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Noospheric education as a technology of upbringing and education of the 21st century personality

Topicality of the research. The research of the noospheric paradigm of the education is associated with the analysis of a wide range of the scientific issues. The mankind is experiencing an acute period of formation of its own future, as well as the future of the planet. Therefore, no one doubts the fact of globality, its inevitability and the potential of spiritual conquest.

Over the period of two thousand years, the global culture, including that of Ukraine, has accumulated a significant reforming potential, which, however, is still not understood or demanded in education science and practice. During various historical eras, education performed an important function - the formation of model of the future of humanity. Conceived in ancient Greece and Rome, then transformed in medieval Europe, education gradually developed and consolidated system-forming functions, and, with the transition to the scientific phase of its development, presented itself as a social system that can systematically solve social development problems in the classical (XVI – XVIII c), non-classical (XIX - beg. XX c), post-classical (20-90 yy of XX c) science [3, p.

4]. Singling out the new scientific direction - the philosophy of education - of the late twentieth century makes it possible to follow the basic trends of the evolution in teaching and determine the most adequate guidelines and methods for its implementation in the new historical setting.

New education for people – the Noospheric education – is based on the study of the Laws of the Universe. In order to not just survive, but to live and prosper, the mankind must learn, know and comply with the Laws of the Universe. And in this process the main role is given specifically to education, which manages the process of person's mental development during formational years. Any management is guided by the system of principles (laws). Education is not an exception.

The discovery of the Main Law (Common Law of Creation) and Theory of the Genetic Unity of the World (B. Astafjev 2002-2004.), General Laws of the Universe and the Universal Law of Human Society (H. Maslow 2005-2006.) is a direct indication that humanity has reached the stage of evolution where it is possible to consolidate all scientific knowledge in a holistic and periodic system of special laws of the human psyche. This is to ensure the society, teachers, psychologists, parents know key principles by which psyche of a child develops, and are guided according to those principles in the educational process. The world evolves from infinity in the past to infinity in the future, overcoming some nodal points of the evolutionary development with the transition to new levels, including mental development. During its formation, every world system, including the system of "a person" follows the evolutionary path of the development of all previous systems. This is due to the unlocking of mental abilities, potentials and qualities of people. All World Systems can and should live according to the same General Law [1, p. 4]. Our present is a time of a fundamental restructuring and the organization of physical, mental, moral and spiritual life of a person on Earth according to the Laws of the Universe creation. That's what caused an urgent need of the research of the education as a fundamental form of discovery of the world through the knowledge of natural genetic code of cognition. The term Noospheric education is introduced to outline the evolution of new training and education technologies of an individual of the XXI century – mentally, physically, intellectually and spiritually sound, according to the Overarching Laws of the Universe.

The purpose and objectives of the article are to present the essence, goals and tasks of the noospheric education as a training and education technology of the individual of the XXI century.

The state of the research problem. Despite of the fact that the subject areas outlined in the articles title have not received an extensive scientific attention, many of its aspects were highlighted in the framework of different approaches and concepts of education, civilization and globalization in the studies of several scholars.

The analysis of problems related with the phenomenon of noospheric education are addressed in the writings of some foreign researchers (I. Trubetskova, V. Shyba Lori), Russian scientists (N. Maslov, N. Kulikova, Z. Kolycheva, Z. Kuliyeu, L. Nikiforov A. Pankrushyna and others) and Ukrainian scientists (A. Andreev, T. Yemets, V. Karpenko, G. Kurmyshev, S. Mashkina, V. Nadurak, V. Pozdnyakov, Yu. Sokolov and others). Their research claimed that in the beginning of the XXI century, there was a need to understand the methodological foundations of the doctrine of the noosphere in the context of harmonization of the social and natural interactions in the transition of society to sustainable development.

Transition to the noospheric concept of the educational space is associated with the process of humanization of education on bio-ethical basis in the context of some modern civilization processes – the formation of the noosphere as a sphere of the advanced state of “intelligent” nature, whose existence is inspired by human activity.

Of great importance to the research of the noospheric paradigm of education is socio-natural development and its basic forms in the establishment of the sphere of noos (mentality). This issue has been addressed in the works by V. Baryakin, A. Bragin, I. Getmanov, V. Danilov, M. Zhulkova, Yu. Ziyatdinovoyi, V. Karpenko and others who, during their analysis of potential noospheric concept of education in solving global problems go beyond the specifics of the World as an organic whole, part of which is The Man.

