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**THE DYNAMICS OF THE CULTURAL AND EDUCATIONAL
ENVIRONMENT IN RUSSIA IN THE CONTEXT OF CIVILIZATIONAL
TRANSITIONS (XX – XXI CENTURIES)**

Speciality 5.7.8. Philosophic anthropology, philosophy of culture

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The dissertation "The dynamics of the cultural and educational environment in Russia in the context of civilizational transitions (XX – XXI centuries)" was written by S.M. Ostapenko at the UNESCO Department of the Institute of Public Administration and Management of the Russian Presidential Academy of National Economy and Public Administration and is a complete study of the dynamics of the cultural and educational environment in Russia. Scientific supervisor Astafyeva Olga Nikolaevna, Doctor of Philosophy, Professor, Professor of the UNESCO Department of the Institute of Public Administration and Management of the Russian Presidential Academy of National Economy and Public Administration, Director of the Scientific and Educational Center "Civil Society and Social Communications", honored Worker of Higher Education of the Russian Federation, Chairman of the Presidium of the Russian Cultural Society.

Relevance of the research topic. The cultural and educational environment is one of the fundamental factors in the transformation of social relations, creating conditions for the formation of the personality, life strategies and prospects for each person. On the one hand, it is a symbolic space based on certain values and meanings, in which the processes of socialization and enculturation are carried out, on the other hand, it is an instrument of these processes, influencing through the resources of the education and upbringing system on different aspects of human life, the formation of ethnonational self-awareness, the formation of cultural and social identity, and the state of the general culture of society. Behavior patterns and norms, dominant priorities and values that ensure entry into the culture of the digital age and conditions for social mobility create a new type of relationship between generations and a new type of communications in the translation field of culture.

In turn, the quality of the cultural and educational environment largely depends on the scale of transformations in the process of transition from one cultural and civilizational stage of Russia's development to another stage. In the dissertation research, based on the criteria of technological development and socio-cultural changes, we highlight the period of the late twentieth - early twenty-first centuries, characterized by the rapidity of transformations included in the flow of general globalization processes. At the current stage, the factors of informatization,

computerization and digitalization of society are leading to radical shifts in the cultural and civilizational vector and, accordingly, transform the cultural and educational environment - the entire space of human life, which is inevitably projected onto his worldview, life-meaning orientations, and everyday cultural practices. The study of this process seems significant, relevant and is one of the important aspects that require understanding within the framework of philosophical anthropology and the philosophy of culture.

The assessment of the ongoing civilizational changes from the standpoint of the contextuality of the environment poses global questions concerning human existence to the scientific community in a new way - human comprehension of the meaning of life and the development of human potential. In our opinion, the introduction of the environmental approach into the discourse of the humanities has serious justifications, since the formation of human capital and its quality, vital sustainability and the spiritual state of society are largely aimed at overcoming the comprehensive consequences of environmental, energy and spiritual crises and determining the prospects for overcoming them. High contingency with changes actualizes the emergence of not only philosophical research, but also applied developments. Thus, an appeal to the concept of the environment in theories of cultural genesis and explanations of the nature of cultural and educational reality is certainly associated with the processes of training, education, enlightenment, and cultural self-development. Taking into account the increasingly complex conditions of human existence in a multidimensional living space, the environment becomes the subject and tool of the so-called frontier discourse analysis of interdisciplinary socio-humanitarian knowledge.

The study of various aspects of the current civilizational transition, "challenges" and crisis phenomena, problem areas is significant for humanitarian knowledge, especially in terms of developing new methodological approaches and forming corresponding definitions in philosophical and cultural theories. According to this, there is a growing need for methodological justification for making changes and the feasibility of transforming the institutional education system that participates in the formation of the modern cultural and educational environment. The study of the ever-increasing role of education as an institution of

socio-cultural development allows to expand the range of modern educational practices, determine a set of necessary universal competencies that allow to develop human abilities and their ability to navigate in a transforming reality, and accept the world in a state of transition.

The transmission of knowledge, education, and the transfer of intergenerational experience serve as the leitmotif of strategies for transforming the world and creative development of the individual, dialectically connecting the concepts of "quality of life" of a person with the quality of his environment. In this regard, not only the renewal of aspects of pedagogical knowledge and views on the anthropological mission of the modern educational process should be read from a new perspective. The potentially significant issues for Russia of preserving the nation, forming the Russian cultural and civilizational identity, and strengthening human capital sound in a different key. Finally, the role and place of culture for the socio-economic development of the country requires rethinking.

