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What must the education of the future be like to be really future? (Attempts of philosophical reflection)

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Abstract: Aims: The purpose of the article is the innovative educational components differentiation and strategic transformations in the educational sphere in the short and long-term development of this sphere of social activity identification. The present is full of rapid transformations and active use of new elements in education, so the need for a certain structuring of innovations becomes more urgent. The education of the future should be focused on innovations that have the potential to become fundamental components rather than playing a temporary role. The purpose of the article is to develop philosophical and reflective guidelines that will help assessing innovative elements in education and determining their relevance in the future. **Methodology:** The research methodology is focused on the general scientific methodological cluster, which aim is to analyse the educational environment. The (primarily comparative) analysis is used to structure innovation activity in education. Modelling and forecasting directly provide data for conclusions about the strategic importance of certain tools, mechanisms, or environments in the education of the future. **Results:** The results of the study are focused on the interpretation of global existential, epistemological, axiological, and methodological components of the philosophical and worldview segment of the educational paradigm of the future. It is noted that the global existential dimensions of education are in the sphere of disciplinary influence of philosophy; epistemological and methodological aspects and deal with the philosophy of education and philosophy of science; axiological characteristics are submitted for

consideration by the philosophy of culture. **Scientific Novelty:** The scientific novelty of the study focuses on structuring the educational components of the education of the future with the elimination of incorrect elements (ineffective, temporary, threatening, etc.) from the global educational paradigm and the ordering of the qualitative components of the educational space. **Conclusion:** The future of education possesses two key strategic milestones for further progress: the correlation with civilizational and socio-cultural progress and the use of innovative educational systems. If the scientific and educational community copes with the planning and implementation of these two vectors of development, the progress of education and the readiness of this sphere for the challenges of the future can be stated.

Keywords: philosophy of education, perspectives of education, education 4.0-5.0-..., cognitive and methodological educational arsenal, axiological dimensions of education, global existential educational strategies.

Introduction

The philosophical positioning of education in the scientific and worldview picture of the world is not identical to the traditional status of education that is focused on the functioning of the educational system. The philosophy of education realises the harmonisation of a diverse world of ideas and things in the educational sphere. The education, as a rather conservative sphere of social activity that tries to subordinate all non-educational elements in accordance with its canons. The development of civilization at the present stage is characterised by the intensity, and if talking about the future, this process will only intensify. Therefore, the role of philosophy in organising the dynamic world of things and ideas in education is of particular importance and requires increased attention.

The prospects of education are not limited to traditional academic paths, as this sphere is deeply integrated into the socio-economic, socio-political, and technological life of the twenty-first century (Young & Hordern, 2022). When answering the question of whether education has a future, it is worth focusing on both the interpretation of the future itself in the socio-cultural dimension and the interpretation of education as a sphere of activity of a society that has reached a certain level of development. Luan et al. (2020) propose an allegory of a dialogue between “cold technology” and “warm humanity” as a key issue in the education of the future. In the near future, humanity is predicted to be sustainably dependent on many factors. One of the main threats is digitalisation and technologisation (Jackman et al., 2021). Education can become a field for confirming these threats or forming guidelines that will protect its participants from them.

Research Problem

The research problem of the study is focused on identifying, among all the promising areas of education development, those that can preserve the fundamental functioning of education as a socio-cultural system in its quantitative indicators (the accessibility, openness, continuity of education) and qualitative characteristics (purpose, level of knowledge and competencies). The future is full of the scale and intensity of transformations, so the regulatory function of education will be important not only in a highly specialised educational context but also in the global cultural and historical dimension.

Research Focus

The focus of the article is on the future of education from two perspectives: the functioning as a separate integral sphere of socio-cultural activity and in the context of society's development and interaction with it. As the cultural and historical experience shows, education has repeatedly demonstrated the ability to eliminate negative elements from the sphere of socio-cultural influence. At

the same time, the synergistic paradigm that is being established in the modern scientific picture of the world will allow, at least in the foreseeable future, to use the principles of interaction between sociocultural factors and ensure the stability of education.

Research Aim and Research Questions

The purpose of the research is to philosophically comprehend short- and long-term educational strategies in the context of their coherence with socio-cultural trends in compliance with fundamental educational principles.

