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THE RELATIONSHIP OF THE PHILOSOPHY OF EDUCATION AND THE HISTORY OF PHILOSOPHY: A FORECAST OF EDUCATIONAL TRENDS 2022-2024

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Abstract: Education is a systemic component of the worldview picture of the world. Along with the scientific and pedagogical arsenal, the historical and philosophical component is a fundamental analytical method of educational space research. The purpose of scientific exploration is to predict educational trends in the short term through the prism of historical and philosophical analysis. Synergetic interaction between the philosophy of education and the history of philosophy forms the basis for the study of practical and theoretical dimensions of modern education. The balance of dialectical and synergetic methods in examining educational trends provides a complete analysis in both practical pedagogical and theoretical-philosophical dimensions. The results of the study allow you to analyze the development of education from a cultural and historical perspective, which allows you to predict the optimal ways of further development of this sphere of social activity. The scientific novelty of the work consists in combining the potential of philosophy, history, science, pedagogy, and culture to forecast educational trends in the coming years. Thus, historical and philosophical interpretation of education points to the demand for three key short-term trends in the modern educational space: globalization, technologization, and informatization.

Keywords: education, philosophy of education, history of philosophy, educational trends, educational perspectives.

Introduction

Educational trends are changing in accordance with the conditions of functioning of socio-cultural space. The turn of the twentieth and twenty-first centuries needed to protect education from the rapid and all-consuming development of technology. Therefore, humanistic-oriented trends prevailed in the educational strategies of global organizations and national educational programs. However, the last decades in the philosophical and attitudinal dimensions are characterized by a certain stabilization of the joint positioning of man and technology. The worst scenarios of technological domination with existential threats to humans have not materialized. Consequently, there is a need for new positioning of man, technology, and information in all sphe-

res of social activity. Education is no exception, as it also needs a new interpretation of the human role, the significance of the subject of the educational space, and the objective factors of its existence.

The philosophy of education is called to develop such strategic guidelines for the functioning and development of education. The only point is that such strategies should be formed by taking into account the historical experience of the educational environment, which is most fully covered by historical and philosophical interpretation rather than by historical science.

Forecasting educational trends is possible only by analyzing the current situation in education and awareness of the target, practically oriented, and systemic aspects of the educational space. Statistical data can provide information on each of these components, but it is possible to create an overall picture of educational development only with an understanding of the overall sociocultural paradigm. Such a paradigm is formed by scientific, philosophical, social, and cultural resources.

The modern world is multidimensional and dynamic. Practically no area of social activity can be autonomous. Consequently, the need for philosophy is growing as its methodology greatly expands the potential of both science and education. While more and more researchers are trying to concretize the role of philosophy in making sense of educational, scientific, or cultural systems (Laplane et al., 2019).

Methods

The philosophy of education is a bridge between theoretical and methodological reasoning and the practical application of educational principles. The algorithm according to which the ideal theoretical model is completely ineffective in practical application demonstrates that theory and practice in education are not identical (Barrow & Woods, 2021). It is inappropriate to dismiss the potential of philosophy in such circumstances, as it is philosophical principles and concepts that often become a cohesive factor between the theoretical and practical dimensions of education.

The research study on the relationship between educational philosophy and the history of philosophy used general scientific methods of analysis (structural and comparative). The perspective-oriented methodology uses methods of forecasting educational development and modelling educational scenarios.

Special historical methods (historical-comparative and historical-systemic) allowed for studying historical patterns of educational development in cultural-historical epochs and investigating factors influencing changes in educational strategies.

Philosophy of education focuses more on philosophical ways of scientific-cognitive activity. In particular, the analysis of educational perspectives through dialectical and synergetic methodology allows the revealing of the essence of education and its main development trends most fully.

Literature Review

A review of the source base of problems of the philosophy of education and the history of philosophy requires understanding the differentiation of scientific achievements that consider educational development from the historical-philosophical point of view and from the point of view of professional and practical education. The problems of the philosophy of education are quite actively covered in modern philosophical reviews. The works of Barrow and Woods (2021); Carr (2021); Noddings (2018); Roth, Mollvik, Alshoufani, Adami, Dineen, Majlesi, Peters and Tesar (2020); Sardoč, Coady, Bufacchi, Moghaddam, Cassam, Silva, Miščević, Andrejč, Kodelja, Vezjak, Peters and Tesar (2021) are worth mentioning. Historical and philosophical analysis of educational realities and perspectives has been carried out by Bowden (2022); Van Norden (2019). The interplay of historical-philosophical analysis with philosophical-scientific and philosophical-educational concerns has been highlighted by Marcos (2021); Laplane, Mantovani, Adolphs, Chang, Mantovani, McFall-Ngai, Rovelli, Sober and Pradeu (2019); Koenig (2019). Predicting educational trends in the short term is found in research studies by Biesta (2019), Kaushik and Walsh (2019), and Schumann (2018).

