

FROM THE EDITOR

Currently, the world is ruled by an invisible coronavirus, which has spread around the globe using the most modern means of communication, and this negligibly small creature has begun to determine morality, politics and economics on a global scale. A relatively well-established and functioning systems of relationships, connections, communications, opinions, and assessments have begun to reveal their weaknesses. Borders have started to slam, and it has turned out that each country, no matter what union with others it was part of, is responsible for its population separately. Globalization has become an acute problem in various ways. With the loss of income, especially from the ever-growing service businesses, the economy sailed down, bankruptcy began, and unemployment increased. People are encouraged to avoid each other. And we may be witnessing a change in moral attitudes, as has usually happened in history during mass illnesses. Thucydides wrote about this in the middle of the first Millennium BC in his history of the Peloponnesian war: "Broken by misfortune, people, not knowing what to do, lost respect for divine and human laws." Lawlessness began to spread – "Neither fear of the gods nor law of man could no longer deter people from crime, as they saw that all die alike and so no matter to check whether gods or not." Morals in conditions of self-isolation are transformed, forcing people, on the one hand, to look more closely at each other in conditions of house arrest, and, on the other hand, to perceive everyone else as a threat. Ideals are changing.

As for education, the pandemic has actually set up an experiment for a mass transition to online learning. If until now the use of distance technologies in the world has been steadily increasing, especially in the system of additional education, the current situation has shown the ambiguity of this process. The load on teachers and students has augmented significantly, with significantly reduced returns. Declarations that online education can be equated with regular education appear quite strange in these conditions. Especially if we take into account how much the control system is changing in this situation, and how much standardization is being strengthened. In addition, attitudes towards digitalization of learning are changing. Learning in the new environment has shown that virtual reality can completely replace the usual reality with a lot of consequences not only for the education system, but also for the development of the individual. The situation with the progress of a free personality is radically changing. This poses a serious problem for social philosophy.