Thus, the relevance of the study is determined by the need to systematically and comprehensively approach the study of the cultural and educational environment as a cultural phenomenon, to reveal the features of achieving its sustainable development and integrity generated by the uncertainty of complex, numerous transformations of everyday life, and to focus the efforts of society on expanding educational opportunities to create conditions conducive to the development of personality and the existence of social order.

Chapter I "Philosophical Foundations of the Study of Cultural and Civilizational Transitions during the 20th and 21st centuries" examines the processes of formation of the cultural and educational space.

In the conceptual substantiation of cultural and civilizational development in the humanities, it is noted that the growth of civilizational diversity and the transformation of thinking are conditioned by the understanding and interpretation of culture, exacerbated by crisis periods of civilization evolution. This substantiates the concept of the cultural and educational environment as an integral part of human existence and the existence of society. A value criterion is identified that implies the interconnectedness of culture as a value-semantic system and civilization based on the assessment of values, with the help of which social,

individual and civilizational factors of the interdependence of the dynamics of civilizational transitions are identified. We define the transitional state of socio-cultural civilizational dynamics at the turn of the 20th and 21st centuries as a cultural-civilizational transition – a value-semantic transformation of society occurring in the context of civilizational changes.

The concept of "cultural and civilizational transition" is studied in the context of studying education as a socio-cultural process. Special attention is paid to understanding education as a phenomenon of civilization and philosophical and cultural traditions of Russian education. They highlight three main features (anthropocultural focus, moral guidelines of culture in nurturing national character, systematicity and integrity of worldview), as well as two factors (ideological opposition to borrowing cultural and ideological values; search for new approaches to forming the humanitarian nature of knowledge) that determine the role of education in overcoming civilizational difficulties. The study of the traditions of Russian education made it possible to implement a theoretical understanding of the civilizational and cultural identity of the individual. The Russian civilizational code is based on an essential characteristic that manifests itself in the assessment of values. It is established that the cultural identity of the individual is predetermined by the cultural and educational environment in which it is formed with the help of education.

Chapter II “Dynamics of the Modern Cultural and Educational Environment: Formation and Prospects for Achieving Integrity,” analyzes the civilizational specificity of the sustainability of the cultural and educational environment and considers the social risks of intercultural interaction.

The dynamics of achieving the integrity of the environment are identified by three key principles: building an educational paradigm from the standpoint of understanding education as a socio-cultural process; overcoming social risks and uncertainties of socio-cultural development; modeling the cultural and educational space.

Formation of the parameters of integrity and sustainability of the cultural and educational environment is presented by the need to update the educational paradigm. The interdependence of the dynamics of civilizational transitions and the

state of the cultural and educational environment in human individual and collective existence are correlated at the level of man-society with the parameters of modernization of fundamental science and education, inter- and transdisciplinarity, systemicity and continuity of social and humanitarian knowledge; at the level of man-culture - with the parameters that allow preserving and reproducing one's own culture, as well as building mutual relations with other cultural and educational environments.

Risk factors and zones of intercultural tension in the cultural and educational environment in the conditions of transition are analyzed through the invasion of risks into the space of personality culture (change in value orientations, but preservation of the meaning of human existence) and into the space of society culture (transformation of collective values, change in the quality of public thinking). Based on the results of the analysis of this process, the concept of "prolonged crisis-generating danger" is conceptualized. Using the example of a study of methods and models of cultural policy, the mechanisms of state regulation of the civilizational stability of the dynamics of Russian society (continuity, consistency, openness of management, reliance on cultural conformity, balanced innovations) are revealed.

Chapter III "The Cultural and Educational Environment of Russian Society in the Context of Scientific, Technical and Technological Modernization," examines and analyzes the possibilities and features of the development of the cultural and educational environment of Russia in solving the problem of achieving its unity.

The concept of "sustainable development" is defined as a heuristic potential for achieving the integrity of the cultural and educational environment, as a regulatory instrument of the political and legal dimension of culture, building universal updated principles of civilization management. The leading markers of its heuristicity are identified: scaling the semantic content of the learning process; self-organization of the cultural and educational environment based on the parameters of culture and the principle of "cultural conformity"; inclusion of regulatory mechanisms of cultural policy in the interstate cultural and educational space.

