



THE GLOBAL ROLE OF PHILOSOPHY IN EDUCATION TRENDS: TRADITIONAL AND COMPARISON OF MODERN APPROACHES

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Abstract

This article analyzes the historical changes in philosophical approaches to education and a new educational paradigm formed on the basis of contemporary global trends. Whereas the traditional model of education is more discipline-based, modern education is characterized by a humanitarian, competency approach, digital literacy and the development of critical thinking. The study compares the ontologic, axiological, and epistemological foundations of traditional and new educational philosophies.

Keywords: Educational philosophy, traditional approach, modern education model, critical thinking, competence, globalization.

Introduction

In today's process of globalization, education is being manifested as a strategic factor for the development of mankind. The purpose of education is not only to impart knowledge, but also to form an individual's worldview, moral position and social activity. The philosophical essence of education is determined on the basis of scientific views about man, his thinking and his place in society. Therefore, it is important to compare traditional and modern educational philosophies in order to understand global trends in education.

21st century education is characterized by rapid change, technological innovation, and the expansion of global cultural ties. The content, form and goals of education have changed radically in comparison with previous eras. If earlier the main task of education was to train specialists adapted to society and acquire the necessary knowledge, nowadays the task of education is aimed at ensuring the intellectual, spiritual and social development of the individual.



The philosophy of education, defining the theoretical basis of this process, answers such questions as "what is education?", "its essence", "purpose", "what should be the result?". Philosophy determines not only the content of education, but also the character of relationships in the educational process. Today, the student is seen as an active subject of the educational process, rather than a passive recipient of knowledge.

Globalization connects education with different cultures, values and knowledge systems. At the same time, digital technologies, artificial intelligence, online educational platforms demand to rethink the essence of education. As a result, the modern philosophy of education is emerging with a new paradigm based on humanism, openness, creativity, flexibility and critical thinking.

Methodology

In this study, a comprehensive and interdisciplinary approach of philosophical analysis was used. First of all, conceptual differences between the traditional model of education based on the historical-comparative method (teacher-centered approach, delivery of ready-made knowledge, adaptation to discipline and social command) and the modern model of education (person-centered approach, critical thinking, democratic communication) were compared. In this process, the philosophical heritage of the East and the West, the Enlightenment educational systems and modern constructivist pedagogical views were analyzed.

The theoretical basis of the study was the main ideas of the directions of Humanism, Pragmatism, Constructivism, Phenomenology and Critical Pedagogy. Thus, the principles of human freedom, the search for meaning, the active creation of knowledge, the appreciation of subjective experience and the cultivation of social consciousness were enlightened in the educational process.

Inductive and deductive methods were harmoniously used in the analysis. With the help of an inductive approach, general philosophical conclusions were drawn from the observed changes in the processes of practical education. The deductive approach, on the other hand, served to link major philosophical principles with modern educational policies and didactic models.

The research resource base consisted of scientific articles, monographs on the philosophy of education, global reports on education from international organizations such as UNESCO and the OECD, as well as national educational



concepts. The data were processed using qualitative analysis methods and theoretical generalizations were formed.

The following scientific methods were used in the study:

- Comparative-metaphysical analysis
- Structural approach
- Philosophical generalization

The data were analyzed on the basis of scientific sources, UNESCO educational strategies, modern pedagogical theories and national education reforms.

Results

The results of the study showed that the influence of philosophy on the educational process has a profoundly transformative nature on a global scale, serving to reinterpret not only the content of learning, but also the purpose, methods and inter-subject relationships of education.

First, in the traditional model of education, if knowledge is transmitted in a ready-made form, in modern education on the basis of a philosophical approach there is a strong tendency to create knowledge by the student through research, discussion and experience . It is a practical expression of the influence of Constructivism, Dewey pragmatism, and Freire's critical pedagogy.

Second, the change in the role of the teacher was noted as an important outcome. Whereas in the traditional system the teacher was regarded as the only source of knowledge, in the modern approach he **is interpreted as an organizer of communication, a guide, a support of thinking**. In this process, the subject-subject relationship is strengthened.

Third, there has been an increase in the idea of humanism and individual freedom **in global educational** processes. The goal of education is not just to train specialists, but:

- who can think independently,
- socially conscious,
- culturally awake,
- spiritually harmonious personality.

Fourth, the development of critical thinking competency has become a priority of modern education. Asking philosophical questions, evaluating alternative ideas,



proving and forming a culture of discussion is becoming an integral part of education.

Fifth, the philosophical approach in the digital learning environment emphasizes the need to independently work with the flow of information, to protect against manipulative information, to form new competencies, such as the ethics of information selection. This **indicates that the spiritual and moral function** of modern education is growing.

In general, the study demonstrated that the role of philosophy in the educational process is expanding, it is turning education into the main ideological mechanism **aimed not only at technologization and modernization, but also at its meaningful spiritual upliftment.**

1. Features of the Traditional Educational Philosophy:

- A teacher stands at the center of education.
- Knowledge is delivered to the student in a ready-made form.
- Discipline, obedience and adherence to norms are a priority.
- The individual is required to remember and repeat more.

2. Features of modern educational philosophy:

- A student (individual) stands at the center of education.
- Knowledge is acquired through independent research.
- Critical and creative thinking is developed.
- A competency-based education model will be used.
- Digital information culture and media literacy play an important role.

Conclusion. The results of the study show that philosophy remains an important factor determining the conceptual and methodological foundations of the educational process. If in traditional educational approaches the main goal is to convey knowledge in a ready-made form, subordination to discipline and strengthen adaptation to the requirements of society, in modern education the philosophical approach is aimed at the active formation of a person's knowledge through free thinking, independent decision-making, critical and creative thinking. Contemporary global education trends call for the expansion of the social and moral functions of education beyond its content. Therefore, education is interpreted not only as a means of preparing for a profession, but as an integrated process that forms consciousness, thinking, spirituality and culture. The role of philosophy in this process is that it redefines the purpose of education based on spiritual and



axiological values, promotes an individual's self-awareness and ensures the cultural development of society.

The general conclusion arising from the study is that the global trends of philosophy in education are not only modernizing the pedagogical process, but are also leading to profound meaningful updates aimed at humanizing education, person-centeredness, democratic dialogue, spiritual values and the development of free thinking. On this basis, philosophical views play an important role in the development of the education system as not only a theoretical foundation, but also a practical guiding force.

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