

## STEPS OF LIFE SCHOOL

**A.P. Samodryn**«Alfred Nobel University» Institute of Higher Educational Institution  
pr. Svobody, 79, Kremenchuk city, 39623, Ukraine. E-mail: fdp@academy.kremenchug.net

**Purpose.** Article refers to the author's views on the educational system from a position regarding it as a pedagogic organization, compliance with challenges of our time. **Methodology.** To analyze the expansion or transition of human personal consciousness zone into the region of readiness for the social influence of world on the course of the Earth life. **Findings.** The development with the participation of human becomes of more targeted nature – noospheric and educational, global one. And this means that the academic views of V. I. Vernadsky are burning for educators. In a new light, modern comprehensive educational institution is required to look for more sophisticated approaches to produce personality, to become a social institution promoting innovative man-carrier of new values. There is a problem to understand the time and to act correspondingly regardless of language, which makes communication. Biosocial uniqueness of every personality involved in planning his/ her own future is the leading factor in the creation and implementation of complex social and economic systems. The profile activity of a person is personified and differentiated during the term of earthly existence – the spirit or functioning artifact is the personality, and to a large extent its support on the part of school determines the condition of stability of the system “man – nature” in the process of life. Training of a professional or profiled professional education, which has a natural knowledge is a task for the global community, formulate in the Program of Action ‘Agenda for the XXI century’. Natural knowledge and integrative education is a fundamental platform of spirituality. Nowadays, psychology from the science of soul has to transform into the science of mind, pedagogics into psycho-pedagogics. For this purpose, school needs a teacher-synthesizer of cultural and ethical structural-functional paradigm of science. **Originality** the article emphasizes that industry of education of noosphere epoch has already begun on the planet with the value of personality in the noosphere epoch has begun first of all. With the construction of civilization, an individual spirit ‘flows’ into the social dimension of the spirit, creating a new consciousness. Noosphere will be constructed with the consciousness of synergizing individual spiritual – the spirit of creative productive forces of the planet, the spirit of creative united personality of the planet. **Practical value.** Paper figure out that the society’s state of mind must be configured to act towards its spirituality, otherwise it will be degrading. **Conclusions.** Correlation between social and morphological organization of a human should not be beyond the problem of profile education that provides (through personality) improving of the bio-social dimension of humanity – humanization. Consciousness is a result of evolution, its origins are of geological origin, personal implementation and collective application: direct, indirect. World of human largely begins in human him/herself, is constructed by human, and ‘settled’ in him/her at the final stage, and therefore it is necessary to speak about the education profile, in the first instance, as about the length, endowed by the condition of isolation, self-identity, via which the life energy is moving through.

**Keywords:** education, pre-professional majoring, biosphere, region, personality.

## СХОДИ ШКОЛИ ЖИТТЯ

**А.П. Самодрин**Кременчуцький інститут ВНЗ «Університет імені Альфреда Нобеля»  
пр. Свободи, 79, м. Кременчук, 39623, Україна. E-mail: fdp@academy.kremenchug.net

Розглянуто педагогічна система з позиції щодо її відповідності завданням нашого часу - розширення (переходу) зони особистісної свідомості людини в область готовності до соціального впливу світу на хід земного життя. Процес розвитку за участю людини набуває все більше цілеспрямованого характеру – ноосферно-освітнього глобального. А це значить, що думки академіка В.І. Вернадського є актуальними для освітян. Це по новому зобов'язує сучасну загальноосвітній заклад шукати більш досконалі підходи до виробництва особистості, ставати соціальним інститутом сприяння розвитку інноваційної людини – носія нових цінностей. Існує проблема – усвідомити свій час і відповідно діяти – не залежно від мови, на якій здійснюємо комунікації. Біосоціальна унікальність кожного індивідуума, який бере участь в проектуванні власного майбутнього, є провідним фактором створення і реалізації складних соціально-економічних систем. Стан свідомості суспільства мусить бути налаштований діяти в напрямі його духовності, в іншому випадку – деградація. Кореляційний зв'язок між соціальною і морфологічною організацією людини не повинен бути поза проблемою профільного навчання, що передбачає (через особистість) удосконалення біосоціального виміру людства – олюднення. Свідомість – результат еволюції, її витoki носять геологічне походження, особистісне втілення й колективне застосування: безпосереднє, опосередковане. Світ людини у великій мірі розпочинається в самій людині, конструюється нею і «поселяється» в ній на завершальному етапі, тому і про профіль навчання наперед усе слід говорити як про протяжність, по якій рухається енергія життя.