In the study of the "cultural conformity" of education as the basis for the development of personality in the transition to the information society, the value interdependence of the previously identified principles for achieving the integrity of the cultural and educational environment is reflected. The principle of constructing an educational paradigm from the standpoint of understanding education as a socio-cultural process is correlated with paradigmatic changes in views on the essence of knowledge and information and the value turn to the human-centric paradigm of socio-economic development. The principle of overcoming social risks and uncertainties of socio-cultural development is compared with the instability to which the development of personality is exposed in the era of digitalization, with the growing threats of uncertainty in the formation of its national, cultural identity, with the problems of self-identification. The principle of modeling the cultural and educational space with the need for new values of the educational potential of digitalization in the context of culture.

The conclusions about the need for dynamic stability of the cultural and educational environment of Russia as part of the global sphere are substantiated, interconnecting the problem of the integrity of the national cultural and educational space with the awareness of the proportionality of the cultural and educational environment to the parameters of the order of culture, which makes it possible to substantiate the heuristic possibilities of the principle of cultural conformity in modeling the integrity of the cultural and educational space through the formation of human capital and methods of state cultural policy.

Digitalization as a civilizational factor in the renewal of the cultural and educational space of Russia is considered from the point of view of the influence of technological growth on the integrity of the environment. In the comparative characteristics of the socio-cultural and educational space of Russia and China, it was established that against the background of the shift in civilizational accents towards technological complexity and internal transformation of states, the countries have not lost the stability and integrity of socio-cultural systems. It was revealed that digitalization:

in the context of the principles of achieving the integrity of the cultural and educational environment, it represents a significant civilizational resource factor

that significantly influences the dynamics of civilizational changes occurring in states (modification of the educational paradigm; risk-bearing, but at the same time its utilization in overcoming the uncertainties of socio-cultural development, modeling the cultural and educational space);

from the perspective of the value criterion, it contains an unconditional educational potential (the formation of values and meanings of society, the renewal of the context of civilization without changing the fundamental human characteristics, fundamentally different conditions for the development of the individual).

A conclusion has been made about the consistency of digitalization with the goals of achieving the sustainability of civilization. Since the transformation of ideas about values and meanings under the influence of digitalization affects, first of all, the change in the principles of communication. New forms of interaction between people contribute to the creation and renewal of resources for the accumulation and dissemination of information and knowledge. In this regard, the renewal of the civilizational idea by creating a paradigm of interaction that contains the values of unity, overcoming disunity and stimulates the emergence of qualitatively new properties of culture can be considered as fundamental.

The object of the research is the cultural and educational environment as a sphere of human and social existence, a space of values and meanings, as an area of conjugation of conceptual philosophical teachings and methodological approaches reflecting the naturalness of the course of the historical process.

The subject of the research is the factors of interdependence of the dynamics of civilizational transitions and the state of the cultural and educational environment in Russia during the 20th and 21st centuries.

The aim of the study is to substantiate the integrity of the cultural and educational space of Russia and to identify the features for the formation of the creative potential of the individual and its development in the context of civilizational transitions.

In accordance with the goal, the following **tasks** were set:

- to identify the essence and justify from a cultural-philosophical standpoint the use of the concept of “cultural and educational environment” in relation to the object and subject of the study;
- to reveal the understanding of civilizational transitions in the history of Russia during the 20th – 21st centuries and to show the main factors of civilizational influence on the cultural and educational environment;
- to show the state of civilizational and cultural identity of the individual through the prism of the civilizational code of Russia and to indicate the conditions for the formation of the individual in modern conditions.
- to designate the principles of the integrity of the cultural and educational environment, as a sphere of human existence, and to conceptually substantiate the social risks of intercultural and public interaction in the context of civilizational changes;
- to substantiate the heuristic nature of the concept of "sustainable development" and the principle of "cultural conformity" in the context of the tasks of achieving the integrity of the cultural and educational environment;

Theoretical and methodological foundations of the study. Due to the multidimensionality of the problem under study, the work uses a comprehensive socio-philosophical methodology coupled with interdisciplinary methods of the humanities.

