

SECTION 1

THEORY AND HISTORY OF SOCIOLOGY

INTELLECTUALIZATION OF PHILOSOPHICAL KNOWLEDGE IN HIGHER EDUCATION AS A MEASUREMENT OF SOCIAL REALITY

Berehova H.D.,

Doctor of Philosophical Sciences, Professor,
Head of the Department of Philosophy and Social and Human Sciences
Kherson State Agrarian University

Increased attention of modern society to the philosophy of education is now explained as follows: philosophy supplements pedagogy by the major thing it lacks – large-scale vision of social transformations and philosophical concepts dominating in a given historical period, among which it is important to highlight planetary-space. Exactly the understanding by each person of regularities of its origin in the structure of the universe makes it possible to seek an answer to the eternal philosophical questions about the nature of life, the meaning of human existence, the purpose of human activity, prospects of development of human society and so on.

Intellectual and philosophical discourse in domestic universities is believed to be built on the theoretical and methodological aspects of mastering philosophical knowledge about

nature in order to create a new (modern, planetary and space) individual and is manifested in justification of use of a certain range of philosophical knowledge about nature as the basis of educational process in agrarian universities, as cosmic consciousness, the idea of the unity of man and the universe, and energetism – unifying principles of nature and the phenomenon of life.

Consequently, intellectual discourse of semantic content of philosophical knowledge in high school of Ukraine serves the strategic dimension of social reality and suggests that the spectrum of philosophical knowledge about nature, such as natural philosophy, pantheism, and panpsychism of its forms – animism, hylozoism, doctrine of the soul as substantial and dynamic foundation of the world contribute to raising the intellectual level and expand the range of ideological orientations of individual.