As we can see, the topic of educational perspectives in the coming years is quite relevant in scholarly discourse. At the same time, the prob-

lem of educational development is mostly considered separately in the theoretical-methodological and practical-methodological dimensions. A forecast of educational trends in the short-term perspective involving synergetic interaction of historical-philosophical and philosophical-educational clusters is the most acceptable algorithm. Such dimensions allow considering the prospects of educational development in the context of the worldview paradigm of progressive civilizational development.

Results

Education differed in the peculiarity of its development at different stages of civilization development. Each cultural and historical epoch formed its own picture of the world, which responded to the fundamental questions of the functioning and development of man and society. The educational cluster has two dimensions of coexistence in the worldview paradigm:

- adaptive, according to which education is subject to the ideological aspects of the dominant worldview in society and forms generally accepted norms that are relevant to the socio-cultural space.
- creative, when the educational sphere is at the forefront of potential transformations and produces innovations that people and society need.

At the heart of the philosophical approach to history, we observe not only a chronological account of the facts but also a search for the meaning of events (Bowden, 2022). This is how the patterns of the historical development of a civilization as a whole or an individual society are formed. Such an algorithm is used to analyze the peculiarities of the development of all spheres of human life and society. We can trace the evolution of the educational space and identify all the positive and negative aspects that took place in education. Guided by historical experience, strategies for further development of the educational sector should be developed.

In the modern scientific worldview paradigm, the division of philosophical problems into epistemological, ethical, or metaphysical ones is not always expedient because these issues are interconnected to such an extent that they often interchange with each other. Under such conditions,

the philosophy of education and the philosophy of science have developed peculiar methodological principles. Philosophers and educators have long agreed on the importance of critical thinking but have not fully agreed on what it is and even less agreed on how to teach it (Noddings, 2018). Critical thinking is as relevant to the natural or technical sciences as it is to the humanities. Consequently, critical thinking becomes a universal methodological idea for both historical-philosophical analysis and practical philosophical-educational implementation.

Under any conditions, the development of education correlates with historical realities and priorities of social development. Therefore, we consider philosophical clusters of the history of philosophy and the philosophy of education in interrelation. Note that this interrelation has both synergetic and dialectic dimensions. Despite the necessary condition of harmonizing the key principles of historical and educational development, these two problems have diverged from time to time in a philosophical understanding of existential and axiological perspectives of human or social development.

The problem of educational philosophy is concentrated on the relationship among pedagogical, historical, and philosophical components. As Carr (2021) argues, there is a spreading tendency in contemporary Western society to isolate philosophy from education. This isolation of education from philosophical reflection carries many risks. The pragmatism of today's worldview paradigm advocates the complete autonomy of individual spheres of public activity. Consequently, education has not only a practically oriented scientific and pedagogical component but also a systemic and creative worldview function. However, the question arises as to the educational potential's ability to carry out strategic self-reflection and form developmental perspectives. As historical experience shows, similar attempts at full autonomization of other spheres (primarily economics) have failed. Understanding the need for the simultaneous autonomization of education and its need for scientific and philosophical, and historical support, we propose to create an alternative history of educational philosophy.

Analyzing historical and philosophical trends in culture and education, Koenig (2019) points to the relevance of educational philosophy as a tool to prevent crisis phenomena. Synergetic dimen-

sions of self-control and self-management as special manifestations of individual experience are proposed to regulate uncontrollable processes in the educational space. Consequently, we distinguish another relevant trend of educational development - self-organization. Note that the realization of such intentions requires a historical-philosophical understanding and appreciation of subjects' reflexions in the educational space. The historical experience allows us to form a road-map of educational transformations. The philosophical analysis provides the value-normative components of educational reforms. Such interaction of historical-philosophical and philosophical-educational potential allows for preserving the fundamental purpose of education and envisaging the optimal ways of its evolution.

The problem of branching educational philosophy into the philosophy of higher education, secondary education, elementary education, self-education, etc., should be considered separately (Barnett, 2021). The general theory of education has lost its relevance in a dynamic world because each cluster of education no longer performs only a practical educational function but has specific worldview precepts correlated with the current realities of social existence. Therefore, when raising questions about the prospects of education, it is necessary to differentiate its system in advance.

