HUMAN RIGHTS AS A HUMANITARIAN VALUE IN TRAININ SPECIALISTS

Nataliya U. Kirushina

Lobachevsky State University of Nizhni Novgorod, Russia

Abstract
Modern civil society is based on ideals of the human rights uniting spheres of morals, moral, the right, state regulation. It demands formation of high level of culture of human rights. Especially such requirement is addressed to highly qualified specialists – graduates of the higher school. They make intellectual elite of society and create behavior standards. The culture of human rights which professionals possess, is capable to consolidate society and to promote its development. The higher school has a considerable arsenal of means for promoting and training in human rights in educational process. Of great importance can be and introduction of specialized courses on human rights. Training in human rights meets in the higher school requirements of society, the state and being trained.

Key words: *human rights, the higher school, training of specialists, promoting of human rights, training in human rights, training course*

INTRODUCTION

Human rights – the fundamental humanitarian value of the modern society. It hardly made the way in life in the history of a human civilization. As a result, modern society is impossible without phenomenon of human rights. It is basic criterion of constitutionalism, democracy, the constitutional state and civil society. In modern researches it is emphasized that the all-humanitarian understanding of human rights passes now the period of intensive development (Lavrik, 2006).

Human rights have not only legal value. Their consideration is interesting and important from the point of view of other spheres of public life. Human rights act as the principles, fundamental ideas. They make essential impact on behavior of all subjects of the social relations. It is necessary to agree with judgment that human rights are specific reflection of that is necessary for maintenance of human life and its comprehensive improvement. It is the criterion, what needs of the person have to be provided with guarantee. As fundamental question the understanding of human rights as means, the social tools based on understanding of interrelation of the categories "human nature", "human dignity", "essence, person", "value of the person" acts (Miller, 2012).

Human rights are a fixing of ethical and political views in the right. They are at the same time a result and the direction for further development of society and the state. This development manifesting itself in high-quality transition from the sphere of philosophy, ethics and policy to the sphere of standard legal statuses about human rights. As the result, human rights act as a reference point for further development of the public relations.

From the point of view of the right value of human rights far is beyond usual, "current" rules of law. Human rights take the roots and extend the action much further than a sphere of influence of a positive law. Such situation is caused by close interaction of rules of law and morals, ethics.

The morals characterize a way of mentally-practical development of reality the certain person. In the morals sphere the individual becomes a personality. The rules of law consolidating human rights, transfer category of the personality from morals and ethics area to legal space, legislatively establish its value.

Norms of morals comprise imperative and valuable components, the right too has valuable orientation. Regulations on human rights is that area in which the right and morals most closely interact that points

to a community of valuable priorities of the right and the morals, existing at the most "top" level of valuable hierarchy.

Human rights as the special phenomenon testifies to their "transition" from area of morals, ethics, religion, policy to the right sphere whereas creation of all legal system "round" the human person testifies to domination in the right of the principle of anthropocentrism.

Existence of standard regulations on human rights within the state has in the basis important social and philosophical, ethical and, first of all, a political postulate. He claims that relationship of society and the state are based on their egoism and self-sufficiency. Thus the state is a system in many respects external in relation to the society, using organizational and powers of authority for streamlining of the public relations with the purpose to provide existence and development, both the society, and the state.

The state also transfers ethical and political regulations on human rights to an objectifying form of the obligatory law, it "makes out" human rights and a social system, will organize their realization and protection. The right as the tool of the state transfers human rights from a potential state to a condition of relevance, a condition of real existence and realization. Human rights as the legal design accurately establish parameters of relationship of the personality and the state.

As it is fairly noted, the person needs to be considered as the active participant of the public relations, including connected with state development. The concept "person" is used as the high social characteristic of everyone, irrespective of the social status, personal qualities, financial position (Licholetova, 2007).

Human rights are the difficult system constantly expanding and deepening the internal contents in process of complication of the public relations and development of a civilization. They act as a necessary condition and the prerequisite of life of the personality, substantially characterizing the state nature.

