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Formation of V. Vernadsky's Noospheric Ideas as the Basis of the Educational Pedagogical Policy Strategy

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Abstract--The aim of the scientific research is a philosophical comprehension of the noosphere ideas of Academician V.I. Vernadsky under the prism of temporal and socio-political changes. Spirituality is considered as an educational goal of the human true. The study focuses on the analysis and design of future humanity - a biosphere cell-the region's noosphere and its unit matrix - a noosphere-educated integral personality. The authors of the study intend to carry out a philosophical analysis of the world life under the conditions of civilizational changes and transformations. The theoretical research is based on the works of V.I. Vernadsky and his followers: Whitehead A., Fedorov N., Schelling F.I.J., Spengler O., Samodryn A. and others. The application of methods that helped to conduct theoretical research-analysis and synthesis, systematization of materials, historical and logical, comparative, systemic and structural, allowed to study the essence of the research problem. Our study is an attempt through the prism of V.I. Vernadsky's personality to notice the guidelines for improving the noosphere personal potential formation mechanisms of the Ukrainian for the success of effective shifts of education and science in the direction of noosphere consciousness revolution.

Keywords---*biosphere, culture, education, human, noosphere, pedagogical policy.*

Introduction

Society is moved to the state of "civilization" by an idea, provided by education. The idea in general is not subjective, but also not objective, it is projective - according to M.F. Fedorov ([Samodrin, 2006](#)). The idea of Peace is a composite of separate ideas, which are justified differently by diverse philosophical thought in different ways and today, education in different institutions is covered in different ways. When analyzing the educational goals there is a feeling that we are losing the country as a nation, which has forgotten its own statehood, but we want to believe that we are building Ukraine as the World in ourselves and All is ahead. It is time to build the idea of Peace on the *biosphere theory* based, creating in the biosphere regions an educational system based on the bioenergy-information generators principles, and to display an educational strategy on the *noosphere theory* based that has not yet been fully formulated content-wise ([Pedersen, 1993](#); [Bridgewater, 2002](#)).

The human of the XXI century. with its properly educated mind becomes an active time creator and should move to the proclaimed noosphere Teilhard de Chardin - Le Roy - Vernadsky, but metastases of industrialization era consciousness is quite tangible. Spirituality as the educational *goal of true human* - asymmetry, induced in opposition to Nature and manifested as *the time of the flow of truth*, probable *history* - the wave phenomenon towards the Cosmos (excitement) - delayed by the fault of education.

We are now experiencing an unprecedented phenomenon for an observer - an effective breakthrough of the noosphere and its establishment in the biosphere as an Image of the Kingdom of Mind, which is rapidly and fundamentally changing it quantitatively and qualitatively. The COVID-19 virus pandemic, whatever the nature of its origin - evolutionary or artificial - is the barrier that forced the global mind to simultaneously "grasping the cosmos," "peering with a heterogeneous soul into the essence of Vernadsky's living substance, where among the whole runs separately the individual's destiny under its own personality's guidance ([Rybalka, 2020](#)). The educational outbreak connected with the quarantine events, which since March 2020 take place almost all over the world, is a great act of Pedagogical mastery of the Master-Mind, sent to each individual as a slogan: there is no alternative to the sustainable Earth development!

In the work we relied on the value and meaning worldview guidelines of thinkers and scientists, noted the thoughts of E.W. Weizsäcker, V.I. Vernadsky, V.A. Kordyum, A. Le Chatelier, M.F. Fedorov, F.I.J. Schelling, O. Spengler, and many others. Research methodology - methods of analysis and synthesis, modeling and forecasting, system and structural analysis, the use of the synergetic approach. Synergetic methodology acts as a search for conditions to identify the self-organization mechanism in instability conditions in anthropo-sociocultural systems. Synergetic approach involves a comprehensive consideration of the links

of different levels and forms between the system elements, the development of which (the links) enhances their integrity and efficiency, the possibility of multivariate development taking into account statistical (probabilistic) and dynamic laws and development patterns of noosphere society. Synergetic approach implies the search for general civilization survival ways and the rationalization development of human relations with nature (Nikitenko et al., 2021). On the way of this strategic goal realization it is important to realize the necessity of both rational-constructive basis of educational and pedagogical policy formation strategy of noosphere society, education and personality, and entropic (dissipating, unstable, destructive), which negatively affects the first, weakening its action (Iglesias et al., 2009; Timmerman, 2009). Unsteadiness and chaotic is a condition of stable and dynamic development, occurs due to weakening, neutralization and even elimination of irrational forms. The newest global evolutionary regularity should be considered as sustainable development as satisfying the noosphere society's need, but simultaneously endangering "the ability of future generations to satisfy their own needs".

Presentation of the main material

Shortly before completing his life-cosmic mission in 1944. (6.01.1945. The genius of Vernadsky departed into Eternity) Vladimir Ivanovich published his famous "Some words about noosphere" and summarized - historian and statesman only approach to the coverage of natural phenomena from this point of view - noosphere or last of many biosphere evolutionary states in geological history, state of our days (Vernadsky, 1944).

