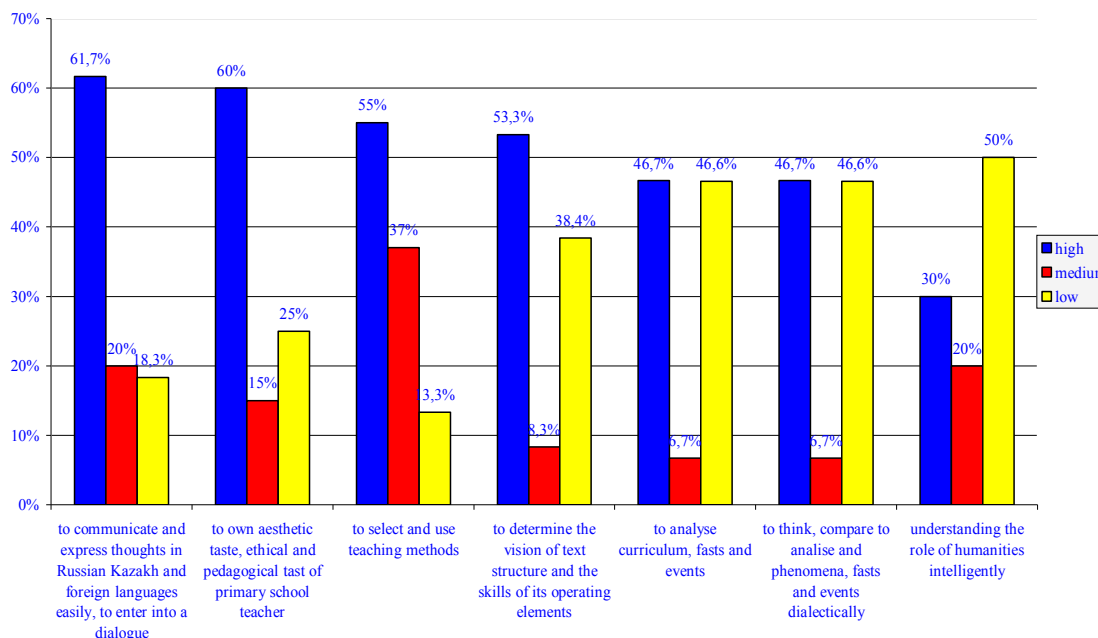

Chart 1 – Diagnostic characteristics of skills of students (after experiment, facts in %)

Affectivity of taking experiment is consisted that noticed tendency of rising necessity – motivated sphere in the development of individual (picture 3).

Analysis of these facts is shown about real changings of criteria. So, high level is defined with the next facts: approaching of skillfully express its minds (61,7%); necessity in the development its oral and written speech (61,7%); approaching of saying its mind, approve and convince others (60,0%); necessity

in the development its professional and cultural level (60,0%); approaching of real define aims and objectives of humanitarian education (56,7%); interest in methods of teaching and wishing to take of them (55,0%); wishing of analyse and approve problems of humanitarian subjects (46,7%o); interest, wish, necessity of learning humanitarian subjects (30,0%). '

Middle level of formation of motives at students are shown as following: interest, wish, necessity of

learning humanitarian subjects (50,0%o); wishing of analyse and evaluate problems of humanitarian subjects (46,6%); approaching of real define aims and objectives of humanitarian education (33,3%); interest in methods of teaching and wishing to take of them

(31,7%); approaching skillfully express its minds (26,6%); necessity at development in the development its oral and written speech (26,6%).

Low level of formation of motives at students is shown at the range 6,7% до 25,0.%.

