

ABSTRACT

Kamardash N. V. Postmodern educational practices: the problem of subjectivity. — Qualification scholarly paper: manuscript.

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The thesis is devoted to the study of the influence of postmodern educational practices on the formation and (re)presentation of subjectivity. The theoretical and methodological basis of the dissertation research was the works of representatives of the philosophy of postmodernism, emancipatory pedagogy, modern developments of domestic and foreign researchers, which made it possible to determine the key stages in the development of educational practices, to comprehend the influence of postmodernity on the educational process, and also to form theoretical generalizations regarding the solution of the problem of subjectivity in educational practices of postmodernism. The study appropriately combines philosophical, pedagogical, sociological approaches; applied methods of system analysis, comparative approach, abstraction method.

The author's concept of (un)birth made it possible to reveal the revision of the subject's figure and highlight the features of the transformations of subjectivity in the historical perspective of modernity-postmodernity, as well as substantiate the thesis about the incompleteness of the «project of the subject» both in modernity and in postmodernity, and finally draw conclusions about procedurality and the marginality of the postmodern subject.

For the purpose of generalization, systematization and holistic presentation of scientific material, a historical and philosophical analysis of the transformations of educational practices from Antiquity to the present was carried out in the context of the formation of subjectivity in the educational process, a characteristic of their critical rethinking in the educational trends of the second half of the twentieth century was given. In the philosophy of education, there are different tendencies associated with

determining the possibilities of changing the development of the quality of education, its spiritual component, focusing on the importance of the educational aspect in the learning process as a whole. We are talking about the risks associated with the influence of the ideology of the consumer society in the sphere of education, its transformation into a market «semi-education». The phenomenon of the university is investigated separately, the models and problems of university education are analyzed. So, among the key reasons for the crisis state of the university, formality, mass character, standardization, conformism, «education without an image», artificiality and simplicity, «suitability for use», which are a consequences of internal university monopoly (a place that «everyone trusts without checking»), which, on the one hand, turns the university into a specific local market with a limited range of offers, on the other hand, it promotes mutually beneficial cooperation between educational elites and the authorities and lobbying those interests in educational circles, the implementation of which does not always have a positive effect on the quality of the educational process. In addition, such «cooperation» has an impact on the formation of social expectations for educational services that are not inherent in university education, but are being introduced into the educational process precisely because of the pressure of this generated demand. The lack of specific targeted studies of university life, the formalism and blurred goals and strategies of its development, both at the level of an individual institution and at the level of functioning as a social institution, not only do not contribute to an increase in the effectiveness of the implementation of educational practices and management, but, on the contrary, introduce an element of a certain disorganization, slowing down the development process and contributing to isolation from real life. All this negatively affects the authority and the degree of trust in universities, which is why the work proposes changes in strategies for implementing the university's mission in the context of a perfect analytical excursion: first of all, it is important to determine the place and role that the university plays in modern society, this is what will determine synthesis and use of existing practical and theoretical experience, the formation of a renewed university ethos and the image of the university in society.

In the context of the problem of choosing the latest education strategy in the context of postmodern transformations, attention has been updated to the concept of habitus proposed by P. Bourdieu, considered as one of the tools for implementing strategies for postmodern reconstruction of educational practices: it allows you to expose the mechanisms and reproduction of the intra-educational hierarchy, the creation of spatial segregation as a way of fixing and translating at the physical level and in mental structures, the required inequality, social harmony, certain moods and attitudes. Based on this, this concept is also relevant for the analysis of the problem of subjectivity, the formation of which is viewed through the prism of the corresponding system of traditions, experience, fixed dispositions, etc.

The dissertation presents an analysis of the conceptual foundations of liberation (critical) pedagogy that arose in the 1970s. (P. Freire, J. Giroud, I. Ilyich, P. McLaren), which allows not only stating the fact of social discrimination, state arbitrariness. in education, but also represent the requirements for reforming education at all its levels, offer a way to introduce and form a new type of subjectivity — «postcolonial subjectivity», in particular, through the introduction of interactive technologies, the formation of critical thinking skills, the disclosure of personal potential. Changes at the beginning of the 21st century (integration processes, the development of distance education, the transformation of educational practices) made it necessary to revise and update the strategies of critical pedagogy. The main ideas of change, formulated by R. Hodgson, J. Vlize, P. Zamoyskiy, K. Wortman, can be summarized by the latter's thesis that post-critical pedagogy is an attempt to go beyond the endless repetition of critical research. The orientation towards abandoning the focus on negative patterns in education as giving rise to feelings of hopelessness and conformity, and the conceptualization of learning as an activity that develops in the transmission of love for the world and the new generation, are considered as one of the means of changing the strategy of modern education.