The high importance of a phenomenon of human rights, their close interrelation with morals and moral, the spiritual sphere of public life, the state define in the set need of the consolidated social efforts on the statement of ideals of human rights for social practice. It is obviously important to promote process of increase of culture of human rights in every possible way. The developed civil society assumes that each educated individual realizes the rights and is capable to realize in full them at a simultaneous recognition and respect of the rights of other persons.

The constitutional state and civil society have such bright indicator as high culture of human rights. It is obvious that without system efforts of various subjects of the state and public life to provide sufficient level of culture very difficult. Such educational activity joins government bodies and officials, non-profit organizations, public associations of citizens. The special role in this process is played by educational institutions. They have a wide arsenal of levers on consciousness and belief being trained and are capable to make an essential contribution to increase of culture of human rights.

In the conditions of intensive increase of a role of scientific knowledge and information, the higher school solves the most important social problems of training of highly qualified specialists. However professionalism is based on the general base of education and the culture an essential place in which takes currently the culture of human rights.

Being trained at the higher school, as a rule, represents already created personality having the ideals, values, belief. However it allows to conduct with it the thoughtful and reasoned discussion of a perspective of human rights, appealing to its humanitarian representations, showing the high importance of the moral potential put in the concept of human rights. The university graduate who has deeply realized value of human rights, is capable to embody ideals of good, moral, justice in social space and to promote public progress.

The hypothesis of research is based that the insufficient inclusiveness of educational system in the efforts undertaken by society and the state on promoting and cultural development of human rights, to formation of competent and conscious behavior of citizens on the implementation of legitimate rights and freedoms takes place.

METHODOLOGICAL BASES OF RESEARCH.

The principle of the system is the basis for interdisciplinary research. Work is performed on the basis of the complete approach which distinctive feature is that as the methodological basis consideration of the concept of training in human rights through an interaction prism "the personality – society – the higher school" acts.

For adequate consideration of this problem possibilities of the higher school on activity implementation in the sphere of training in human rights are empirically studied, the system of educational process showing activities of educational institution in the sphere of training in human rights is considered. Such methods as experiment, supervision, collecting and data processing about an assessment being trained the special training course "Human rights" are used. An attempt of modeling of a variable educational situation and its approbation in training space is made.

As a result of research we came to conclusions that educational institutions have ample opportunities on activity implementation on training in human rights and promoting of this humanitarian value. At the higher school it is possible to use various ways of formation of culture of human rights and it is necessary to use similar potential fully.

In particular, improvement of educational programs in the direction of filling of training courses of a humanitarian component and values of human rights is required. It is necessary to pay attention to the sociocultural environment of the higher education institution, capable to cultivate ideals of human rights in educational activity and behind its rigid framework. Development and representation to students of special courses about human rights has special value. Such purposeful work focuses attention on a subject, promotes creative judgment and intrinsic perception as a personal and professional imperative.

Results of research have practical application in system of higher education and the high social importance as are focused on achievement of a social consent and society consolidation, are equitable to interests of the personality, society and the state.

RESULTS OF RESEARCH

Task of the higher school – training of highly educated experts. Qualification is defined not only narrowly professional skills which were received by the graduate in the course of training. It substantially depends on that, how broad outlook was received by the graduate, his system vision as it can deeply get into an essence of things is how developed, whether he understands social processes occurring round it, how adequately can answer calls of the present of any sort: technical social, economic, philosophical. The general outlook defines the directions of continuous professional development that, actually, and guarantees high qualification of the expert.

It should be noted also that circumstance that professionals make elite of any community. They are capable to express moods and expectations, to formulate expectations. Naturally, society expects from graduates of the higher school of high level of culture of the general and professional, an inclusiveness in social communications, responsibility before society, responsiveness for needs of fellow citizens.

Human rights act as a cornerstone in the course of training of specialists of the top skills. First of all, it is an element of the general and human rights culture. The education is inconceivable without acceptance as the fundamental humanitarian value of human rights. Professionals bear this value in social space, doing it the culture integral part and lives of this society.

