

# METHODOLOGY OF MORAL PHILOSOPHY: CHALLENGES IN ACADEMIC SOCIETY

**B. I. Ostapenko**

*PhD, Associate Professor*

National Medical Academy of Postgraduate Education

Kyiv, Ukraine

*The ability of moral judgement as the professional competency determines methodology of moral philosophy and humanitarian and social sciences in academic society to determine welfare society.*

**Keywords:** *moral judgement, methodology, moral philosophy, academic society, professional risk, professional responsibility, academic tolerance, academic responsibility.*

• •

:

:

,

,

,

,

,

,

,

• •

:

•

:

,

,

,

,

,

,

,

,

.

Moral judgement is a vital competency within professionals that defines efficacy and safety of a functioning society. Development of the moral judgement competency meets certain challenges in academic society. Foremost, it is intellectual incertitude within academic society on social and professional ethics. Speculations on the meaning of right and wrong erode intellectual capacity to recognise the boundaries of safe and appropriate for human being life, to differentiate apposite from

inappropriate for society. To aggravate this recent information society flushes intellectual and spiritual solitude of contemplation with overwhelming intrusion. A person is gradually become possessed by informational enslavement, hold hostage of virtual life that substitute the real spiritual and intellectual being with systematic intrusive washing of personality. Delicate individual process of intellectual and spiritual growth and intimate time are cannibalised while substituted by manipulative virtual world. Moreover, technological advancement and aesthetical allure of informational intrusion exacerbate level of person's submission to the deluge enthralling from the bay of being to the life fall. The intellectual and spiritual being vanishes while virtual man seems.

To address an objective to develop the moral judgement competency academic society should design methodology of moral philosophy. And a challenge starts from recognition the moral judgement as a professional competency. It is common in the academic society design humanitarian courses as learning the accommodated corpus of philosophical knowledge while setting objective to build the structured knowledge at best though without declared objective to build moral judgement. It sets to know philosophical school of thoughts rather than to develop intellectual and spiritual ability to differentiate the goodness and the iniquity possessed by the specific philosophical envisions. It is more common to teach philosophy without conclusive moral statement abstaining from already revealing collected historical burden of social experimentations while certain ideas and ideologies had being implemented.

Appeared neutral approach to the academic philosophy teaching replicates incompetence of the past to the generation to come. Will engineering or medical teaching be successful without definite standing for the historically, scientifically, technically proved know how and know what?! Humanitarian knowledge should be as advanced to the life demands as engineering and medical know-how. Therefore, the methodology of moral philosophy should design philosophy courses upon objective to develop moral judgement competency in professionals. Determined by this objective the philosophy courses should provide knowledge achieved through the human history teaching all actual dramatic experience human generations lived through while warning clearly for all the risks and damage inflicted and exercised from seducing play of minds. How intricate and enigmatic philosophers might engage pupils from generation to generation, it is irresponsible and short-sighted to ignore all the historical experience of implications the philosophical ideas performed.

It is important to highlight that standing for tolerance to different philosophical schools of thoughts should not deprive academic society from scientifically proved knowledge of already collected experience as it acknowledged method in any science. Academic society should reject speculations about freedom of thoughts being incompetence at best while often dishonest manipulation. Accusation of intolerance in academic society should be considered a complement in the context of risk of destructive incompetence and manipulation. Yes, academic society should be intolerant to social and existential dangers that repetition of already exercised destructive philosophical ideas and school of thoughts

possess. It is indeed academic capacity, scientific competence and moral strength to invigorate professional competence of moral judgement while admonish scholars from the proven risks.

To conclude, the moral judgement is the professional competency that determined methodology of moral philosophy while reaching far beyond of the specific philosophy branch in to the whole humanitarian and social sciences to define efficient and safe performance of the all professionals whose actions determines essential and vital processes within well functioning society.