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Philosophical and educational traditions of the future

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Abstract: Aims: The purpose of the research is to highlight the philosophical dichotomy of traditional and innovative ways of building educational strategies. Philosophy is designed to highlight the positive and negative aspects of the educational paradigm. In contrast to the educational understanding, philosophical analysis is in constant search of optimising the strategy of educational progress. The difference between educational and philosophical-educational approaches lies in the scale of theoretical and methodological understanding and practical implementation of projects in the education system. While the education is focused on achieving results in real-time or in the short term, the philosophy offers strategic guidelines for the development of education in the context of global socio-cultural development. In this context, the aim of the study is to highlight the axiological aspects of the philosophy of education of the future. Methodology: The methodological basis was a combination of general scientific, pedagogical, and philosophical methods. In order to achieve the set goals, two main methodological approaches of the modern scientific and philosophical paradigm were used: dialectical and synergistic. By contrasting the fundamentality and dynamism of the functioning of the educational system, the realisation of the prospects of the model of educational development is achieved. Results: The results of the study indicate that the synergistic interaction of traditions and innovations ensures the stability of the educational system and the ability to progress in the context of civilizational progress. In the modern scientific and ideological paradigm, there is a balance of traditional and innovative dimensions, but the dynamism of modern civilizational development can ensure the process of the dominance of the innovative component associated with the functioning of information and digital technologies. Scientific Novelty: The scientific novelty of the study is an attempt to determine the priority format of interaction between the traditional and innovative components of the educational system. The philosophy is intended to complement the scientific and pedagogical and organisational and educational clusters of this interaction by providing value guidelines for the educational space.

Conclusion: Any educational activity is correlated within the educational system (demand, expediency, effectiveness) and is consistent with the worldview principles of the modern worldview. Thanks to philosophical and educational guidelines of an axiological nature, the status of traditions and innovations in education is balanced.

Keywords: philosophy of education, educational strategies, axiology of education, education of the future, philosophical and synergistic dimensions of education, innovative education, educational traditions.

Introduction

Research Problem

The research problem is focused on the philosophical and axiological definition of educational perspectives. The education in the modern picture of the world is focused on a practice-oriented vector, which is associated with the active introduction of innovative elements. Because of this, the scientific and educational discourse is focused mainly on methodological or epistemological aspects. At the same time, the phenomenon of education in the cultural and historical context is precisely the purpose of this sphere of social activity. Therefore, first of all, the study actualises the value dimension of education and its coverage in the context of the prospects of this field.

Research Focus

The value constants in the educational system are distinguished in separate clusters, which are presented in the study as autonomous aspects. The dialectical and synergistic philosophical and educational discourse is aimed at individual, collective, and global dimensions. The education of the future implies the dynamics of methodological approaches to pedagogical activity, varying between the confrontation and interaction of tradition and innovation. This format of the educational space generates new values that are focused on the peculiarities of scientific and ideological beliefs in the public consciousness.

Research Aim and Research Questions

The purpose of the article is to provide a philosophical analysis of the strategy for the development of the educational environment in the context of global trends in civilizational development. The research prioritises the axiological component of philosophy since it focuses on the target constants of education. The objectives of the article are to find the optimisation of educational strategies, which should be actualised not only in the practical and pedagogical dimension (which is the task of science and technology) but also in the philosophical and worldview dimension. Hence, the next task is to form the prerequisites for the perception of dynamic changes in the educational space by the individual and collective consciousness. It will serve as a methodological basis for transformations in the education of the future.

The scientific hypotheses of the study can be grouped into the following concepts:

1) Education is not able to build development strategies (especially the long-term ones) on its own, as its methodological potential is insufficient to correlate its own transformations with the changing paradigms of the socio-cultural space.
2) The philosophy proposes a format in which the education of the future is not a sustainable project, but a changing paradigm that is formed by combining modern experience and promising innovations.

3) The synergistic approach seems to be the most acceptable methodological approach to the formation of educational strategies since interdisciplinarity, self-organisation, and multiculturalism allow involving all clusters of civilizational development of the educational space of the future - scientific, pedagogical, philosophical, cultural.

