

ABSTRACTS

«TO TEACH TO THINK BY THEMSELVES»: KIEV PROFESSORS OF BEGINNING OF TWENTIETH CENTURY ABOUT PHILOSOPHY IN SCHOOL

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The article discloses content and modern actuality Kiev academic philosopher's of the beginning of twentieth century (G. Chelpanov, A. Hiliarov, P. Linitzkyi, P. Kudriavtsev, A. Selihanovich) views on the problem of philosophy in the secondary curriculum. It's clarified that pursuit to find out the evolutionary ways of the Russian society's development through dissemination of intellectual and moral culture was deep motive of Kiev academic philosopher's interesting in this question. As educators they realized the necessity of universal means that ensuring the unanimity of principles and at the same time independence of the thinking of educated peoples, and as philosophers knew how great educational potential hides the philosophy. This potential Kiev professors saw in possibility not to give some true ideas or system, but to arouse «attitude of mind of sage» which to desire to know oneself and the meaning of being, to comprehend the essence of things and phenomenon, to associate his faith and knowledge in holistic world-view, to realize the good and the beautiful in his activity. This understanding of the essence of philosophy was the premise of the focus on activity model of the teaching of philosophy in secondary school, the purpose of which – not to familiarize with philosophical ideas or doctrines, but to teach to think and to live as philosopher. Such point of view was opposed to approach to philosophy in secondary school as discipline that must develop realistic thinking on the foundation of the study of experimental psychology.

At the same time in Kiev academic environment it was formed a whole spectrum of views on goals and content of the teaching of philosophy in secondary school. University lecturers (G. Chelpanov, A. Hiliarov) adhering «university-centered» position proposed to teach in high school philosophic propaedeutics (logic and psychology) as intellectual preparation for the study of real philosophy. The professor of Kiev spiritual academy P. Linitzkyi grounded the «social-centered» position which demanded to study in secondary school metaphysics and ethics. A. Selihanovich as a teacher-[practitioner](#) regarded to philosophy as the instrument of personal development.

Kiev academic philosopher's of the beginning of twentieth century in discussion on philosophy as component secondary curriculum linking the philosophy with right on the freedom of thinking and action developed the theoretic base for such conception of teaching that determines as educational priorities the cognitive activity, the conscious choice of moral values and vital position. It is such priorities that have the modern programs on «Philosophy for Children».

Keywords: St. Vladimir University, Kiev spiritual academy, philosophy in secondary education.

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