The radicalization of society provokes philosophy to go beyond "conventional wisdom" (Sardoč et al., 2021). Philosophical reflection on the perspectives of education is carried out based on historical experience. In almost every cultural and historical epoch, a radical wing is formed that opposes conservative attitudes. Usually, in this way, the transformation of the educational system is accelerated. Philosophical ideas become a locomotive for innovation and reform in education.

On the other hand, a counterbalance to radicalization is the functioning of the normative-legal system of education, which ensures the canonicity and stability of the educational space. As a rule, it is international, state, or corporate institutions that determine the strategy of educational development. A distinction is made between political, educational security, cultural, educational security, and social, educational security (Gearon & Wynne-Davies, 2018).

Thus, educational perspectives are shaped by a balance of innovation and stability. The practical component of this balance is achieved through the direct operation of educational institutions. As for providing worldview components of the said balance theoretically, they are provided precisely by philosophical and scientific resources.

The philosophical concept of pragmatism occupies an important place in the modern scientific worldview picture of the world. Using the epistemology of pragmatism allows us to justify ideas of expediency focused on the result (Kaushik & Walsh, 2019). Pragmatism is relevant to the educational field, which has important social implications for society. Outcomes of educational effectiveness are identified with academic achievement and the level of development of society. Historical analysis shows that the cultural and historical periods in which education focused on the achievement of results in quantitative and qualitative indicators of the educated population became stages of rapid development. Consequently, the philosophy of education acquired the concept of pragmatism as an effective tool in matters of building educational strategies.

One of the key problems of modern society is the quality of education. If modern society has coped with the problem of the general education of the population, the problem of the quality of education is a fundamental guide to short- and long-term educational strategies. To achieve the proper level of knowledge quality, the educational space needs information and technological innovations in combination with classical aspects of pedagogical skill. It is quite difficult to combine these two fundamental components of education because, in many ways, they contradict each other.

Classical scientific or pedagogical methodologies cannot overcome the above dichotomy. The philosophical, methodological arsenal comes to the rescue. The combination of dialectical and synergetic methods allows the innovative and traditional models of education to be combined in practice. On this basis, we consider the philosophy of education as a promising platform for the formation of concepts of educational trends in the coming years.

Along with the history of philosophy and the philosophy of education, the important role of the philosophy of science should be noted. This scientific and philosophical cluster complements

the universal paradigm of the educational system of today. We are aware that the prospects of educational development will largely depend on the level of scientific development. Scientific achievements will be decisive in shaping the idea of both the object and the subject of the educational space. Therefore, the philosophy of science should be considered in new contexts of the integration of science into the network of systemic connections with other spheres of life (Marcos, 2021).

Consequently, the synergy of education, science, history, and culture is the optimal methodological tool for predicting the prospects of educational sphere development. When developing educational strategies, we must consider not only traditional pedagogical aspects but also be guided by the achievements of scientific and technological progress and cultural and informational assets. Since education is integrated into the sociocultural space, this area cannot function autonomously, despite its conservatism and traditionalism. The disagreement between traditional educational attitudes and innovative strategies

in education is a key issue for the scientific and philosophical community. The philosophy of education should develop a worldview understanding of the development of education in the conditions of the progressive development of civilization while preserving the authenticity of the educational space.

Discussion

On the practical plane, the educational elements are realized in administrative-organizational, educational-methodological, and individual-psychological manifestations. When we focus on the problems of educational philosophy concerning the more existential and value dimensions, more emphasis is placed on analyzing the most favourable environment for the functioning of education and forecasting the optimal ways of development of this branch. Consequently, education is characterized by three main types of forecasting its development (see Fig. 1.).
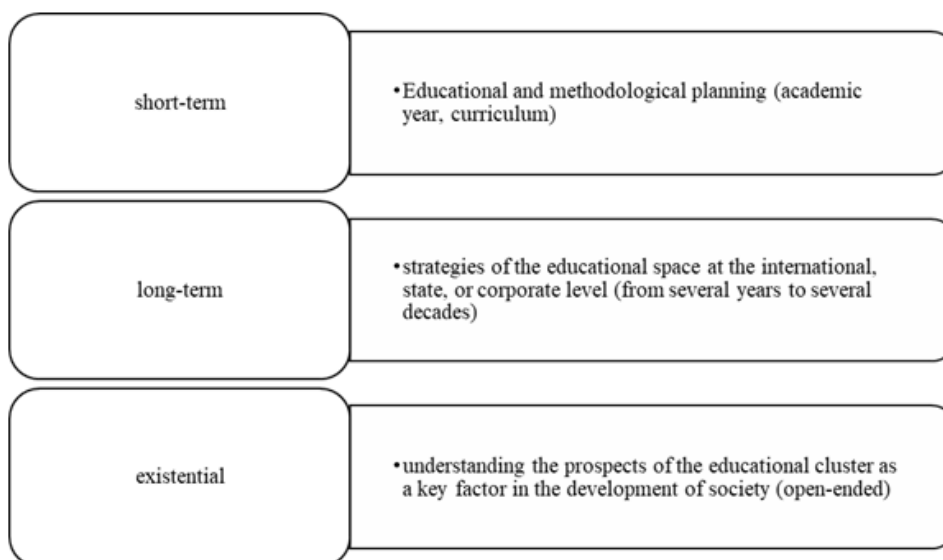