Literature Review/Theoretical Overview

The education system is an open structure in the socio-cultural dimension. Therefore, educational strategies have a scientific, practical, philosophical, and ideological basis (see Table 1).

Table 1

Clusters of educational strategies of modern philosophical and educational discourse

The concept of educational development	Features of the prospects of educational strategy in the educational space of the future
Scientific and practical	A separate cluster of research is devoted to the issue of compliance of learning environments with the level of scientific and technological development and integration of advanced ICT solutions into their structures
Theoretical and methodological	The educational and scientific discourse actualises the issue of dissemination and assimilation of knowledge and competencies in accordance with current methodological strategies (educational synergy, structured education, the principle of interdisciplinarity)
Philosophical and worldview	The philosophical reflection in scientific discourse acts as a systematising factor, its purpose is to understand the integrity of education as a guarantee of the sustainable and progressive vector of development of this sphere
Cultural and civilizational	General characteristics of the prospects of educational strategies in the context of coexistence with cultural, scientific, technological development

Source: author's own development

Biesta (2019) emphasises that to achieve educational ideals, it is not enough to focus on purely educational components. The standard of the subject of the educational environment is formed not only in the context of a holistic socio-cultural positioning. The best pedagogical approaches remain irrelevant if they do not meet the requirements of the times and do not provide a response to civilizational threats. In turn, the cultural renewal and development of society largely depends on the educational potential of communities (Turdiyev, 2021). The education requires diversification of pedagogical approaches not only to improve efficiency but also to ensure socially significant elements, particularly, the health-protective mission (Maksymchuk et al., 2020). The education offers an algorithm for the formation and observance of ethical obligations (Buchanan et al., 2022).

The modern entrepreneurship-oriented education focuses on practical and methodological elements that provide results here and now (Ratten & Usmanij, 2021). The pragmatic approach is traditionally dependent on the efficiency and partially eliminates value aspects (Dewey, 2021). Under such conditions, philosophy acts as a kind of regulator and provides a balance between education as a tool for acquiring knowledge, skills, and abilities and education as a source of worldview beliefs. Education can methodologically fulfil its direct functions in periods of cultural and historical stability.

However, as soon as civilizational progress is influenced by force majeure global historical events or fundamental innovative transformations, education actualises its value role in the context of morality, humanity, and ethics. A multicultural understanding and intercultural resilience are typical philosophical and axiological manifestations of the educational worldview and regulatory function (Zidny et al., 2020). The education as an axiologically oriented sphere is designed to debunk the increased anxiety of man and society associated with active technological progress (Pihkala, 2020). Education, according to philosophical ideas, should respond to the global crises of our time (Pikkarainen, 2021).

The revolutionary nature of scientific and technological development does not always lead to similar transformations in the educational sphere (Ehlers & Kellermann, 2019). After all, the educational space, being conservative in its organisational and structural nature, has never needed drastic changes. Philosophy, or more precisely, the philosophy of education, acts as a kind of link between the processes of development of the educational and socio-cultural environment.

Philosophical research that focuses on the prospects for the development of education in the future mostly focuses on methodological and epistemological elements. At the same time, recently, especially after the global crisis caused by the COVID-19 pandemic, the scientific and educational discourse has been reoriented to axiological issues. This is due to the dynamism of change and the scale of sociocultural transformations. It requires not only a practically oriented philosophical understanding but also the acquisition of new value orientations by education. In the scientific and literary tradition, the philosophical understanding of education has a transcendent or immanent character (Vlieghe & Zamojski, 2019). The transformation of individual or collective life through educational activity determines the meaning of education. In general, education in the scientific and philosophical sense is reoriented from an anthropocentric to a world-centred dimension (Biesta, 2021).

Ergas (2019) notes an exponential increase in the number of publications on mindfulness and criticality in education. This trend indicates an increase in attention to the value dimensions of educational philosophy that have been in a state of paradigmatic formation since the Industrial Revolution 3.0. Revolution 4.0, with its clear information, digital and technological dominance, has created the need to actualize new value dimensions of education that will meet the requirements of the times.