It is also important that in the professional activity irrespective of its character and inclusiveness degree in social practice, experts were capable to make decisions, based on the principle of respect of human rights and fundamental freedoms. It is possible to be guided by such fundamental value only under a condition if it is deeply implanted in outlook of the person. Human rights have to be indissolubly weaved with professional consciousness and level of education of the expert. It is obvious that to achieve such result it is possible, only if in the course of development of professional

knowledge and skills being trained at the same time gains skill to think proceeding from category of a human right. It is necessary to provide simultaneous course of these educational processes.

In the field of human rights it is offered to understand process and result of transfer and assimilation of knowledge, skills as education, formations of valuable orientations and qualities of the personality for creation of general culture of human rights. It has to be directed on strengthening of respect for the human rights, a full and full development of the personality and feeling of human dignity. Education in the field of human rights is an indispensable condition of formation of culture of human rights of individuals, social groups and societies as a whole (Pavlenko, 2011).

The humanization of education and tendency of its development objectively demand studying of human rights at all levels therefore their knowledge has to become an important component of educational and extracurricular process in system of modern education (Simanovsky, 2007).

With adoption of the Universal declaration of human rights of 1948 the United Nations General Assembly called all states for contribution of dissemination of knowledge about human rights by education and education, their respect and implementation in practice. It started process of formation of new area of social and humanitarian knowledge and the special subject matter reflecting the rights and freedoms of the person as the difficult sociocultural, philosophical and moral, political and legal phenomenon. It was thus emphasized that the knowledge of the rights is a major condition of formation of that personality whom the Declaration considers as an ideal of the free and civilized person.

For the first time the appeal to dissemination of knowledge about human rights among world community through mass media, literature, art, through all education system sounded in 1950 in the resolution No. 314 of Council of the UN on economy and social problems.

In 1968 the International conference on the human rights, passing in Tehran, charges to UNESCO to develop the programs aimed at the development in citizens of self-respect, understanding by them of the rights and freedoms. It was confirmed that the principles put in the Universal declaration, have to be studied on all education levels and especially in higher educational institutions where future highly qualified specialists are trained.

The commission of the UN on human rights recommended strongly to introduce and develop the separate subject matters concerning human rights, to develop education in the sphere of human rights for all people at all levels.

The major stage in education formation in the field of human rights was 1978 when following the results of the Vienna congress organized by UNESCO, it was declared that education and teaching in the sphere of human rights has to be based on the principles put in the Charter of the UN, the Universal Declaration of human rights both other international acts and human rights instruments. It was emphasized that education and teaching in the sphere of human rights has to be aimed at education of tolerance, respect and solidarity, ensuring knowledge and understanding by the identity of ways by means of which the rights can become part of public and political life.

In 1978 the International congress on teaching of human rights on which it was underlined took place that the teaching and education system and the sphere of human rights has to be created by all member countries of the UN. Thus it surely has to be available to all citizens and be carried out on all education levels with broad participation of various public organizations and mass media.

The main aspects of teaching of human rights were stated in October, 1991 at the international seminar "Cross-cultural studying of human rights", passing in Austria. They consist in the following:

- training in the rights has to have two levels: substantial and practical;
- training has to begin on preschool and initial school levels;
- has to be trained in a favorable situation. Such factors have to influence this process, as ethical standards, the organization and disciplinary policy at school;

- training in human rights has the specifics that is teaching techniques, in this process the most active part can take not only teachers and pupils, but also parents;
- training in human rights has to penetrate all educational system, i.e. each subject in own way can and has to include elements of the human rights.

In 1993 in Montreal UNESCO and the UN Center for human rights carry out the International congress by training. The World plan of action in education to human rights and democracy is as a result accepted. He assumes the general strategy for coordinated actions in the field of promotion of human rights. For its realization it is offered to organize training in the rights, freedoms and duties of the person in all education system.

In 1993 in Vienna the World conference on human rights at which the declaration and the Action program was adopted took place. In these documents I was and the basic principles and standards are designated, the most important problems are revealed and the program of further actions in education of human rights is planned. The Vienna declaration contains an appeal to all states to include questions on human rights, the humanitarian law and democracy in curricula of all educational institutions.