Education as a social institution in terms of co-evolution – the unity of the social and biological developments of the ecosystem of “Man - Society” – serves as a part of general philosophical constructs of a thinker. Problems of the noospheric functions of social institutions, systems of management and synergy (laws and mechanisms of the development of the noosphere) are reflected in the works of V. Vasilenko, V. Knol, I. Kraynyuchenko, Z. Kuliyeu, S. Kutomanova, A. Kyuryahinoyi and others. In Ukraine, this problem is regarded in the theses of A. Naychuk and A. Savchenko.

Social and philosophical aspects of noospheric concept of education looked at through the prism of the work of V. Vernadsky are presented mainly in published works of the Ukrainian researchers (A. Andreeva, A.

Budahovska, T. Yemets, A. Leshchenko, S. Mashkina, V. Pozdnyakov, A. Pankrushyna, I. Trubetskova and others).

The research papers of N. Bezzubtseva, N. Kulkova, A. Pikalova, L. Plotnikova, S. Smirnova, T. Fenvesh presented the analysis of the noospheric knowledge and its role in the education and training process. However, the works of these authors include mostly systematic and philosophical analyses, and cover pedagogical aspects only lightly.

Peculiarities of the process of integration of the content of the disciplines of natural sciences, professional and humanitarian blocks in the context of noospheric thinking aimed at improving of the educational training in secondary, secondary vocational and higher educational institutions, are covered in research papers of I. Bogatova, N. Kaluzhna, Z. Kolycheva, L. Nechyporchuk, L. Nikiforov, L. Ribalchenko and others.

Examination of noospheric worldview in which "nature diminishing logic" thinking is replaced by "nature parity logic" thinking that promotes co-evolution of the society and nature is presented in the works of Y. Kuvshinov, A. Kuznetsova, D. Magomedov, D. Smirnov, A. Engel and others. The Scientists are convinced that the noospheric transition stage of the establishment of a holistic (harmonic) thinking of a personality as the basis of spiritual consciousness is an essential and sufficient condition for qualitative changes in society.

Education – is a social institution that is aimed at forming spirituality and moral consciousness of the individual on the basis of universal values. The latter include environmental imperative "Man – Nature" that underlies the construction of the system of Noospheric Education.

The analysis of the scientific approaches to the nature of the Noospheric Educational paradigm showed that it is based on the provisions of cosmo-planetary organization "Man – Society – Nature" on the basis of the Laws of the World. Discovery of the Postulates and Laws of the World – is "an important direction of human development at the current stage and on the subsequent period of its life and work" [2, p. 2].

At the stage of noospheric transition, the ideals of society refer to refusal of the humanity of the principles of materialistic thinking and transition to ecology-centric thinking, based on the position of universal evolutionism - ideas about the evolution of the universe as a complex capable to self-development and a system of Nature, whose existence is inspired by human activities.

The first steps in the quest for discovering the backbone principles of the Universe were the ideas of the noosphere by E. Leroy, A. T. de

Chardin, V. Vernadsky, I. Dmutrievsky as an area of cosmic mind. These ideas, according to N. Maslova, coincide with the religious beliefs of the Creator and the responsibility of mankind and man for their thinking, behavior, attitude to nature and to each other [4, p. 31]. These scientific concepts constitute the essence of the universal evolutionism, that is a system of Laws of the Universe:

- Awareness of the primacy of the Creator and man's role as a subsystem in hyper system "Man - Society – Nature";
- The realization that science has been underestimating the importance and the role of the rational-logical, pragmatic thinking, which, in essence, ignores the image-intuitive cognitive abilities of a man;
- The gravitation toward a holistic thinking, to the implementation of integrated forms of human activity in which a fundamental role is played by moral principles;
- The emergence of new research directions, which focuses on the study of the world and people in it (general system theory, systemonomy, systemology, social and natural history, holodynamics, evolutionary ecology, synergy, noospheric psychology and pedagogy, etc.) [4, p. 32].