The tasks of the article are focused on actualising the philosophical and educational components in the context of the permanence of the future: global existential, epistemological, axiological, and methodological. The philosophical and reflective activity is intended in order to regulate the issues of innovative development in the educational sphere. The task of the philosophy of education is to organise all the processes and phenomena that change or modify the educational structure in order to prevent a systemic crisis in this area of social activity. The scientific hypothesis of the study is the assumption that the philosophical and educational factor can become a stabilising factor in a large-scale innovation process in education through the use of effective synergistic methodological approaches.

Literature Review/Theoretical Overview

Several scenarios for the development of the education of the future have been formed in the scientific and educational literature. Some scholars argue that education will not undergo fundamental transformations and will continue its evolutionary progress in unison with the global pace of technologizing of society. Another wing of researchers believe that education will undergo transformations not only of an organisational nature but also shifts in the epistemological and axiological dimensions. A radical positioning of education is proposed by Peim & Stock (2022), noting that education will inevitably acquire the status of a counterweight to technological redundancy in the future. Mahon (2019) defines the vector of educational development in the near future as a path “between pragmatism and perfectionism”. Ergas (2019) notes the dominant role of socio-historical narratives in determining educational priorities. At the same time, the author emphasises the need to reorient such approaches to the philosophical and educational understanding of the essence of educational perspectives. Biesta (2002) raises a specific question: how will the educational ideal of the future be built? At the same time, the researcher states the expediency of philosophical reflection in actualising this process.

The consideration of the functioning of the educational system in complex socio-cultural conditions is always important in philosophical and ideological terms. One of the main trends in contemporary philosophical and educational discourse is research on global learning in times of crisis (Burgos et al., 2021). Crisis phenomena are a constant companion of educational development in the context of civilizational progress. Usually, the fundamentality of educational principles was enough to maintain the continuity of education in difficult or force majeure circumstances.

Erduran (2020) conducted a study of the development of education during the pandemic. Although the period of such a study is relatively short, a lot of valuable data has been obtained for the philosophical understanding of educational transformations in times of crisis. Particularly, a high level of readiness of the educational system for transformation in practical and organisational terms is noted. Such initial conditions give an idea of the flexibility of educational development and define the framework for potential changes. The situation where the learning environment has been globally replaced by a remote electronic and digital format shapes the understanding of the educational system as a dynamic element that is guided by the rule of content, adjusting its format to the intended purpose.

This positioning fully outlines the pragmatism of the educational system, noting that both theoretical and methodological, as well as practice-oriented segments of education are subject to this principle.

Roberts (2022) points out one of the main contradictions of the modern scientific and educational discourse, which is the disciplinary, conceptual, or practical specialisation of education. Focusing on individual disciplines or highlighting innovative mechanisms exclusively in terms of their functioning deprives the research interpretation of education of its integrity. Under such conditions, raising the issue of the future of education as a sphere of social activity is practically meaningless, since the future of a single educational element will have no prospects.

Recently, the issue of epistemology in education has become relevant, which seemed to be exhausted due to the use of the positivist science-centered model in education. The cognitive process in education requires a high level of organisation, which is ensured by academic learning activity (Borba, 2021). While the epistemological activity in science does not require sustainability, since research work often faces a kind of “scientific explosion” that cannot be organised, for education, coherence in this segment is the key to obtaining holistic knowledge and skills. Critical thinking remains an important aspect in building educational strategies for the future (Pasquinelli et al., 2021). Obviously, any educational model of the future will be questioned, as there is a significant amount of uncertainty. At the same time, the critical thinking is the methodological approach that will include permanence in its epistemological and methodological justifications.

One of the methodological approaches to the vision of the future by teachers and students is a metaphorical representation of the educational process based on their own existing experience and sense of the format and content of innovations (Shearer et al., 2020). Such a methodological approach is relevant in the study of the human dimension of the education of the future. In the current study, this methodology substantiates the human-centered guidelines of education.

