

HISTORICAL AND PHILOSOPHICAL APPROACH TO TEACHING DISCIPLINES IN HIGH SCHOOL

^aMAIIA MOSER, ^bYURII HOMAN, ^cKHRYSTYNA SHAPARENKO, ^dOLEKSANDR KOVALENKO, ^eKATERYNA TISHECHKINA

^a*Ivan Franko Center for the Study of Creative Heritage, Faculty of Philosophy, Taras Shevchenko National University of Kyiv, Volodymyrska St., 60, Kyiv, Ukraine.*

^b*Department of Ancient and Middle Ages History, Faculty of History, Taras Shevchenko National University of Kyiv, Volodymyrska St., 60, Kyiv, Ukraine.*

^c*Department of Theory and Methods of Preschool Education, Municipal Establishment "Kharkiv Humanitarian Pedagogical Academy" of Kharkiv Regional Council, Grygorivske Rd, 56/20, Kharkiv, Ukraine.*

^d*Educational and Scientific Institute of Culture and Arts, the Chair of Fine Arts, Musicology and Cultural Studies, Sumy State A. S. Makarenko Pedagogical University, Romenskaya St., 87 Sumy, Ukraine.*

^e*Department of Foreign Languages, Faculty of Cultural and Education, Mykolaiv National Agrarian University, Georgy Gongadze St, 9, Mykolaiv, Ukraine.*

Abstract: The aim of this research is to clarify the conceptual content of the historical and philosophical principle of teaching and determine its relevance in the context of realities of modern higher education. Such scientific methods as the method of observation, description, generalization method were used. This study is characterized by the representation of philosophy in a concrete historical manifestation and understanding of history in a philosophical way and as determinants of the philosophical development of mankind. Effective and fruitful application of the historical and philosophical approach to teaching other disciplines in the structure of higher education is possible only through a full, sufficient prior mastering of philosophy as a separate self-sufficient discipline.

Keywords: historical and philosophical approach, philosophy, philosophy of education, philosophy of science, history, epistemology, high school, teaching.

1 Introduction

At the present stage, under the conditions dictated by circumstances of the information age, when access to information is no longer a preference of certain social circles, and therefore ceases to be a problem or obstacle to obtaining certain qualifications, other educational priorities come to the fore. Traditionally, the emphasis in modern educational programs is not so much on the possession of a wide range of disparate, but subject-integrated information, as on the ability to use it to achieve pragmatic goals of personal life (practical and spiritual) and professional activities. The excess of information educational resources raises the question of their quality sorting, targeted filtering, as well as filtering in terms of reliability. Despite the current wealth of information, epistemological philosophical issues are not exhausted, but, on the contrary, have become even more acute. In the event of a negative answer to the basic question of epistemology, which concerns the world cognition, the whole meaning of science, education is levelled, seems a waste of time and titanic effort in trying to know what a priori cannot be known. In addition, if, in principle, the world can be defined as cognizable, the next question concerns the reliability of human knowledge about the world. The very nature of education and pedagogy leads to the thesis that the main foundation of their existence in the modern world and in general is the position of epistemological optimism. Thus, the fundamental cognizability of the world, the absence of limits of cognition is recognized. Achieving the relative absolute of knowledge (temporary, intermediate, personal, industry, etc.) requires only the appropriate amount of time and possession of relevant means of cognition.

On the other hand, it is impossible not to recognize that the absolute of cognition is possible only in a specific historical

and/or personal dimension. The knowledge which was possessed by mankind centuries ago and considered innovative, today is mostly anachronistic in terms of the development of a particular branch of knowledge, as well as in terms of personality, which acquires more and more new knowledge in the process of educational and further professional and intellectual development. Understanding the nature and all the complexities of the process of cognition inevitably affects the teaching of general and specialized disciplines in higher educational institutions. Without the historical and philosophical approach to teaching any subject, firstly, it is impossible to comprehend the development of scientific thought in a particular branch of knowledge in diachrony, to trace the formation of complex scientific inferences and determine the dynamics of the development of a particular scientific field, and secondly, it is also impossible to comprehend all the relativism of the process of cognition and the completeness and authenticity of knowledge in synchrony. That is why the historical and philosophical approach to teaching disciplines in higher school, based on the active and creative use of tools of gnoseology, epistemology, history of science, history of society, etc., can be considered the most fundamental principle of teaching any university discipline.

In the context of the topic of the current research, it is worth paying attention to the definition of scientific ranks. In particular, it is about the level of Doctor of Philosophy (PhD). In fact, this educational and scientific qualification does not directly relate to philosophy as a science. Instead, it tends to etymologically primary semantics, which consists in the love of wisdom, the pursuit of cognition. The title of Doctor of Philosophy is awarded to specialists-scientists in the field of history, philosophy proper (then the title acquires a specific meaning), social sciences, mathematics, natural sciences). Accordingly, the historical and philosophical approach to teaching disciplines in higher educational institutions is aimed to trace the development of cognition in a particular field, the dynamics of scientific discoveries, to justify the evolution of approaches to cognition in general and by the example of a particular science, allows to form plastic worldviews, adaptive attitude of students to cognition as a phenomenon, as well as fosters a motivational and self-critical approach to epistemological processes, stimulating activity and personal consciousness in cognition.

In modern realities, the historical and philosophical approach to teaching in high school is particularly relevant, performs a number of fundamental functions, which will be considered in the following sections of this study. In the absence or insufficient implementation of the historical and philosophical approach to learning academic disciplines, it becomes a priori impossible to talk about the integrity of scientific thought, continuity in the development of science, as well as it is impossible to clearly define the prospects for further evolution of human knowledge.