Thus, today there is a need for a person who not only understands the nature, society, culture and modern and past eras, but identifies himself or her herself as part of the mega space - a genetic unity of Universe and of Man. This, in turn, creates the need for new educational methodology based on Overarching Laws of the Universe - the universal rules of the structural and functional organization of the Universe and compulsory life support and evolutionary development of systems of all levels. The structure of the Universe defines the structure of the knowable laws, reflected in the norms and attitudes of the human life. The basis of the structure is morality - the norm of harmonization of human and society with the General Law of the Universe.

Modern science provides convincing evidence for understanding norms of behavior focusing on energy-deep (physical and chemical) processes of human nature (B. Astafjevs, P. Haryayeva, I. Rabi). Being a part of the Universe, a person is subjected to the Law of Harmonic (leftward) movement in the body, brain, soul, genetic material. B. Astafjev proved that harmonic (leftward) dynamics of people who receive positive information and energy are enhanced, and these people become healthier, more harmonious and happier [5, p. 144].

To understand the principle of information transmission, N. Maslow (based on the theory of vibration of muscles in the body of animals and humans academician N. Arinchyna and rhythm dynamics of the Academy of Natural Sciences, Yuri Ivanov) introduced in the system of wave interactions (Fig. 1-2).

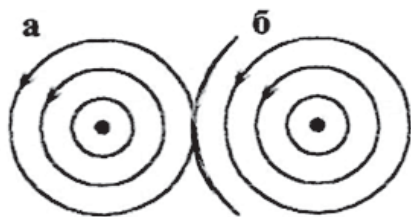


Fig. 1. The harmonious interaction

[5, p. 147]

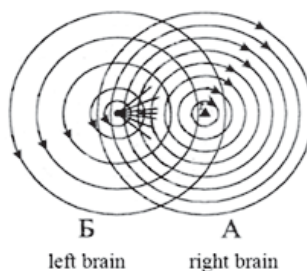


Fig. 2. Inharmonious interaction

[5, p. 148]

Objects (a, b) are in harmony, without disrupting their biorhythms wave interactions (their frequency, amplitude, mass being approximately equal). Comparing Fig. 1 and 2, N. Maslow noted some fundamental differences in the nature of systemic dynamics. The system, shown schematically in Fig. 1, supports and enhances the harmony of objects A and B; they interact in the same rhythm of Laws of the Universe, without breaking them. This is called a harmonious interaction or nature of the interaction. In this dynamics all processes in the body, soul brain occur under natural law. The man does not waste forces and energy for the restoration and is able to develop a higher level of spiritual exaltation of growth in the conditions of high value orientations and high aspirations.

In another system (Fig. 2), the negative impact of A forces B to and, in order to survive, exert extra energy to recover. Violation of biorhythms here means backward movement, which is against natural evolution and dynamics of life. This is the destruction of life, nature, and causes harm.

According to the above, the model of moral personality includes a complete set of the absolute moral principles, congruent General Law of the Universe:

- absolute love for the Universe and its Entities;
- absolute faith in a natural and harmonious start of life;
- kindness and concern for nature and people;

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- justice, protection of the weak, active honesty;
 - active participation in the harmonization of life;
 - preservation of health;
 - diligence;
 - openness to the Universe;
 - desire for higher potential disclosure of the personality;
 - support of traditions of peoples and families;
 - orientation on knowledge of the Universe [5, p. 148].

Moral personality comply with the Laws of the Universe, using toolkit of the emotionally-volitional domain to profess the absolute moral principles of life. Therefore, today there is an urgent need to revise categorical apparatus of the pedagogy, its aims, methods, pedagogical axiology, teaching and educational practices process based on the General Laws of the Universe. This is possible in the system of Noospheric Education. Noospheric Education is able to educate people with new evolutionary qualities of a holistic thinking, project intelligence, cosmo-planetary consciousness of moral increasing, innovative energetic, communicative capabilities. This, according to N. Maslov, demanded and sometimes necessary for the evolution of the planet as humans, that is not possible without the technological breakthrough in all spheres of the society and the transition to a new, economic, social, moral and cultural level of development in the mandatory nature human activity [4; 5].

Based on the above, we can derive the concept of the education for the noospheric approach – an individual or collective manner and the process of forming the subject of the image of itself (self identification) through individual learning and processing of knowledge and skills by mankind adequately to General Laws of the Universe.

Noospheric education is based on high achievements of science of the 21st century, justifies and offers toolkit to master neuro somatic features of the brain. This 5 level (outline) of the brain allows the individual to implement higher positive aspirations.

