

Noosphere World Concept as a Way of Reformation of Education System

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Abstract: Development of noosphere ideas creates conditions for noosphere outlook, modernization, optimization and harmonization of relations in the noosphere system, formation of noosphere consciousness and world view of civilized mankind. Aggravating contradiction between the World of Nature and the World of a Man demand innovative approaches to education of young generation behaviour of which must correspond to socio-natural dynamics. Transition to new civilization model of education not only provides rights and freedoms of a man, prioritizes moral-just mind, spiritual values and eco-humanism but allows to achieve total security of development, harmony of a man, society and the nature.

Key words: Co-evolution • Noosphere • Noospheric genesis • eco-humanism • Civilization

INTRODUCTION

Anthropogenic civilization, dynamic and mobile, is in the state of system ecological-economic crisis for several decades. Numerous investigations of its origins and reasons show that culture of anthropogenic society in combination with increase in consumption volumes has exhausted its potential and is no more able to provide sustainable future of mankind. Recognition of this problem must lead to thinking that the solution to a great extent depends on formation of new culture with noosphere energy imperative in the center: only what does not break nature balance can be allowed [1]. Life in such restricted conditions is connected with change of world-view mindsets of society, understanding of ideas of noosphere genesis and eco-centrism, necessity of rigid regulation, economy and deliberate restrictions in consumption. [2, 3]. Philosophic interpretation of this situation produces an idea that the solution to the problem is increase in the level of humanistic culture of society, restriction of centuries-long attraction to material wealth, technocratism, perfection of human features, development and encouragement of spirituality, its harmonious combination with material wishes in every separate personality [4]. From this point the overcoming

of crisis is viewed as finding solution of education problems. Because only education can raise up "noospheric" man who will be able by his own will and deliberately accept life to ecological standards, realize such activities and patterns of behaviour which would support stability of natural bio-geo-chemical cycles and social processes. Aggravating contradiction between Nature and Mind demands both innovative approaches to education of young generation whose behaviour must be adequate to socio-natural dynamics and keeping and enrichment of Russian education traditions. Contradictions of modern epoch between increasing needs of society and inability of Nature to satisfy these needs have become visible.

The aim of modern higher education is formation of professionally competent, socially active, independent and creative personality. Increase of the role of education in modern socio-economic situation will lead to use of innovative, progressive forms, side by side with traditional forms of education.

The Law of Russian Federation "About education" says that education is understood as targeted processes of teaching aimed to protect interests of a man, society, state, followed by ascertaining of the fact that the citizen has achieved levels of education set by the state.

Russian Federation declares education sphere prioritized one. The contents of education must provide: adequate to the world level general and professional culture of society; formation of adequate world outlook with the learner; integration of personality into national and world culture; formation of a man and a citizen integrated into modern society and charged with intention to make this society perfect.

Socio-economic policy of the Government of Russian Federation determines prioritized directions of renewal of education system in order to elevate education onto a new level. In national project "Education" in the sphere "Support and development of the best models of national education" the key measures are aimed to stimulation of universities for active implementation of innovative education programs. The document emphasizes special importance of innovative processes which must be in the focus of scientific and pedagogical circles. Idea about development of the world as single whole body, seeing a man as a part of nature, recognition of his intellectual-spiritual power by now must become, in our opinion world-view foundation of education process.

Studied and generalized by us philosophic and scientific-pedagogical literature demonstrates that necessity to create education system oriented to sustainable development, survival of modern civilization and keeping of bio-sphere makes the issue of noosphere education up-to-date. Retrospective analysis of literature shows that now teachers are actively looking for ways which will provide higher level of university education. This can be achieved, as it was pointed out by professor of Tyumen state university N.G. Khairullina, by use of active non-traditional forms of learning, active involvement of students into learning process [5].

In the same time the crisis in education system is considered by many modern thinkers not as painful temporary stage when society is transiting from one epoch to another but as characteristic feature of the system itself. Cardinaly changed civilization realities contradict the foundations of higher school - and the problem of what is better - to undertake new ways and modernize or follow traditions and provide stability - has not been solved yet.

Today we observe difficult process connected with modernization of all system of Russian education system. Development of higher school is still based on "Charters" of university which are reflection of specific education environment formed in Russia, but not having freed itself from the load of problems which were determined by the essence of higher education system. In this context the

most important problems are problems of education because requirements of society to graduates has changed greatly and not only in professional but, first of all, in social sphere.