In 2018, the Club of Rome prepared a report for its half-century anniversary, "Come On! Capitalism, Shortsightedness, Population and Destruction of the Planet," which was in consonance with Vernadsky in meaning, but in probable solution procedure - unsuited to the ideas of the humanist scientist, who defended the individual triumph in the biosphere above all and faith in the possibility of a scientifically piloting the Earth. The co-author of "Come On! ..." was E.W. Weizsäcker, who noted: our main idea is the difference between an empty world and a full one. In the period of the "empty world," humanity was few but nature was in plenty. This period ended 70-80 years ago. Now we have a "full world," a huge number of people, there are three times as many of us as there were in 1945. But the planet is not bigger. This is one of the major problems that the Club is talking about (John, 2018). From the proclamation essentially comes the task - something must be done with or over humanity to curb the expansion of its biomass and predominantly cunning mind on the planet. The thinking part of humanity "Come On ..." was taken as a call for scientific work that prevents bifurcations - either science and education will master the management of the crisis situation on the planet, or appropriate filters will be triggered, or the education system will build bioenergy-information generators, producers of "great personality" (Vernadsky's term), or the existing state of education will lead to the domination of animal personality with the known self-destruction consequences ...

After all, the only advantage a human being has over other living things is in her mind, which is by the fault of education usually not enlightened, but "wrapped up

in emotions"- not cultured. The famous Ukrainian geneticist V.A. Kordyum on the scientific empirical observations asserts that since the second half of the 20th century the *noosphere* - **as an evil** - *has taken place* on planet Earth. To the criterion of its emergence in this dimension the scientist refers the emergence of a qualitatively new autonomous from the biosphere, internally self-sufficient existence system of the world community *homo sapiens*. This noospheric crisis leads, in particular, to the termination of the biosphere's control mechanisms for mankind in the absence of noospheric self-control mechanisms. The rate of human mutation today is such that it has already changed significant genome sequences to the limit at which the existence of the species (man) can still be maintained while realizing the reproductive potential at the level of the basic period of human existence under environmentally friendly conditions. The noosphere has not yet created such conditions for humans; but on the contrary, there is a large increase in mutation overload, to a large extent incompatible with life (Kordyum, 2001).

The COVID-19 virus pandemic is one proof of this, possibly artificial. Therefore, mankind is reminded through COVID-19 - that in the slums of the noosphere the "Pandora's Box" as a potential mankind self-destruction energy - necrosphere (term V.P. Kaznacheev), which, uncontrolled, as part of geology and going beyond the Earth, negatively affects the evolution of the solar system and especially the "life belt around the Sun" - because everything around is interrelated, energy-information-wise integral. (Roman & Lidiia, 2017) Ancient glaciers melting, opening of super-deep mines and drilling wells, disturbance and partial suspension of water currents, antibiotics, herbicides and pesticides use, greenhouse gas emissions and hydrosphere plastic pollution are disruptive factors of biosphere sustainable development by the mindless noosphere mind ... Therefore, it must be understood that the necrosphere is a great addition to the noosphere as a given of life, its reversible trace, which by its volume and energy outweighs the effect of the uncoordinated consciousness formation - it is like stoking an oven with appropriations ... The emergence of artificial intelligence and giving it to machines raises them above other devices and objects the wreath of the necrosphere as a noosphere with antinomies warring to destruction, with the human egocentric personality armed with IT devices rapidly losing stability coordinates and also degenerating towards the necrosphere, discoordinating the brain development to its own individual. The human self-destruction rate of himself and his oecumene still exceeds the rate of comprehension by the education and science of the life phenomenon, as well as the introduction of autotrophic organization mechanisms of life activity.

Applying the space coordinates to the measurement of human activity on the Earth as a benefit-harm, we notice that threatening state for mankind, after which the desired noosphere will be accomplished as a necrosphere - "humanity's last stop". Without spatial thinking for modern man will come a complete collapse of the purpose of this civilization, having reached its socio-political dead end, will begin to kill itself - the snake will eat its tail up to the neck ... That's why the modern worldview should be distinguished on the background of cosmic phenomena, at the same time fundamental science has to revisit the problem of the "disproved" ether, to remove speed limits of the light speed as the maximum permissible in the Universe, to reflect on the subtle world of human energies ...

We should note that D.I. Mendeleev singled out Newton's element in the periodic system of chemical elements created by him, while V.I. Vernadsky hypothetically spoke about ether, while conceptualizing energy-space-time, etc.

There are two ways to set the human limitation filters on the planet. The first, simpler one, is to engage science in selective interference with human life through a biological attack on the human body on a microlevel - special viruses and their mutagens, the application of vaccine measures and a variety of bioengineering ... In the dimension "man - thinking animal", which must be properly grazed, actively thought from Platon until present time, ascribing to its excessive *ego* super selectivity. But the artificial biosphere design, as we know, has failed in experiments. The other way is to cherish scientific thought and to make a very *complete personality as a self-regulator* of the planet's population, and (as a scientifically minded person) will choose the right path - the educational development in the light of anthropocosmism among the stars and anthropologism on Earth.

