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| Publikacja / Publication | Information and communication space and pedagogical ideologies of the beginning of the 21st century: the Ukrainian aspect, Loboda Svitlana, Kosiorek Małgorzata |
| DOI wersji wydawcy / Published version DOI | http://dx.doi.org/10.5604/01.3001.0016.3428 |
| Adres publikacji w Repozytorium URL / Publication address in Repository | https://son.uni.lodz.pl/info/article/ULcbc8e93b33f1416dbd4e04acce5afe02/ |
| Data opublikowania w Repozytorium / Deposited in Repository on | 6 kwi 2023 |
| Rodzaj licencji / Type of licence | Attribution-NoDerivs (CC BY-ND 3.0)  |
| Cytuj tę wersję / Cite this version | Loboda Svitlana, Kosiorek Małgorzata: Information and communication space and pedagogical ideologies of the beginning of the 21st century: the Ukrainian aspect, <i>Studia z Teorii Wychowania</i> , vol. 14, nr 1 (42), 2023, s. 117-130, DOI:10.5604/01.3001.0016.3428 |



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Information and communication space and pedagogical ideologies of the beginning of the 21st century: the Ukrainian aspect

Przestrzeń informacyjno-komunikacyjna i ideologie pedagogiczne początku XXI wieku: aspekt ukraiński

Abstract: Connections and relationships of pedagogical theories and pedagogical ideologies emerging on their basis are considered in the direction of modern philosophical approaches. Pedagogical ideology as an ethnocultural and cultural-historical phenomenon The modern information and communication space is a powerful mechanism of impact on the formation of public opinion and pedagogical consciousness, as well as a source and repository of pedagogical ideas, and therefore, pedagogical ideologues. Pedagogical ideologies, which make up the pedagogical content of the information and communication space of the beginning of the 21st century, form a polyphonic, polyparadigmatic, personally oriented discourse aimed at “overcoming the power” of the idealized political discourse.

Is considered by many philosophers of education as a significant component of scientific and pedagogical thinking. Almost every culture is mythologemic, as it generates sociocultural matrices of various myths, in particular social and pedagogical ones, which affect the value-meaning aspects of pedagogically directed actions, the nature and content of the pedagogical process, mental processes of its participants. At the current

stage of the development of education and pedagogical thought, the concept of “mythologeme” becomes close to “ideologeme”, which strengthens socio-political influences on the course and development of scientific and pedagogical thought.

At the current stage of development, the history of pedagogy includes many samples of the usage of the information and communication space, presented at different periods of times by various means of mass information, as a powerful mechanism of political and ideological influence on the development of the theory and practice of education. Thus, the problem of objective evaluation of the intellectual and spiritual heritage of world pedagogy, implementation of a modern reading of this valuable experience freed from ideological distortions arises.

The relevance of the research is strengthened by the necessity to create a picture of the historical-pedagogical process exempted from ideological layers, which includes all the diversity of ideas of past pedagogical ideologies. Emancipated from political contexts, historical knowledge in the field of education determines the further development of pedagogical thought and becomes a scientific, philosophical and moral imperative for the formation of a modern pedagogical ideology.

Keywords: information and communication space, pedagogical ideologies, ideologeme, mythologeme, Ukrainian pedagogical thought of the beginning of the 21st century.

Introduction

The idea of forming a single information and communication space is one of the key ideas of the scientific discourse of the beginning of the 21st century. The scientific and methodological basis of this seized European integration process, and more broadly global in its essence, are the specific mechanisms of the interaction of education, science and culture. Education is considered as a socio-cultural system that ensures cultural inheritance, the transmission of cultural norms, values, ideas; culture is the most important condition for personality development and improvement of the educational process. Accordingly, the modern information and communication space can be considered as a peculiar system of preservation and retransmission of pedagogical ideas.