The scientific discourse has proposed two axiological strategies for positioning educational goals: the concept of education for sustainable development (ESD) and the concept of education for sustainable development goals (ESDG) (Kopnina, 2020). The functioning of paradigmatic bio-digital systems in the modern world emphasises the need to include the target element in the list of fundamental components. Meeting the current needs in the educational sphere or short-term planning of educational development no longer corresponds to the dynamism of civilization. Today, there is a need for long-term strategies in order to develop education, which will focus on maintaining the target educational status, despite the popularization of innovative pragmatic solutions.

The education is gaining a new scientific and philosophical interpretation after the concept of STEM education was approved (Ortiz-Revilla et al., 2020). For a long time, science, technology, engineering, and mathematics have been considered separately in research. In the educational paradigm of the future, these areas are combined in an interdisciplinary discourse. It is clear that it would be inappropriate to involve philosophy in this symbiosis. At the same time, a philosophical understanding of the interaction or opposition of these elements allows forming a balance between the key educational characteristics of future development strategies in this area. Hägg & Gabrielsson (2020), having systematised scientific research on entrepreneurial education over the past 40 years, concluded

that the educational process should be linked to the real environment. If this interconnectedness is ignored, education faces a low level of academic legitimacy.

Research Methodology

General Background

The modern scientific and educational discourse has faced the need to update the existing philosophical and methodological approaches. One of them is social epistemology, which studies the educational system through the prism of social sciences (Fuller & Jandrić, 2019). Society lives by standards of efficiency that are expressed in all areas of social activity. For the current study, it is important standardising educational elements at the individual, collective, and global levels. The integrity of the academic sphere of the educational system is ensured by methodological principles that involve theoretical, methodological, and practical application (Ponce et al., 2020). The study of the education of the future is impossible without an epistemological support. At the same time, the epistemological and research activity actualised in the article meets the criteria of progressiveness and innovation in the field of education.

Borba (2021) proposes to analyse educational activity using several methodological approaches: digitalisation, philosophy of education, and critical education. These elements ensure the integrity of the current study, as their principles are mutually exclusive and complementary. In this way, the elimination of irrelevant educational elements is realised and the saturation of the educational system with new ideas is ensured. At the same time, criticality and philosophical reflection do not allow dynamic innovative factors to change the fundamental purpose of education. Such methodological guidelines became the basis for formulating the research objectives and provided structuring of the vectors of research activity to formulate scientific hypotheses of the education of the future.

A new phenomenon in the scientific and philosophical discourse of our time is the convergence between biology and information, which has led to the innovative methodological principle of biocircuitry (Peters et al., 2022). This methodological guideline is promising for the study of subjects of the educational system (this aspect is emphasised in the results of the study), as it includes both their biological and technological characteristics. The study pays considerable attention to the philosophical understanding of the individual dimension of education. Therefore, the methodology of the phenomenology of education, which is actualised by Stolz (2020), is used. The phenomenon of education and the phenomenon of subjects of the educational space are primarily conceptual characteristics. The study of the uniqueness of education is a priority area of discussion on the development of education in the future.

An interdisciplinary methodological approach ensures the adaptation of the educational system to changing worldview paradigms (Bozkurt, 2019). Complexity theory allows reorienting classical mechanics methodologies to cybernetic thinking and computing (Peters & Besley, 2019). Critical philosophy is a worldview outpost of the process of biologisation of the digital mind. It should be noted that classical philosophical and methodological guidelines (primarily analytical) have already demonstrated their relevance and effectiveness in previous synergistic interactions when the reverse process of digitalisation of the biological mind was actualised. The digital world is leaving the forefront of the scientific picture of the world, giving way to the post-digital era. It will require new concepts for educational development. Science will provide technological progress, and philosophy will provide the ideological basis for the new world. As soon as the interpretation of information and digital technologies in education acquired a post-deterministic and post-instrumentalist understanding, a new value orientation in this area was received (Jandric & Knox, 2022). The findings of the study also received proper methodological support, as post-digital education is an educational strategy that involves the full

use of innovative information and technological elements at all levels while taking into account the human dimension.