**Ключові слова:** освіта, профільність, біосфера, регіон, особистість.

PROBLEM STATEMENT. Ukraine is affirming its life, and therefore requires a new school, which would carry an idea of being on Earth at the time of the

noosphere (by V.I. Vernadsky), with rapid simultaneous manifestation of spirit and vitality of the people, growing the ideals of freedom and purposeful development

of society, not only Ukrainian. The situation in the country 2014-2016 biennium showed the morphology of the spirit organization of Ukraine as the biosphere macro-regions – Western, Central, Eastern, Seaside. Education accompanies spirit – so it is time of *education of the regions* and new school.

Education is not just recognizable image, but a touch of nature, its sounds, spices, all that we taste, and feed a soul – a good as a harmony of knowledge, beauty, truth; a condition when the world enters a man, meets his needs and requests, balancing his as a carrier of reflections in the world and simultaneously complements the space with *Homo sapiens*; this is also species structure of society, the family and the genus, and human action, faith, love and hope; this is also a status of information being and spirit of life

Education (in Ukrainian ‘osvita’) is divided into ‘os’ (‘i.e. ‘here’) and ‘vita’ (S.D. Rudyshyn). Educational reform is a timely coverage of movements of self-organization of educational tree that climbs to new meanings from bottom to top, with an outside look of a gardener - from top to bottom who wonders about the future of the plant. Teacher should take care of education as gardener lovely cares about his garden, growing it inside as an idea in which, along with the coveted image, there are faith and hope, putting confidence to the Intelligence through the trials of doubts. Education projects onto the life. Education for teacher is a garden of good, in which you as a gardener might not wait the awaited fruits. This is the beauty of the process of dreaming, the way to the inaccessible stars ... And field of this garden is a matter of human souls, which in fact is a *homo sapiens* - a substance that, being part of life, knows life as Dark matter, illuminating it with meanings, and at the same time showing his own soul. Slave one is who kept no soul and became its bipedal prison (M. Rudenko).

Thinking about *school of life* let's recall in advance: any ‘new pedagogy’ that claims to be a better description of the educational reality and a wider range of applications than the ‘old one’ must hold ‘previous one’ as a limiting case (author, 2005 [11]). The new school is not a new blanket for sleeping, but a crown of prickly thorns headed the new Ukrainian era, which stimulates the opinion of *every Ukrainian* towards changes. It is already sprouting on the teaching field – we still have to mark, catch and cultivate it.

To determine the state of *investigation* of the selected problem in the above context, we reached the defined range of scientific views, including: F. Bacon, V.I. Vernadsky, G. Wunsch, G. Hegel, L.M. Gumilev, M.Ya. Danylevsky, O.O. Ignatenko, A.P. Kovalev, H.S. Skovoroda, A. Toynbee, M.F. Fedorov, Yu.O. Shylov, O. Spengler [1 - 17] and many others.

*The article aims* to attempt to approach an issue of value-semantic orientations of formation of a new school with an outline of some factors on transformation of methodological and theoretical provisions of formation of the educational channel of the individual belonging to the epoch of noosphere.

EXPERIMENTAL PART AND RESULTS OBTAINED. Meaning of human life is certainly its adaptation to the cosmos through environmental thinking. However, the top of environmental thinking in a personality as required by sustainable development program of the planet Agenda for the XXI Century (1992), will be reached by a school where love and lust for life surpass the meaning of life, and the teacher is therefore its beginning... New school requires pedagogics of human *immersion into life*.

Just in front of our eyes the body of Ukraine is falling down – within the last 25 years the country has lost a quarter of its population. To avoid toeing the line of a naturally created phenomenon - globalization, the Ukrainians themselves must admit that *this process should be and may be operated*, but is not the same as to break out of turn somewhere at the expense of others and at any price.