At the same time, the beginning of the 21st century clearly demonstrates the strong influence of society's politics and ideology on the development of pedagogical theory and practice. Socio-political and ideological

changes at the end of the 20th century (first of all, the fall of the totalitarian regime of the USSR) actualized the issue of the importance of an objective assessment of the intellectual and spiritual heritage of world pedagogy, the implementation of a modern reading of this valuable experience exempted from ideological distortions. The war in Ukraine and other crisis situations of the beginning of the 21st century sharpened the importance of eliminating and finally overcoming the government politically engaged ideological approach to posing and solving problems of education and pedagogical science.

Currently, the history of pedagogy includes many examples of the use of the information and communication space, presented at different times by various means of mass information, as a powerful mechanism of political and ideological influence on the development of the theory and practice of education.

The relevance of the research is strengthened by the need to create a picture of the historical-pedagogical process free from ideological layers, which includes all the diversity of ideas of past pedagogical ideologies. Exempted from political contexts, historical knowledge in the field of education determines the further development of pedagogical thought and becomes a scientific, philosophical and moral imperative for the formation of a modern pedagogical ideology.

The purpose of the article: to reveal the peculiarities of the information and communication space of the beginning of the 21st century as a carrier and relay of pedagogical ideologies and a kind of mechanism for the promotion of certain political ideologies. Note that we will analyze the problem through the disclosure of Ukrainian realities of the beginning of the XXI century, to strengthen the general argumentation we will turn to Ukrainian pedagogy of the Soviet period.

Research of the problem

We consider the connections and relations of pedagogical theories and the pedagogical ideologies arising on their basis in line with modern philosophical approaches. The correlation of science and ideology in modern philosophical science is considered within the framework of changes associated with the transition from the „classical” to the „post-classical” stage. In the classic works of Enlightenment philosophers A. Destute de Tracy, Etienne de Condillac, etc., the concept of „ideology” is interpreted as a form and method of learning a certain field of science. Subsequently, in the post-non-classical stage, which modern scientists associate with the development of Marxist theory, precisely political contexts appear in the

understanding of the concept of „ideology”. Thus, in the works of V. Lenin and G. Plekhanov, „Marxist science” and ideology are actually identified. The modern stage of the development of science is characterized by the awareness of the need to overcome the identification of ideology exclusively with the political form of its existence. The concept of ideology begins to be considered in its neutral-positive functional-technological version as a system of views, ideas (concepts, programs) arising on the basis of a concrete-historical social theory.

In line with the outlined problem, the works of Polish pedagogical-scientists (Malinowski, 2015; Potulicka and Rutkowiak, 2010; Śliwerski 2015, 2017, 2019, etc.) were analyzed, in which the influence of ideology on educational values became the subject of research. Scientists are unanimous in the opinion that ideology has an impact on education, primarily influencing the formation of the foundations of educational policy, as well as through the content of education (Gutek, 2003, p. 155).

Among the cited works, we highlight the monographic study of B. Śliwerski (2015), which examines such key issues as: methods of politicization of education, methods of researching educational policy, which formed the theoretical and methodological basis of the study.

Especially valuable in view of the topic of our research are the works of the Ukrainian scholar historian of pedagogy O. Sukhomlynska, who examined the phenomenon of Soviet pedagogy throughout its existence as a separate specific phenomenon in the history of the development of Ukrainian pedagogical science (Sukhomlynska, 2014). In view of the topic of research, the works of the American historian T. Martin (2011) deserve attention, in which the phenomenon of Soviet pedagogy as an ideology is considered. The works of Russian researchers (Kornetov, 2021; Dniprov, 2011) are of certain research interest, in which the problem of the transformation of modern Russian pedagogical science into ideology is considered.