2 Literature Review

The analysis of scientific publications on the topic revealed a lack of studies that would focus specifically on the historical and philosophical approach to teaching disciplines in high school. This once again confirms the relevance of the selected direction of the research. However, such modern researchers as (de Brzezinski Prestes & Silva, 2018; Deming, 2007; Dumbraveanu, 2017; Fulford et al., 2020; Gougoulakis, 2017; Haaz, 2019; Jasso-Méndez, 2018; Kozlovets' et al., 2020; Lampert, 2020; Lewis & Sutcliffe, 2016; Litvin, 2015; Newman et al., 2019; Norman, 2020; Orchard et al., 2019; Savyts'ka, 2016; Sharma et al., 2020; Sun, H., Varankina & Sadovaya, 2017; Tonelli & Upshur, 2019; Vlieghe, 2020), and others are engaged in the development of related issues of pedagogy, which are in the semantic range of concepts of "education", "philosophy", "history", "high school".

(Litvin, 2015) focuses on the emergence and formation of the historical and philosophical approach to learning the reality and understanding science, which is reflected in the methods of teaching university courses. Thus, already at the time of the German philosopher Max Scheler (1874-1928), philosophical anthropology, manoeuvring between the attraction one day to nature study and another day to Christianity, makes the concept of historicism and its philosophical potential the subject of its attention. Hypothetically, historicism acquires precisely the value meaning, moving to the sphere of interests of human philosophy from the historical and critical methodology of the XIX century. This is how the concept of historicism emerged, and many favourable factors contributed to its formation in that period: most philosophical theories of the nineteenth century draw attention to the need to define history, as well as a perspective on it. Thus, there was a need to build a new attitude to history, determined mainly by the fact that the academic community was able to comprehend the distance, which separated it not only from antiquity, but also from the primitive times of human existence (Litvin, 2015). This stimulated all methodological philosophical directions of the XIX century to operate with the dynamics of the historical process in one way or another. This was also caused by the danger that without a certain sequence of events and determination of the causality of stages of human development, evolutionism would lose its ideological integrity and predictability. In the context of anthropology as a philosophical direction, historicism acts if not as the order of organization of human thinking itself, then certainly as a hermeneutic technique. Any text of culture (including scientific, which is, in particular, the text that makes up the content of the academic discipline) is interpreted taking into account the “historical experience” and “history of influences”.

(Savyts'ka, 2016) draws attention to the urgency of the problem of philosophical understanding of the philosophy of education in general. In particular, the problem is that innovation in modern high school is not interpreted as the implementation through educational tools of anthropological and philosophical concepts of man and human culture, but as a response to demands of the market economy and processes of end-to-end global integration. (Savyts'ka, 2016) sees the key task of education in the XXI century in the development of thinking, which is focused on the sustainable future (within the framework of the implementation of sustainable development programs, which address the quality of education and partially refer to problems of modern philosophy of education). In this context, education based only on knowledge and intelligence cannot be considered innovative and cannot meet the criteria of sustainable development in the field of education, as it does not take into account the orientation towards future, does not give consideration to long-run prospects of education and science – two system-forming and interdependent categories forming the paradigm of any academic discipline. (35) calls the outdated model of education traditional (technocratic), while new approaches to understanding science and education, as well as the process of teaching disciplines in high school, are called creative and dynamic. In this regard, (Dumbraveanu, 2017) considers philosophical problems of modern digital empowerment, in particular, on the implementation of Open Educational Resources for higher education. (Dumbraveanu, 2017) relates models of application of Open Educational Resources with the concept of philosophy of education. (Sharma et al., 2020) consider preconditions and features of creating a quality teaching-learning environment using Teaching Philosophy Statements in high school – as an effective tool for improving the teaching and learning processes in higher educational institutions. In addition, (Sharma et al., 2020) claim that the use of Teaching Philosophy Statements increases the level of satisfaction of students with higher educational institutions.

According to (Deming, 2007), technocratic models of teaching university disciplines, as well as the whole model of technocratic, knowledge-oriented education cannot claim the function of “comprehensive” knowledge about the world and man in this world, as it operates mainly with a set of subjective

dogmas, which can give the individual neither an understanding of himself nor help to know the world with an adequate understanding of historical ways and prospects of science. Non-philosophical, dogmatic approach to teaching disciplines of high school is dangerous, because it creates a certain education and qualification level of illusion of exhaustibility of knowledge, limitation of science, while this is followed by the inevitable disappointment in failed scientific paradigms. This situation may result in personal, scientific and professional crises. This is gaining menacing proportions in social measurements. The philosophical approach to teaching disciplines in universities forms the attitude to knowledge as a methodological basis and tool for achieving a true understanding of the essence of cognition as such and the essence of knowledge of a particular science. (Norman, 2020; Orchard et al., 2019) hold the same view, addressing some historical and philosophical issues of teacher training in the framework of Initial teacher education (ITE), as well as (Sun et al., 2017), concentrating on issues of historical and philosophical approaches in the structure of mathematical didactics. (Gougoulakis, 2017) focuses on the role of the university as a producer of knowledge within the problem of educating scientists. The author defines philosophical foundations of university pedagogy, presenting in this vein specific practices of university education in Sweden in respect of training teachers of higher educational institutions. (Tonelli & Upshur, 2019) requires the application of philosophical approaches in training students of medical faculties in order to overcome the concept of uncertainty, which classifies moral, metaphysical and epistemological uncertainty. The purpose of such a philosophical approach in the structure of training medical professionals should not be in-depth study of philosophy as a discipline. The pragmatic goal of applying philosophical approaches to teaching should primarily consist in teaching students the skills of correct thinking and assessment of reality and language skills as a way to verbalize thought mechanisms (logic of expression of opinion). According to (Tonelli & Upshur, 2019), the integration of philosophy into medical education will not only improve the training of doctors, but will also stimulate more attentive clinical practice that will benefit both doctors and patients.