As we know, evil in small doses (with a certain barrier in the organism) is possible to notice as something good. According to this principle, we take medicine - essentially poison in small proportions, acting under the slogan "*quantum satis*" - from the Latin *∴ as much as is necessary*. Education as a target reflex is also born under barrier conditions and contains elements of quantization, challenges to time. We shall speak further in this paper about the quantization energy conditions as an entity of education and its intelligent production on the planet, perhaps not quite complete in the physical sense, but honestly.

Therefore, first of all, based on V.I. Vernadsky's teachings about the biosphere and the noosphere, the time in which we have to be in existence should be clearly established as the noosphere in all senses being the science of life. Time is life itself, if we disregard its content. Almost without change this phrase can be applied to scientific reality (Vernadsky, 1932).

The noosphere, is a disembodied thought organization under conditions of weak connections between basic and applied science is still hidden from all of us educators. People's instincts still actively govern life, but wisdom, which appears as a given of life with human participation, is becoming more and more signs of scientific merit through the synthesis of the rational and the irrational to discover the noosphere in the biosphere, as a thing in itself, for every responsible scientist ...

Let's speak in the same way as V.I. Vernadsky - in science there is neither Hellenist nor Jew, but there is an infinite knowledge of the Supreme Intelligence of the cosmos by the earthly mind, as an active noosphere thought. Science as a universal history language of human and biosphere becomes a *psycho-cosmophysics noospheric* day.

Just as the biosphere is formed by the interaction of all organisms on the Earth, the noosphere consists of all minds, led by the human mind, interacting as one. At the same time, mind should be considered in unity with feelings, without which it becomes "blind" and "amoral. Therefore, the real addition to the Mind in

Life is the active Love as the highest manifestation of life's driving force. Note that in mental work there is only a redistribution, not an increase of work. In this case Love is an amplifier of rationality, acting as a catalyst of activity energy, desires and creativity abilities. The mind strives for expediency and reasonableness of deeds, feeling, relying on human nature, mediates its decisions and inspires hypotheses as attempts at thought.

The cephalization principle (established by J. Given; cephalization - from the Greek "*kephale* - head" - head formations; in sociology - leading, uniting in mind, dominion) can be applied both to an individual human being - to explain the biosphere cephalization process by producing a noosphere personality - and to the planet's society as a whole. We witness the weakening of the State on the planet and the process of biospheric regionalization coming to the foreground, or the state when the second nature "catches up" with the first (according to F. Schelling) - at the same time the process of anthropotization is being replaced by the process of anthropologization. Therefore it is necessary to keep in mind the education and for the scientific analysis and designing of the future mankind the biosphere cell - the noosphere of the region and its single matrix - **the noospherically formed integral personality.**

In the noosphere era mankind of planet Earth becomes and, most importantly, more and more aware of itself as a powerful geological force, because there is armed with scientific thought as a good. At the same time it is put before it by the history of existence the question of restructuring the biosphere in the interests of a holistic-global, free-thinking humanity. From the point of view of modern natural science the noosphere origin proceeds as a coordinate system: Universe - Our galaxy - Sun - Solar system - Planet Earth - Biosphere (living matter) - Noosphere (receptacle of mind). From the position of "what is human" there are two main judgments: it is an evolutionary product flowing within certain limits of space in a certain time, and a creation product by Higher Powers, Higher Intelligence. Hypothetically, we can consider that evolutionary processes are subordinated to Higher Forces, and call evolution the Cosmos. The term "living matter" according to V.I. Vernadsky allows the way of science to be considered true, and all that is inspired by the senses to be considered as an additional, which relies on faith and beauty as an integrating component of the worldview. The word, a receptacle of energy, carries the ethical and aesthetic attributes as a "symbol - image - sign" system - acts in the interests of the biospheric synthesis of reflections and ideas toward *panideia* as a result of creative evolution and is simultaneously a productive force of the nature. The Synthesis Verifier, the creative person, balances between evolutionism and functionalism. The task of pedagogy becomes to educate a *true man*:

- synchronous to the biosphere on the whole interval of his physical existence and on temporal spaces, are ahead of the psychotype and exist as a "human trace" (settle in the souls of other people and live in them as ideas),
- the chronotope of which should have a higher degree of internal energy release for more *effective participation in geological processes* than it was before - the *noosphere*.

This statement forms **the working statement hypothesis**.

So, now and in the future **effective human activity** should correspond first of all to the **noospheric productivity** for the growth of the personal usefulness, usefulness of society, the appearance of new social associations in the collective work of the planet, where **the adults and youth teachings as a creative evolution** actively work. Therefore, in the future will require a **real teacher of adults and youth as an expert and interpreter of ideas, a new pedagogical culture**.