MATERIALS AND METHODS

For the purposes of this of this study we chose socio-economic, noospheric, eco-humanistic approaches, the concept of sustainable development of civilization. They are realized by means of system, personality-active and anthropologic approaches, through the principles of nature - and culture - appropriateness. The methodological principles are principles of historicism, unity of theory and practice, synergic approach, methods of actualization - in regard to education as a part of culture. Methodology of study is also based on key principles of system approach to grounding of contents and methods of realization of noospheric education model which allow to get modern forecast data about the objects of study.

Factors Which Determined the Choice of this Analytic Study: Were as follows:

- Need of the country, region, city reflected in the appropriate state order (the law of Russian Federation "About education", National project "Education", New paradigm of development of Russia in XXI century, concept of sustainable development of society);
- Achievements of modern humanitarian sciences;
- Advanced pedagogical experience;
- Our own professional experience, intuition, creative potential, team support;
- Correspondence to scientific concept of noospheric education to realities and opportunities of university;
- System compatibility of noospheric education ideas with specific university.

RESULTS

Specific character of education in engineer university is clear, first of all, because of high degree of internal particularities of education space oriented not to humanitarian but to technical component of culture. Teachers at engineer university, as a rule, pay little attention to the theory of upbringing young people and in education process they are oriented first of all to their own life values and purposes which are, nevertheless, not

alien to their students. In the same time we are sure that the need for pedagogical knowledge, understanding and accessing to psychological-pedagogical culture, understanding of all aspects of education process, the purpose of education will be the key milestone for teachers-engineers.

In such conditions, on the one hand, the role of skillful tutor (curator) who is talented teacher-psychologist is of utter importance, on the other hand, we also should accentuate the role of students' self- and co-management, which facilitates development of socially significant personal features and social competence. In this connection the problem of humanization and humanitarization of education is realized, in new methodology its meaning is much deeper than just familiarization of a man with humanitarian culture [6, 20-22].

We must emphasize that practically all developed countries undertook reforms of education - these reforms acquired the status of state policy and huge amounts of money were invested into them. The reason - nations and government realize the strong relationship between the level of higher education and progress. On the one hand, this is real effect of global crisis in education, on the other hand - it is the effect of ecological-economic crisis in our country. This was greatly influenced by notorious "monasterism": a teacher can not change so easily as student because most professors and university teachers are already completely formed personalities who chose higher school for application of their talent and efforts. In the same time the traditions determined positive features of Russian higher school system. It is obvious that this system:

- Is traditionally oriented to professional activity and has close relationship with practice, developed system of professional orientation, professional training and re-training and the system of employment [7];
- It is able to train staff in all spheres of science, technologies and production demanded by modern world and if necessary, quickly responds to changes in the context of given assortment of specialities;
- By the number of graduates, quality of professional training and staff level it is on the one of the leading positions of the world;
- Is of fundamental character, namely in regard to natural disciplines and high level of technological training.

So, why in these conditions should we make reforms? Maybe we are just following European "fashion"? We have to admit that changes going on in society make the faults of Russian higher education more distinct, objectivize them, though these weak points were considered before as its obvious advantages:

- Obvious bias towards professional of higher school, at the expense of social competence;
- Status of diploma-holder because of the system of charge-free training is not regarded as feature of social elite, it is considered as a common thing;
- Dumbing-down connected with leveling: ambition of individual to realize himself in some narrow sphere is hindered by combination of factors which prevent from self-realization;
- Surplus attention of higher supervising bodies which results in leveling of university professor and teacher staff.

These and some other factors really show the necessity of some reforms. The gap between technical and humanitarian training, increasing "technization" and de-humanization of training which was caused by extensive character of mastering knowledge, skills and abilities (and with increasing volumes of information it is not productive and catastrophic) result in extraction of humanitarian contents of education, reduction of creativity of a graduate - and finally - in reduction of scientific and production potential.

The key feature of the crisis of education system is also total estrangement of a man from the world of nature - he does not see him as a part of this world, is opposed to nature, culture, he is deprived of the feeling of authenticity, meaning, loses links with the world which must help him to exist. The Russian education system while being one of the best in the world is nevertheless lagging behind from quickly changing conditions of existence of society in XXI century and because of that must be reformed.