Dialectical, cultural, philosophical and anthropological methods of philosophical analysis reflect the main ideas and provisions contained in the philosophical, sociological, political works of thinkers of the past, domestic and foreign scientists on the problems of the relationship between philosophical and historical aspects and the dynamics of civilizational transitions, social risks of intercultural space and social structure, concerning the organization of their interaction and conditioned by civilizational changes.

The philosophical and anthropological approach allows us to consider various aspects of the transformation of the environment, which is the sphere of human and social existence, and to identify the factors of civilizational influence on the formation of personality.

The interdisciplinary (convergent) approach, taking into account the relationship between the cultural and educational environment and the qualitative complication of the transforming human community, provides a comprehensive analysis of socio-cultural changes and the potential of civilization.

Along with general scientific, universal axiological and humanitarian methods, including the principles of systemicity (in considering the cultural and educational environment as an integral system), historicism (the relationship of historical traditions of the principles of social structure with the parameters of culture), concreteness (in relation to the transformation of the concept of "civilization" in the context of the dynamics of social development), dialectical principles of causality (the principle of causality), the principle of determinism (interconnectedness and interdependence) are used.

The key to achieving the goal of this study were the systems approach and the structural-functional method. The system approach reveals the understanding of the cultural and educational environment as an integral part of human and social existence, the dynamics of which in the context of its civilizational development are interconnected with the integrity and priorities of culture, the values of personality formation, and overcoming the instability of their existence. Using the structural-functional method, an explanation is built for the interconnectedness of established scientific and philosophical views and approaches to the analysis of historical processes and models of the civilizational structure of society based on the value criterion, implying the integral relationship of culture and civilization, as possessing value-semantic foundations.

The appeal to the anthropological approach in the context of the cultural and civilizational transition is connected with the study of the formation of the individual as an object and subject of cultural and educational activity, which is being transformed in the conditions of the formation of the Russian cultural and civilizational model of identity. Together with the ideas of synergetics and the focus on interdisciplinarity, a substantiation is built for the ability of the cultural and educational environment, as an open anthropo-socio-cultural system, to self-regulation and self-organization, as well as the priority of human potential in

achieving the integrity and dynamic stability of education, which acts as a cultural and civilizational vector of society development.

Scientific novelty of the research:

1. The cultural and educational environment has been subjected to a comprehensive scientific cultural-philosophical analysis in the context of cultural and civilizational development:

social (society), individual (personality) and civilizational (development resources) factors of interdependence of the dynamics of the cultural and educational environment in the context of civilizational transitions have been established;

the specificity of the value criterion of the dynamics of historical and civilizational development has been revealed, implying an inextricable relationship between culture as a value-semantic system and civilization based on the assessment of values and demonstrating its qualities through rethinking value views at transitional stages of the stages of formation of a particular civilization;

the author's definition of the concept of cultural and civilizational transition has been proposed, characterizing civilizational dynamics.

2. The understanding of the cultural and civilizational transition in the historical model of the structure of Russian society based on the value-semantic transformation of education has been revealed.

In the context of the mutual influence of education and culture, education and civilization and the conflict between culture and civilization, the influence on the cultural and educational environment has been determined by: philosophical and cultural traditions of domestic education (social and cultural factors); the formation of a civilizational model of personal identity (individual factors); resources of technological development and digitalization (civilization factors). As a result, unity and integrity are the requirements of the national cultural-educational space.

3. The distinctive features of Russia's civilizational model have been studied. Consolidating values of the anthropological characteristics of Russian civilization have been revealed in the contradictory properties of the all-Russian model of collective identity and the cultural identity of the individual. A set of key factors is

substantiated as the foundation of the civilizational development of Russia: the polyethnicity of society, highly spiritual value-semantic content, a stable system of values that is not oriented towards borrowing alien models of mentality, which forms the basis of the cultural code. The mechanisms for achieving the stability of the national-cultural identity of society and the individual through the conjugation of the goals and values of education have been revealed.

4. The principles of the integrity of the cultural and educational environment have been indicated: the construction of an educational paradigm from the standpoint of understanding education as a socio-cultural process; overcoming social risks and uncertainties of socio-cultural development; the possibility of modeling the cultural and educational space.