The time of the noosphere forces a purely biological selection against scientific and rational selection. **Rational sorting** of the human being by science began in the XIX century and thereby activated artificial barriers, shifted in a special way the oikumen development in the direction of the domination of the **lending interest** over the **energy of the planet** with violation of the laws of energy conservation, the trophism principle of the nature and the like.

Rapid changes in the social palette of the XIX-XXth centuries led to an antinomic in politics and sociology, a semiotic confused symbiosis of actions, instincts and perceptions, when the so-called "servants of the people" democratically, without proper competence, rule by the specialist-professionals. In this case, the development of creative **EGOs** does not turn into a creative **co-ego** state; science remains a servant to the servants.

The most productive scientific thought (thought) of mankind will truly and majestically work in the biosphere only in a scientifically enlightened democratic society, where the freedom of individual creativity works undeniably (because it is promoted by the appropriate state of the public masses - teachings) and in the course of its manifestation through personality turns it into the noosphere. The noosphere formation, which began several tens of thousands of years ago, is an event of great importance in the history of our planet, associated primarily with the growth of intelligence and sciences in the biosphere, their differentiation and applied aspects. The noosphere of our time - growing explosively and at the same time continuously expanding in space and time as a sphere of mind and spirit - the mind seeks out and knows its spirit. Let us touch upon the concept of "spirit". One of the greatest theoretical physicists of the 20th century W.E. Pauli in 1950th has made unique as for the scientist-naturalist the historical and cultural comprehension of achievements of the outstanding predecessor J.F. Kepler, with whose participation as a result of enormous spiritual efforts out of mother body magico-animistic approach to the study of nature has grown in its time (16th century) completely new natural thinking. The J. F. Kepler ideas mark an important intermediate stage (transition - about 250 years) between the previous magico-symbolistic and modern quantitative-mathematical nature description. In essence, therefore, theology through the person of J. F. Kepler received a scientific description of the triune God: the Father, the Son, and the Holy Spirit. Further, W.E. Pauli, using the progressive methodology of C. Jung, his doctrine of archetypes, is looking in J.F. Kepler's reasoning for primordial images of the universe as innate instincts, which inspired the scientist to take up the mathematical apparatus. After all, cognition, according to K. Jung, includes, along with the rational, unconscious display, a premonition of the yet

unknowable, symbolic. Generalizing, W.E. Pauli defined the triune God as follows: "I" is essentially God the Father, "my goal" is God the Son, the movement (path) toward the Goal is "God the Holy Spirit.

Therefore, the power of the spirit is the entire soul's work as its freedom

And this soul's work is essentially cognition of its own spirit - movement towards the liberation of its own personality with comprehension by the mind of its own freedom with a fixing and simultaneously dynamic effect - the thought potential, that permeates the Universe, striving to "catch up with time", to expand its horizons by attempts to "go over the line".

It is thought that this expansion correlates between physical expansion of the Universe with galaxies flying away relative to the center (E. Hubble's principle) and expansion of Learning Space relative to the Myself, which is set by Self-concept and genetic program with family support (until 11-12 years old sets social coordinates of personality development) and the "Teacher" system. Now because of the "Teacher" system's failure in the planetary dimension, Earth civilization has really entered into the era of anthropogenically overloaded Earth with the consequences: 1) either into a healthy image of the onset of the noosphere, 2) or the negation of human beings as a species, if that one fails to find a way to nurture the noosphere in itself as a worthy value.

In this context, the crown of our earthly creative work of thought (the realization of humanity's creative underdevelopment) should become a new worldview first of all for teacher education, aimed at the noosphere epoch as anthropologization by the educational science principles and organizational culture of life. Noosphere science for this purpose should become a growth-points synthesizer of education and science isolated, the organizer of our time, the driving force of ideas and meanings of the noosphere epoch in the educational content, the integrator of academic efforts on the way of biosphere cephalization, the dominant of becoming productive noosphere potential in the state management system and ethno-cultural clusters of biosphere regions based on the personal creativity freedom.

In the XXI century the formation of the planet's noosphere resembles the growth of a young brain: if the beginning of formation is characterized by "the internal dominance of the all-planet organism of humanity," in the course of development the environment is related with a certain set and selection of social reflexes gradually takes over the genetic program - targeting education as a complement. Nature increasingly "senses" through the scientifically minded human being what changes should be made in the developmental process depending on events. New thoughts lead to new choices, new choices lead to new behaviors, new behaviors cause movement toward new experiences, new experiences stir up a train of new emotions, which, in alliance with new information about the environment and all together begin to change our genes epigenetically (that is, for the second time). And then these newest emotions, in turn, will start to cause new thoughts - and here we are already developing self-respect, confidence in ourselves and in our actions, cultivating in ourselves a noosphere-directed conviction of actions. Thus a thinking person will be able to self-improve and, accordingly, to direct his life by "reading and calculating obstacles" in himself and resetting his educational

program. The human brain is not only an organ, but also a manifestor of the vortices of intelligence, an organizer of self-organization in the system "man - producer of creativity - founder of time". Most of our thoughts today, stirred up by education, are the same thoughts that triumphed yesterday. This is why it is difficult for "recognized" leaders to change their "own" perception of the world and give out sensible and modern advice to the masses. It is now necessary to literally "cleanse" the brain educationally and make it respond to problems more often as a positive flow of the human life cycle.