Stein et al. (2022) note the need to change the methodological practice-oriented approach in the educational system. They propose a transition from "education for sustainable development" to "education for the end of the world as we know it". In this context, the article notes that double standards that encourage the depletion of all existential components of our world will lead to the collapse of civilization in its traditional form of development. Education, along with culture, should not multiply quantitative value levels but focus on compliance with the existing norms and rules of the coexistence of systems and processes in the world. The methodology of functional differentiation involves the use of specific universal systems in education. Educational projects are changing the traditional idea of the educational process. The conceptualisation involves global transformations of teaching and learning content (Mangez & Vanden Broeck, 2020).

Data Analysis

The data collection for this study is unique in nature, as it involves analysing and processing all possible educational aspects:

- those that form the traditional fundamental foundations of the educational space over a long cultural and historical period;
- those that are relevant in the modern period and operate online, maintaining a balance between classical educational guidelines and new transformational elements;
- those that are not yet used in the practical educational environment, but have every chance to integrate into the educational paradigm of the future in the short or long term.

Research Results

The philosophy of education interprets the cultural and historical development of education in two key dimensions: the global and worldview as well as practical and professional. Both aspects are permeated with controversial issues that cause arguments among the scientific and educational community. While professional and sectoral issues are mostly the subject of scientific discourse among the educational community, global and ideological principles of education development require scientific and philosophical research activity. The dominance of one of these vectors leads to an imbalance in the general educational paradigm, relevant to the present or the future.

Among the key problems of educational development is the need to substantiate guidelines that will ensure the integrity and sustainability of the educational space. The experience gained in the course of cultural and historical development becomes a source of the formation of traditional norms of the educational paradigm. However, the innovative progress of civilization forces making adjustments (and sometimes radical transformations) of the educational system. The philosophical analysis directs the discussion of the scientific and educational community not to the issue of confrontation at the level of traditionalism-innovation but forms the basis for a synergistic model of understanding between the past, present, and future of education.

At the practical and professional level, the confrontation between tradition and innovation will be observed in all possible manifestations: in methodological support, directly during learning activities, between participants in the educational process, etc. The global and ideological nature of the dichotomy of classical and new in education is a more globally abstract problem, as it determines the vectors and principles of educational development in the future. As a result, the dominant ideological and theoretical

perspectives of education are initially formed, which are realised in the development of practical elements of the educational system.

It is important that in the process of correlating experience and perspectives of education, one should not neglect both the practical and professional needs of the educational sector and the state of the socio-cultural environment in which the educational process is being implemented (or will be implemented in the future). If the process of the dominance of information technology elements begins in society, then the positioning of education, in this case, is focused on two tasks:

- the inclusion of innovative components of the information and technological dimension of Society 4.0 in the educational system and its adaptation to new content and format principles of development;
- the regulation of the impact of innovation in a socially significant dimension, with the elimination of harmful and excessive elements that threaten the sustainable and integral functioning of education and the social system as a whole;
- the implementation of the principles of balancing traditions and innovations in the educational space, which is expressed in individual, collective, professional, local, and socio-cultural global dimensions.

The results of the study indicate different dimensions of the socio-cultural positioning of the educational sector in the future (see Table 2).

Table 2

Philosophical interpretation of the components of educational strategies

The cluster of educational activities	Philosophical understanding of development prospects
Individual education	The educational process is focused on the acquisition of individual general and professional competencies in compliance with humanistic values
Educational community	Local education (national, regional) has its own principles of balance of innovative and traditional constants, depending on cultural traditions and potential for innovation.
Professional and sectoral education	Vocational education is pragmatically oriented and involves not only active involvement of innovations but also creates an environment for their creation
Global education	The philosophy of education determines the actualization of the traditional nature of education in times of instability and innovation in times of transformation

Source: author‘s own development

Biesta (2020) indicates the correspondences for these components - subjectivisation (individual), socialisation (societal), and qualification (professional and sectoral). It should be noted that this list does not include a description of the global component. The concept of global education implies that education (in its practical and cultural and historical purpose) corresponds to the

peculiarities of civilizational epochs. Gökçe Narin (2021) even proposes to expand the educational impact on the conditional meta-universe, which has not yet been mastered by culture (but is actively studied by science).

The innovative elements that are being massively applied in the modern education system are leading to a large-scale revision of the potential that the educational sector has (Hu & Liu, 2020). Based on the growing global indicators of information and digital technologies in education, transformations in key educational subsystems are observed.

