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**НОВАЯ ФИЛОСОФИЯ ОБРАЗОВАНИЯ: ОПЫТ ОСМЫСЛЕНИЯ ПЕДАГОГИЧЕСКОЙ РЕАЛЬНОСТИ**

Статья посвящена рассмотрению новой философии образования как междисциплинарной области исследования. Показано, что её появление связано с изменением роли и места образования в жизни человека, распространением информационных технологий. Анализируются принципиальные позиции идеологов новой философии образования в России и мире. Особое внимание обращается на место философии образования, как научной области, в теории и практике российского образования, способной осмыслить новую педагогическую реальность и способствовать разработке национальной стратегии образования.

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## OUTSTANDING RUSSIAN PEDAGOGUE AND PUBLICIST A. N. OSTROGORSKII

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In the article, the facts of the biography and professional activity of an outstanding Russian publicist in the field of pedagogy of the second half of the XIX – the beginning of the XX century Aleksei Nikolaevich Ostrogorskii (1840-1917) are shown. His main scientific, pedagogical and publicistic works are indicated, and the leading pedagogical ideas that Ostrogorskii developed in his writings are described. Ostrogorskii's pedagogical works are devoted to the formation of a teacher's personality, mental development influence on moral education, moral habits formation, and geometry methods. The writings where Ostrogorskii gave a detailed analysis of the classical works by L. N. Tolstoy, F. M. Dostoevsky, Ch. Dickens, V. V. Krestovsky, N. G. Pomyalovsky, P. D. Boborykin and others from the perspective of moral problems representation are of great significance in his heritage.

*Key words and phrases:* A. N. Ostrogorskii; education system in Russia; "Pedagogical Collection"; "Pedagogical Anthology"; Russian pedagogical publicism; N. G. Chernyshevsky; N. A. Dobrolyubov.

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*The article is devoted to the issues of considering the new philosophy of education as a cross-disciplinary research field. It is shown that its emergence is connected with the change of education role and place in a man's life, with information technologies spread. The key positions of the ideologists of the new philosophy of education in Russia and abroad are analyzed. Special attention is paid to the place of the philosophy of education, as a scientific area, in the theory and practice of the Russian education that is capable to comprehend new pedagogical reality and help to develop the national education strategy.*

*Key words and phrases:* philosophy and ideology of education; cross-disciplinary research; traditional system of education; new forms and methods of education; pedagogical community; humanistic pedagogy.

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### NEW PHILOSOPHY OF EDUCATION: ATTEMPT OF PEDAGOGICAL REALITY COMPREHENDING

The mankind's entering a new era, connected with the incredible pace of information technologies spread, makes many representatives of the progressive world community think about the character social institutions will acquire. Education plays an important role in the issues concerning the future. It is counted on not only as a social institution training a man for the future, but also as a phenomenon modelling this future in the present.

Nowadays, the new philosophy and ideology of education are being actively formed in the world, and this process involves not only philosophers and pedagogues, but natural scientists, industrialists and entrepreneurs as well.

The fact that education becomes a sphere of cross-disciplinary interest is proved by the creation of the international programme "Global Education Future (GEF)" as an "international cooperation platform uniting global education leaders, innovators, educational start-ups founders, investors in education sphere, heads of educational establishments and administrators of the national and supranational levels for discussing and introducing the necessary transformations of the traditional forms of educational systems in educational ecosystems" [12].

Thus, the new research area unites the efforts of not indifferent representatives of various scientific and economic spheres aimed at pedagogical theory and practice comprehension and pedagogues ready to apprehend philosophizing principles and methods for deeper understanding of their own activity. As the Russian scientists A. P. Ogurtsov and V. V. Platonov note: philosophy of education becomes not only the platform of cross-disciplinary research, the "thematization of the general work area" of scientists, but the "reflection as well, in which new research area, new approaches and new cooperation methods are not only realized but constructed" [6, c. 5].