Science continually establishes new reality levels, shaping the dominant views of the human being and the world in the future. The dialectic of the cognitive individual sphere as the organizing form of thought the last elevates as a multitude of thinking attempts around a strong attempt to know and map the world and the human being. This is what human life itself brings strong thought as the coiled energy of the cosmos, directed toward the future. It is this (thought) that has the hypothetical capacity to "feel" the direction of rationality and to recognize faith as content. This is the channel of education-the process of recognizing one's own spirit on the trajectory of life. The vector of this recognition, it seems to us, is guided as time, whose arrow reads the past, delineating it with a word addressed to the future--in the ideas of life and the text of the genome synchronously.

First of all, the recognition of the next step in life ahead of the object provides a barrier that our faith reads, with the reflex of purpose triggered, the idea excited, then the conscious will, paves our education as the project of life. Education is to produce "patterns of action, actions" and direct them in life as part of the psychotype for the benefit of a particular person, his personal essence fills this world - humanizes. The educational channel - the content of education, flowing through a certain frame of education at a certain time, as an educational stream, at a given historical moment forms the basis for the formation of society and the condition of collectively distributed work in it for "stability" and predictability of development.

There is a noosphere methodological breakthrough, which should have been started long ago in educational practice, because the genius of Vernadsky told us about it back in the early 1940s. Now we have entered a period of life on this planet, when the iceberg effect is at work - 1/8 is the real sphere of education, while 7/8 should make up the project sphere of education, headed by a powerful methodology of science and education. Without such scientific accompaniment comes the scholasticism of cognition, it is at this time ("minifundamentalism in education") rapid educational and social stratification and as a demonstration of the decline of education - the species differentiation of method ... In the future, the individual will be able to abstain in life only fundamentally scientifically, by "grasping by education" personally the cosmos as a world order, learning it as a universal spirit. The problem of noosphere education for our time is to understand in a new way the human being, to expand the area of personal consciousness of the human being to the area of readiness to social influence of the world on the course of earthly life, to learn to pilot the biosphere by strengthening the dialogue between man and nature.

Now, along with the logical-rational understanding of the history of life, the emotional-imaginative practice of human existence is rapidly sprouting with the dismissal by the technologies of life activity of his mind from the "excess tension" associated with the construction of the logos of life, and opening the way to new horizons of understanding his sensual experience, to this unknown (?) qualities of man ... The science of the soul and its impact on the biosphere is entering more and more into the modern life of knowledge. We have become a deeper science of seeing Man, objectified in the environment, understanding her and perhaps learning to feel in a new way her inner world, enlightening and improving ourselves as masters, getting to the psychoconstitution of the individual social order, mastering the integral space of Life and its logic of organization as a cosmos, which exists in the waves of time and moments of destiny.

The way to this state is thorny. To climb it the known route of comprehension of the truth becomes more and more difficult - we need a new route, a project of purpose, integrating educational channel on the complex education of the transcendental state of the soul for the awareness of our time. At the same time, the brain and the whole human organism are continuously evolving towards the development of its own navigator - the personality, improving it, balancing between evolutionism and functionalism, improving its nervous function as a whole.

There is now a glimmer of a beautiful picture of the world--a noosphere in which man occupies a central, not accidental, position. This central space, led by man, is the central focus of life in the universe. This is the goal-ideal for modern education. Happiness is ahead, paved by the Cosmic Mind according to the laws of beauty with all its mathematical content. It will be fulfilled in us by the task of managing the freedom of the individual in the conditions of the rise of its active intellect to new horizons of reality - to the noosphere by the creativity of the public masses with the help of education, the knowledge of their own spirit with an understanding of the pulsations of Life.

The creative personality is a strategic resource of education and science in Ukraine. In the letter of V.I. Vernadsky to his senior colleague and friend Professor I.I. Petrunkevich 2.11.1923 in essence **reflected the physical principle of culture**: the life phenomena in general, and cultural humanity in particular, associated with the **increase of liberated, able to perform the work of world energy**, which we do not notice in any other natural phenomenon, except perhaps radioactivity, or not yet brought cosmic processes in the stars and possibly non-existent world ether (Samodrin, 2006). Now, for the most part, we do not construct the noosphere as an organization of self-organization, but expect it as manna.

Our belief - the noosphere is nurtured by the "world chronotope" as the human of the noosphere era isomorphic in the **biosphere regions** as in the honeycomb - cells, where situationally emerged the condition of **bijective** reading of information by social scanner with participation of education from the oikumen lacunas images, as opposed to the injective reading (partial), to design and produce life - there is the well-known problem of symmetry in the "human-nature" system.

