

DEMOGRAPHY, LABOR ECONOMY, SOCIAL ECONOMY AND POLITICS

THE FORMATION OF HUMAN CAPITAL IN THE EDUCATIONAL ENVIRONMENT – THE PHILOSOPHICAL ASPECT

Ganin V.I.

Doctor of Philosophy, Professor,
Academician of the National Academy of Economic Sciences of Ukraine,
Professor of the Department of International Relations and Finance,
Kharkiv Institute of Trade and Economics
of Kyiv National University of Trade and Economics

Ganina N.V.

Senior Lecturer of the Department of Methodology
of Language and Literature Studies,
Communal Higher Educational Institution Kharkov Academy
of Understanding Education

Solyar V.V.

PhD in Economics, Associate Professor,
Head of the Department of Finance and Accounting,
H.S. Skovoroda Kharkiv National Pedagogical University

In modern conditions, the relevance of forming a culture worldview of a person's, as an important component of social capital, is particularly noticeable in the educational sphere. Education and upbringing is the driving force of progressive, creative personality development, the implantation of humanitarian and democratic values, the formation of a responsible civilian position, and the key to a successful and productive human activity. Globalization and internationalization of socio-economic systems, changes in social relations place high-level demands into the competencies of the individual.

The authors of the article draw attention to the need to personify the educational process, especially the teacher, "the founder of the views of the younger generation", pointing out the peculiarity of the main professional traits of the teacher. The purpose of the paper is to substantiate the technology and tools of the educational process from

the positions of andragogy as a deterministic influence of the level of world-view culture and the continuous self-education of the teacher on the innovative development of the younger generation. This is achieved by identifying the main tasks of teaching and educating young people in the face of the challenges of modern socio-economic development, priority teaching technologies from the standpoint of andragogy and the spread of humanistic values in the education system; the allocation of modern requirements to the ideological potential of the personality of the teacher.

Achievement of the set tasks is ensured by the use of universal and specific scientific methods of cognition, structural-logical analysis, systematization and grouping, abstraction. The practical significance of the research is traced in the definition of places of organizational and pedagogical measures in the formation of developing consciousness, the substantiation of the main tasks, priority

forms and methods of scientific knowledge, in particular in interactive technologies, an integrated approach and on the principle of lifelong learning. The conclusion high-

lights the role of science and language as an instrument of knowledge, formation and expression of human consciousness, object of study and cultural heritage of humanity.