The European Union is also not singled out with progressive thinking to which Ukrainian political elite is trying to bring the country, lowering the temperature of diffuse environment at the crossroads of cultures... However, educational yield (product) is not just a mass of society, but, above all, the people who learn and their environment of being - *the region of the biosphere* – is not discussed.

Rhetorical question – what the XXI century human should be taught?

It is impossible to go against globalization as against the process of nature, but we have to resist with a dignity (through the education), *arguing the biospheric regionalization*. This requirement is not about politics, but about the evolution of nature. Therefore, in the agenda of education there is a biospheric region as a *complete picture of biosphere cell* to percept the phenomenon of *life*: acts as a universal principle and therefore includes a physical principle of characteristics of Nature [2; 3; 17]. A scientific knowledge (basic science) and advanced knowledge (pedagogical science, education) should be directed to this study and should be directed.

What does it require? First of all, not only pragmatic thinking, not only rational approach, not only changing of lifestyles of *Homo sapiens* to a new religion of evolution, and *new thinking - noospherically educated, newly intelligent*, and since then – properly cultural, because it is the culture that raises to the ethical meaning of life beginning.

The concept of ‘mind’ is a triad: truth, beauty, conscience. The mind must first formulate principles, develop control algorithms of the biosphere development in the direction of flow of life phenomenon and especially in *anomaly* of biogeochemical phenomena where the infringement of geological orders with anthroposphere congestion occurred. It was there that spontaneously intellectual vortices emerge [8], which should be noted by the developers of education (like: Donbass).

Thought and the goal of education as a new world outlook must be educated with the *noosphere principles*

*in the slums of education - a synthesis of fundamental science and education logistics* as a means of its optimal delivery to a mass various user.

According to G. Wunsch, A.P. Kovaliov analysis there are injective (of unequal power) and bijective (of equal power) reflections. Each element of matter is immanent inherent with a property of activity, manifested in the direction of self-preservation based on the reflections. The same feature also belongs to the regional arrangement provided that local society is an accurate representation of the region as a biosphere area. The term 'information' is common both for living and for 'non-living' nature. For setting the information about the region it is necessary to know about its neighbors – the surrounding regions – especially concerning the territory close to the region borders. As a result, the education system of a region tends to select such content, which for its preservation and development is important, allowing building of management, which provides the most appropriate system behavior – adaptive behavior. At the same time, those systems survive which contain internal contradictions and are endowed with 'memory' of self-preservation.

Reflection is a mechanism by which an object turns the external determining factors in aspects of their own self-determination. Reflection is distinctive for the frame (structure) and procedural set (system). For personality, the discreteness of mental reflection defines discreteness of perception, isolation of individual objects for general background. In the course of activity a society "puts pressure on the environment, partly converts it and introduces in it its own organization - loads and overloads it" [9, p. 27-31]. Overload of the environment cause an accumulation of certain information leading to the return signal to perfection. Where the education system operates outside the system of 'region', there is an internal tension between the elements of the system – education system begins to 'look for itself' as a movement towards simplification. In the case where the system is provided with accurate information about its own development, simplification is in correspondence with nature, quasistable. Otherwise – spontaneously, in jumps, revolutionary (social upheavals, wars). In turn humanized surrounding nature is subjectified, "hiding the environment" into a human in his DNA-essence. It is actively promoted by the process of regional-objectified training activities.

The boundaries of purely empirical knowledge are limited to the inability to reach the complex systems with a relevant measurement and the inability of penetration into deep essence of phenomena. Theoretical knowledge of the nature of processes allows accommodating new features, bypassing the stage of practice. In our case –it requires from basic science an empirical generalizations based on what *social projects of the regions should become an educational strategy*.

For social condition as for a man, "it is very hard to pretend someone else: this consumes too much energy needed for more important things" [7, p. 6]. In case of poorly chosen educational strategy, Ukrainian society

will try to take other's 'challenges', to strive with an excess of will to adapt to them, but reaching a certain limit, society will start to resist - quiet or not quiet protest, which eventually will take specific macro forms, including the most common – a crisis - from anthropologic to environmental and demographic one.

