

Humanistic meanings in the educational conventions of modernity: on the problem of understanding the philosophical content of subjectivity

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Abstract. A holistic understanding of the current approaches and strategies circulating in the educational environment, where in a situation of global transformation, there is an intensive search for ways and methods to overcome the crisis, is relevant. Within the framework of the pedagogical and philosophical analysis, the authors attempt to discover new aspects of the humanistic content of subjectivity. It is necessary to recognize the absolute value in students, which is seen through the manifestation of individual qualities and abilities. This means that it is necessary to ontologically recognize any subject of knowledge as self-sufficient, regardless of the ranks on the institutional ladder that are common in social structures, in other words, it is necessary to go beyond the boundaries of evaluative categories that, as is known, determine the intellectual status of the subject according to the degree of acquired and certified knowledge. First, the teacher overcomes his power complex, dominance over the student, which is deliberately placed by the traditional approach in the position of ignorant and incompetent person. Secondly, the emphasis on such concepts as discipline, norm, and standard has been changed. Third, the strengthening of group solidarity, to guarantee the basic social meanings in a world of increasing risks, where there is a growing desire to consolidate not with society as a whole, as in previous eras, but with a separate small group. Fourth, the most important conceptual link in these constructions is the ability to communicate. Fifth, there is a rejection of excessive rationalistic perception of reality. A new post-materialistic pedagogical paradigm is formulated, which puts in the first place the deep aspects of the subject, conditioned by his emotionality, soulfulness, humanity, which are least associated with such behavioral parameters as punctuality, perseverance, and academic performance.

Keywords: subjectivity, pedagogy, postmodernism, humanism, paradigm, integrity, self-knowledge

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1 Introduction

The challenges of the post-industrial digital era indicate new horizons of expectations and requirements for modern educational conventions and institutions as segments of the educational system. The context of the current situation of uncertainty requires a revision of the content and forms of education. There is certain inertia, a kind of “slowdown” of the humanitarian environment, which does not keep pace with intellectual and social innovations. In this regard, a holistic understanding of the current approaches and strategies circulating in the educational environment, where, in a situation of global transformation, an intensive search for ways and methods of overcoming the crisis is observed, seems relevant.

The intellectual lobby of postmodern radicals accompanied by their hypertrophied activity in the direction of an unrestrained critical analysis of the imperfections of pedagogical and educational realities opens up new perspectives for us in solving really pressing issues. The latter indicates the fragility and total instability of the existing institutional systems, cognitive tools and real situations of everyday life as the foundation of new growth points, when, on the basis of acceptance and understanding of reality as it is, a perceived collapse suddenly takes the form of an order.

For more than a decade, national science has been observing the postmodern project and is embarrassed. To date, an impressive volume of various assessments of this controversial phenomenon in the intellectual culture of our time has been accumulated. Special attention should be paid to the works of I.P. Ilyin [1, 2], where for the first time a detailed, systematic analysis of a number of fundamental provisions revealing a new approach to the problem of disappearing and reviving subjectivity as well, is revealed. At the same time, a number of authors have tried to reconstruct the established anthropocentric concept, consider it as an attack on the value foundations of civilization, in which the unshakable boundaries of subjectivity are clearly defined and written in an enlightened, humanistic narrative. A significant revolution in understanding the postmodern concept of the subject was demonstrated in the works, to one degree or another, which were involved in the process of adaptation of postmodernist thought to the modern domestic intellectual space, where plots permeated with the ideas of new humanism are ripening today. Moreover, a number of authors such as O.I. Gaintseva [3], G.D. Dmitriev [4], S.V. Ivanova and T.N. Bokova [5], T.E. Marinosyan [6] undertook a study of the implementation of the development of the postmodernist vision of the subject in the educational process.

2 Methods

The key actor in any educational situation is the one who is the leader in the classical educational paradigm. Obviously, the role of the teacher, given all the future prospects of transformation, cannot be functionally eliminated. Consider the pedagogical reality of subjectivity from the perspective of a modern thinker committed to the radical philosophical attitudes of postmodernity. The latter is based on the presumption of deconstruction of traditional ideas about education as a centered, stable structure [7]. The anti-dogmatic attitude draws us into a situation of liberation from the ossified, retrograde and therefore ineffective standards of the educational environment. One of such obvious paradigms of the tradition is the “teacher-student” binary.