The accumulation and state of transition of the critical mass of social risks of intercultural and public interaction from the space of the individual culture to the space of the society culture is conceptualized as a prolonged crisis-prone danger that destabilizes the life of society. To overcome it, approaches are proposed based on the value-semantic foundations of Russia's cultural policy:

- orientations of education and upbringing on the parameters of culture and the principles of "cultural conformity";
- attraction of cultural resources in accordance with its configuration at a specific civilizational stage of society's development;
- balance of the value-semantic foundations of culture with the orderliness of management decisions.

5. The heuristic nature of the concept of "sustainable development" and the principle of "cultural conformity" have been substantiated, including:

- methodological foundations of the synergetic approach, combined with the activity-based approach, revealing the semantic dynamics of the basic categories of these concepts;
- recognition of the priority of culture in the formation of human potential as a national treasure;
- definition of culture and society as integrity and sustainable unity, where each of the national cultures retains its individuality;

– definition of education as a sustainable cultural and civilizational vector of society development.

The main theses to be defended are:

1. The cultural and educational environment reflects the transformation of thinking, civilizational, ideological and cultural attitudes, which corresponds to the characteristics of modern human existence and the existence of society. In the context of cultural and civilizational development, the environment is considered in a complex relationship with social (society), individual (personality) and civilizational (development resources) factors, revealing their interdependence in the context of civilizational transitions. Taking into account the influence of the value criterion on the understanding of the dynamics of historical and civilizational development, revealing the inextricable relationship of culture as a value-semantic core and civilization as a scientific and technological system of a complex process of change, the essence of a civilizational transition can be conveyed by the concept of a cultural and civilizational transition. It is understood as a value-semantic transformation of society occurring in the context of dynamic civilizational changes.

In this regard, the need for a comprehensive approach to solving the problem of sustainability, integrity and unity of the cultural and educational environment is due to such civilizational features of its formation as systemicity, interdisciplinarity, priority of humanistic cultural guidelines, inclusion in the processes of global socio-political transformations, anthropocentric turn to the formation of personality and the modern educational paradigm, and is key, fundamental in the processes of personality formation. The dynamics and integrity of the cultural and educational environment are conceptually associated with understanding the idea of the interconnectedness and integrity of culture, education, institutions of the spiritual sphere and the human environment, commitment to universal values and reliance on the principles of culture, the possibility of achieving a synergistic effect in overcoming the instability of their existence and development.

2. The cultural and civilizational transition in the historical model of the structure of Russian society is based on the civilizational experience of

transforming the values of the world educational system and domestic educational traditions.

The new configuration of the integrity and civilizational stability of the cultural and educational environment of Russia is determined by the conjugation of the main factors of interdependence of the dynamics of civilizational transitions and the state of the cultural and educational environment. They are represented by the philosophical and cultural traditions of domestic education (social and cultural factors), the formation of a civilizational model of personal identity (individual factors) and the resources of technological development and digitalization (civilizational factors).

In this case, the integrity of the national cultural and educational space, ensuring the reproduction of the civilizational paradigm of Russia, is understood as one of the basic, fundamental social factors of civilizational influence on the dynamic stability of the cultural and educational environment of Russian society.

This forms a social demand for a cultural and educational environment that helps overcome the manifestations of crisis on a global scale, achieve a high quality of life, and strengthen human potential. Its integral part is the national educational idea, corresponding to the civilizational type of development of statehood, containing the essential characteristics of national education and aimed at both solving acute social problems that require a response from the educational institution, and overcoming the dual nature of the global crisis - in education, as well as crisis phenomena in the construction of social relationships.

3. The civilizational paradigm of Russia is represented by the processes of formation of the all-Russian model of collective identity and development of the cultural identity of the individual. The uniqueness, originality and special role of the civilization of Russia are based on cultural originality and the system of value orientations, which are based on the plurality, heterogeneity of the cultural component of the environment, and complex identity. These properties do not represent a disuniting, but, on the contrary, a key, consolidating value and characterize the coexistence in unity of a plurality of cultures, and also serve as a basic anthropological characteristic of the Russian civilization.

The foundation of the civilizational development of Russia is a set of key factors, among which, along with the polyethnicity of society and highly spiritual value-semantic content, we highlight a stable system of values, not oriented towards borrowing foreign models of mentality, which forms the basis of the cultural code. Achieving the stability of the national-cultural identity of society and the individual, the quality of the formation of human potential and, in general, the reproduction of the Russian civilizational paradigm is possible through the conjugation of the goals and values of education in the formation of the cultural and educational space.