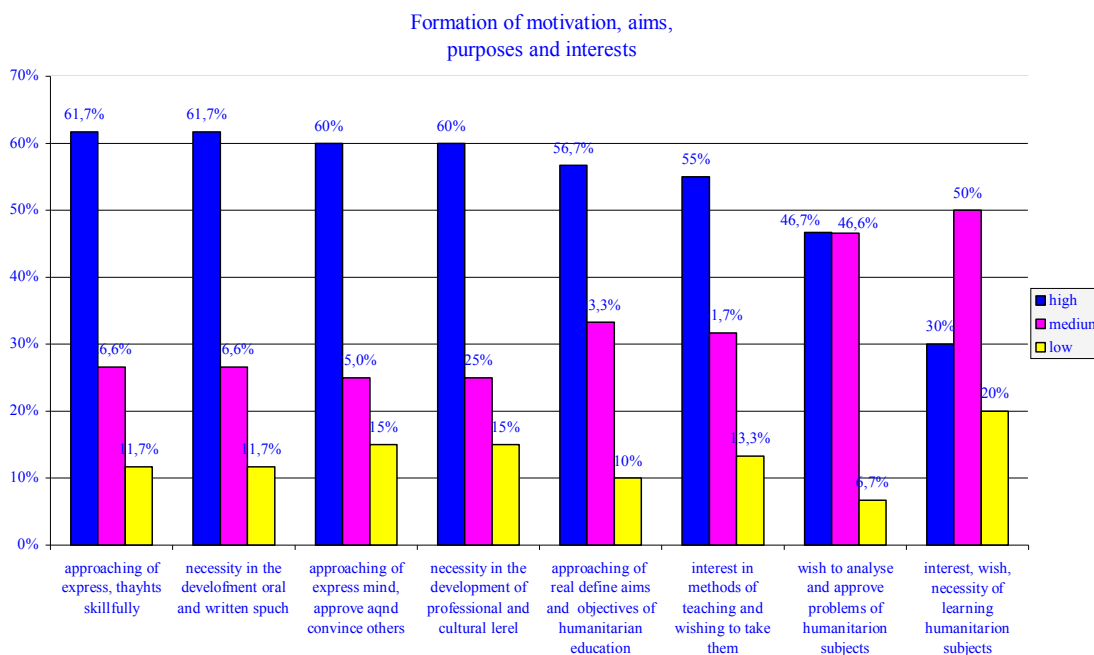Formation of motivation, aims, purposes and interests

Chart 2 – Diagnostic characteristics of motives of students (after experiment, facts in %)

Using complex of methods of education give effectiveness to experimental works.

Development of human individuals at students may at special taking methods of education in the teaching process.

Working out and checking up methodology of choosing methods of education on the development of human individuals at students may use in the pedagogic institutions.

Perspectives of this research:

- at the taking out of methods of studying on the development of human individuals at students of pedagogic colleges;

- at the taking of research on the motivation of thinking of theoretical knowledge, knowing of practical skills, formation of individual and professional qualities.

Development of human individual at the students of pedagogic institution is being scientists in differently as it was shown in the analytical part of our work. Others decide this problem through enlarging content of educational material, others – through interdisciplinary connections. We try to decide this problem through methods of education, changing of character of activity of subject educational process.

We have developed a technique based on a

system of selection of teaching methods in line with the concept of academic Z.I.Vassilyeva.

The advantage of our method is the need for the proposed use of solid teaching methods in the development of humane personality. The student must go through the whole chain of actions from the formalized knowledge, definitions of the main information flow to their understanding and the acquisition of skills.

The methodology for choosing teaching methods to develop humane personality of students is determined in accordance with the aims. It required demanded purposive construction learning and pedagogical situations. Implementation of learning and pedagogical situations contributed to the formation of professional knowledge, skills and qualities of primary school teachers.

Experimental work on the methodology of choosing methods of teaching to develop humane personality of students allowed to establish a significant trend in all structural components of the hypothetical model in the areas of the development of personality: cognitive, behavioural and activity based and demand-motivational.

Analysis of the results of experimental and pedagogical work demonstrates the effectiveness of

the developed methodology of choosing methods of teaching to develop a humane personality of primary school teachers.

5. Conclusion

The following **conclusion and recommendations** can be made as a result of the analysis of psychological and pedagogical sources and experimental and pedagogical work:

1. The problem of the influence of teaching methods to develop humane personality of pedagogical university students has socio-practical and socio-cultural framework that can be comprehended and solved as a process of personal development.

2. The process of the development of humane personality supposes consideration the personality of pedagogical university students as the subject of their own activities.

3. Pedagogical Higher Education which has programme 5B010200 - "Pedagogy and methodology of primary education" in the continuing education system develops humane personality of students successfully on the basis of an optimum combination of teaching methods, as humanities are leading in it.

4. The conceptual basis of the methodology to build a system of teaching methods should be the model of the development of humane personality of students.

5. Hypothetical model involves the awareness of humanitarian knowledge, having practical skills and the formation of motivation.

6. The methodology of the development of humane personality is based on the system of choosing methods of teaching. It requires the construction of learning and pedagogical situations.

7. Targeted experimental and pedagogical work to build a system of teaching methods to develop humane personality of future primary school teachers allowed to establish a significant trend in all of the structural components of the model proving the effectiveness of the developed methodology.

In conclusion we can say that the results of the research generally support the hypothesis and prove the legitimacy of the use of the developed methodology.

However, the study did not open all aspects of the problem. Issues such as improvement of humanistic nurturing of pedagogical university students, providing continuity of work and its system at all stages of continuous pedagogical education and training scientific and pedagogical staff that are

suitable to these objectives needs to be further development.

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