Equality and a certain «simplification» of education, loss of authority, disciplining models and traditions, inconsistency of what is declared in reality (ideas, technologies and methods), the influence of mass culture and the public (anti-progressivism) — all these are signs, reasons and markers crisis in education in the

second half of the twentieth century, critical coverage of which is seen as an incentive for educational transformations, continuing the genesis of educational practices. The purpose of such transformations is to create optimal conditions for the implementation of the basic principles based on the values of postmodernism: safety, availability of knowledge, psychological and emotional comfort, synergy. In the context of this, the relevance of M. Foucault's research is determined, on the basis of the microphysics of power and criticism of biopolitics of which, the role of disciplinary practices in public life and education is highlighted. In particular, the influence of spatiality on the subjects of study is traced, the transformation of heterotopic space in conditions of hyperreality is determined, the components of the practice of epimeleia heautou are revealed, which prompts to turn the educational perspective from «know yourself» at «take care of yourself» go to the deep foundations of your own individuality. The latter is viewed as particularly relevant in the context of the crisis of the subject of postmodernism, as such researchers as J. Baudrillard, B. Couste, N. Catherine Hales argue, and associated with the problem of self-identification, the search for meanings in the mobile world of freedom, existing according to indefinite rules.

All postmodern innovations (anti-narrative discourse, heterogeneity of approaches, destruction of stereotypes, popularization of freedom, rhizome and deconstruction) as the main means of cognition and perception of the world are considered in the context of current educational trends: rehabilitation of childhood, denial of linearity as a form of organizing education and maintaining inequality. The irrelevance of the linear concept is shown both under the conditions of the Fourth Industrial Revolution and against the background of such innovative educational practices as heutagogy, fractal pedagogy, theories of double and triple loops.

The study presents a new type of person — Homo Digitalis, which characterizes the new essence of a person of the post-human period, who is an active user, consumer, subject of the digital world, whose identity is not defined, blurred, but also has certain rights and freedoms. Based on this, the thesis was proved about the need to change the strategies for the development of modern education, revise the content, methodology and curricula along with the active introduction of updated practices, determined the

positive role of distance education in the XXI century, according to which the episteme of postmodernity should be «corrected» in its direction towards digitalization of being.

On the basis of an interdisciplinary approach, a critical reflection of the educational situation of the postmodern, a model of education-oriented action is proposed as a methodological basis for understanding the principle of the formation of modern motivational mechanisms and attitudes for educational activities, decisions of the subject to choose and correct their own educational practices. An education-oriented action is a conscious action to build one's own educational trajectory, which is formed under the influence of internal and external factors, the mechanism of action of which is similar to marketing technologies: introducing into the subject's consciousness a sense of lack of a specific product, which determines the consumer's «own» choice. Thus, it has been proved that a change in educational strategies of education is impossible without a change in habitual attitudes.

The situation of the implementation of a social action oriented towards education is conceptualized through the concepts of (social)simulative and *neosocial*, which characterize the reality of a *cyberactor* as a subject of a new type, a carrier of a new type of mentality, focused on avoiding the «socialization» of one's own «I» and the search for «gaps» in the system of (un)hidden disciplinarity of the societal, when its socialization and (re)presentation in society are mediated by the influence of the digital world. Cyberworld helps to reveal the identity of a *cyberactor*, directs his life strategies and is broadcast through him into the real world. The presentation of the futurological perspectives of education in the situation of the *neosocial* as a combination of the real and the virtual is carried out considering the tendencies of metamodernism, which is oriented towards changing the ontological educational trajectories towards the «classical ordering» of the postmodern chaosmos through a return to narratives and definitions as a means of «identification». The ideas of rejection of unproductive criticism and the readiness to accept a different opinion, cooperation and a constructive search for common things instead of focusing on differences and mutual delimitation demonstrate a new stage in the development of posthumanity, presented as the optimal basis for educational transformations.

Thus, the study for the first time presents a philosophical understanding of the relationship between educational practices and the formation of subjectivity in postmodern conditions, confirming the positive correlation between educational transformations and socio-personal attitudes of the subject. The results of the dissertation research can be used in the educational and upbringing process at all levels of education, become the subject of scientific discussions, direct the appropriate trajectories of philosophical and interdisciplinary research interests and searches.

Keywords: postmodern, postmodernism, postmodernity, posthumanity, *neomythological* worldview, (un)birth, Homo Digitalis, metamodern, educational-oriented social action, (socio)simulative, *neosocial*, Internet-subject, *cyberactor*.