Biosphere region we understand as a relatively stable in development territorial non-state socio-productive formation, characterized by relative self-sufficiency and the ability to self-reproduction of socio-productive functions and corresponding infrastructure, built into the functional structure of the cosmoble geospace; the territory of the administrative region, region, group of administrative areas or a separate district, contains in its center a megalopolis (city or system of cities), population density

Since 1992 we have been investigating the **Kremenchug biosphere region** - the southwestern outskirts of Poltava region, adjacent to Dnepropetrovsk, Kirovograd and Cherkassy regions. The three cities Kremenchug, Verkhniye Plavnye and Svetlovodsk make up the center of the region; 6 agrarian districts (Kremenchug, Svetlovodsk, Onufrievsk, Kobelyatsk (partly), Globynsk (partly), Kozelschinsk (partly)) form the periphery of the region. It is **from this core of the Central Podneprovie** is possible educational design of the biosphere regions of Ukraine time Noosphere - without which the noosphere development as part of the bioethnogenesis will essentially become a drawback.

The situation in Ukraine from 2014 to 2020. Showed the morphology of the spirit of the country as biospheric macro-regions - Western, Central, Eastern, Primorsky, trends of regionalization were theoretically observed before. The Central Podneprovie with its outskirts is a special territory of the Eurasian continent, where the settlement of the proto-cultural man reaches forty thousand years ago, around this territory is observed the rotation of the peoples for the last 24 thousand years, belonging to the Indo-European language group (Velesov's Book).

Since 2001, we began actively talking about it in Ukraine - we conducted more than 40 scientific and practical conferences in Kremenchuchy, and there were a lot of accomplices of the projection of the region. But the response so far is not enough.

We realize that **everything depends on the system "Teacher"** and its pedagogical ability to accompany Time (biosphere engineering with the participation of educational resource) - the ability to organize creative mental interaction "teacher - student" in conditions of continuous accelerated "re-targeting human to new noosphere levels" in conditions of digitalization ([Mozgalova et al., 2021](#)).

Its components:

- The totality of people who participate in the learning process.
- The knowledge accumulation by the society - the learning subject.
- The set of semiotic structures for coding and accumulation of information.
- The set of people who make scientific knowledge available for consumption.

Control components:

- A set of "filters" (programs, textbooks, manuals);

- Ways to achieve the goal - means, forms, pedagogic influence methods;
- Educators performing a number of specific functions, the main of which is the management of the pedagogical process.

The external environment of the pedagogical system is human society as a whole, regionally structured (we mean biosphere region). Such system "the Teacher" should grow fundamental science *a priori* led by the NAS of Ukraine as a crystal-germ. For its creation, luckily, Ukraine has a criterion - the figure of Vladimir Ivanovich Vernadsky (1863-1945), who, like Ukraine, deserves to have his house recreated in the village of Shishaki, Poltavschina, on the site of the Vernadsky summer country estate, and the Academician V.I. Vernadsky National Noosphere Laboratory should work in it (Kondratska et al., 2021).

Orientation of the sciences on the V.I. Vernadsky's **worldview** on the one hand, and his **figure** as a great person on the other, is a pressing problem for contemporary science, and especially for contemporary pedagogy and psychology, requiring a special dialogue between the fundamental and applied sides of science, with the active participation of the authorities and teachers of the territorial communities.

The figure of Vernadsky to a great extent becomes a marker of the worldview of the man of the noosphere epoch and its culture, it is particularly **relevant for Ukraine and Kremenchukchyna in particular**, which is the core of the Central Podneprovie - in 1891-1892. It was actively studied by V.I. Vernadsky on behalf of his teacher V.V. Dokuchaev. In honor of V.I. Vernadsky 4 memorable signs were established in Kremenchukchyna. Since 2001, some kind of scientific conferences under his name have been held annually. That is, the beginning is already made (Cooper, 2000).

The State of the World Outlook Orientation of Education in Ukraine - the development of noosphere democracy in combination with the task of increasing the average life expectancy in the country - 75 years and more. In turn, the core of noosphere democracy is a democratic ecological imperative - subordination of democracy to ecological thinking as a humanistic category. Democracy, the social method of noosphere society, should socially mature and individually mature, creating a proper density of social time - the noosphere epoch. Note that age within 75 years for an individual average developed individual constitutes the peak of personal wisdom development our 2006 generalizations (Oleksenko, 2017; Samodrin, 2019).

Therefore, the venerable or third age should be considered as part of adult education in a special way. It is something that acts as a source of secondary educational waves and integrates intelligence into a state of noosphere culture wisdom of the planet (Evans, 2008; Tamir, 1988). As far back as Augustine Aurelius in the 4th century said: knowledge is good and worthy of love, but it is not above wisdom. Wisdom comes as autarky, equilibrium of micro- and macrocosm, nirvana. A. Whitehead wrote: "Intellectual activity flourishes at the expense of Wisdom. To a certain extent, understanding is the exception to the causes of contradictions in the intellect. But Wisdom seeks deeper understanding,

for which gaps in systems of concepts are also important. These three components of the spirit - Instinct, Intellect, Wisdom - cannot be detached from each other. Here the whole is as it were manifested in its parts, and the parts arise from the whole" (Samodrin, 2006). Therefore, true Wisdom presupposes Intellect over Instinct, Noosphere over Necrosphere.