Research Methodology

General Background

The study uses a general scientific method of forecasting, which outlines the ways of development of the educational sphere. In order to form a more holistic picture of the functioning of education in the future, Osberg (2019) proposes to use the principle of a forward-looking view of the status of educational elements. This methodological approach has a philosophical basis, as it assesses the potential educational activity in the permanent socio-cultural conditions of the future. Linear scientific forecasting of educational development has a significant drawback, as it does not take into account potential changes in data in the future that may radically change the role and status of educational elements.

Rostoka et al. (2021) offer a “philosophical understanding of the technology of designing an open information and educational environment”. The traditional rationalistic model of projecting the educational environment into the technological space is not effective, since the ICT format itself is updated almost online. Therefore, it is inappropriate to talk about the usual modelling of educational practices in technological dimensions. Instead, the sustainability of education in the context of technological advancement requires a system of integrative constants that will allow educational systems to quickly adapt to innovative environments, whether technological or other paradigms. The main prerequisite is the openness of education and readiness for synergistic interaction with new attractors.

Data Analysis

Data on the study of the future of education in the context of philosophical reflection were collected by engaging in the consideration and interpretation of educational development strategies. If short-term perspectives are considered, the analysis of practical educational programs and plans were taken as a basis, which mainly concern the organisation of the educational and methodological cluster of education and require epistemological philosophical, and educational analysis. Long-term educational perspectives are structured in global or local educational strategies that define general sectoral vectors of development and are the object of research in existential and axiological philosophical and educational dimensions.

The dynamism and scale of the global information and digital technological space significantly affects the analysis of research data. The actualisation of such a concept as Big Data determines the integration of large amounts of information into the educational space (on knowledge, learning environments, organisational elements of education, etc.) Obviously, without a proper technological support of the educational system, the use of such information resources will be impossible. Therefore, the philosophical and educational analysis offers synergistic methodological approaches for the interaction of digital potential in the educational space.

It is noted that in the presence of advanced information and digital technologies in the educational system, this data variability will not be considered a significant problem for researchers. Stratford (2019) suggests using the concept of crisis thinking to understand the nature of the problems and threats that education will face in the future.

Research Results

The results of the study provide a coverage of philosophical and reflective activity aimed at harmonising the processes of innovation in the educational environment. In the short term, epistemological and methodological philosophical and educational guidelines are being updated, which are aimed at stabilising the practice-oriented educational and methodological segment of educational activities. Long-term educational strategies actualise the global existential and axiological dimensions of philosophical and educational interpretation. The form of the educational process, which is directly changing under the influence of the innovation factor, requires a clear structuring in accordance with the purpose of education. The most important task of the philosophy of education is to preserve the fundamental elements of the content of the educational sphere, which determines the specified purpose.

Dunne (2005) points to the reorientation of the purpose of educational activity. The rapid development of all spheres of social activity requires qualitatively new competencies in the training of specialists for various industries. The competitiveness, efficiency, productivity, relevance - this is not a complete list of related competencies that the educational system should produce. It is clear that such characteristics can be provided not only by the academic training but also by a system of ideological and mental guidelines that are actualized in the education system. The traditional algorithm of "education for education" for a stable society is gradually transforming into a more extensive socio-cultural construct of "education for progress".

Today's world requires new and promising strategies for the development of education. The latest global educational crisis was caused by the COVID-19 pandemic, which, although a global phenomenon, did not show signs of catastrophic consequences for the development of civilization. Such a wake-up call has somewhat reoriented the educational community in terms of the priorities in the field in the near future (Bozkurt & Sharma, 2020). First of all, it is about ensuring the organisational dimension of educational activity. The understanding that the larger the global crisis, the more education will suffer

in terms of organisation has become relevant. There has been a certain shift in priorities in education - from ideological issues related to the quality of education to the problems of quantitative material characteristics of this sphere. If earlier it was believed that the problem of the educational environment was not a problematic issue, it turned out that it is relevant for the future

The results of the study do not indicate that a philosophical and educational analysis of the future is possible only if the philosophical and ideological components of the educational paradigm are considered holistically (see Table 1).