An innovative approach involves transforming the traditional system of relationships where the teacher dominates and the student is led. The teacher acquires to a greater extent the function of a moderator of the educational process, an Internet methodologist, an intellectual curator, a navigator, directing an educational ship in sailing along the currents in the seething, global information ocean. This situation corresponds to the well-known

epistemological principle, according to which the subject of cognition himself chooses the object of cognition, as well as the means and methods of assigning certain meanings to things and situations [4].

3 Results

The above problem cannot be solved without a systemic and conceptual understanding of the situation of cognitive uncertainty that has arisen, which is based on the discoveries of the multidimensional structure of cognition. The latter is based on an individualized experience of the formation of meanings, where the pragmatic and fundamental result of heuristic practices is synthesized [8]. The traditional understanding of the “ego” as the epicenter of thought processes and life experiences has been subjected to a well-known deconstruction [9]. The rebirth of the subject through the domination of these existential constants and through the acquisition, thus, by himself of his original, fundamental essence, manifests the contextualization of sociality and, ultimately, generates a new unity “person-and-his-environment” [10].

Thus, the position of the teacher begins to be determined through the integrity of subjectivity, where, through creative activity and deep connection with the Other, a new paradigm of intersubjectivity is born [11]. In this situation, truth is a manifestation of individualized existence, and its acquisition is deeply intimate. In the designated postmodern logic, the subject uses external reality to create his existentially interpreted reality [1]. Therefore, understanding the status and functions of a teacher in a situation of permanent crisis in the segment of modern educational environments requires new approaches, including those developed by representatives of postmodernism [5].

What are the main provisions of the new approach? First, the teacher’s overcoming of his imperious complex, domination over the student, deliberately placed by the traditional approach in the degraded position of an ignoramus and unskilled person. Any form of violence against the psyche of a student is defined as unacceptable and dangerous manifestations [7]. Secondly, the emphasis has been changed in relation to such concepts as discipline, norm, and standard. The postmodernists in the spirit of Kant call for the perception of a person at the moment of learning as a universal goal of pedagogical efforts, which entails the priority of cultural differences and personal, intellectual uniqueness as a key value [12, 13]. Third, the strengthening of group solidarity to guarantee basic social meanings in a world of growing risks, where there is a growing desire to consolidate not with society as a whole, like previous eras, but with a separate small group [8]. Fourthly, the most important conceptual link in the constructions under consideration is the ability to communicate. In the era of digital realities, it becomes especially valuable, since in all directions previous forms are outgrowing [14]. Fifth, there is a rejection of an excessive rationalistic perception of reality, where the values of security, social guarantees, career success, materially expressed purposefulness are postulated and dominated, which are traditionally given high importance in a modern society of growing instability [9].

4 Discussion

Thuswise, a post-materialistic pedagogical paradigm is facing us, which puts in the first place the deep aspects of the subject, due to his emotionality, sincerity, humanity, which are least of all associated with such behavioral parameters as punctuality, perseverance, academic performance, etc. [10]. Well-known postmodern positions, reflecting the new accents of a renewed humanism, were included in one of the best-known reports of the Rome Club [15], which says that the world intellectual elite proclaims a systemic

reorientation of the lifestyle as the most important way to solve pressing global problems. By creating a space of such integrity, the teacher sets up, thus, the system of his daily pedagogical work, in which all his professional competencies are harmoniously implemented, which creates the foundation not only for his personal brand, but also for humanity, as the primary condition for any socially-oriented activity [16-18].

5 Conclusion

In the light of the above, the importance and relevance of the issue of systemic and specific assistance to the teacher in the implementation of this integrity; its achievement is not an easy task in modern transformational conditions, should be emphasized. Eventually, the modern teacher with the entire educational system must undergo an upgrade and enter the era of renewed humanism, where intersubjectivity is recognized as the fundamental basis of pedagogical skills.

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