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Both in the philosophy of education and in education itself, it turns out that we need to reflect and understand how our notions of a human, that is, ourselves as a separate human person and us as humanity - “society” in its entirety, are connected, on the one hand, with our plans, activities and, on the other hand, with the problems that arise in individual life and in our world as a whole.

I believe that this idea is essential to the Declaration and that it defines the principle of the consciously assumed responsibility of a human, necessary for education in the 3rd millennium

For a person on an individual scale, this principle will mean awareness of the meanings and happiness of one's own life as well as a critical thinking.

For the sphere of relations with others, this principle substantiates the property of “humaneness”, a special human model of attitude and position in relation to other people, that is, kindness, benevolence, sympathy, the desire for understanding (cognitive empathy), regardless of the situation, even if it is a situation of conflict. This position is extremely significant in relation to the challenges of modern society: in the context of populism and widespread manipulation of the consciousness of the masses, the emerging political split and enmity within nations and between nations.

For the sphere of public life, this principle is the underlying reason for building democracy, which at a fundamental level is a type of thinking and a way of life and therefore can only arise as a result of education in which responsible and critical thinking of a citizen is developed.

And, finally, the behavior of mankind in the world, that is, the very fate of our cultural world and life on our planet, depends on the cultivation of this principle in education.