Table 1

Philosophical and educational understanding of the prospects for the development of education

Education segment	Development prospects
Global and existential	Education is a fundamental and indispensable element of human existence, society, and civilization in terms of knowledge and skills formation
Epistemological	Human cognitive activity is exclusively human-dimensional, and innovative technological elements act as auxiliary mechanisms.
Axiological	The values that are formed in the educational space, along with the cultural and historical dimension, retain a dominant status in individual and social consciousness.
Methodological	Methodological approaches focus on the criticality and creativity of thinking activity and determine the philosophical and synergistic principles that are most acceptable in the permanent educational environment of the future.

Source: author's own development

The new paradigm of coexistence of the key existential components of modern life is focused on compliance with the life context of the planet (Laszlo, 2019). Such philosophical and ontological constructions in education mean the dominance of empathy in individual and social consciousness for transformation and progress. Such perspectives raise qualitatively new challenges for education, which move away from the traditional educational character to a translational model of the existential development of man and civilization.

The global-existential component of education is obviously the closest to philosophical comprehension, as it actualises abstract and symbolic elements. The understanding of education as a fundamental socio-cultural phenomenon has always been a topical issue for the scientific and philosophical community. It is noted that the ontological dimension of education is the least problematic and, accordingly, less controversial. The global role and status of education are clearly formed in the individual and public consciousness. Perhaps the only manifestation of attempts at new existential searches in the educational space is the development of a general educational paradigm that will be comprehensive and able to level out differences of any nature that are present in educational systems (national, local, professional).

Evans (2020) argues that education has more potential than technology to ensure the sustainable development of civilization. Modern global education proposes a paradigm of sustainable development (Kopnina, 2020), according to which two trends will gradually materialise:

- progress in education in the context of socio-cultural civilizational progress;
- the inclusive nature of innovative transformations in education and equalization of the level of education among all participants.

To ensure the implementation of these elements of sustainable development, the synergistic interaction of socio-political, socio-economic, and cultural efforts at the global level is required (Marouli, 2021). It is noted that such activity will be exclusively organisational in nature, extending to cognitive, value, or methodological educational activity. At the same time, the fundamental educational characteristics will remain unchanged.

A kind of bridge between the philosophical clusters of existentialism and axiology is the positioning of education as a factor that can ensure the stability of the future of civilization (Holfelder, 2019). It should be noted that such challenges to education in the cultural and historical dimension are usually actualised in two cases: when society is experiencing a large-scale complex crisis or when social progress faces another civilizational choice. At present, the society's approach to a kind of bifurcation point - when there is an understanding of the need for the emergence of a qualitatively new cultural and historical era can be observed. The Industrial Age (with its versions 1.0 - 4.0) can, of course, continue to generate new models of its existence, but the need for new principles of civilization is obvious. Education fully reflects the evolution of Industrial Society in its sectoral characteristics. At the same time, if there is a transformation that leads to the emergence of a new cultural and historical era, all existing educational strategies will be out of the scope of relevance of new paradigms.

If education continues to develop in the paradigm of the digital era of the standards of the Fourth Industrial Revolution, then adaptation to new technological conditions will be a sufficient vector of its correlation (Ally, 2019). Under such conditions, the philosophical and axiological dimension will become a key issue in the education of the future. Langlois et al. (2020), analysing the consequences of the educational crisis caused by the COVID-19 pandemic, note that the dynamism of the present contributes to rapid transformations in this area. Participants in the educational process have demonstrated the ability to quickly discard classical (but not effective) components by introducing new educational elements. Such realities point to the formation of a favourable basis for changes and transformations in education. This, in turn, requires an up-to-date and effective system of rules and regulations that will govern all processes in the education sector.

The philosophical and axiological segment is characterised by the dominance of socio-cultural influence on education. In particular, Elayyan (2021) points out that the modern Industrial Revolution 4.0 directly affects the key elements of education: control and learning opportunities. At the same time, Papanikos (2022) reflects on the preservation of democratic values in an education system characterised by the development of global trends. The answer to the demand for democratic norms in education is obvious and will depend on the level of democratization of society in the near and distant future. As long as the civilized world does not formulate more progressive socio-historical models, the democratization of education will remain a fundamental and relevant trend that is both mandatory and desirable in society.