All-social tasks of the statement of culture of human rights what carry out training of specialists of the top skills impose special responsibility on educational institutions, in particular. The higher school has to pay considerable attention to a subject of human rights in educational process. Only then it will be possible to hope that at the graduate this humanitarian value was created and it will go deep in his professional activity.

In other words, human rights should be learned, and not only in the form of lectures and conversations. Different forms in which in educational process the subject of human rights is shown are necessary. It is required not only substantial knowledge that such human rights, but formation interested emotional - emphatic the relations to a perspective, her perception through a prism of different life and professional situations.

In literature it is fairly noted that at the heart of formation of culture of human rights there is a wide range of organizational forms, including development of scientific knowledge of the rights and freedoms of the person, creation of specialized educational structures, the organization of chairs of human rights (Pavlenko, Shishenina, 2008).

In modern Russia more than twenty chairs on the human rights, actively carrying out educational, scientific and organizational activities for the direction of formation of culture of human rights function. Such chairs make an essential contribution to dissemination of knowledge in the field of human rights, ensuring awareness of the general public about the rights and freedoms of the person.

In other words, at the higher school it is important to combine two processes: training in human rights and to promoting of human rights. Thus it must be kept in mind that only in the indissoluble unity they are capable to lead to necessary result – formation of culture of human rights and its manifestation in social space.

It is represented that process of promoting of the rights acts as the general form in relation to a special form – training in human rights. Promoting assumes different forms and mechanisms of influence on being trained, deeply gets into many elements of the educational process which is carried out by educational institution. Promoting provides emotional sensory perception of human rights, rooting of this value in cultural and educational level of each individual and society as a whole.

Promoting of human rights in a general view can be carried out by means of the following forms:

- cultural and world outlook potential of training courses;
- role of the teacher in the statement of human rights as fundamental humanitarian value;
- ideals of human rights in extracurricular activities;
- special forms of promoting of human rights in extracurricular activities.

For realization of a mode of promoting of human rights the educational institution has to pursue a consistent cornerstone at the heart of which the axiom about fundamental character of value of human rights is. Such educational policy assumes that all training courses on various educational programs and the directions of preparation are filled with the humanitarian potential of respect of human rights. Such potential is embodied in that measure in which this or that training course promotes formation of common cultural competences of the being trained. The similar task is declared in Federal state educational standards. It is fair because any even the most abstract problem of natural-science character always has humanitarian measurement, at least because is exposed to the analysis human reason and in those purposes which are put before himself by the researcher. Similar humanitarian measurement has to be reflected in a training course, being reflected by the sides in a prism of human rights. Such approach allows to claim that the educational institution fully uses the potential of educational process for the statement of humanitarian value of human rights by means of unostentatious, but very effective form of promoting.

Certainly, use of potential of training courses in the statement of human rights is very closely connected with a role of the teacher. It is a key figure of educational process. The teacher acts as the carrier of humanitarian values. The statement of ideals of human rights will be real if the teacher adheres to such ideals and with conviction bears them in the life and a profession. Matters also what image is created by the teacher, what forms of the address and interaction it uses concerning students, it is how valid and tolerant in audience, how sincerely declares the principle of respect for human rights in the professional activity. Than the teacher is more convinced of the value of human rights, subjects bigger success he makes in work on formation of similar value at students. Subjective measurement allows to fill ideals of human rights with the emotional and sensual contents, to transfer from area due to the sphere of real relationship of people.

Educational institution, recognizing a high role of the teacher in the statement of human rights, feels need for the organization of a certain system of relationship with the faculty. The subjective position of the teacher concerning realization of the principle of respect of human rights, and also its contribution to the statement of humanitarian value of human rights has to gain an appreciation and recognition in minds and hearts of students. It is obvious that the organization of discussions of a perspective of human rights is important in the teaching environment not in a smaller measure, than among students. More formalized assessment can follow from the analysis of humanitarian potential of training courses represented by the teacher.

