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**Ethics of Responsibility towards the Future Generations in Modern Education:
World Outlook and Motivation Aspects**

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One of the main tasks of modern education is the formation of a flexible, systematic, capable of actively expressing worldview of the individual, in which professional and universal elements would be harmoniously combined. The introduction of the ethical principle of responsibility for the future generations as one of the basic elements of the strategy of sustainable development of modern society, into the personal and social outlook is an extremely important and relevant task of modern social philosophy and philosophical anthropology, and so the current research is devoted to this problem.

The views of such representatives of the value conservatism and "ethics of responsibility" as K.-O. Apel, H. Lübbe, R. Spaemann, H. Jonas, V. Höhle and others can be especially important in the context of the researched problem. Their basic idea was the statement of the fact that modern scientific technical revolution and caused by it radical changes in the content of human activity and the scale of its real and possible impact on the natural and social conditions of humanity existence require advanced development of worldview, values and moral sphere of personality compared to the sphere of purely professional technical, technological, scientific and rational knowledge, skills and abilities [4]. V. Höhle proclaims the need to overcome the "disease of separation of part from whole", i.e. man from nature, and personality from culture [2].

Neoconservatives believe that values should be imposed "from outside" by unconscious adoption of tradition, while their opponents, the representatives of the "communicative school", believe that values and norms are constantly updated by reaching a new consensus as a result of communication between all components of humanity. K.-O. Apel emphasizes the need to replace the dominance of competition between different individuals with a focus on compromise, as well as to introduce universal moral responsibility for the character and results of human interaction not only with each other but also with the natural environment, their responsibility not only for the future or eternity, but also for unique and fleeting [1].

H. Jonas proposes the radical "greening" of ethics, with the principle of responsibility as its central category, and replacement or at least supplement of the "heuristic of hope" developed by E. Bloch, which calls for the creation of appropriate living conditions in future society, by "heuristics of fear" which would prevent humanity from boundless expansion, from the destruction of natural and sociocultural resources and systems necessary for descendants in the pursuit of relentless material progress, forcing more often to be satisfied with existing and tested by historical experience living conditions, forms and norms of activity, etc. [3]. This author even considers it possible to limit

democracy in order to ensure the "temporary introduction of moderation from above", as a significant part of modern society citizens is unable to give up excessive and therefore suicidal production and consumption of material goods.

H. Jonas and N. Luhmann also proclaimed the need to recognize the "risk strategy" that was justified in the pre-industrial and industrial period as the "anti-value" of post-industrial society, in which error could mean the death of not even thousands or millions of humans, but of all mankind, for example, in the case of artificial creation and subsequent uncontrolled spread of new chemical compounds and organisms with a new genotype (COVID-2019 can be an example).

Based on the above considerations, it is reasonable to conclude that ensuring a focus on responsibility for the future in the word outlook and motivation sphere of the personality and society is one of the main tasks of modern education. Accordingly, further research on this issue can be considered an important and promising area of development of all humanities, including pedagogy, psychology, philosophical sociology, ethics, culturology and anthropology.

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Key words: education, ethics of responsibility, responsibility towards the Future Generations, social ecology, word outlook and motivation sphere of the personality