The main argument for this conclusion is as follows: education system which has always been important civilizational factor, today, in conditions of ecological and economic crisis in Russia must not develop spontaneously. Correct strategy in orientation of this system with due regard to long-term targets of development of our country is of utter importance today because it can be the factor of transition of Russia to the model of sustainable and safe development. The system

of education, to a great extent, forms that social consciousness which will determine in future the way of development of our country.

“National doctrine of education in Russian Federation” is a cardinal document to create foundation for sustainable socio-economic and spiritual development of Russia providing high quality of life and national security. The Doctrine gives general impression about outlines, aims and tasks of development of Russian education for the nearest years; it is a transition concept from the Soviet model of education to market-democratic. It must create conditions which will provide development of new model of education of XXI century.

We are quite sure that new system of education must be oriented to the model of civilization development and sustainable development of world community. Transition to a new civilizational model of education will allow not only to provide rights and freedoms of people, to emphasize priorities of moral-just mind, spiritual values and eco-humanism but achieve panhuman security, harmony of a man, society and nature. A. D. Ursul writes that sustainable development is development which can solve demographic problems, socio-economic tasks, the problems of environment and keeping of natural resources to satisfy the needs of current and future generations of Earth [8]. In D. Ursul’s opinion, share of knowledge about past in modern education is 95%.

In our opinion the increase in efficiency of education process can be achieved if the process of education and development will be oriented to formation of personality who is responsible for active evolution (co-evolution) of biosphere and society, here pedagogical system must be built on creative activity which allows to master ways of interaction between Nature and Mind – content and methodological *lines of noospheric education*.

Content: Professional, ecological, research, valeological, social, citizen-patriotic, moral and legislative, moral-axiological, humanitarian, ethic, cultural-aesthetic, cultural-historic, philosophic, informational-bibliographic.

Methodological: Developing, integrative, activity and game-like, self-creative, sociometric, self-managing.

Developed in the process of our discussion lines of noospheric education, the means of their realization can be used in class and out-of-class processes as an example of formation of a student of new formation, as key paradigm of education modernization [9].

DISCUSSION AND CONCLUSION

Transition to the model of education for sustainable development is determined by fundamental contradictions both in world community and education itself. Education lags behind the demands of time contradicting both to the present and to the future. In experts' opinion almost all education systems are not distinctly oriented to the future. Values system functioning in education space is not adjusted for that future which can satisfy both the whole mankind and separate man. We can say that current system of education does not suit either society nor nature, it aggravates system crisis of civilization and increases deterioration of biosphere.

The forecasts today say that the whole education system of world community must cardinaly turn to the future, it must be oriented to the goals of sustainable development. A. Toffler pointed out that consciousness of people must look into the future, “futurization” of consciousness is necessary [10]. We have to ecologize and futurize consciousness, moreover - form ecological consciousness as nucleus and dominating component of future noospheric thinking. Changes in public consciousness are possibly only through mass social process named education. New component of education will be not of translation-communicative, but of generation-pro-active character.

In this connection we need brand new stage of education process - noospheric education correlated with education targets, with other structural components of university education system and what is most important - with interests, ambitions and potentialities of students and teachers. Noospheric education is focused on intellectual-spiritual and rational-informative factors and resources.

Noospheric education is based on the ideas of prominent thinkers of modern times, such as V. Vernadsky (Theory of biosphere and noosphere), K. N. Ventzel (cosmic pedagogics), N.N. Moiseev (ideas of co-evolution and ecological imperative) are in the center of pedagogical science developing pedagogical systems adequate to modern state of civilization. Based on ideas of collective creative work it suggests harmonious interaction of all spheres of personality, filling the process of education with moral and ethical norms, panhuman values, philosophy of existence. Noospheric education is intended for formation of intellectual elite of society, with feeling of one's own dignity, responsibility for possible

choice and understanding of moral duty before oneself, other people, Motherland, mankind. Thus, it is quite obvious that education must be re-oriented to new panhuman principles, values and targets which correspond to new civilizational paradigm [11, 12].

Infusion of students with new outlook and social mindsets based on humanitarian ideas, pan-human values and ideals, priority of healthy way of life, axiological aspect, scientific knowledge, philosophic vision, research skills corresponding to requirements of energy-saving imperatives, in our opinion, will facilitate formation of a personality with noospheric vision of the world.

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