Methodology

The indicated problem is in the plane of scientific problems of the history of pedagogy and philosophy of education. Accordingly, methodological approaches and specific scientific methods of researching the history of pedagogy and philosophy of education were used to solve it. The core of the methodological basis of the study was the original provisions of the cultural-logical approach, which made it possible to consider the modern information and communication space in the coordinate system of culture as a text, which is a theoretical prerequisite for understanding the pedagogical press as

a specific innovative mechanism and a powerful mechanism of political and ideological influence on the development of theory and practice education. The hermeneutic approach, based on the analysis of personalized works of pedagogical journalism, led to the use of a system of research procedures that includes three components: interpretation of sources, analysis of their content, and synthesis. The axiological approach contributes to the identification of value-content orientations of works of pedagogical journalism. The paradigmatic approach makes it possible to trace the genesis of pedagogical thought regarding the given problem at different stages and periods of the development of the education system. The civilizational approach makes it possible to consider the genesis of pedagogical ideas and pedagogical journalism itself as a typological diversity of sociocultural changes and "forms of people's life activities in their historical development and continuity." The systemic-historical approach creates grounds for realizing the multifaceted nature of pedagogical journalism in its educational, didactic, informational, and other manifestations.

In accordance with the objectives of the research and the multifaceted nature of the issues raised, a set of methods was used. The terminological analysis of special literature ensured the definition of individual terms in accordance with the subject of research in the pedagogical aspect. Content analysis and scientific source criticism (sources, materials of scientific research, regulatory and instructional state, educational documents) to justify the initial theoretical and methodological provisions. Problem-chronological method - for analyzing the development of the problem in motion, changes and time sequence. The concrete-historical method made it possible to analyze and highlight the revealed facts from the history of education in Ukraine, to analyze the socio-pedagogical, economic and cultural contexts of the development of Ukrainian pedagogical thought.

Research and discussion

Part 1. Pedagogical ideology at the beginning of the 21st century: confrontation between mythologist and ideologist

The modern education system is a complex, non-linear and largely uncertain probabilistic system, which accordingly requires a multi-faceted and multi-dimensional approach to its analysis and design. Identifying, defining and qualifying the essence of each component of this system, its place in the organization of the entire pedagogical process are extremely complex tasks that cannot be solved by pedagogical means alone.

Education in modern scientific discourse is considered as a socio-cultural system that ensures cultural heredity (transmission of cultural norms, values, ideas) and the development of human individuality as a way of preparing a person for a successful existence in society and culture. The connection and interdependence of education and society has a humanistic meaning, which is manifested in the transmission from generation to generation of spiritual wealth, universal human and national-ethnic values, in the formation of creative abilities of the individual (Korsak, 2002).

In the modern philosophy of education, such an ethno-cultural and cultural-historical phenomenon as „myth” is considered as an important component of modern scientific and pedagogical thinking.

The Romanian philosopher M. Eliade notes that education and myth perform similar functions in society: „It is quite easy to see in everything that modern people call learning, education and didactic culture, the function that myth performs in archaic society” (1996). According to another philosopher V. Shchukin, „the modern school takes on functions similar to the role of myth in primitive societies: it instills in children relatively clear, simplified views on the most diverse aspects of reality” (1998, p. 20).

As you know, in a broad cultural sense, „a myth is an image of the world that exists in the mind of every person and includes the idea of oneself as a part of this world: the idea and attitude towards oneself, other people, modernity and historical time”. O. Losev (1990) claimed that a myth is not something invented and ideal for a mythical subject, but real life, that is, a myth is „the brightest and most necessary reality”. It is not important whether mythical representations are „believable”, that is, whether they coincide with the prevailing scientific picture of the world or not, but the point is that they are phenomenologically real and influence the behavior of the individual, whether he is aware of it or not.

In mythological consciousness, mythologemes fix the order of things and serve as a conceptual justification for behavior in a certain society, although at the same time people do not always adequately perceive real life and real events, and the discrepancy between mythological and everyday pictures of the world is attributed to the action of various kinds of mysterious forces that are difficult to identify: external and internal enemies, magic and sorcery. Thus, in the mythological imagination, an image of a beautiful future is created, which is not realized only because someone prevents it.