short-term	• Educational and methodological planning (academic year, curriculum)
long-term	• strategies of the educational space at the international, state, or corporate level (from several years to several decades)
existential	• understanding the prospects of the educational cluster as a key factor in the development of society (open-ended)

Figure 1. Types of Predictions of Educational Development (authors' own development).

It should be noted that philosophy is mostly associated with long-term or existential projections since reflections on global and essential characteristics cannot be realized at a rapid pace. However, if we look at educational development through the prism of educational philosophy and the history of philosophy, it is the short-term per-

spectives that are important. As for general philosophical reflections on education, we have quite a lot of assets of philosophers, scientists, and educators.

Nevertheless, the dynamism of the modern world requires primarily short-term forecasts, which are formed by philosophical elements as

well. Since short-term forecasts in education are primarily educational and methodological and organizational-administrative in nature, we will try to highlight the potential prospects of educational philosophy in the historical dimension of the next three years.

The realities of modern civilizational development are permeated by several major trends, which are interconnected and analyzed by both the history of philosophy and the philosophy of education (see Fig. 2.).
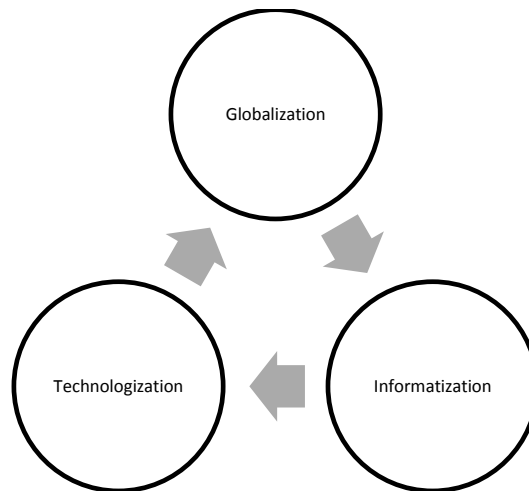

Figure 2. Current Educational Trends (authors' own development).

Van Norden (2019) criticizes academic philosophy for its Eurocentrism (continuing this thought, one could draw analogies about the overorientation of philosophy toward the Eastern tradition or the Americanization of philosophy) and territorial isolation and calls for a reorientation of the educational environment in accordance with cosmopolitan (globalizing) ideals.

One of the most widespread concerns in educational policy and philosophical research in recent decades has been shaped by concerns about the transformation of public education from a predominantly national to a global one. The concerns range from the emergence of powerful new supranational actors on the educational scene to globalizing economic structures, neoliberal policies, and global cultural changes in the educational space. Rather than naively falling into the trap of globalization and cosmopolitanism as manifestations of positive potential or negative threats to education, however, a new framework of ethical, social, cultural, political, and economic interpretations of current educational issues is offered (Schumann, 2018).

Globalization affects the interpretation of the educational sphere both from society and from the position of the subjects of the educational

space. Education is now evolving beyond the classical linear model. The educational sphere is no longer a set of achievements of educational activities of all states or educational centres. Such development had a linear character, and methods of historical science were used for its analysis. That is, history described the functionning of education in a specific historical (spatial and temporal) environment and provided an analytical account of the performance or efficiency of the educational cluster. Philosophy, in its turn, provided a worldview substantiation of educational dimensions.

In the conditions of modern sociocultural development, such a linear approach is inappropriate because the current purpose of education has severed both the spatial and temporal components of its classical development. Education is becoming a global concept involving integration and synergy. Consequently, it is becoming increasingly difficult to determine the characteristics of the functioning of the educational system on the example of the educational policy of the state or the activities of a particular educational institution. Globalization has led to a format where the conditions of productivity and efficiency of the education system are dictated by a

unified educational paradigm.