As an indicator (criterion) of the *ethno-cultural noosphere synthesis* formation we shall call the ethnos achieving a certain average statistical life expectancy for an ethno-cultural cluster - about 75 years on average for the male and female population together with a democratic way of life with a projection on the biosphere region.

New or "noosphere educational paradigm", which is designed to unite into a "single" Ukrainian population has not yet developed *noosphere democracy traditions of regions as a culture because of the lack of method* - establishment of direct democracy mechanisms (is a task for modern education). Therefore, in Ukraine, we believe, in the consciousness of the people have arisen: intermisia, pause, a certain indifference, caused first of all by the change of development benchmarks, for which education is delayed.

A special scientific problem for noosphere education becomes the social institution "family", the state of creative personal evolution that introduces new "noosphere orders" in the mental environment of the culture as a whole and in particular family ones - it is bound to change in a democratic way the historically acquired code of norms and rules within society for its preservation and further harmonization.

Ukrainian **philosophy, science, education, religion** together should agree to integrate their own subcultures into the noosphere culture as a resource to strengthen the process of cephalization with the noosphere democracy formation. There is a task for pedagogical science **to become the initiators of such a synthesis for the sake of the national unity.**

An echo of globalization with the formation of the world monoculture (Vernadsky's term) becomes the biospheric regionalization of ethno-cultural development as part of the multicultural interregional cooperation of education and labor - partly as ethno-cultural clustering with the formation of territorial communities. Ahead is the formation of territorial districts or better - lands ... **However, the regional component of the education content in Ukraine has been delayed for the development and implementation.** And it would be able to relieve tensions at the border as a way to the **necrosphere** (term V.P. Kaznacheyev), to the emptying of the **settler culture.**

Concepts, meanings, artifacts and the cultures that unite them is the product of the activity of the human personality in the composition of the living matter Vernadsky - the original principle of selecting educational content to build pedagogical consciousness is now stalled, textbooks have become numerous and modern - not enough: the key problem of linguodidactics (Winter, 1995).

Education for the younger generation should be based on objects, and the main cognitive method should be problem-based learning; education for adults should be formed by problems, and the main method of cognition - the subject vision: concrete, systemic, in it - synergy, project, effect, noosphere.

Humanitarian education as a part of educational profiles should become ideally noospheric, which accompanies development synchronously, diachronic, as a state trophism, based on the principle of complementarity. The process of development, subordinated to the algorithm " emergence - growth - development - flowering - extinction - death", is the main **isomorphism**, which reflects the complexity of the phenomenon of life at all its stages.

The real criterion of success of the twentieth century teacher becomes not only the lesson, its subject, the authority of the professional (category, title, academic degree, etc.), but also our life, measured by the human development index - HDI (combines three indicators: gross domestic product - GDP per capita, literacy rate and life expectancy) in the biosphere region - can be used as an indicator of the effectiveness of teaching impact on the transition to the noosphere pedagogy.

To rise from 133rd place in the world to the welfare level of Switzerland - why not the national idea and goal of education? And this rise will happen for sure, if we start it projectively on the democratization of the school as a center of civil society, on the education of the teacher-citizen as the driving force of the noosphere day.

Let's specify: education of noosphere time - noosphere education. It transforms science from a means of technical progress into an organic part of social and cultural development, embracing not only man's relation to nature, but also his relation to other people and to himself. For a particular individual there is the problem of "Noah's Ark" and the task of reassessment and selection of learned values.

This is a kind of program, which focuses the goal of society development, where education becomes a holistic worldview, allows for the proper environmental consciousness and the spiritual component of the individual at the same time - constitutes the noosphere worldview of the individual; focused on creating a general synthesis (synthesis synthesis), the inclusion of human consciousness and human activities in the global Universe, development of spiritual world, spiritual freedom of self-realization, spiritual responsibility for their actions; science is transformed from a technical progress means into an organic part of social and cultural development, encompassing not only man's relation to nature, but also his relation to other people and to himself (Oldfield & Shaw, 2006; Kautzleben & Müller, 2014).

Man is the main problem of the noosphere. Noosphere education is a multi-vector, multi-leveled behind the goal setting and organizationally open system, acting as a part of noosphere culture on the basis of creative evolution of personality. It is inevitable for the Earth's man to understand the eternal noosphere of life and to reflect it with his consciousness - to build the noosphere in himself (in every personality) and the planet's biosphere. In the future the

individual can be contained in life only by "grasping by education" personally the cosmos as a world order, learning it as a universal spirit, especially it concerns the micro- and macrolevels.