(Vlieghe, 2020) considers the current situation and tries to outline the prospects for the development of the discipline “Philosophy of Education”. One of the key issues in the work is the dilemma of whether the philosophy of education can be considered a self-sufficient university discipline, or whether it is only a methodological basis of teaching, integrated into teaching methods of other subjects of high school, and should not be included in higher education programs as a separate subject. The discussion surrounding this issue goes beyond the philosophy of education as a discipline, as the formulation of a position on the philosophy of education as a methodological basis or as a self-sufficient subject is designed to clarify the difference between the critical and postcritical view on higher education in general. As a result of considering all the pros and cons, (Vlieghe, 2020) supports the post-critical approach, recognizing the intrinsic value of this discipline. Philosophy of education both as a separate university subject and as a methodological direction to teaching all disciplines in the context of modern university education allows to adequately perceive and interpret educational transformations. As a result of a detailed review by (Vlieghe, 2020), the value of the philosophy of education as a discipline is legitimized, fully justified by the author, which is why it is proposed to call it “Philosophy as Education”. Thus, the author not only emphasizes the importance and correctness of the philosophical approach to the interpretation of the educational process in high school, the importance of the philosophical approach to teaching disciplines in universities, but also equates philosophy and education to some extent: philosophy is education, education is philosophy. Analysing the interconnectedness of philosophy and education in a diachronic context, it is difficult to disagree with this statement, because philosophy and education have always had a mutual influence.

The collection of works “Teaching Science with context: historical, philosophical, and sociological approaches” (de

Brzezinski Prestes & Silva, 2018) is a thorough publication, entirely focused on issues of historical and philosophical approaches to teaching natural science in high school. The issues of substantiation of historical and philosophical approaches in teacher training, problematic issues of epistemological concepts of training of university teachers and students of natural specialties, topical issues of didactics in the vector of historical and philosophical evolution of mankind and educational systems, experience of applying the historical and philosophical approach to teaching specific natural sciences in universities have been considered (by type of cases).

(Lewis & Sutcliffe, 2016) see in modern philosophy the task of becoming an integrative factor for the entire vertical of the educational system. Of course, the widest opportunities for the full use of the didactic influence of philosophy are provided by high school, however, according to (Lewis & Sutcliffe, 2016) and (Jasso-Méndez, 2018), preparation for this stage should begin at school. This will allow to prepare a certain foundation for the formation of a special type of worldview in students, which will help both in the comprehension of principal subjects and in personal self-determination. In this regard, it is worth mentioning the work of (Haaz, 2019), who focuses on issues related to the concepts of the value of critical knowledge, epistemology, ethics and education. The term of Philosophical History is defined as a foundation for the actualization of epistemological and cognitive and critical values and self-transformation of education in modern conditions.

(Lampert, 2020) draws attention to the main philosophical studies of theoretical and methodological interest for defining conceptual approaches to science education, teaching in general education institutions and principles of arrangement of education programs. The main emphasis is made on the potential contribution of philosophical approaches to the formulation and interpretation of various aspects of the educational process. (Lampert, 2020) defines his scientific goal as the desire to integrate basic philosophical knowledge and approaches into intellectual practice within education programs. This implies going beyond academic disciplines, a broader and more thorough view of any subject and the nature of human knowledge in general. According to (Lampert, 2020), the historical and philosophical approach to teaching should become dominant from senior school, gradually deepening and reaching its fullness when teaching university disciplines. The significance of the positive influence of philosophy in general on the increase of scientific literacy of students within the framework of obtaining a certain education and qualification level and specialty and on the formation of a harmonious and thinking personality as such has been substantiated. Thus, historical and philosophical approaches to teaching deepen the mutually beneficial collaboration of philosophy and science, philosophy and pedagogy, etc.

Thus, the work "Philosophy and Community: Theories, Practices and Possibilities" (Fulford et al., 2020) considers the application of historical and philosophical approaches to teaching as a basis for the formation of not schooling skills, but education skills. This thesis is clearly outlined in the preface to "Community-engaged philosophy for lifelong learning". In other words, philosophy allows to make education a constructive core of human life and teaches it to learn at all stages of life. Education, according to (2020), is life itself. Therefore, the attitude to education as a vital need can improve the quality of professional and personal life of modern man (Newman et al., 2019).

As the analysis of current studies on the subject shows, nowadays history and philosophy are increasingly no longer self-contained disciplines. Modern didactic tendencies consist in active involvement of philosophy and history not only as basic educational disciplines in the context of any specialty in high school, but also selectively, according to the target principle – for a fuller and more holistic understanding of the surrounding reality and harmony of professional development.

3 Aims

The aim of this research is to clarify the content of the historical and philosophical approach to teaching disciplines in high school, to define its determinacy by factors of modern ontological development of mankind, to identify formal ways of implementing the historical and philosophical approach and its importance for the integration of the entire content of higher education.

4 Methods

In the context of this research, the following research methods were used:

- observation method (study of the nature and ways of implementation of the historical and philosophical approach to teaching);
- description method (used during the literature review on the topic, description of the content characteristics of the historical and philosophical approach);
- method of comprehensive analysis (analysis of recent scientific studies covering problems of the historical and philosophical principle of teaching, analysis of policy documents on the place of philosophical principles in the paradigm of teaching in educational institutions);
- functional method (when determining functions of the historical and philosophical approach in higher school pedagogy);
- comparison method (comparison of different approaches to characterizing the content of the historical and philosophical approach, comparison of ways of implementing the historical and philosophical approach during the preparation of educational materials);
- system analysis method (establishing structural links between elements of the historical and philosophical approach);
- abstraction method (disclosure of internal, essential, stable and general connections in the conceptual paradigm of the historical-philosophical approach to teaching disciplines in high school);
- generalization method (making conclusions from the research, determination of prospects for further studies on the topic).
- This work is based on the perception of historical and philosophical approach in dialectical unity: the representation of philosophy in a concrete historical manifestation and understanding of history in a philosophical way and as determinants of the philosophical development of mankind.