Today in Ukraine runs the administrative and territorial reform, which provides planning of territory development not considering the process of modernization of education in the biosphere region. This situation undermines the very idea of modernization of the socioeconomic system (productive activity) and the function of schools – both high and secondary (productive pre-activity) one. Today we are dealing with a rather unbalanced social process in the periphery, where vanishingly rural population through unskilled management is literally 'swept away' from their native lands, adding marginal strata of population of European countries and so on.

So what to do at the moment? *To put the education system as the primacy over the didactic system, etc. into the basis of the new school system.*

As the basis of the education mission we should take the view that the essence of contemporary culture of the planet becomes the preservation of harmony between man and nature, searching of social harmony in building civilization.

Communication of the man and the cosmos is provided by spirit in its physical bioenergy dimension. With the construction of civilization, an individual spirit 'flows' in the social dimension of the spirit through system of communicating vessels built by education – consciousness. Consciousness is not identical to the overall harmony of the world – the universe, it is its tree; educational logistics accompanies the foundation of consciousness – skeletal basis of spirit.

Consciousness in the middle of education constitutes architectonics of education. Consciousness is channel of education / illumination of an individual - is the result of education and the condition of its further growth. Spirit is a repository of educations. Through the education a man finds his spirit in general and especially for himself. But when education does not capture the spirit of 'a whole', its Whole does not become untrue. The soul-navigator turns to be sinful or out of target, building the flaw of life.

At the time - the new transition on the European route, multidimensional process – thus it is a development, aimed to overcome the barrier of cultural bifurcation (to 'select' tradition and fade out or through bifurcation to find our own synergy through the synthesis of cultures - flow) as approaching to the Catholic-Protestant culture and European education: 1) the Slavic peoples and is lamicized Constantinople; 2) the Slavic peoples with the possible collapse of the neighbor –the Russia Federation. As you can see, it is hard time, when Ukraine is an intermediary element provided we choose any of our ways, and the European integration path will depend on the vector of our education direction [6; 13; 16]. In turn, there is another objective choice: 1) either

we adapt to the Cosmos (Vernadsky et al.), 2) or we conquer the Cosmos, continuing as claimed Bacon, 'questioning nature' [1], blind movement to the dominant of technologies progress over a man (West). In a broad sense the West today is machinery and technology + weapon (to quench man-animal aggression and possibly in case of authoritarian rule, also against a person) in the unity with aesthetic culture; Western culture as a whole is the product of dialogue of Greco-Roman culture and the culture of the Ancient East (G.V.F. Hegel) [4], which in turn pushed off from the culture of Central Dnieper (Yu.O. Shilov)[15]. Western education lacks 'Ukrainian cosmism' in performing a new school for building the head (harmoniously thinking cephalic) of new European civilization *for the next 400-500 years. Culture of civilization finds its civilization culture primarily through the education of regions as a synthesis of faith and science.*

According to L.M. Gumilev in different geographical regions and in different eras, people and natural systems (landscapes and geobiocenoses) interact in different ways, 'between the laws of nature and social form of matter motion there is a constant correlation' [5, p. 13], and the point of interaction is always embodied in a human personality: L.S. Vyhotsky - law of personality mediation – was considered by the author [11].

*Personality embodies a character of a biosphere region.* Biosphere region is a biosphere area relatively closed social and territorial non-state industrial formation, which is characterized by relative self-sufficiency and the ability to reproduce social and production functions and related infrastructure, built in a functional structure cosmobiologizedgeospace; territory of administrative area, region, group of administrative districts or a single district, containing a metropolis (city or city system) in its center, the population density decreases from the center to the periphery [10; 11].

If the progress of civilization and development of the human mind - awareness of surroundings –are causally related to geological processes of the planet - the future can be provided in general terms –according to V.I. Vernadsky [17, p. 210-211], and thus may become an *aim of education of Ukraine: composed education aim of its biosphere regions.*

Strengthening the role of cognitization is the general direction of evolution of nature in general, accompanied by the creation of the all-planet civilization. With the release of individual creativity, 'moving to its true existence, consciousness will reach a point where it will abandon its illusions, though it is burdened with something alien, that exists only for it and as something else, it will reach the point where the phenomenon becomes equal to the essence, and thus the image of consciousness will coincide with this point - with a real science of mind; and finally, by itself, knowing that its identity, consciousness will express the nature of absolute knowledge', according to by G. Hegel [4, p. 53].