Specialized education is one of the noosphere education channels, which determines the evolutionary process of the Mind against the background of the Cosmos, the host of which we denote by the term "*true man*". Profile education finds "its" science and thereby optimizes functionalism with the mined potential of energy of creation to accompany the individual on his spiritual path within humanity, and thus **rationally** refines the evolutionary processes in the slums of the oikumen.

The educational space of the biosphere region acts as a bioenergy-information generator - a differentiated quantum (is in a certain state) self-regulating open macrosystem, subject to the laws of development of the material world (in all its manifestations). Education acts in this case as a project of consciousness - a measurer of information, according to the state of information accumulation and ordering of the internal system (teachings) and according to the state of connection with the general network of information (contemporaneity). As a person develops, her personal learning and educational space "develops", which is a balanced share between the learning and educational space of society and the learning and educational space of a particular region. Therefore, an individual's personal development proceeds as an intersection of the global network of information with the regional network of information, the region's educational and training space, and the individual's learning space. Profile education for a person is produced by its personal beginning and is that state when the personality finds itself and lives in it by its teaching, operating with value-semantic quanta of thinking energy of a concrete person as a cosmic being, allows cultural passionarity. Arranging the person by the variety of personal action, in the social cooperation to form a "critical value of potential impact" (quasi-continuous process) - tension of thought and, as a consequence - an explosion of creativity as a flow of related labor - innovative activity (Moskalik & Bulach, 2017; Moskalik, 2013; Moskalik, 2009).

Peoples of Unity are above all soulful *in relation to our time*. Peoples within the bounds of the style of a particular nation's culture. The nation is based on an idea (Whitehead, 1990; Spengler, 1993). Without an awareness of its history as the idea of its own being, Ukraine will not exist as a cultural nation, the beginning of this awareness is our land, native land, region.

According to the Ukrainian nation - it has not only a local geographical dimension (the intersection of physical and economic geography) - Ukraine as a state with its own soul and the spirit of the nation. The point of their intersection is the conscious, *thinking person*. To become a nation, the ethnos must *assimilate the humanness* as **a world view**, and it will awaken its culture and mental efforts.

Conclusion

The *noosphere humanism of Ukraine* includes the following key ideas:

- Designing the future as a part of triune educational goal-ideal "social State - civil society - environmental thinking" should start in the conditions of *regional education system* as a purely natural territory;
- The education system of Ukraine must be guided by the framework law about education and regional educational developments-regional educational constitutions, and the school component of education content is developed on the basis of educational institution normative documents, created and coordinated by society in the interests of development of a particular individual;
- The educational path begins as a psychological and pedagogical problem in the depths of personality, occurs as polymorphism of interests (amorphous - wide - pivotal) in the direction of the opportunities to realize them in public works as a profile;
- The beginnings of cognition are spliced by the correct individual immersion into the nature, in our life - the conditions of the ecological path of the region with contemplation points and environmental study with the possibility to compare with the ideal (tend to deepen the educational material, implement decomposition to improve the quality-of-life problem based on the scientific elevation of the method);
- Educational environment develops according to the democratic principle, where operating the spirit of laws, the balance of all branches of government at all organizational levels, respect for the personality of the teacher over respect for the student;
- Noosphere profile education realizes the synthesis of natural and historical process, takes into account the the rate of formation of global democratic social relations as a synthesis of labor, mind and scientific thought related to the religious context in the interests of civilization;
- Consciousness - the result of evolution, its origins have a geological origin, personal embodiment and collective application: direct, indirect. The human world to a large extent begins in itself, is constructed by it and "settles" in it at the final stage, that is why we should talk about the profile of education as an extension along which the energy of life moves;
- A new motivation of human life is necessary as immortality of the person in the composition of the gravitational energy, the ether, the internal radiation of bio-objects, including human, because knowledge of the possible, awareness of the necessary, the scientific justification of the conscious is one common idea of the people of planet Earth;
- Education armed with **educology** is the most effective means by which a human being becomes a Man, the shortest way to civilization.

Its reference points and Value and Meaning Fields:

- The noosphere and its antinomy-the necrosphere;
- Anthropocentrism interacts with Anthropocosmism;

- Sustainable management of the diffusion of economic and physical geography takes place;
- Development is ensured as an educational path from anthropotization to anthropologization;
- There is a noosphere-personal approach in education;
- All around is a civilization that is learning;
- Personality takes place as a key link in social sorting;
- The development of the noosphere humanism principle pervades scientific thought;
- Ukraine and the World - the Bifurcation point, the simultaneous self-organization;
- The content of education contains an international component of education content, the national component of education content, the regional component of education content, the personal component of education content;
- Profiling is a law of nature. The expected result of profile education - finding a *true person*: spirituality, creativity, elevated self-managed personality.
- In the education system of Ukraine is active psycho-pedagogical tomograph for graded approach to learning;
- Pedagogical education is based on the philosophy and pedagogy of cosmism;
- Approval of the biosphere region as a cell, where the decisive design of the future takes place as part of the triune educational *goal-ideal* "social State - civil society - environmental thinking".

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