The information base of the research includes monographs, scientific publications on the selected topic (selection was carried out through the Google Scholar search database using appropriate search words and filters), regulatory documents in the field of education (CAST Professional Learning, 2017), the document of UNESCO "Philosophy, a school of freedom: teaching philosophy and learning to philosophize; status and prospects" (Goucha, 2007; Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015) own observations.

5 Results

The historical and philosophical principle of teaching disciplines in high school is regulated by numerous policy documents of international European organizations on education, in particular European Association for Quality Assurance in Higher Education (ENQA), European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE), the European University Association (EUA). CAST, as an American organization, which formulates its goal in the constant transformation of educational design and practice (because learning has no boundaries) and active implementation of principles of the educational paradigm of Universal Design

for Learning (Goucha, 2007), sees modern approaches to expert learning in:

- support for appropriate goal-setting (concerning the philosophy of pragmatism, philosophical concepts of perfectionism, etc.);
- high educational expectations from each applicant, on the one hand, and recognition of the variability of what can be called academic achievements, on the other (based on the philosophical theory of relativism and philosophical aspects of the general theory of relativity);
- emphasis on the practice of teaching disciplines and generalized teaching experience (philosophical pragmatics, historical development of problems of a particular science, historical context of science, profession and human knowledge in general, etc.);
- focusing on the process, not only on the result (allows to stimulate motivational aspects of applicants' activities, prepares for an adequate perception of difficulties in learning and professional activities, research approach to learning);
- self-reflection (transformation of objective knowledge into personal experience, abstract and concrete understanding of educational theory and practice, understanding oneself in the context of learning, ability to objectively assess one's own educational achievements).

As we can see, each of the principles of the organization of Universal Design for Learning should be implemented through historical and philosophical approaches to carrying out pedagogical activities in high school. In addition, the historical and philosophical principle of teaching is related to the Teaching for Understanding Model by (Blythe & Perkins, 1998; McCarthy & Butler, 2019; Wiske, 2005) which develops learning activity, student-centred learning paradigm. Teaching for Understanding is a technology that leads students to the ability to think within a given topic, explain, justify, find the necessary arguments to prove their point of view, generalize, draw analogies, apply a creative approach to problematic issues of science in order to interpret known aspects in a new way. The historical approach in the context of Teaching for Understanding requires teachers to present educational information in such a way as to establish links between prior knowledge and new knowledge, which develops a conceptual understanding of the topic. Thus, *based on the analysis of conceptual characteristics of Teaching for Understanding, it can be argued that, through the historical and philosophical approach to teaching university disciplines:*

- attitude to learning as a long-term process, where the central organizing component is thinking, is formed;
- attention is paid to development factors;
- students are involved as subjects of activities and subjects of science, with the stimulation of their activity, critical thinking and self-criticism, ability to evaluate philosophical concepts of the past and present, ability to consciously treat the formation of their own worldview and the formation of a collective worldview in a creative, active way;
- active perception and fixation on creative transformation of the surrounding reality, consideration of differences in a key of variability of the phenomena, processes, relativism and optimistic attitude to the world surrounding the applicant's personality (in particular, epistemological optimism) is implemented.

The historical and philosophical approach correlates with such European standards of education (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015) as:

- implementation of education programs in such a way as to encourage students to take an active role in creating the learning process, the desire to ensure that the results of students' learning activities reflect a conscious approach to learning, self-education and objective reality (which is the result of human history, development of scientific and

philosophical thought, creative perception of realities and oneself in the context of these realities);

- compliance of high education programs (and, consequently, approaches to teaching academic disciplines as structural elements of the program) with the needs of students and society.

In the publication *Philosophy, a school of freedom: teaching philosophy and learning to philosophize; status and prospects*, concerning approaches to teaching philosophy in universities and philosophy as an approach to teaching other disciplines, UNESCO defines the mission of the organization as ensuring intellectual and moral solidarity of mankind, coverage and promotion of knowledge in general. In an open, integral and pluralistic society, focused on knowledge as such and the possession of knowledge, philosophy occupies a prominent place. Therefore, teaching philosophy, along with other social and human sciences, remains under the control of UNESCO. In a broad sense, philosophy is interpreted as a doctrine of freedom and critical thinking (Goucha, 2007). It is worth noting that the directives for teaching philosophy were formulated by UNESCO in the Memorandum on the philosophy programme in June 1946. The position of UNESCO is quite categorical: neglect of philosophy threatens the spread of obscurantism and extremism.

The historical and philosophical approach to teaching has a dominated interdisciplinary teaching strategy. In particular, it concerns the qualification of philosophy as a separate subject of the university program and the introduction of historical and philosophical teaching methods into other courses. Interdisciplinary approach to teaching philosophy is aimed at developing philosophical skills or strengthening philosophical approaches in other subject areas. This in no way replaces philosophy as a separate subject. In fact, the effective and fruitful application of the historical and philosophical approach to teaching other disciplines in the structure of higher education is possible only through a full, sufficient prior mastering of philosophy as a separate self-sufficient discipline. That is why teaching philosophy at the initial stages of higher education is regulated (I-II courses of study). Among other things, it contributes to an adequate understanding of philosophy as the cradle of all sciences.

The historical and philosophical approach to teaching university disciplines is formally reflected in:

- general organization of harmonious modern educational space;
- preparation of educational programs of high school;
- preparation of educational materials (textbooks, manuals, multimedia materials, etc.);
- organization of classroom and extracurricular activities, independent and individual work of applicants;
- interpersonal communication.