Considering the axiological concepts of education available to the modern scientific and educational community, the most acceptable principle is human-centeredness (Biesta, 2021). The ethical side of the axiology of education of the future should not be ignored. Buchanan et al. (2022) notes

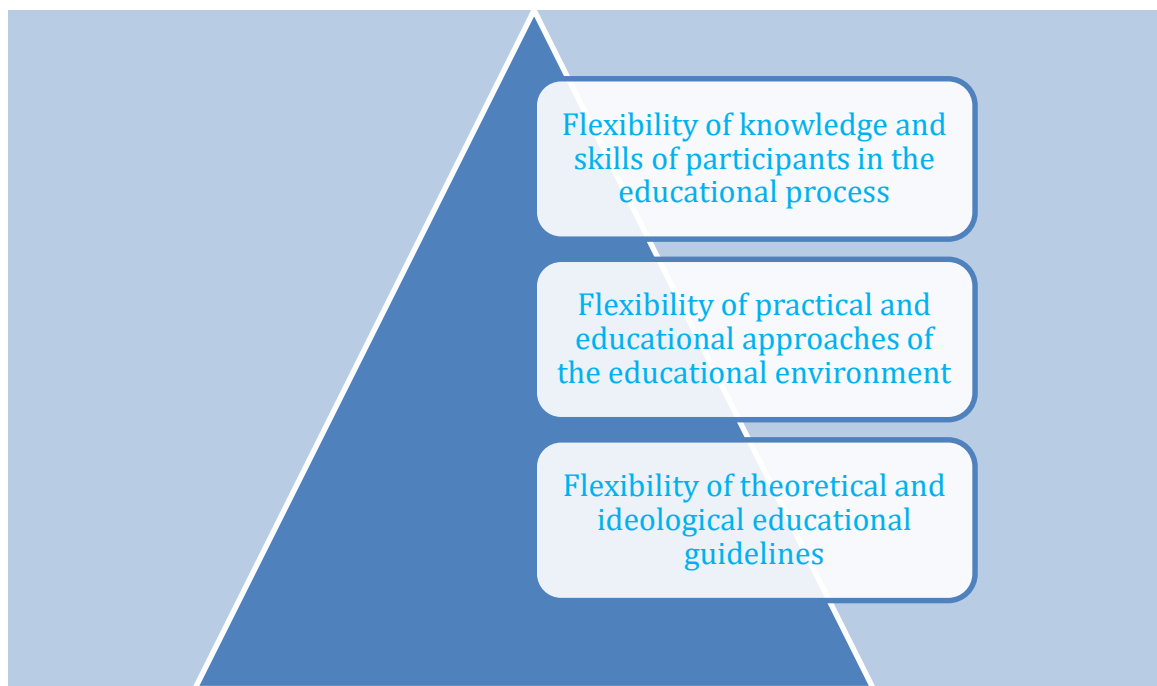
that “educational ethics is a field that continues to evolve in response to changing contexts”. Drerup (2018) assigns a leading ethical mission to education in promoting tolerance in society. Education has long been successful in reconciling diverse scientific, philosophical, and worldview ideas and beliefs. This experience will be useful in the formation of a worldview and mental paradigm in the future when there will be a need to correlate traditional and innovative elements of culture.

The modern socio-cultural development is preparing the ground for educational transformations for decades to come. Particularly, the principle of openness of education (Zawacki-Richter et al., 2020) implies the actualisation of philosophical and epistemological potential in this area on an almost unlimited scale. The human factor is a topical issue in educational strategies. In education, it acquires many interpretations and definitions. Namely, it refers to the participants of the educational process who should have a clearly defined status in the educational system and play their role in the development of this sphere. While administrative measures can organize interaction between participants of the educational space at the local level, sociocultural approaches are needed in the global dimension. One of the principles of educational development that claims to be strategic is the internationalization of education (de Wit & Altbach, 2021). The elimination of borders in education in all senses of the term will promote educational pluralism in line with globalisation trends. Education in intercultural and multicultural dimensions is not just about positioning this sphere in political and administrative terms (Alexiadou et al., 2021). Education as an environment of cultural understanding is a promising path for educational strategy. San (2019) notes that the education of the future is forced to be multicultural, which is caused by globalisation processes.