Transformations in the functionality of education are stated in the transition from a transmitting (broadcasting) educational vision of scientific literacy to a transformative (transformative, creative) vision (Valladares, 2021). This process is valid at all levels of the educational system. While creativity is a common indicator for individual, collective, and practical education, the introduction of this element into global education radically changes the nature of the educational space.

An important element of the relationship between the individual and the social in the education system is the observance of truth. Peters et al. (2022) highlight the concept of post-truth, indicating the ways and mechanisms for achieving truthfulness and veracity in individual and social consciousness. The task of the science of the future is to achieve truth on a global scale. However, such a concept of truth involves not only answers to axiological problems but also the disclosure of the existential secrets of civilization. García Soto (2021) points out the value of philosophy for the development of personal autonomy and for the formation of a global democratic society.

A characteristic feature of innovative elements in education is their previous application in other areas of social activity. Such realities imply the acquisition of individual and social experience in the use of innovations in other areas, which positively affects their application in the education system. For example, all the threats that have been actualized with the use of artificial intelligence in technology make it possible to develop mechanisms to protect against negative impacts in education (Schiff, 2021). Practical manifestations of shortcomings encourage the philosophical community to identify areas where the use of innovation is appropriate and where it is better to limit its implementation.

Facer (2019) considers the education as a sphere of social activity in which a kind of rehearsal of the confrontation between traditional and innovative elements takes place. The clash of such existential dimensions in the global civilization space can have unpredictable consequences. Therefore, it is believed that education, being an environment that is fundamental in its organisation but dynamic in nature (or rather, the nature of the participants in this sphere of social activity), is the optimal platform for identifying value constants that are formed in the new interaction of traditions and innovations.

The education in the era of Industry 4.0 is constantly forced to go beyond its existence and functioning (Qureshi et al., 2021). By analogy with Industry 4.0, the concept of Education 4.0 is being formed with the following relevant components: teaching methodology, professional competencies, ICT education, and educational infrastructure (Miranda et al., 2021). The philosophy of education is designed to expand this framework, contributing to scientific and technological progress. At the same time, in some cases, the philosophy of education is a factor that does not allow changing the existing framework of the educational system, considering it an existential threat to the entire system. Science or technologies are not able to stop in their progress, as they are guided by the principles of constant progress and development, which is fully consistent with the dialectical interpretation. Philosophy helps to balance the dialectical and synergistic dimensions of education.

In socio-political terms, neoliberal and neoconservative ways of developing education are proposed (Zajda & Rust, 2020). The imperatives of neoliberalism suggest rejecting globalisation trends in education and actualising the correlation of innovative technologies with traditional educational purposes. Thus, the model assumes synergistic activity, which leads to a departure from the dominant

idea of competition. To determine the truth of educational strategies, it is proposed to move from global to community or individual education (Turner, 2020). At the same time, it is envisaged to strengthen mutual control of educational activities between educations, science, technology, culture, etc. (Olssen, 2020).

A striking example of the phenomenon of education in the sociocultural space is the development of artificial intelligence (Cope et al., 2021). In the technological dimension, AI is a carrier of progress, while in the anthropological dimension; it is a threat to human life and activity. Education, on the other hand, grants the status of dynamic positioning of artificial intelligence. The same happens with other global trends in the modern world when they acquire qualitative characteristics in the educational space.

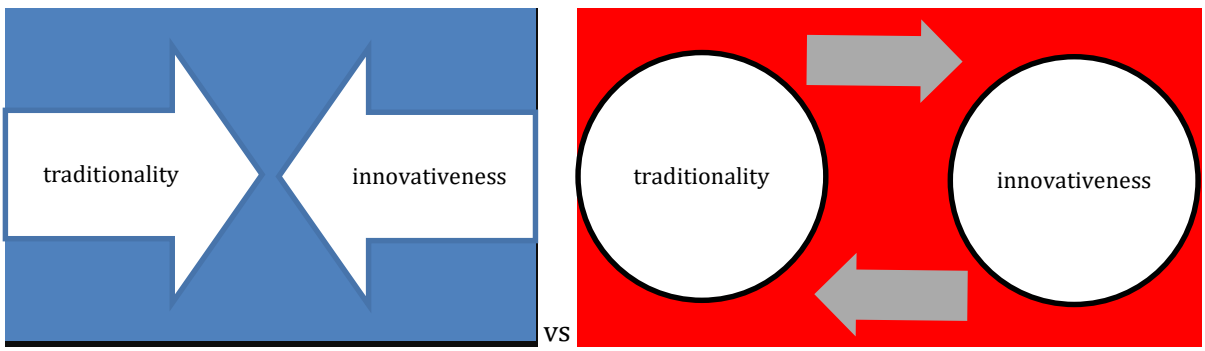
The main issue that causes discussions in modern scientific, pedagogical, philosophical, and educational discourses is the relevance of methodological dominance in the educational paradigm of the future. Today, two methodological paths are actualised: dialectical and synergistic. The format of opposition or interaction between tradition and innovation is actualised in accordance with the requirements of the time:

