




# The Role of Modern Philosophical and Social Science Concepts for the Sustainable Development of the Education System

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In the current trends of the strategy of sustainable social development in general, and the education system in particular, there is an increasing need to solve in theory and practice the problem of civic institutional democratization, in particular, education systems and education governance and implementation of the idea of democratic social upbringing and education.

The need to discuss this problem is due to a set of reasons. The most important of them is the direction of modern changes in society and education. Democratization of the system of institutions of society and systems of upbringing and education is a key task in many countries and involves not only the decentralization of education at the state level, but also the humanization of relations, democratization of governance at all levels of the system.

The slogans of democratization were also proclaimed in Ukraine at the first stage of educational reform, but so far, they have not been fully transformed into educational practice. Moreover, difficulties in implementing democratic slogans have led to the slowdown and frustration of democratization, and sometimes to a conservative reaction. Democratization has been particularly difficult at the level of educational institutions.

Critical theory seeks to restore the human content and meaning of education not to implement the values of industrial capital and high technology, but, above all, to radically democratization of education to achieve the goals of progressive teachers in education, research that which will promote development of individuals, citizenship and community, social justice and the strengthening of democratic participation in all forms of life.





In recent decades, there have been persistent attempts to impose neoliberal policies in the field of education, the desire to reorganize the school according to the business model, the introduction of strictly standardized curricula, primitive testing methods that distort the content and goals of pedagogy

This neoliberal program is catastrophic for the content of education and upbringing and critical theory of education in this context should be seen as a critique of neoliberal education restructuring and in this sense it should offer alternative concepts and practices of education, upbringing and sustainable social development.

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