

PHILOSOPHY

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Philosophical dimension of folk pedagogy as spiritual practice of overcoming the crisis of ethnocultural identity

The purpose of this article is a philosophical analysis of the phenomenon of ethno-cultural identity in the context of the identification of folk pedagogy and folk philosophy. The authors identify these two concepts in order to indicate the possibility of overcoming modern ethno-archaism, which acts as the only discourse for the revival of the exotic meaning of folk pedagogy without recognizing it as a practice denoting the presence of ethno-cultural subjectivity. The obviousness of the rupture of ethno-cultural identity in ethno-archaic constructs is established when folk pedagogy and philosophy are considered as folk paydei. The possibility of a total consideration of folk pedagogy from the position of an ethnoarchaic construct lies in the fact that the place of folk subjectivity in it is taken by the mass with its biologically object designations of ethnocultural identity. If we do not recognize the comprehension of the constant presence of ethno-cultural subjectivity as an integrating principle of creative individuality as a cognitive component of folk pedagogy, then the objectification of the ethnic will either cause biological superiority or rejection of ethno-cultural identity.

Key words: ethnocultural identity, folk pedagogy, ethnocultural subjectivity, folk philosophy, human existence, ethnos, object, subject.

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