- In conditions of socio-cultural instability, when there is a need to prioritise the issues that will ensure the stability of the education system. Cultural and historical circumstances that have signs of force majeure can potentially affect the educational process, threatening its fundamental principles of continuity and accessibility. It is in such periods that the need for the dominance of synergistic principles as a guarantee of sustainable educational development is actualised.
- In the context of socio-cultural stability, a need of a completely different nature is actualised. Innovative transformations are gradually being integrated into the practical everyday life of a person and into all spheres of social activity. The education should respond to such manifestations, including the transformation of its own environment, changing (within the educational system), and transmitting (in the educational process) them to the socio-cultural space. Therefore, the dialectical principle begins to dominate in the axiological dimension, which encourages the priority of innovation and provokes changes in the organisation and purpose of educational activity.

It is worth noting that both models have made significant progress in the philosophical interpretation of the educational system, as they have already been successfully used in cultural and historical retrospect as a regulator of the socio-cultural dimensions of education (see Figure 1).

Figure 1

The key philosophical and methodological dichotomy of the education of the future is the correlation of the synergistic and dialectical philosophy of education.



Source: author (s) own development

The philosophical understanding of the problems of future education is not limited to rationalistic and technological priorities. The problem of experience is no less significant in the philosophical analysis of the development of the educational environment. While the experience is a fundamental component in traditional educational structures, the experience of innovation becomes a subject of debate and controversy in scientific and philosophical discourse (Hagg & Kurczewska, 2021). Experimentation in education is becoming a manifestation of empirical guidelines (Bell & Bell, 2020). Experiments are traditionally associated mainly with the scientific cluster, and especially with its natural or technological direction. At the same time, the educational space, which claims to be dynamically integrated into the rapid civilizational progress, is forced to allow experimental practice into its borders.

Discussion

The results of the current study determined the impact of the contradictions of tradition and innovation on the individual and collective dimension of the educational space. In this context, a correlating strategy for the development of individual education is quite stimulating, namely, the autonomy of educational spheres, starting with the educational cluster in early school age and ending with the freedom of scientific research in the higher education system (Peters et al., 2019). The quantitative indicator of accessibility of education is complemented by qualitative indicators of freedom of action, initiative, creativity, and leadership in the educational space. The individual dimension of education has always been regulated by traditional guidelines, but it is currently being transformed in the context of innovative processes. The individual dimension in education actualises such philosophical principles as purposefulness and self-development (Morris, 2019).

Instead, the article notes a certain transformation of such guidelines in relation to the collective dimension of education. On the one hand, the very organisational elements of the synergistic paradigm destroy traditional collective-oriented formats in the educational system; on the other hand, they provide new ways of educational strategies implementation at the level of professional communities. In combination with the scientific and pedagogical arsenal and technological tools, these elements allow participants in the educational process achieving a high level of competence.

The article emphasises the disorganisation of the educational system in the transition period when innovative elements are actively and dynamically introduced. A similar opinion is shared by supporters of the concept that the task of educational philosophy is to avoid uncertainty in the implementation of Education (DePryck, 2019). Continuing this methodological line, Longo et al. (2020) emphasise the growing controversy over the prospects for the development of education as a result of technological uncertainty. There is no unanimous answer among the scientific community as to which the type of scientific and ideological paradigm will dominate in the medium or long term. Industry 4.0, where human beings and the technology are existentially distinct and produce results in dialectical opposition, will require education to be anthropocentric. Industry 5.0 where there is a synergistic merger and interweaving of functions, characteristics, values of humans and technology, will determine a new educational purpose - correlated with the key subjects of the world picture.