Issues that are the essence of the philosophy of education ideas nowadays are as follows:

- education understanding as a new infrastructure in connection with education terms extension, its popularization and accessibility, internalization, individualization and multicultural character. The statement that "education is not a hereditary privilege, but a common good, which must be accessible regardless of income, social origin, national or religious identity" [1, c. 189] had become a prominent achievement by the XX – the beginning of the XXI century;
- education understanding as a starting point for the future's image formation and, consequently, the solution of the following problems: what the education content should be in the situation of information redundancy; what kind of man to train; what qualities he should possess to survive in the future;
- change of forms and methods of education realization in connection with the Internet total spread, gamification and so on, or solution of the problem of diversified sources of knowledge acquisition;

- change of just the subject of education realization (a child) and his quality (psychological, physical, social) and solution of the problem of how to teach (or create conditions for) a child of a new type.

Variants of these problems solution are different, nevertheless, the admission that the traditional education system is outdated is common. The class-lesson system, which led to a revolution in 1640 and helped to popularize the education, is recognized as unable to function in the XXI century as “traditional aims, content and forms of education (schools) – teaching knowledge and subjects, school-lesson or lecture-seminar forms of teaching, reduction of studying to mastering, and school life forms – to discipline and so on – become ineffective” [7]. The main reproof of the international and Russian community is that neither school, nor university education promotes a man’s creativity, corporate character and critical thinking development, and just these qualities are claimed in the XXI century.

The famous physicist Michio Kaku supposes that the future belongs to “out-of-system education” or “on-line pedagogy”, where education will not be limited by temporal and spatial frames, the school will lose “control units” – teachers, exams and so on, and a man will educate himself independently [5]. M. Strong, in this connection, predicts death of universities [8]. The American entrepreneur M. Ellsberg notes: “...the education system in its current state – from kindergartens to post-graduate studies – has nothing to do with flexibility, sustainability and adaptability. It teaches a limited set of academic and analytical skills mainly not connected with the practical reality of life, drums them into our heads for hours, days, weeks, months and years” [9].

For many researchers the future of the school (and education as a whole) is closely connected with information technologies introduction. The appearance of “massive open on-line courses (MOOC)” able to distantly and freely transmit a captivating information flow became a revolution in education. A research including the survey of 1.7 million users and showing how popular this method of education becomes in the world was published in March, 2015 [13]. It is noted that the MOOC’s main value is in mutual exchange of various pedagogical experience between traditional classrooms and the virtual educational system. Educational elements characteristic for MOOC (viewing lectures online, tests with immediate response, tools for video annotation) are actively introduced in higher school educational process.

As some researchers note, nowadays, specialized educational startups can more effectively perform some “traditional” functions of schools and universities – teaching, results estimation, communities formation and others that must lead to competition intensification and inevitable change of the current models of universities and schools [10, c. 8].

In the XXI century, this thesis is successfully proved by Salman Khan, who has created a virtual academy of electronic resources. The idea of escaping knowledge translation, providing more freedom for a child, creating conditions for his individualization become the keystones of the new philosophy of education. Larry Cuban, a Stanford professor, notes: “Fundamental issues must deal with the essence of the philosophy of education. What knowledge is the most important? Why? What is the best way to teach and to study? How to organize school in a new way to help a pupil become an independent and integral personality with bright mind? These questions, in turn, depend on broader moral and political issues concerning living a useful and worthy life and what to consider a worthy life. Only when these questions are voiced and the answers are given, new technologies will be able to play their role at school” [11].

In this connection, such forms as “flipped classroom”, “blended learning”, “edutainment” that change the idea about a lesson itself, a teacher and a pupil’s role in class, cause great interest. According to some scientists, these forms will become a foundation for “new” school in the XXI century, the future belongs to them [2; 3; 10].

For Russia, the issues of future education, its image and new philosophy are especially vital as implemented initiatives on education renovation still demonstrate radical rejection of the past, initiate identity change, and, unfortunately, are not leading, but catching up in their essence. Probably, it is connected with the fact that the pedagogical community does not have such powerful support in economic and political spheres as in the West.