The interpersonal relationships between the participants of the educational process are also changing (Yan, 2019). The future of education will be full (or rather, overflowing) with various intermediaries between teacher and student. Technology has already partially occupied the niche of knowledge translators. The philosophy of education and science, which tries to analyse educational development several steps ahead, raises the problem of the technological perception of knowledge. While it is possible to accept the fact that technology is a source of knowledge, qualifying it as an organizational transformation of education, the situation in which a student receives knowledge not directly in the intellectual dimension, but as a controlling element of technological knowledge carrier, violates the fundamental canons of education in its epistemological manifestation. Given the translational orientation of the education of the future, the communicative aspect is gaining special attention. Linguistic diversity and linguistic pluralism will become a prerequisite for the internationalization of the educational space (Le Pichon-Vorstman et al., 2021).

The flexibility has become a synonym that is used in almost all segments of education (see Figure 1).

Figure 1



Source: author's own development

The preference for flexibility over fundamentality is the main methodological leitmotif in the twenty-first-century education (Srinivasan et al., 2021). Obviously, this trend, which began at the beginning of this century, will become dominant throughout the entire era.

Discussion

Considering the prospects for education in the future, it is worth focusing on two common vectors of development in this area:

- sustainable gradual progress, which focuses on the introduction of innovations as an improvement of existing educational elements;
- rapid fundamental transformations where innovations act as an alternative or replace traditional educational environments.

Zhang & Aslan, (2021) point out the advantages and disadvantages of these two ways of developing the education of the future using the example of artificial intelligence. Particularly, if an innovative element is not used to the fullest extent of its potential, then questions arise about the feasibility of implementation. If certain innovative elements pose a hidden or delayed threat, the issue of existential compatibility with the educational sphere becomes relevant. Education has a clearly defined purpose, so it cannot become an arena for experimentation. On the other hand, the closure of education from innovation will serve to conserve this sphere, which is discordant with global trends towards civilizational progress.

Lim et al. (2023), exploring the advantages and disadvantages of artificial intelligence in education, identify dialectical confrontations that will undoubtedly be relevant in this area in the future. Paradoxes in education at the level of: “capable – dependent”, “available – limited”, “popular – forbidden” clearly express the philosophical dichotomy that is inherent in the interpretation of various ideas and things in the education of the future. These examples show that the educational system will face not only linear categories but also complex cause-and-effect processes.

From the point of view of the cultural and educational dimension, education is in a state of uncertainty. In such circumstances, it is worth paying attention to philosophical and educational guidelines that have repeatedly contributed to the exit of education from the state of contradictions and crises. The key debatable issue of the future of education is the problem of confrontation between the methods and goals of education (Burbules et al., 2020). The use of a dialectical model to resolve this dichotomy will lead to increased risks associated with excessive technologization of education and, accordingly, the loss of the intended purpose of this sphere. Instead, the actualisation of the synergistic approach will turn the challenges that generate innovations into opportunities for educational development. The synergistic model is not a panacea for all the threats that education will face in the future. At the same time, this meteorology is the most prepared for a practical response (rather than a statement) to the problems associated with the dynamism of transformations in education. Thanks to self-organization, which is the basis of synergy, the ability to influence developing systems (both internal and global civilization) is actualised.

Uncertainty is highlighted in many aspects of educational development in its projection into the future. Ilori & Ajagunna (2020) emphasize the purpose of education. According to educators, this priority should become dominant. Scientists, in turn, will insist on the primacy of the epistemological and methodological component in the education of the future. The information technology community points to the organizational and broadcasting function of education as the decisive one in this area.

Kurbanov (2022) notes that philosophy shapes the intellectual and moral and ethical educational culture. These components form values that are relevant regardless of time. The individual characteristics of a participant in the educational process in the future will also depend on social attitudes. Leadership skills, tolerance, self-organisation, and motivation are the qualities that will be in demand in education that will develop according to innovative principles (Daumiller et al., 2020). The question that the scientific and educational community faces is whether such spiritual and value-based guidelines will be in demand in globalised and technologized education. Will algorithms of behaviour in the educational process be a substitute for morality? This is a rather complicated question, given the cultural and historical imperfection of the moral and ethical component in the educational system. That is why transformations in this cluster, although difficult to perceive, have every chance of being realised.

