

## **Philosophy in Belarusian system of education: empty content of rigid structure<sup>1</sup>**

Bursevich Viktoryia

Today universities are the places, where scientific issues are formulated, the main forms, norms and values of scientific community are developed, that is, where epistemological paradigms are maintained. The peculiarities of education process play crucial role in knowledge production and vice versa, including such sphere as philosophy. Unfortunately, in post-soviet Belarusian academic context, and particularly, in the case of philosophy, education is still very influenced by Marxist standards. To show it the author analyzes state higher education curriculum and 10 official text-books on philosophy in Belarus, for comparison 10 most representative English language text-books are investigated as well.

Speaking about western philosophical education we can find unlimited plurality of text-books, which structures are integrated only by Aristotle's idea of discipline, that is legitimated by hermeneutical nature of philosophy. As the main purpose of philosophical education is to develop independent thinking, western authors clearly articulate that they provide contextually determined vision of philosophical question instead of "objective truth".

Belarusian text-books and curricula on philosophy have next opposite to western ones and internally controversial characteristics. The first one is unification of education, as all educational materials should be proved by the state. The second one is a resurrection of Marxist vision of philosophy structure that is poorly veiled by "new western" titles and a simultaneous losing of Marxist ideological content that is commonly estimated as utopian. The knowledge in text-books pretends on status of undisputable truth as in Marxist texts, but the authors' educational or social aims are inexplicit. As a result the courses on philosophy in Belarus have lost Marxist content, but have been unable to develop historical and relative structure of contemporary western courses, that makes educational process empty, controversial and totally unfruitful.

The paper presents overview of current state of philosophical education in Belarus and investigates its influence on the development of national philosophy and peculiarities of scientific interactions in Belarusian philosophical community.

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