As V. M. Rozin notes: “Nowadays, pedagogy really lacks both philosophical and theoretical knowledge. All the search and arguments in modern education can be concentrated in one question – which of the three ways to follow. The first one is to continue the educational tradition formed in the second half of the XIX – the first half of the XX century and showed itself to advantage in the success of the school of the previous century, which provided the world with prominent specialists who promoted science and technology prosperity in the XX century. The second way is cancellation of traditional education and its replacement by a cardinally different one. The third one is a reform of modern school that allows being in advance, reacting to new life requirements without rejecting the formed traditions” [7].

There is still no simple answer to these questions, meanwhile, the philosophy of education could provide the solution as it unites the efforts of not only philosophers, pedagogues, but also culture experts, sociologists and so on able to develop a single conception of renewal of both education content and its forms and methods in cross-disciplinary dialogue.

The first attempts to present the future of education in foresight projects by Moscow School of Management SKOLKOVO, Higher School of Economics and the Agency for Strategic Initiatives seem to be interesting. They present the stages of the consistent changes of the Russian education in the context of world tendencies and new philosophy of education. Not unambiguous though, these projects seriously analyze significant changes in understanding CHILDHOOD construct and show possible scenarios of its near future, as well as the future of educational institutions.

In 2014, under the aegis of the Agency for Strategic Initiatives, a cycle of open lectures “13 Lectures about the Future” took place, in which the leading Russian experts in working with the future (economists, pedagogues, philosophers and so on) presented their maps of possible coming changes of the educational system in Russia

and in the whole world. In fact, it was the beginning of a complicated dialogue between specialists in different spheres and it can become a starting point of the formation of the national philosophy of education of the future.

In 2015, the outstanding representatives of the pedagogical community made an attempt to formulate the ideas of the future Russian education in the article “Humanistic Pedagogy: XXI century” published in “Novaya Gazeta (New Newspaper)” [4]. New tasks of school in modern conditions, education individualization, a child in the world of uncertainty, change of forms and methods of teaching and upbringing, new guidelines of educational policy – such problems to comprehend were singled out by the leaders of the Russian education. The most important thing here is that the authors of the article of the XXI century uphold the ideas formulated in the Russian education at the end of the XX century and declare the values of “pedagogy of virtue”, humanism and freedom [Ibidem].

The Russian school has accumulated the rich and original experience of education, which was called innovative in the Soviet period and author’s – at the beginning of the 1990s: studying with enthusiasm, studying without bad marks, reference teaching, teaching in dialogue, not boring teaching and many others. Under the conditions of the search for alternative forms of education this experience can be comprehended from the current positions. The attempts of modern pedagogues to change the present state of the Russian education also require pedagogical, more precisely, cross-disciplinary analysis and comprehension.

The pedagogical science formed in classical rationality has difficulties with comprehension and prediction of new pedagogical reality. Thus, the philosophy of education can help it cope with this issue, and answer the global and local calls facing the Russian education: how to preserve the unique experience of the Russian education (free, accessible and equal to anyone and so on) and integrate the best ideas of the world education; how to help the young generation to become citizens of the world and preserve national identity; how to manage the technological progress and not to harm the environment; how to learn to be independent but responsible for others.

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#### НОВАЯ ФИЛОСОФИЯ ОБРАЗОВАНИЯ: ОПЫТ ОСМЫСЛЕНИЯ ПЕДАГОГИЧЕСКОЙ РЕАЛЬНОСТИ

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Статья посвящена рассмотрению новой философии образования как междисциплинарной области исследования. Показано, что её появление связано с изменением роли и места образования в жизни человека, распространением информационных технологий. Анализируются принципиальные позиции идеологов новой философии образования в России и мире. Особое внимание обращается на место философии образования, как научной области, в теории и практике российского образования, способной осмыслить новую педагогическую реальность и способствовать разработке национальной стратегии образования.

*Ключевые слова и фразы:* философия и идеология образования; междисциплинарные исследования; традиционная система образования; новые формы и методы образования; педагогическое сообщество; гуманистическая педагогика.