Consider the formal implementation of the historical and philosophical approach in the logic of the organization of university textbooks. Thus, traditionally after the introductory lesson in a particular discipline or in its structure, historical issues of origin and development of the particular discipline are considered with a philosophical outline of the periodization of development with a view to fully justify the cause-effect relationship between facts and phenomena. Learning any scientific discipline should begin with the history of the science itself. Knowing different true and wrong scientific hypotheses, which determine the development of a particular scientific discipline, the student is able to gradually understand the tasks of the science, outline the problems it poses and solves, and in the long run – to understand the importance of this science. In the process of analysing the development of each science, focusing on a detailed list of personalities of scientists and detailed characteristics of their scientific theories and achievements is less important than trying to give a general understanding of hypotheses and problems solved by prominent minds in a particular historical period. Even if their hypotheses were true or wrong. The falseness of scientific hypotheses allows error as an

integral element of development, which does not stop the scientific search, but, on the contrary, provides a clear direction for reassessing current activity vectors and outlines prospects for research. This, in turn, provides students with certain epistemological and worldview insights.

A comprehensive analysis of characteristics of the historical and philosophical approach to teaching as a phenomenon of modern didactics suggests that teaching university disciplines of human and social and artistic and aesthetic directions has the most favourable prerequisites for the full application of the historical and philosophical approach. We can trace the model of implementation of the historical and philosophical principle of teaching quite comprehensively by the example of mastering the English course in terms of the Undergraduate Study at the University of Cambridge, resulting in a Bachelor of Arts (UCAS code: Q300, English Language and Literature BA Honors). The official information on admission to this training program states that “The course also embraces all genres and periods, including writing by, for example, *philosophers* and essayists, as well as

the more traditional genres of poetry, prose, and drama”. The description of the same training program of the Newcastle University contains many references to the historical approach to teaching disciplines. The formation of foundations for “theoretical and historical study of language and literature” (28) is fundamental to mastering the course and obtaining the appropriate qualification: This <...> degree develops your knowledge of the *history of English* and how it’s used. You’ll be able to immerse yourself in <...> Philosophical Society.

The application of the historical and philosophical approach to teaching is clearly traced in the design of textbooks of philological direction, in particular, on literature. Textbooks by (Clarke & Rossini, 2017; Lyons, 2016; Meyer, 2018; Nelson, 2015) can also serve as an illustrative example of completeness of the implementation of the historical and philosophical approach to teaching literature. A comparison of the methods and scope of application of the historical and philosophical approach to their organization is given in Table 1.

Table 1. Ways of representation of the historical and philosophical approach to preparing textbooks on literature

No	Bibliographic description of the textbook	Table of contents	Logic of presentation of the material	Emphasis on specific philosophical teachings	Observance of historical and chronological regularities in the analysis of literary phenomena
1	Nelson, B. (2015). <i>The Cambridge Introduction to French Literature</i> . Cambridge: Cambridge University Press.	The material is organized chronologically: works of French writers from Francois Villon to Samuel Beckett are analysed. Each personality in the content has a generalized brief description after a colon, often in a philosophical way. For example, <i>Diderot: the enlightened sceptic</i>	The inductive principle of representation of the material is observed. After the paragraphs devoted to 29 separate figures from the history of French literature, a summary paragraph, which introduces the history of French literature into the context of the XXI century, is presented: “French literature into the twenty-first century”. The list of supplementary books, which corresponds to the educational and philosophical paradigm of Continuous Learning, is given.	In the process of analysing the work of writers, attention is paid to philosophical teachings, in particular the philosophical trends of the Middle Ages, Renaissance, Enlightenment, Modernism, the directions of scepticism, surrealism, etc.	As noted in the introduction, “Writers are presented succinctly in the context of their times”. Before the introduction, there is a list of historical events, which influenced the phenomena and processes described in the book, in chronological order.
2	Lyons, J. D. (2016). <i>The Cambridge Companion to French Literature</i> . Cambridge: Cambridge University Press.	A collection of essays for a deeper understanding of features of French literature. The table of contents is made on the principle of genre-thematic and philosophical-conceptual organization of the material.	Philosophical understanding of the nature of literary creativity is given,	Philosophical directions of the Middle Ages, Renaissance, Enlightenment, Modernism, the directions of rationalism, empiricism, and others are actively introduced into the context of the material as basic philosophical directions for covering the topic.	Generalized and historical approach to the presentation of the material: “It may be useful to think of each of the following chapters as windows onto French literature over ages”; “The past is never dead. It's not even past.” Before the introduction, there is a list of historical events, which influenced the phenomena and processes described in the book, in chronological order.

3	Clarke, B., Rossini, M. (2017). <i>The Cambridge Companion to Literature and the Posthuman</i> . Cambridge: Cambridge University Press.	The table of contents of the first part of the book is organized chronologically. In general, the logic of the chronology of historical eras corresponds to both the literary and philosophical development of the periods reflected.	Preface to the book contains fundamentally philosophical issues: "Preface: Literature, Posthumanism, and the Posthuman". All historical and literary phenomena are further analysed exclusively in philosophical paradigms, which correspond to temporal determinants of the objects of study.	Almost all the philosophical directions and trends relevant to the time from the Middle Ages to modern Postmodern philosophy are mentioned.	Part One is organized fully chronologically in accordance with the literary periodization: Medieval, Early Modern, Romantic, Modern, Postmodern.
4	Meyer, S. (2018). <i>The Cambridge Companion to Literature and Science</i> . Cambridge: Cambridge University Press.	The table of contents demonstrates the organization of the material in accordance with historical (from W. Shakespeare to G. James) and philosophical principles: the application of a broad philosophical context to outline the described phenomena. For example, it can be traced in positions "From Writing Science to Digital Humanities", "Science Studies and Cultural Studies", "Science and Modern Reading"	All the material: from the editorial introduction to the editor's final word ("Futures Past and Present: Literature and Science in an Age of Whitehead") is presented with a thorough application of historical and philosophical approaches to the analysis of literary phenomena.	Philosophy of modernism, Darwinian worldviews, theory of relativity, relativism, worldview of digital humanities, etc.	Before the introduction, there is a very detailed list of historical events, which influenced the phenomena and processes described in the book, in chronological order. All conclusions of the authors are closely connected with the historical background.