Promising concepts for the development of educational space are proposed. The concept of open education fully justifies the need and ways ensuring the accessibility and continuity of education (Zawacki-Richter et al., 2020). The information and digital space is designed to provide organisational and logistical support for these educational principles. Along with the accessibility of education, the openness and security of the educational space is a fundamental element (Hughes, 2020). Such guidelines only emphasise the priority of the axiological cluster in the philosophical understanding of the education of the future). The value dimension will always be relevant when considering the balance of tradition and innovation in the educational system. Values serve as a kind of benchmark that analyses

problematic issues (guided by past experience and modelling the future) in the educational space and builds elements to counteract negative manifestations in this area of social activity.

Scientifically based concepts that can be used in order to achieve reliable research results on the balance of tradition and innovation in the educational sphere have a rather clear structuralist colour. Any educational strategies of the future should be considered exclusively in the format of the integrity of the educational system. For example, the influence of algorithmic methods, on which the principle of information and digital technologies is based, is increasingly manifested in the educational system (Williamson & Eynon, 2020).

The key debatable question is whether education is ready to preserve its fundamental principles and cultural and historical status in a new format and new content of its positioning? Or will the innovative progress gradually erase the usual purpose of education, leaving this sphere with a practice-oriented mission of organising the educational process? If taking into account the organisational and logistical or practical and technological dimension, the answer will be unequivocal and will imply the dominance of innovative development with an emphasis on the methodological and epistemological components of education. When the purpose of education as one of the clusters of formation of individual, social, and global consciousness is preserved, no innovation can eliminate such aspects as cultural and historical experience, mentality, humanistic principles, etc.

Conclusions and Implications

Thus, the philosophy of education provides coverage of scientific and methodological arsenal of education effectiveness and defines the guidelines for its value characteristics:

- Nowadays the world is rapidly changing; so the traditional nature of education is a kind of stabilising element that prevents education from being radicalised and maintains the sustainability of its development. The fundamental dimension of education is the conservatism, as this principle ensures the continuity of the educational process and prevents the elimination of the educational purpose of educational activity.
- The innovation that becomes a commonplace in the practical and everyday life of a modern person, and it was only a matter of time before the issue of introducing information and digital technologies into the education system was raised. The sociocultural crisis caused by the COVID-19 pandemic, the military and political tensions in Europe, and the socioeconomic challenges of the global financial system has accelerated the organisational and methodological integration of the innovation component into the global education paradigm and local education systems.
- The philosophy of education does not deny the dominance of a single component of educational progress, noting that educational development is a dynamic process with many variables that change, transform, or become irrelevant quite quickly in the modern world. At the same time, the philosophical interpretation of the development of education proposes to preserve the supremacy of the axiological and normative function of education in individual and social consciousness.
- An individual education should be based on the principles of humanism and pragmatism, since the educational cluster of education helps a person adapting to the worldview paradigm, and the training component is responsible for acquiring knowledge and skills for self-realisation in social activities.
- The collective dimension of education focused on the formation of beliefs in the public consciousness about the importance of preserving fundamental civilizational values (legal, cultural) and the need to apply innovative elements to prepare for global threats.

- The global educational constants are to develop a strategy that will correlate the principles of tradition and innovation. The maintenance of a balance in education will contribute to the progress of civilizational development.
- The innovative elements of the present are focused on the use of information and digital technologies. They have both positive characteristics of application in education and pose threats to participants in the educational process.
- The education of the future is being formed today, as this sphere is mostly inertial in the global civilization dimension. Those innovative elements that are actively implemented in practical everyday life are gradually integrated into the educational process, so it is possible predicting educational development in the short term.
- The long-term forecasting of educational development is possible provided that the purpose of education is preserved over the organisational and structural dimensions of the educational environment. In general, traditionalism and innovation cannot acquire a clearly defined status, constantly changing their role in the educational system. Therefore, the philosophy of education proposes a new, dynamic, and variable format for the coexistence of traditional and innovative clusters.

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