

Organization of Studying People
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Non scholae, sed vitae discimus!
We learn not for school but for life!

V.I. Vernadsky wrote to his wife in 1893: “I am deeply convinced of and more and more sure that there is only one possibility to make culture strong, and this possibility is to uplift the people, to make the culture needed for the people”.

The problems of education have been always in the focus of attention of advanced people. They are in the focus now. And it is not by accident. Civilization is developing faster and faster. The volume of knowledge needed for the active functioning in the changing world is proportionately increasing. Traditional educational programs cannot embrace everything needed.

No doubt, educational programs cannot be unchangeable in a quickly changing world. But what, how and why to change? Let's try to answer these questions from the point of view of Vernadsky's noospheric concept.

Noospheric Approach

The XX century, marked by the unprecedented alliance of science and technology, caused specific technical thinking, which penetrated not only science and production but human areas of public life as well and even everyday thinking. Its first steps were so impressive that they quickly caused public illusions of the all-powerfulness of technical progress. It is not by accident that the new successful scientific discoveries caused an attitude of “conquering nature”, which quickly embraced all the levels of public thinking. “We cannot expect mercy from Nature!”

Only at the end of the XX century the finding the way out of extreme situations started. Different ecological projects were developed. In spite of their diversity they had the common feature – common algorithm - based on the utopia of the last century and strong illusion of the all-powerfulness of technical progress. But it is technical progress that has caused the ecological problems with which our civilization is faced.

Cardinal way out is given by V.I. Vernadsky's teaching on biosphere and on biosphere's transformation into the sphere of mind – noosphere. Only now we start to understand the “all practical importance of his ideas” [i].

V.V. Putin, the President of the Russian Federation said very clearly about that: «In the early 20th century, Vladimir Vernadsky created a doctrine about space uniting mankind and the noosphere. It blends together interests of countries and nations, nature, society, scientific knowledge, and state policy. It is this doctrine upon which the concept of sustainable development is constructed today» [ii].

In comparison with the anthropocentric approach Vernadsky's noosphere is not only a part of nature but is created by nature and connected to it with indissoluble ties. These differences in the concept of noosphere orient us to the different ways of thinking and to the different practical steps. “As a whole, humanity is not indifferent to natural processes which take place on the surface of the Earth. In these cases it is inseparable from other organisms and does a tremendous geological work together with them”, - Vernadsky wrote. The essence of the work is in changing the direction and speed of the natural circulation of elements. A human being is not only a part of nature in these processes but he/she is their outcome, inseparably connected with them. He/she do not control the development of noosphere but only participates in its evolution. It is a typical pattern of natural geological processes. It is extremely typical that the geochemical role of cultural humanity quite corresponds to the geochemical role of living substance (iii).

The concept of noosphere embraces all spheres of human activity. Interaction of natural and human

sciences, problems of education and enlightenment are not on the last place in it. Society develops itself through its culture, in the widest sense of the word. In this we see the way of producing organization which does not only protect culture and national existence but creates the culture providing national power. Studying people is the base of wide and peaceful development of humanity [iv]

Art by essence is distraction and it always deals with general concepts, not with a concrete case. Even in portraits it is not the details of a face but the character of the face that emerges. That's why the Absolute is reflected in art and is eternal [v].

Three Levels of Education

In the noospheric concept, education and enlightenment cannot be only in accordance with advanced educational programs. It must be an uninterrupted process of lifelong learning – “studying people” (adult education). Symbolically the process might be divided into three stages:

bringing up must provide the awareness of unity between human beings and nature;

education provides cognition of basic principles of nature;

enlightenment provides our cognition of and conscious attitude towards events.

1. Bringing up. This is the foundation of our future behavior and way of life. It starts in early childhood: in the family, in the nursery, in the kindergarten. At this age a child more imitates adults rather than consciously acting. But it is precisely at that time that our memory creates stable stereotypes which will determine much of our future behavior and ways of thinking. At this period moral principles which will be used on subconscious level in the future are laid and brought up.

2. Education. At the stage from primary to higher school the foundation of scientific knowledge given to humanity throughout its history is laid. To give education and to teach is not the same. Narrow specialization is a dangerous thing.

The problems encountered by the growing generation are closely related to the noospheric concept. The principles of interaction between inert living and social origin of everything on our planet create the very base on which the further construction of theory of sustainable development of civilization is possible.

3. Enlightenment. Nowadays even within one generation scientific and technical development is accelerating so rapidly, science and technologies change so quickly that it is impossible to get knowledge at the higher school for ever. Knowledge needs to be revised now and then. This is one of the peculiar features of the current days and of the future.

Education and Noosphere

Coming back to the concept of noosphere we must remember again that its difference from technical sphere is namely in mass education – in studying people. Everything depends upon common culture and people's education, upon the ability of society to open the creative capacity of its citizens. In this case the culture of personality is a basic component of the culture of civilization.

Here the noospheric education at all stages mentioned above must not play the last role. Only in this way one can deeply understand the main conclusion of the noospheric concept: the future of humanity as a part of the united system of biosphere depends on our understanding of our connection with Nature (God, Higher Consciousness) and taking the responsibility not only for the development of society (to which all utopists strove) but for the biosphere as a whole.

[i] Vernadsky Vladimir I. *The Biosphere* New York: Copernicus, 1998, 192 pp.; Lindon H. LaRouche. *The Economics of the Noosphere*. EIR News Service, Inc, Washington, D.C., 2001.; Grenier E. Vladimir Vernadsky, *De la biosphère a la noosphère*. Fusion N 89, 2000.

[ii] “Today” TV Program, Nov.15 2000. Источник - программа "Сегодня" НТВ, 15 ноября 2000 г., 19:00 и 22:00, сюжет Кондратьева

[iii] V.I. Vernadsky, “Thoughts on Modern Importance of History of Knowledge”, v.1. Dubna: Feniks 1997, pp. 131-132.

[iv] V.I. Vernadsky, “Objectives of Higher Education”. *Bulletin of Upbringing*, 1913, No.6.

[v] V.I. Vernadsky, *Letters to N.E. Vernadskaya*. M.: Nauka, 1991, p 265