4. The integrity of the cultural and educational environment is dynamic, yet in each specific historical period it is based on three key principles: the construction of an educational paradigm from the standpoint of understanding education as a socio-cultural process; overcoming social risks and uncertainties of socio-cultural development; the possibility of modeling the cultural and educational space. They impart value-semantic stability to society and provide conditions for the development of the individual.

The process of personality formation is a fundamental value of public consciousness and is formed under the influence of these principles of formation of cultural and educational reality. Renewal and integration of the educational paradigm, the possibility of cultural reproduction, as well as overcoming the prolonged crisis-generating danger of the transition of social risks that provoke a change in the value system and the quality of public thinking, from the space of the culture of the individual to the space of the culture of society, presupposes the construction of an effective system of measures to form the sustainability of the environment of life of the individual and society.

In order to level the riskiness of society, as well as to develop the culture of the individual, strengthen human capital and the integrity of society based on general humanistic values, alternative approaches are needed that correspond to the multifaceted and multidimensional nature of the modern world. Such value principles are laid down in the foundations of Russia's cultural policy, where the orientations of education and upbringing on the parameters of culture and the principles of cultural conformity make it possible to take into account the cultural

aspects of development. In general, the attraction of cultural resources in accordance with its configuration at a specific civilizational stage of society's development, the peculiarities of the national-cultural mentality determined by the continuity of the lifestyle of generations and the integrity of society within the framework of statehood, as well as the balance of the value-semantic foundations of culture with the orderliness of management decisions ensure their consistency with the future-oriented semantic goals of Russia's socio-cultural development.

5. The heuristic nature of the concept of "sustainable development" and the principle of "cultural conformity" expand the framework of the research paradigm and represent a conceptually new approach not only to understanding and analyzing current problems accompanying the complication of civilizational changes, but also to solving them, contributing to the identification of destructive contradictions, ways of containing entropic deformations of the socio-cultural space. They cover cultural-semantic, semantic-semiotic, temporal aspects of achieving the integrity of the cultural and educational environment, including:

- methodological foundations of the synergetic approach, combined with the activity-based approach, revealing the semantic dynamics of the basic categories of these concepts, combining scientific interaction at the boundaries of subject areas, uniting their heuristic capabilities and allowing them to generate new knowledge, regulate the dynamics of the "formation" of the environment and updating the stylistics of its thinking;

- recognition of the priority of culture in the formation of human potential as a national asset, its ability for socio-cultural reproduction, for transmission from generation to generation of continuity of cultural norms, values and universals of development in accordance with the parameters of culture;

- definition of culture and society as integrity and sustainable unity in the formation of anthropo-socio-cultural systems, playing a key role in the formation of personality and the development of a single cultural space, where each of the national cultures, rethinking and assimilating the values of cultural interaction, retains its individuality in the general cultural system of interaction;

- definition of education as a sustainable cultural and civilizational vector of development of society, combining freedom of choice for self-development and

self-realization of the individual with responsibility for the accumulation and renewal of knowledge and educational strategies that influence the quality of social experience and the path of development of humanity, the mechanisms of self-organization and management of which are capable of ensuring the transition from the model of the information society to the model of the "knowledge society", increasing the communicativeness of the culture of society as a "culture of dialogue".

The theoretical significance of the study lies in identifying elements of new knowledge containing a philosophical and cultural interpretation of the combination of updating philosophical approaches and understanding the need for systematic and continuous social and humanitarian education.

The course of the historical process, existing and newly emerging risks of society transformation considered in the study demonstrate the specificity of the cultural and educational environment as a sphere of human and social existence. Taking into account the established role of the cultural and educational environment in the global society as both an object and a subject of civilizational influence, the need for updating, first of all, cultural and philosophical approaches based on the systematicity and growing continuity and interdisciplinarity demonstrated by social and humanitarian knowledge is presented. On the other hand, in the context of civilizational changes in the formation of the sustainability of public space, intercultural, educational interaction, the need for finding reasonable, logical and balanced management decisions is revealed.

The results of the work allow not only to deepen the existing theoretical ideas about conceptual solutions, methods of state regulation in this area, but also to outline the problem field and outline the prospects for the formation of globally oriented thinking, the organization of an educational system aimed at the transition to sustainable development of the information society, the achievement of a stable, reliable model of world order, which will take into account national-state advantages, level out conflicts, and observe transnational interests.