The consciousness of someone through the science will become self-consciousness of everyone, particular according to the choice of his/her personality and

pushed from everyone, will cultivate *anabsolute consciousness – a noosphere idea and a noospherehuman.*

The new education demands new mechanisms of its merging – *schools-agglomerations with assortment approach to the leading activity of a personality in accordance with his/her interests.*

The new stage of development of world civilization (the beginning of the XXI century) requires an updated weighted pedagogical culture of planet, new education for the synthesis of cultures – *education of civilization culture as the principle of a new school. Formation of education as culture of inspiration of a civilized man is the main task of the new school, prerequisites for true planetary economy.*

Why namely now are we, mass Ukrainian, intended to reflect on a cosmic scale of worldview?

At one time M.D. Kondratyev (1892-1938), J. Schumpeter (1883-1950) predicted fluctuations in the economy with a wavelength of 50-60 years, halves of this wave are the stages of recession or economic recovery, lasting 25-30 years. If 1991 – the year of declaration of new Ukraine - will have to start the decline of the economy, which was part of the USSR (1918-1991) and Russian Empire (1654-1917), in the 2016-2020 we will have its 'bottom' and simultaneously an active phase of modernization of educational content and method of delivery to personality – *a school with the prospect of a generation.*

If the sense of life of reasonable, scientifically promoted in education human is elected ashis/her adaptation to space, then biosphere synchronization of society or anthropologization of biosphere is on time for education.

This situation should make a *creator of a new textbook for the student* engage in a substantive dialogue with fundamental science first of all, ahead of text on 25-30 years, with simultaneous development of application instructions for didactic units as part of pedagogical education. As an adaptive control lever for cultivating the preprofessional majoring, the institutions of content and teaching methods and creative regional laboratory of postgraduate education system on the issue of development and implementation of regional and school components of educational content (of 'academic and applied - to the theory and technology' and 'applied - technical and technological' orientation) must act, which, according to our findings should provide 35-40% of the content of educational material (Fig. 1).

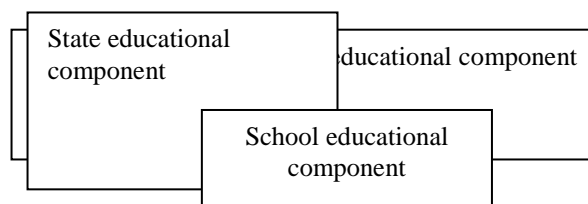


Fig. 1. The structure of the preprofessional education content.

Heads of such laboratories coordinate their steps of cultivating the education with the authors of ideas - on the one hand and teachers, who implement educational product – on the other hand.

Setting the instruments on delivering preprofessional education is the responsibility of regional school as a mediator between the personality of student and civilization with the mission of forming education as culture of inspiration of civilized man as part of a regional mankind. Ukraine must rely on the power of the individual, built not spontaneously but meaningfully with whole educational organization as the project in the *biosphere* region.

Biosphere is a fundamental concept of biogeochemistry, one of the main structural components of the Earth and near-Earth space, an area in which occur bioenergetic processes and metabolism as a result of life. If today comes a time for extension (transition) of personal consciousness area in the area of preparedness of social influence of the world on the course of earthly life by means of education, then comes a day of projective-productive education – producing of a special kind of energy by means of established and simultaneously acting, within the natural system (region), personality oriented education system – the *energy of the creative forces of the mind*.

In terms of non-linear human development it is essential to give the education system so many options which would allow all the links of the educational process to choose (through educated and realized scale of values) and adopt something that is inherent in *human as a subject of coevolution*.

The man does not reflect the world in his mind, but continuously designs it, giving some substance depending on the cultural, social, value contextual space.

The world and man are in continuous motion – cause the mobility of personality in measurements of life and need to structure personal capacity. *Competence* is an integrative capacity for cooperation and ability to independently solve problems in different situations, providing integrated result that allows the subject to effectively use internal and external resources to perform professional activities in standard and non-standard situations as experience, knowledge, skills, ability, capacities, emotions, values, attitudes, behavior. But already for yesterday the society of Ukraine lacks *metacompetence*.