Ideals of human rights in extracurricular activities are shown in that, the similar perspective in extracurricular activities of the students is how widely presented, what attention is paid within various actions to a question of essence, value and a role of ideals of human rights in public life. So, for example, festivals of student's amateur performance, game cheerful and resourceful, voluntary actions on assistance to orphanages, on development of municipal territories, different sporting events and competitions are based on ideals of mutual support, goodwill and tolerance, acceptance of each other. Such forms of extracurricular activities are capable to make an essential contribution to promoting of idea of human rights, in particular, if assume points of attention of participants on this perspective within one or two minutes from the general duration of action. And it imposes on educational institutions an essential duty on creation of conditions, assistance to that event managers paid due attention to the matter.

In extracurricular activities it is possible to allocate and special forms of promoting of human rights. It, for example, round tables, debatable clubs, parliamentary debates within which questions of human rights can rise and be discussed. Such forms are of great importance as allow the participants to specify the maintenance of discussed questions, sometimes to carry out special preparation, to create own position. The subsequent public representation allows to include emotional to a component, to address to sensory perception of listeners. As a result irrespective of the content of the taken place discussion it is formed conscious and respect for the rights of the personality, is defined the deep humanitarian value of this category.

As special form of promoting of value of human rights training in human rights acts. Such form is significant in relation to any age group of society. However in educational institution it has special

efficiency. It is connected by that training in human rights goes in parallel with training in professional knowledge and skills. Thus acceptance of fundamental value of the rights and freedoms is inevitably formed. Values of a world outlook and professional order become complementary, mutually causing each other. Thus becomes more active cognitive and emphatic components of educational process.

Need of special training in human rights in the course of training of specialists at the higher school demands development of an independent training course and its inclusion in an educational program of training of specialists of the top skills. It is represented that the course has to be identical for students of different specialties and the preparation directions. Universal character is based that human rights is achievement of a civilization and human culture. This category appeals to humanity and civic consciousness of each person. It is that fundamental basis which can unite society, consolidate various interests owing to inevitability of uniform understanding of essence and the content of human rights in concrete society at a concrete stage of development.

Development and the maintenance of the course "Human rights" obviously have to decide by uniform team of teachers of a humanitarian profile, on prevalence of representatives of the legal direction of preparation. Development of a course assumes structure and contents definition, identification of fundamental questions for consideration by students and their statement in logical sequence, association in substantial blocks and organizational modules. When developing a course it is important to define, what educational technologies will be used at its teaching, what creative tasks and search tasks will allow to achieve the educational objectives.

Interactive educational technologies are represented in this case by the most effective. For students opportunity independently to formulate questions and answers on a perspective of human rights is important, to set discussion parameters. In a case when the student acts as the subject of knowledge, defines burning subjects for itself, becomes possible to recover the maintenance of a course, to approach it to requirements and expectations being trained, to fill ideals of human rights with sensory perception and an intensive emotional assessment.

As methodologically significant element of the course "Human rights" the task of the organization of joint project search work acts. Students, uniting, have to look independently for options of permission of real or hypothetical life situations. It will allow them to face need of finding of balance between individual and public interests, to plunge into the atmosphere of the solution of legal tasks. It is capable to make an essential contribution to formation of their general legal culture and to the statement of value of human rights in world outlook system of the student.

The maintenance of the course "Human rights" has to be constructed so that is thin to respond and easily to adapt under needs of listeners. Obligatory substantial blocks have to assume opportunity to pay attention to separate aspects which are more interesting to students. It is represented that it is quite possible as there was an impressive volume of a theoretical and practical material in the field of providing and protection of human rights at national and international level. Broad approach to formation of obligatory substantial blocks will allow to vary a set of specific questions for consideration depending on inquiries of students and without essential damage to the contents and the purposes of an educational course.

The following universal system of the course "Human rights" is offered:

- concept and fixing of human rights at national and international level;
- civil human rights;
- political rights of the person;
- social human rights;
- economic human rights;
- cultural human rights;
- general guarantees of human rights;

- justice guarantees.