Table 1 obviously demonstrates the end-to-end integration of the historical and philosophical principle into the organization of the analysed manuals for teaching literature. In this way, it is possible to trace the realization of the historical and philosophical potential in relation to other disciplines in the paradigm of higher education.

example of the table of contents of the textbook by (Klarer, 2005) "An Introduction to Literary Studies" (Fig. 1). The sections, where the historical and philosophical approach to the presentation of educational material is applied to the greatest extent, are marked. The structure of the table of contents and the actual logic of the presentation of educational problems shows that the historical and philosophical principle is embodied here.

The logic of application of the historical and philosophical approach to the organization of textbooks is visualized using the

<i>Preliminary remarks</i>	viii
<i>Acknowledgments</i>	x
1 What is literature, what is a text?	1
1 Genre, text type and discourse	3
2 Primary and secondary sources	4
2 Major genres in textual studies	9
1 Fiction	9
2 Poetry	27
3 Drama	42
4 Film	54
3 Periods of English Literatures	65
4 Theoretical approaches to literature	73
1 Text-oriented approaches	76
2 Author-oriented approaches	88
3 Reader-oriented approaches	89
4 Context-oriented approaches	91
5 Literary critique or evaluation	97
5 Where and how to find secondary literature	101
6 How to write a scholarly paper	107
7 Suggestions for further reading	119
8 Glossary of literary and cinematographic terms	129
<i>Notes</i>	149
<i>Author and title index</i>	151
<i>Subject index</i>	159

Fig. 1. Model of Contents of Textbook by (17) "An Introduction to Literary Studies"

It becomes possible to adequately consider the process of development of any science in the context of the historical and philosophical approach to teaching in the unity of intra-industry and external relations, taking into account their determinacy by socio-economic phenomena of a concrete-historical era. Thus, the whole course of scientific knowledge appears as a process of dialectical development.

5 Discussion

The system of higher education in the context of globalization and the rapid development of innovative mechanisms of teaching and learning is in dire need of an integrated component that would prioritize the development of education, establish a semantic link between the past, present and future of the education system in its global and national manifestations. Such an integral component is the historical and philosophical approach to teaching university disciplines (Marks et al., 2016). The historical and philosophical paradigm of educational development is a manifestation of a serious, consistent and long-term educational policy (Jalal, 2020). The historical and philosophical approach to teaching university disciplines, according to the research results, in particular theoretical and practical, which consisted in identifying the semantic and formal ways to implement historical and philosophical principles of organization of higher education environment, is at the same time an appeal to the ancient depths of formation and development of a particular science and a determinant of the most far-sighted scientific perspective (Savyts'ka, 2016). Philosophical and historical approaches contribute to the view of the innovative educational process as a whole, covering all the diversity of manifestations of education, ontology of education as an abstract-philosophical and concrete-historical phenomenon. Innovativeness of education as a fundamentally important response to challenges of modernity means the flexibility of the educational system, its openness to innovation (and not only and not so much in the technological dimension of this concept, but in the worldview, philosophical semantics). The philosophical understanding of education and science orients the content of pedagogical innovations, which are introduced through teaching subjects in educational institutions, so as to prepare the worldview of an individual to adequate ways, scope, methods of understanding and interpreting the surrounding reality (Kozlovets' et al., 2020; Lewis & Sutcliffe, 2016).

Today, the philosophical approach to teaching in the developed countries has reached a qualitatively new level of development and appears as a holistic movement covering educational institutions across the entire vertical of the education system: from school to higher education, informational educational organizations, postgraduate education institutions, etc (Hong, 2019; Lewis & Sutcliffe, 2016).

The historical and philosophical approach to teaching disciplines in high school allows us to say with confidence that, at all stages of development of any scientific discipline, scientific ideas, directions develop in parallel with philosophical thought (Novak, 2016). However, in some historical periods, philosophical ideas and concepts may even outpace the success of scientists and help make evolutionary scientology leaps. But it also happens that scientific achievements of the era require philosophical reflection, assessment. Philosophy itself and the philosophy of history, implemented in the education system, allow to cope with many challenges, which a modern man faces during his life, as well as to comprehend, understand all the experience gained by mankind from ancient times to the present (Helskog, 2019; Robinson & Wizer, 2016). It is a platform for a qualitative evolutionary movement into the future in conditions of excessive information, limited human capabilities in full comprehension of all theoretical and practical achievements of mankind, constant lack of time and motivation problems that depress a man, disorient him in front of typical threats of modern times (Prokhorova et al., 2019).

In addition, the historical and philosophical approach to teaching disciplines in high school can be considered as a theoretical basis

for the introduction of the principles of Universal Design for Learning (UDL) into educational systems (Boothe et al., 2018; Marks et al., 2016; Novak, 2016; Robinson & Wizer, 2016). UDL is considered in modern works on problems of higher school didactics as a problem related to the globalization processes. Due to the blurring of national borders, enhanced integration between countries and, consequently, migration processes, universities are increasingly obliged to teach students from around the world, with different, sometimes incompatible worldviews caused by the historical and cultural environment of growth, under the influence of which personal qualities of applicants have been formed accordingly by university age (Byrne, 2020; Masalimova et al., 2017). The issue acquires a special meaning when joining the problem range of active processes of inclusive learning (McCarthy & Butler, 2019) historical and philosophical principle of organization of the educational environment, especially the atmosphere and model of communication between participants in the educational process, allows to approach teaching disciplines in high school in a balanced manner, on a parity basis, with the supremacy of tolerance. Under these conditions, the historical and philosophical approach to teaching is transformed into a kind of an innovative method to reach the variety of students: in a broad sense, history clearly demonstrates the doom of any interaction between people based on enmity and intransigence, while philosophy forms a special type of worldview for harmonious functioning of an individual in the paradigms of globalization and informatization.