Two models of building educational strategies have traditionally developed within the structure of the sciences. While the natural science and humanities theoretical clusters form a vision of the future of education, technological and applied sciences construct the future of education (Levrini et al., 2019). It is worth noting that consideration of issues related to the education of the future has its own specifics in the context of individual discipline segments. If considering the STEAM education cluster, it should be understood that the prospects for engineering education will directly depend on the level of development of the technologies themselves (Fayolle et al., 2021). When considering humanitarian education, the human dimension will be dominant, and it will determine the content and format of the educational space. Anvar (2022) emphasizes the importance of maintaining parity in general education. Maintaining a balance in the study of natural sciences, humanities, social sciences, and technology will help to form a general education paradigm.

The philosophical reflection interprets information and digital and other innovative elements in education not as a means, but as an opportunity for improvement (systemic and individual). The primacy of the concept of idea over the concept of thing is an important philosophical and ideological approach that is being actualized in education (Aparicio Gómez, 2020). The main innovative components in education are material and technological objects. In everyday life, the dichotomy of the ideal and the material is not so relevant, but in the field of education, this is a potentially quite dangerous contradiction. Innovative elements that significantly improve the functioning of the education system

may still pose risks to the mental and ideological content of education. The education in the future may face many critical processes that are the consequences of the excessive use of information and digital technologies:

- The scale of the information can distort the epistemological capacity of the participant in the educational process, which will deprive his or her thinking of key indicators (criticality, analytical skills, creativity);

- The use of alternatives to human intelligence (primarily artificial intelligence) will pose a threat to human control over scientific and technological development, which may turn into a threat to the person himself;

- Artificial learning environments in the digital format will devalue the human component of the educational process, which may negatively affect the purpose of education.

The scientific and educational community, observing the approaching collision of tradition and innovation, proposes flexibility as a correlation constant that will ensure the inevitable educational transformations by the evolutionary not radical transition to new educational principles. The flexibility provided by a self-organising synergistic approach has every chance of becoming a relevant and effective response to the dynamism of innovative transformations.

It should be noted that the threats that education will face in the future are not new challenges for this sphere of social development, as education has already faced existential crises in previous cultural and historical eras and has developed effective protective and regulatory mechanisms. However, it is worth noting that the information and digital society built on technology creates an unprecedented scale of threats that education must cope with.

In general, educational strategies shape the educational development, as this is their purpose. At the same time, responding to the challenges of the times, potential threats, and global problems should be of a comprehensive socio-cultural nature, not a highly specialized educational one. Therefore, education requires close interaction with other spheres of social activity and the construction of a holistic scientific and ideological paradigm that takes into account cultural and historical experience, practical realities of the present and predicts the role and status of education in the process of civilizational development, measured in short-term periods or long-term epochs.

Conclusions and Implications

Thus, the problem of educational prospects has a basic philosophical interpretation that is to answer the question: how and under what conditions will education function in the future? Among the key philosophical and ideological issues that determine the viability of education are the following:

- Existential dimension of the education of the future, which positions educational activity as an element of human existence, society, and civilization and is one of the fundamental components of global character.
- The epistemological potential of the education of the future determines the priority of human cognitive abilities over technological and digital analogues that are not able to become an alternative to human dimensionality in education.
- The axiological guidelines of education will preserve the fundamental value orientations of education (humanity, tolerance, ethics) while undergoing changes in the practical and everyday segment of educational activity.

- The methodological principles of future education are obviously one of the most controversial philosophical and educational issues since methodology usually responds to realities, so it is difficult to predict or forecast the current educational and practical methodology even in the short term, let alone in the distant future.
- Education, like any other sphere of social activity, is formed from the world of things and the world of ideas - hence the dichotomy of the primacy of pragmatic efficiency or humanistic balance of this sphere in the future.
- The confrontation between fundamentality and dynamism in education will be crucial in the near future, as the scale of globalisation and technologization gradually brings the innovative component to critical contradictions with the traditional education system.

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