The purpose of the Noospheric Education – the motivation of a holistic, ecologically healthy mindset that shapes the vision of a coherent picture of the Universe and can be a tool for solving Global Problems. Parenting of a holistic thinking, based on a synthesis of modern achievements in space science, quantum physics, biology, physiology, system theory, synergetic, neurophysiology, psychology is a method of psychological and educational impact that serve as a tool

of transformation of left-hemispheric thinking of a person. The result is the formation of the Noospheric consciousness congruent of Laws of the Universe. That is why, today announcing perspective and purpose of the education in the coming decades, we call it as Noospheric. This does not mean that today it is so. It aims at mastering current urgent toolkit, methodologies and techniques offered to mankind by evolution of life.

Conclusions and prospects for further research. The concept of the Noospheric Education is focused on a new level of human thinking in the context of the triad “Nature – The man – Society” based on the General Laws of the Universe. It motivates new understanding of goals, values and results of education system: of a holistic education, sound thinking person armament of effective tools for independent choice of its place in the “Nature - The man - Society” an ability to set goals, choose means and see the consequences of their actions in the future.

The prospects for further studies refer scientific research towards axiological aspects of the system of the Noospheric Education.

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Abstracts

OKSANA SAMOJLENKO. Neosferowa oświata jako technologia wychowania i edukacji osobowości XXI wieku. W artykule przedstawiono naukową koncepcję edukacji neosferowego etapu rozwoju. Uwaga koncentruje się na nowym etapie ludzkiego myślenia w kontekście triady «Przyroda - Człowiek - Społeczeństwo» na podstawie powszechnego prawa świata. Zaznaczono, że koncepcja motywuje nowe przedstawienie o celach, wartościach i osiągnięciach systemu edukacji - kształtowanie całościowego myślenia człowieka, uzbrajając go w skuteczne narzędzie do przewidywania konsekwencji swoich przyszłych działań.

Słowa kluczowe: noosfera, noosferowe myślenie, noosferowa edukacja, powszechnego prawa świata, kosmos, przyroda i społeczeństwo.

ОКСАНА САМОЙЛЕНКО. Ноосферна освіта як технологія виховання й навчання особистості 21-го століття. У статті здійснено системний виклад наукової концепції освіти ноосферного етапу розвитку. Зосереджено увагу на тому, що концепція ноосферної освіти орієнтується на новий рівень мислення людини у контексті триади «Природа – Людина – Суспільство» на основі Загальних Законів Всесвіту. Вона мотивує нові уявлення про цілі, цінності та результати діяльності освітньої системи: виховання цілісного, здорового мислення людини, озброєння її ефективними інструментами для передбачення наслідків своїх дій у майбутньому.

Ключові слова: ноосфера, ноосферне мислення, ноосферна педагогіка, Всезагальні Закони Світу та Світобудови, Космос, природа, суспільство.

ОКСАНА САМОЙЛЕНКО. Ноосферное образование как технология воспитания и обучения личности 21-го века. Статья содежит системное изложение научной концепции образования ноосферного этапа развития. Внимание уделено тому, концепция ноосферного образования ориентируется на новый уровень мышления человека в контексте триады «Природа – Человек – Общество» на основе Всеобщих Законов Мира. Она мотивирует новые представления о цели, ценностях и результатах деятельности образовательной системы: воспитании целостного, здорового мышления человека, вооружение его эффективными инструментами для предвидения последствий своих действий в будущем.

Ключевые слова: ноосфера, ноосферное мышление, ноосферная педагогика, Всеобщие Законы Мира, Космос, природа, общество.

OKSANA SAMOILENKO. Noospheric education as a technology of upbringing and education of the 21st century personality.

This article provides a systematic presentation of the scientific concept of education during the noospheric stage of development. The emphasis is on the fact that the concept of the noospheric education is oriented to a new level of human thinking in the context of the triad "Nature - Man - Society" based on the General Laws of the Universe. It motivates new understanding of the goals, values and performances of the education system: education of the holistic and sound thinking of a person, equipping this person with effective tools to predict the consequences of own actions in the future.

Key words: *noosphere, noospheric thinking, noospheric pedagogics, Universal laws of the world and it's creation, Cosmos, nature, society.*