

ACTUALIZATION PROBLEMS OF TEACHING PHILOSOPHY OF EDUCATION AS A SEPARATE SUBJECT.

Savytska I. M.

Philosophy of education dimensions of philosophy of education, pedagogies, humanization of philosophy education.

In the article the basic questions of philosophy of education which is synthesis of generalization of philosophy, pedagogies and educational experience are considered: the problem of occurrence of philosophy of education is analyzed, the maintenance of a subject of philosophy of education is defined. An attempt to consider the world view constituents of the modern formed system of education is undertaken in the article. The article is devoted to the examination of the subject field of philosophy of education. It presents the differentiation between philosophy of education and signs of educational philosophy's, indicates its disorienting role in education. Connection and mutual conditionality between global problems of modern times and the crisis of education is analyzed. It is proved that successful overcoming of crisis is possible only on the basis of its philosophical comprehension and new educational paradigm. Aanalyzed the concept of humanization of philosophy of education, science and society. The conclusion about the role and tasks of the process of humanization. It is noted that the philosophy of education is a domain of philosophical inquiry into the nature and aims of education, the diverse normative dimensions of education, aspects of learning, teaching, and curricula, the character and structure of educational theory, and its own place in that theory. It seeks understanding of educational matters and to provide practical guidance for educational practice and policy. It is noted that the main content of the new philosophy of education is the ability to create, to realize itself in a historical space and time and realize all the aspirations of the practice. There are examined the questions connected with educational and cultural borrowings in educational activity and pedagogical theory which have to be based on determination of universal things in education as sociocultural phenomenon because the problem of interrelation of education paradigm development and

society paradigm development outlines conditions at which basic orientation of pedagogical education should be changed.