Though not for competence but for HUMANITY modern education should function, where parenting is above all other processes, i.e. there is school and outside-school of values that *releases energy of personality for creativity according to its interests*.

The main objective of region school, its mission is the determination of cognitive sphere of regional society – the process of learning at the individual level from the scholastic state transforms into a directed, ordered state,

and the educational achievements are recorded personally as collectively distributed conscious integrity (the idea, reality, spirituality). *School is a place for personality growth for cultural life in the biosphere*.

Then to the natural system of 'school' may be applied a known principle of A. Le Chatelier: external influences that derive the system from thermodynamic equilibrium, are causing processes in it that are trying to weaken the results of these actions, or - a system derived from the equilibrium tends to return it, we add: acting though the assortment, profile [12, p. 705]. Sorting the person by sort of actions in the educational process, in social cooperation will appear a 'critical value of potential actions' (quasi-continuous process) – explosion of thought as a stream of related work (G.S. Skovoroda) – *innovative activity*.

We found that preprofessional majoring is a range of organic energy synthesized in the flow of space-time, which will manifest itself in the action targeted as a benefit, effect, meaning - that is its appropriateness, is a manifestation of personal action, individual style, a means of personal, individual dimension, experience of time length. The preprofessional majoring has 'its unit of time', 'its temperament', 'its learning' [11].

B. Riemann in the light of created by him geometry introduced into analyze a space function (Riemann function) - it is continuous at all irrational points and tensile (differentiated) – in all rational points of real axis [12, p. 1122].

CONCLUSION. The profile (most organically inherent in individual) activity of an educated man becomes personified differentiated length of earthly existence of personality, develops as a kind of functional structure (with a certain trajectory) around – 'spirit or functioning artifact', which is a dual solution of personality and to a large extent their support on the part of school determines the condition of stability of the system 'man – nature' in the process of life. So the new school should teach a personality with correct dreams-projects and techniques to catch one's own goal - ideas of personalized active evolution, secured with the moral feelings and consciousness of man mission composed of intelligent mankind of the Universe as a condition of adaptation to Cosmos with inspiration of the self that lies ahead...

Our tomorrow is the result of our thoughts today. Any quality starts with the quality of personality. The idea that it generates, is not subjective but not objective, it is projective – according to M.F. Fedorov [14]. Obviously today for scientific thought, in order to ensure development on the planet, it comes the thing proclaimed by Francis Bacon [1] due to the knowledge of the truth (allegorically) – to elaborate 'the way of bee': while designing and building cells, fill them with honey (the product).

#### REFERENCES

1. Bacon, F. Sochineniya; soch. [v 2 t.; ispr. idop.]; Sost., obshch. red. ivstup. stat'ya A. L. Subbotina (Per.

N. A. Fedorova) / Francis Bacon. – M.: Mysl', 1977. T. 1. – 567 s. – T. 2. – 575 s. (AN SSSR, In-t filosofii. Fiolos. naslediy).