In this system 8 substantial blocks which can include consideration from one to several concrete rights of the personality and even competences are presented. It allows to adapt a course for an organizational framework of one module or to develop on some modules or an educational semester. From the point of view of the contents it is expedient to offer students for studying the concrete right from considered group on the following plan:

- what social benefit is cornerstone of a considered human right
- in what sources this right is enshrined
- of what elements this right consists
- how the right is exercised
- what are possible violations of this right
- extraordinary occurrence of the judicial opinion
- creative tasks according to the solution of problems of protection of the considered right.

Similar approach to the organization and representation of a course was approved at the Nizhny Novgorod state university of N. I. Lobachevsky in 2013-2014 academic year. Listeners were students of physical faculty of 16 class periods within the educational module and students of department of history of 36 class periods within an educational semester.

Despite essentially various basic directions of preparation and the approaches chosen by faculties to course volume in an educational program, it should be noted that it was succeeded to achieve the educational objectives of the course "Human rights" and to realize the general methodological approaches, to affect by attention its contents in full. From each block the separate rights and guarantees of the rights of the personality, including through a prism of decisions of bodies of the constitutional control and the European Court of Human Rights were considered. Students independently formulated a perspective of studying of a course, with pleasure joined in the solution of legal incidents, creatively comprehended real life situations in a context of ideals of human rights.

The analysis of the contents and course methodology on the basis of responses and impressions of students allows to judge the powerful humanitarian potential of the course "Human rights". Its minimum effect consists in formation at students of skills of the legal analysis of situations, the appeal to right sources for permission of the legal conflicts. It, certainly, provides formation of all-civil legal culture. It is possible to consider as more significant consequence transformation and definition of system of world outlook values in which the significant and defining place is received by ideals of human rights.

CONCLUSIONS

The training course of "Human right" is demanded by students of different specialties and the preparation directions. It is proved by steady interest of students to different questions from a perspective of human rights, from regulation and protection. Moreover, similar interest is embodied in an accurate articulation of inquiry from listeners and methodological opportunities to satisfy such interest.

Modern society imposes rigid requirements to highly qualified specialists who include not only professional, but also social expectations. Level of education is defined by qualitative characteristics of system of world outlook values of the graduate of the higher school in which the leading place is taken by the humanitarian value of human rights.

In conditions when expectations of the student as the individual and society concerning training and promoting of human rights coincide, the task of broader inclusion of ideals of human rights in

educational process becomes more intensive. It demands concentration of efforts of the higher school on development of a complex of actions in the field: in the educational sphere and behind its borders.

In the conditions of consolidation of need to cultivate ideals of human rights, to assist their embodiment in social space on educational institutions the actual task to join in this process and to provide complex system of measures for promoting and training in human rights lays down.

REFERENCES

Glukhareva L.I. Human rights: subject of a training course//Right and human rights: the Collection of Scientific Papers: law department of MGPU. M.: Logos, 1998. – 311 pages;

Lavrik M. A. Human rights: innovations in understanding and legal fixing//LEX RUSSICA (scientific works of MGYuA), 2006, No. 1, p. 147 – 151;

Licholetova S. V. "The person, his rights and freedom – the supreme value" as the constitutional basis of legal status of the personality. // Messenger of the Southern Ural state university. Series: Right. 2007 . No. 4 (76). Page 20 – 21;

Miller V. I. Human rights as a necessary condition of value of the person//In the collection: Transformation of scientific paradigms and communicative practicians in information society. Collection of scientific works of conference. National research Tomsk polytechnical university. 2012 . Page 279 – 280;

Pavlenko E.M. Education in the field of human rights as one of the main conditions of formation of culture of human rights in the Russian Federation//the Messenger of the Moscow city pedagogical university. Series: Jurisprudence. 2011 . No. 2. Page 21-28;

Pavlenko E.M. Shishenina I.V. Rol of chairs of human rights in formation of culture of human rights (from experience of chair of human rights to GOU MGP)//the Messenger of the Moscow city pedagogical university. Series: Jurisprudence. 2008 . No. 1. Page 133 – 136.

Simanovsky S.I. Education system of human rights and its development <http://www.ia-centr.ru/archive/public_detailsc3ec.html?id=950>