The relevant question arises - is historical or pedagogical scientific discourse capable of providing an analysis of modern educational development? An interdisciplinary synergetic scientific discourse, which is able to cover all the problems of global education, which is asserted in our time, is relevant now. Since these methodologies have not only scientific but also philosophical dimensions, it should be noted the key role of the philosophy of education in comprehending the prospects of development of this sphere.

Having the factual material of the educational sphere functioning in its global and local manifestation, which is provided by historical science and awareness of the target aspects of education studied in the cluster of history of philosophy - modern scientific discourse is able to assess the prospects of education development in its practical and strategic dimensions.

Technologization of education has been traced for a long time, but only in recent years has this trend moved from being auxiliary or alternative to the dominant status. The reason for this has been both rapid technological development and sociocultural conditions. The COVID-19 pandemic and the military-political crisis are factors contributing to the increase in the share of technology in the educational process.

At the same time, technologization obviously destroys the classical elements of the educational process organization in the educational process. Any such changes need to be justified by society. The pedagogical community provides direct explanations of the practical-targeted nature of the use of technology in education. However, besides this, a person or society needs theoretical and ideological interpretations of the problems of technical support of the educational system. Therefore, a historical and philosophical explanation of the risks and positive factors of the technologization of education is important and necessary.

In the context of the total technologization of education, reservations about the negative consequences of this process are increasingly heard. While psychologists and sociologists point to the negative impact of technology in education at the individual and collective level, philosophers explore the axiological risks of technologization. Some researchers (Biesta, 2019) suggest opposing instrumentalization in education. Risks asso-

ciated with levelled value norms in the context of technologization are pointed out. Consequently, we get a dichotomy between the historical and philosophical awareness of the inevitability of further technological development in the educational sphere and the understanding of all philosophical and attitudinal risks for the subjects of educational space. The task of the modern philosophy of education is to harmonize and establish synergetic interaction between technologies, information capturing the educational space, and preserving the value constants of education - the principles of humanism.

Informatization has changed the development of education in the modern world. The authority of the teacher, the communication between the teacher and the student, and the sources of educational information for the student or pupil - all these aspects have undergone significant changes. The historical and philosophical analysis allows you to predict the vectors of information impact on the educational process and subjects of the educational space.

In this context, let us note that the history of philosophy and philosophy of education already have the appropriate scientific potential to analyze the impact of technology on the educational sphere because this influence began to be actualized in the XIX century and has acquired a non-alternative scale in the modern world. Consequently, the assessment of the technological arsenal in the educational cluster is a priority task for scientists and philosophers in the coming years. The main issue actualized in the historical-philosophical interpretation of education regarding technological achievements is the balance of benefits and risks associated with their use.

Philosophy of education allows us to analyze the educational process not in terms of practical socio-cultural implementation but in the context of axiological dimensions. Such an approach actualizes the necessity of forming value orientations in education.

In addition to the practice-oriented trends of educational development, one should not forget the existential theoretical and methodological trends of the educational space. Among the main trends that will be in demand in the near future is the preservation of human dimensionality (and even human-centeredness) in all areas of social life. Quite a few anthropocentric constants are being actualized in education, among which the

notions of human dignity stand out (Roth et al., 2020). Often dignity is levelled by the realities associated with specific narratives, practices, and traditions in particular societies. Therefore, the development of a unified value-based educational frame of reference is a necessary condition for the harmonious development of this sphere.

The attempt to predict trends in the development of sociocultural preferences has always been relevant for all spheres of social activity. The educational cluster also actively proposes trends that determine the essence and form of the educational space of the future.

Conclusion

The primary analysis of the effectiveness of the educational cluster is carried out by the scientific and educational, and teaching-methodological arsenal. However, when developing educational perspectives, it is necessary to introduce general worldview principles. The philosophy of education is the element through which educational strategies (short-term, long-term, or existential) acquire a common denominator with the realities of the socio-cultural space.

At the same time, classical philosophical tools are not sufficient for predicting optimal ways of developing the educational sphere. For the potential identification of threats and challenges caused by innovation development, historical and philosophical analysis of educational environment evolution should be involved.

Consequently, the interaction between the history of philosophy and the philosophy of education should be used to predict educational development and identify effective and sought-after educational trends in the short term. This synergistic interaction will ensure the development of promising ways of educational development under the conditions of globalization, informatization, and technologization of modern society.

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