

B1 07.1: History of Education in the Making

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Tendencies In The Development Of The History Of Education In Ukraine: International Discourses

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After the declaration of Ukraine's independence in line with the European integration processes, the history of education has undergone cardinal transformational changes. In the new socio-political realities and the conditions of aggravation of Russian aggression, it played a big role in restoring national memory. The topics forbidden in the Soviet times have been touched; the names of Ukrainian teachers returned from oblivion, and new sources introduced into scientific circulation. A positive tendency was the desire to highlight the objective history of education (Berezivska, 2021). Various issues of the history of education are the subject of historical and historical-pedagogical research. The Italian scientists Simonetta Polenghi and Gianfranco Bandini focus on the similar tendencies. They believe that the history of education «is an important factor in the collective memory of society» (2016). Over the past three decades, we have observed a similar trend in the Ukrainian educational and scientific space: the history of education is increasingly in contact with the historical sector, while striving to preserve its own educational identity.

Today the history of education is developing as an interdisciplinary science. Reflecting on the transformation and significance of the history of education, the Belgian professor Mark Depaepe classifies it as a hybrid science and interdisciplinary field where historians, pedagogues, sociologists and anthropologists work. The scientist pays special attention to the historicization of the history of education, considering it as a part of a great cultural history (1998). In this context, Latvian scientists Iveta Kestere and Iveta Ozola note that modern historians of education most often use the theories of philosophers and sociologists to interpret and explain the facts (2014).

The analysis of foreign historiography testifies to the similarity of tendencies in the development of the history of education in Ukraine and other European countries. We consider the traditional and at the same time controversial tendency of the interdisciplinarity of the history of education in the structure of pedagogy. At present, its interrelations with other branches are becoming common. This is a positive trend. However, the desire to defend the position of the history of education as a component of pedagogy in the process of leveling its boundaries, the disappearance of the discipline «History of Education» from university curricula has controversial signs. International discourses contribute to the solution of the raised questions. This is evidenced by the virtual International Conference «Education and Society: expectations, prescriptions, reconciliations» (2021). The discussion of the participants of the network 17 «History of Education», expanding the historical and pedagogical frontiers, confirming the relevance of historical and world educational scientific space. The lack of knowledge about the new history of the Ukrainian education in the scientific European space, the European discourses on its importance for social development, in particular for future teachers' professional training, encourage the study of the ideas of foreign historians of education. International discourses contribute to the understanding of the importance of the history of education for the preservation of the national memory as a component of the global historical narratives.

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