The practical significance of the study allows applying the obtained results and identifying a number of international program documents in the interstate regulation of the cultural and educational space, which consolidate the concept of

sustainable development as a priority for managing civilizational processes, facilitating the renewal of goal-setting and the formation of a different type of thinking as a new method for mastering the surrounding reality. The conclusions of the study determine the use of tools for modeling the integrity of the cultural and educational space, based on the parameters of culture and the key principle of cultural conformity, which meets the requirements of a balance of material needs, moral values and ensures the coordination of the goals of culture and education.

The inclusion of the theoretical content of the dissertation research and the empirical data presented in it in the educational courses of the disciplines of the philosophical and cultural cycles will contribute to the general cultural and professional specialization of students, their systematic understanding of knowledge in the complex of mastering competencies, including in the direction of training "State and Municipal Administration".

The implementation of the theoretical provisions of the dissertation research makes possible their further application in scientific and research developments concerning the directions of the state cultural policy, the organization of the socio-cultural sphere, the activities of state authorities, as well as local government bodies.

The author presented **the results of the research** in the form of reports and speeches at various international, all-Russian and regional scientific and practical conferences, interdisciplinary seminars and forums.

On the topic of the dissertation, the author has published 13 scientific papers with a total volume of 7, 33 pp., including:

– 4 articles in peer-reviewed publications from the list recommended by the Higher Attestation Commission of the Ministry of Education and Science of Russia, of which 3 are included in the list of journals approved by the Academic Council of RANEPA for the publication of articles on philosophy (5.7.8. Philosophical anthropology, philosophy of culture):

1. Svetlana M. Ostapenko. Cultural and Educational Environment in an Era of Civilizational Transitions // Age of Globalization. 2020. No 4(36). pp. 112–126 (K2).

2. Ostapenko S.M. Cultural and Educational Environment in the Global Era: Heuristic Potential for Reaching Integrity // Concept: Philosophy, Religion, Culture. Vol. 4. No 4. P. 31-45 (K2).

3. Ostapenko S.M. "Cultural conformity" of education in the digital age: scenarios and alternatives // GUMANITARNYYE VEDOMOSTI TGPU im. L.N. Tolstogo. 2020. – No 3(35). – pp. 55-72 (K2).

4. Ostapenko S.M. The Civilizational Paradigm of Russia and the Formation of the Cultural Identity of the Individual // NOMOTHETIKA: Philosophy. Sociology. Law. 2023. Vol. 48, No. 3 (591–602) (K2).

– sections in collective monographs:

5. Ostapenko S.M. Education in Russia and China: traditions and innovations // Intercultural interaction between Russia and China: global and local dimension: a collective monograph / ed. by A.N. Chumakov, Li Hei. – Moscow: Prospekt, 2019. – pp. 159-177.

6. Astafyeva O.N., Ostapenko S.M. Digitalization as a factor of updating the cultural and educational environment of Russia and China: a cultural and philosophical analysis of the facets of contact // Theory and practice of Russian-Chinese relations: a monograph / ed. by A.N. Chumakov, Li Hei. – Moscow: Prospekt Publishing House, 2020. – pp. 95-140.

– publications in scientific journals and collections indexed in the RSCI:

7. Ostapenko S.M. Digitalization as an incentive to renew the cultural and educational environment / S.M. Ostapenko // Public administration and Development of Russia: global threats and structural changes: collection of articles of the international conference session. Vol. 3. – Moscow: Publishing house "SCIENTIFIC LIBRARY", 2020. – pp. 327-337.

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10. Ostapenko S.M. The East Eurasian vector of socio-humanitarian cooperation in education // Education as an object of philosophical reflection: historical and cultural contexts. Materials of the scientific and practical conference with international participation. Moscow, November 28, 2019 / Ed. and comp. E.V. Bryzgalina, V.A. Prokhoda, P.N. Kostylev. – M.: Alcor Publishers, (Electronic edition), 2019. – pp. 94-96.

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The structure of the dissertation is determined by the goals and objectives of the research; the work consists of an introduction, 7 paragraphs, combined into 3 chapters, a conclusion and a bibliography consisting of 388 sources.