6 Conclusion

Thus, the modern world is more than ever marked by the processes of variability, lack of stability, overloaded with the historical heritage of mankind, which in one way or another determines the nature of ontological processes of today. In particular, humanity is witnessing the phenomenon of accelerating time, which has political, spiritual, social, educational manifestations. If earlier science itself could become a determinant of social and personal development, in the information era, science can no longer be an independent foundation for guarantees of the development of the individual in its attempt to find the meaning and harmony in the wealth of existence on earth. Active application of philosophical approaches and historical rethinking, history structuring has a positive impact on the process of personal development and is most favourably formed during the transition from adolescence to adulthood, which usually coincides with the time of receiving higher education. The growing demands for technological progress are in some ways opposed to the philosophical approach to the perception of reality, because philosophy interacts more with spiritual aspects of life rather than its technocratic manifestations. However, the rapid development of the technical process against the background of the regression of human spiritual growth leads to emotional burnout, human frustration in the material, and sometimes in the age-old spiritual values, which lose relevance, when philosophy and history do not penetrate into the fundamental spheres of human life.

Therefore, it is very important to attach universal integrative importance to the historical and philosophical approach to teaching disciplines in high school. This is the meaning of rethinking history in the search for wisdom, which allows us to move forward without repeating the fatal mistakes of the past. Any university discipline has the potential for the implementation of the historical and philosophical approach, but still to different extents. If learning history and philosophy as separate university subjects has a prominal, chronologically defined nature, then the scope of the historical and philosophical approach is much wider and in fact has no restrictions, projected for lifelong learning. The historical and philosophical approach to teaching disciplines in high school is formally expressed in international policy documents on teaching in universities and colleges, preparing programs, developing specific courses and accompanying them with appropriate textbooks and manuals. Ideally, the historical and philosophical approach to learning is

further transformed into a life habit, which allows to adequately respond to all the challenges of life.

Further studies on the topic may relate to the practice of implementing the historical and philosophical approach to teaching in the context of specific specialties or fields of university or college training of students, problems that arise during teaching with active use of historical and philosophical approaches, finding out with the help of special questionnaires the results of application of historical and philosophical principles of teaching, problems of an active, interested and conscious position of the applicant in learning with historical and philosophical approaches.

Literature:

1. Blythe, T., & Perkins, D. (1998). Understanding understanding. In T. Blythe (Ed.), *The teaching for understanding guide* (pp. 9-16). San Francisco: Jossey-Bass.
2. Boothe, K. A., Lohmann, M. J., Donnell, K. A., Dean Hall, D. (2018). Applying the Principles of Universal Design for Learning (UDL) in the College Classroom. *The Journal of Special Education Apprenticeship*, 7(3), 2. Available at: <https://scholarworks.lib.csusb.edu/josea/vol7/iss3/2>
3. Byrne, J. (2020). Reframing teacher education in England: the case for a Bildung orientated approach. *Educational Review*, 1-17. <https://doi.org/10.1080/00131911.2020.1725450>
4. CAST Professional Learning. (2017). Top 5 UDL tips for fostering expert learners. Available at: <https://www.cast.org/publications/2017/udl-tips-fostering-expert-learners>
5. Clarke, B., Rossini, M. (2017). *The Cambridge Companion to Literature and the Posthuman*. Cambridge: Cambridge University Press.
6. de Brzezinski Prestes, M. E., & Silva, C. C. (Eds.). (2018). *Teaching Science with context: historical, philosophical, and sociological approaches*. Springer.
7. Deming, U. E. (2007). Vyhod iz krizisa: Novaya paradigma upravleniya lyud'mi, sistemami i processami. Moskva: Al'pina Biznes Buks. 370 s.
8. Dumbreaveanu, R. (2017). Challenges for implementing open educational resources by teachers in higher education. *Central and Eastern European eDem and eGov Days*, 325, 479-490. <https://doi.org/10.24989/ocg.v325.39>
9. Fulford, A., Lockrobin, G., Smith, R. (2020). *Philosophy and Community: Theories, Practices and Possibilities*. London: Bloomsbury Publishing.
10. Goucha, M. (2007). *Philosophy, a school of freedom: teaching philosophy and learning to philosophize; status and prospects*. Paris : UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000154173>
11. Gougoulakis, P. (2017). Educating Scientists: Philosophy and Practice of University Pedagogy. *Academia*, 8, 35-75. <https://doi.org/10.26220/aca.2794>
12. Haaz, I. (2019). *The Value of Critical Knowledge, Ethics and Education: Philosophical History Bringing Epistemic and Critical Values to Values*. Geneva: Globethics Publications.
13. Helskog, G. H. (2019). *Philosophising the Dialogos Way towards Wisdom in Education: Between Critical Thinking and Spiritual Contemplation*. London: Routledge.
14. Hong, B. G. (2019). *Higher Education Resources Structure and Allocation in Hunan Province: Regional Imbalance and Improvement*. DEStech Transactions on Social Science, Education and Human Science. <https://dx.doi.org/10.12783/dtssehs/iceme2019/29543>
15. Jalal, A. (2020). The Concept of Teaching Excellence in Higher Education. *Journal of Higher Education Service Sciences and Management (JoHESM)*, 3(2). <http://joherd.com/journals/index.php/JoHESM/article/view/44>
16. Jasso-Méndez, J. (2018). The Community of Inquiry and the Importance of Teacher Mediation. *Philosophical Practice: Journal of the American Philosophical Practitioners Association (American Philosophical Practitioners Association)*, 13(3). 232-2243.
17. Klarer, M. (2005). *An Introduction to Literary Studies*. London & New York: Routledge, Taylor & Francis Group.
18. Kozlovets', M. A., Kovtun, N. M., Chaplins'ka, O. V. (2020). *Aktual'ni problemy suchasnoyi filosofiyi ta nauky: vyklyky s'ohodennya: zb. nauk. prats'* [Current problems of modern philosophy and science: the challenges of today]. Kyiv: KVITS.
19. Lampert, Y. (2020). Teaching the Nature of Science from a Philosophical Perspective. *Sci & Educ.*, 29, 1417-1439. <https://doi.org/10.1007/s11191-020-00149-z>
20. Lewis, L. & Sutcliffe, R. (2016). *Teaching philosophy and philosophical teaching*. London: Routledge.
21. Litvin, T.V. (2015). Istorizm i sobytijnost' v filosofskoj antropologii M. Shelera. V: *Istoriya filosofii: istoriya ili filosofiya?* [Historicism and eventfulness in philosophical anthropology M. Scheler. Q: History of philosophy: history or philosophy?] Alyoshinskije chteniya: Materialy mezhdunar. konf. Moskva, 10–11 dekabrya 2015 g (s.75-80). Moskva: RGGU, 302 s.
22. Lyons, J. D. (2016). *The Cambridge Companion to French Literature*. Cambridge: Cambridge University Press.
23. Marks, M.B., Huang, J.C., & Huckabee, W.A. (2016). Understanding the factors that influence student satisfaction with the undergraduate business major. *Journal of Education for Business*, 91(5), 1-9.
24. Masalimova, A. R., Levina, E. Y., Platonova, R. I., Yakubenko, K. Y., Mamitova, N. V., Arzumanova, L. L., & Marchuk, N. N. (2017). Cognitive simulation as integrated innovative technology in teaching of social and humanitarian disciplines. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 4915-4928. <https://doi.org/10.12973/eurasia.2017.00973a>
25. McCarthy, M., & Butler, B. (2019). Transforming teaching and learning in HEIs. In S. Bracken, K. Novak (Eds.), *Transforming Higher Education Through Universal Design for Learning: An International Perspective* (pp. 203-217). <https://doi.org/10.4324/9781351132077-12>
26. Meyer, S. (2018). *The Cambridge Companion to Literature and Science*. Cambridge: Cambridge University Press.
27. Nelson, B. (2015). *The Cambridge Introduction to French Literature*. Cambridge: Cambridge University Press.
28. Newcastle University. (2020). *English Language and Literature. Course Summary*. <https://pdf.ncl.ac.uk/ug/2021/q300.pdf>
29. Newman, T., Trimmer, K., & Padró, F. F. (2019). The need for case studies to illustrate quality practice: Teaching in higher education to ensure quality of entry level professionals. In *Ensuring Quality in Professional Education Volume I* (pp. 1-17). Palgrave Macmillan, Cham.
30. Norman, M. (2020). From the archive: Initial teacher education (ITE)—then and now. *Teaching Geography*, 45(2), 79-81.
31. Novak, K. (2016). *UDL now!: A teacher's guide to applying universal design for learning in today's classroom*. Wakefield, MA: CAST Professional Publishing.
32. Orchard, J., Heilbronn, R. & Winstanley, C. (2019). In philosophical conversation with: new and beginning teachers. In: Amanda Fulford, Grace Robinson, Richard Smith (Eds.), *Philosophy in, and with, the community: Theories, practices, and possibilities*. Bloomsbury Academic.
33. Prokhorova, T., Rogal-Levitskaya, O., Kuznetsova, J. (2019). Leading methods of teaching at universities and higher educational institutions. *Proceedings of the 4th International Conference on Social, Business, and Academic Leadership (ICSBAL 2019)*. <https://dx.doi.org/10.2991/icsbal-19.2019.34>
34. Robinson, D. E., & Wizer, D. R. (2016). Universal design for learning and the quality matters guidelines for the design and implementation of online learning events. *International Journal of Technology in Teaching and Learning*, 12(1), 17-32.
35. Savyts'ka, I. (2016). Suchasni problemy filosofiyi osvity v konteksti tradytsiy ta innovatsiy [Modern problems of philosophy of education in the context of traditions and innovations]. *Visnyk Kharkivskoho natsional'noho universytetu imeni V.N. Karazina. Seriya «Teoriya kul'tury i filosofiya nauky»*, 11, 125-129.
36. Sharma, D., Tripathi, P. M., & Pankaj, P. (2020). Using Teaching Philosophy Statement for Management Education Reforms in Higher Educational Institutions. *Solid State Technology*, 63(5), 243-256.

37. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
38. Sun, H., Varankina, V. I., & Sadovaya, V. V. (2017). Didactic Aspects of the Academic Discipline. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 2923-2940. <https://doi.org/10.12973/eurasia.2017.00727a>
39. Tonelli, M. R., & Upshur, R. E. (2019). A philosophical approach to addressing uncertainty in medical education. *Academic Medicine*, 94(4), 507-511. <https://doi.org/10.1097/ACM.0000000000002512>
40. Vlieghe, J. (2020) Philosophy As Education: A Post-Critical Approach to the Position and Future of an Academic Discipline. In: Hodgson N., Vlieghe J., Zamojski P. (eds) *Post-critical Perspectives on Higher Education. Debating Higher Education: Philosophical Perspectives*, vol 3. Springer, Cham. https://doi.org/10.1007/978-3-030-45019-9_11
41. Wiske, M. S. (2005). *Teaching for Understanding with Technology*. San Francisco: Jossey-Bass.