2. Vernadskiy, V. I. (1989), *Nachalo i vechnost' zhizni* / V.I. Vernadskiy. – M.: Sov. Rossiya. – 704 s.
3. Vernadskiy, V. I. (1913), *Pis'ma o vysshem obrazovanii v Rossii* / V.I. Vernadskiy // *Vestnik vospitaniya*. – № 5. – S. 1–17.
4. Hegel' G. (2007), *Fenomenologiya dukha. Filosofiya istorii* / Georg Wilhelm Friedrich Hegel'. – M.: Eksmo. – 880 s.
5. Gumilev, L.N. (2002), *Etnogenez I biosfera Zemli* / Lev Gumilev. – M.: ООО "Izdatel'stvo AST". – 560 s.
6. Danilevskiy N.Ya. *Rossiya I Yevropa* / N.Ya. Danilevskiy. – M.: Kniga, 1991. – 574 s.
7. Donchenko, O. A. (2001), *Arkhetypy sotsial'nogo zhyttia i polityka* / O. A. Donchenko, YU.V. Romanenko. – K.: Lybid'. – 334 s.
8. Ignatenko, A.A. (2002), *Strategiya Vernad'skogo* / A. A. Ignatenko. – Kremenchug: Al'ternativa. – 191 s.
9. Kovalev, A. P. (1990), *Pedagogicheskiye sistemy: otsenka tekushchego sostoyaniya I upravleniya* / A.P. Kovalev. – Khar'kov: KHGU. – 156 s.
10. Kovalev, A. P. (2002), *Regionalizatsiya na sovremennom etape: element proshlogo, nastoyashcheye, budushcheye* / A. P. Kovalev // *Regional'ni perspektyvy*. – S. 6–11.
11. Samodryn, A. P. (2006), *Formuvannya navchal'no-osvitn'ogo prostoru regionu* : [monografiya] / A. P. Samodrin. – Kremenchuk: PP Shcherbatikh. – 456 s.
12. *Sovetskiy entsiklopedicheskiy slovar'* (1984), (3-ye izd.; gl. red. A. M. Prokhorov; red.kol. M.S. Gilyarov, A.A. Gusev, I.L. Knunyants, M.I. Kuznetsovi dr.). – M.: Sov. entsiklopediya. – 1600 s., il.
13. Toynbi, (1995), A. *Dzh. Doslidzhenny aistorii [skorochena versiya]* / Arno'dDzh. Toynbi / Per. z angl.; u 2-kh t. – K.: "Osnovi". – T. 1. – 614 s. – T. 2. – 401 s.
14. Fedorov, N. F. (1913), *Filosofiya obshchego dela* (t. 2) / N. F. Fedorov. – M.
15. Shilov, YU. A. (2003), *O nachale formirovaniya noosfery: v svete trudov Vernad'skogo I Rerikhov* / Yu. A. Shilov // *Imidzh suchasnogo pedagoga*. – № 5 – 6. – S. 12 – 15.
16. Shpengler, O. (1993), *Zakat Yevropy* / O. Shpengler. – M.
17. *Ya veryu v silu svobodnoy mysli... :pis'ma V.I. Vernad'skogo I.I. Petrunkevichu; vstup. Slovo akad. V.S. Sokolova* // *Novyymir*. – 1989. – №12. – S. 204–221.

## ШАГИ ШКОЛЫ ЖИЗНИ

### А.П. Самодрин

Кременчугский институт ВУЗ «Университет имени Альфреда Нобеля»

пр. Свободы, 79, г. Кременчуг, 39623, Украина. E-mail: fdp@academy.kremenchug.net

Рассмотрена педагогическая система с позиции ее соответствия задачам нашего времени – расширения (перехода) зоны личностного сознания человека в область готовности для социального влияния мира на ход земной жизни. Процесс развития при участии человека приобретает все более целенаправленный характер – ноосферно-образовательный глобальный. А это значит, что мысли академика В.И. Вернадского являются актуальными для учителей. Это по новому обязывает современное общеобразовательное учреждение искать более совершенные подходы к производству личности, становиться социальным институтом влияния развитию инновационного человека – носителя новых ценностей. Существует проблема – осознание своего времени и соответственно действовать – не зависимо от языка, на котором осуществляем коммуникации. Биосоциальная уникальность каждого индивидуума, который принимает участие в проектировании собственного будущего, является ведущим фактором образования и реализации сложных социально-экономических систем. Состояние сознания общества должно быть настроенным действовать в направлении его духовности, в ином случае – деградация. Корреляционная связь между морфологической организацией человека не должна быть вне проблемы профильного обучения, что предполагает (через личность) усовершенствование биосоциального измерения человечества – очеловечивания. Сознание – результат эволюции, ее истоки им носят геологическое происхождение, личностное воплощение и коллективное применение: непосредственное, опосредованное. Мир человека в большой степени начинается в самом человеке, конструируется им и «поселяется» в нем на окончательном этапе, потому и о профиле обучения прежде всего следует говорить как о протяженности, по которой движется энергия жизни.

**Ключевые слова:** образование, профильность, биосфера, регион, личность.

Стаття надійшла 12.04.2017.