Due to its typological features and performed functions, the main ones of which are the formation of public opinion and pedagogical consciousness, forecasting and modeling of events, pedagogical journalism often presents

pedagogical reality as ideal (desirable, possible), which gives grounds for considering it in a number of such sociocultural phenomena as myth (or mythologeme).

The indicated processes were described in previous studies using the example of the phenomenon of pedagogical journalism of the Soviet period (Loboda, 2010, p. 504), which in many respects predicted the object of its reflection, presenting it in an idealized form, but was not in real pedagogical practice. It is true, quite specific people, events, and phenomena appeared in the role of enemies „obstructing„ the realization of the „beautiful future„.

Yu. Tyunnikov and M. Maznychenko (2004) were among the first to single out and define the phenomenon of „pedagogical mythologeme”. In their common opinion, „myth is first of all a ‘product’ of culture, it is determined by it, and not only by the characteristics of an individual person. Any culture is mythologemic, as it generates sociocultural matrices of various myths (especially social and pedagogical)”.

Thus, scientists define the concept of „pedagogical mythologems” as inadequate ideas that appear in the field of pedagogical interaction, the carriers of which are both the teachers themselves and the students; due to their worldview significance, such ideas influence the value-meaning aspects of pedagogically directed action, the nature and content of the pedagogical process, and the mental processes of its participants (Tyunnikov and Maznychenko, 2004, p. 17).

In our opinion, the proposed understanding of mythologeme is close to the concept of „ideologeme” in many aspects. These theoretical positions are particularly important when we talk about the existence of pedagogical ideologies that characterize, for example, the phenomenon of Soviet pedagogical journalism. Considering pedagogical journalism as a source, guardian and anticipator of pedagogical ideas, one cannot ignore this powerful mechanism of action on the formation of public opinion and pedagogical consciousness. In our opinion, it is incorrect to reduce pedagogical journalism only to a mythologeme, since its basis consists primarily of real pedagogical facts and phenomena, actual pedagogical and socially significant problems, which are the subject and make up the specificity of its content and mechanisms of reflection of pedagogical reality. Even the emergence of pedagogical journalism is associated with a certain socially significant demand for it by teachers and the public. Problems arise in society that cannot be solved for one reason or another.

It is necessary to form public opinion, to prepare public consciousness for the perception of new pedagogical ideas, solutions, concepts, etc.

Pedagogical ideology, before becoming a doctrine, goes through some stage of approbation (approval to one degree or another) in public consciousness, and this function is performed by pedagogical journalism. Therefore, the ideas reflected in journalism can be considered primitive in relation to the real state of society. Another option is when reality itself gives rise to new pedagogical ideas and in this case is a source of journalism.

It is obvious that at the present stage pedagogical periodicals, presented in the information and communication space, represent a powerful mechanism of influence on the formation of public opinion and pedagogical consciousness and at the same time act as a source and repository of pedagogical ideas.

Pedagogical periodical content, on the one hand, is directly related to social practice, and thus reflects the phenomena and processes of life from the point of view of maximum activation of the subjective factor; on the other hand, with scientific objectivity, he can put forward pedagogical ideas, interpret pedagogical experience, criticize the negative and find constructive solutions, that is, interact with science in various forms.

So, the generalization of the research is that the pedagogical press performs specific functions: it interacts with the conceptual-logical and emotional-figurative means of presenting pedagogical thought, influences the formation of public opinion and pedagogical consciousness.

As an integrating link between pedagogical practice and pedagogical science, it reproduces the problems of the teacher's pedagogical creativity demanded by society, adapting this special material for public understanding, and becomes a prognostic and anticipatory factor in the development of the specified problem, enriches and stimulates pedagogical science. The dynamics of pedagogic ideas in pedagogic journalism, passing through the periods of the prerequisites of emergence, genesis, formation, opposition, has an inversion-gradual character.

Pedagogical ideas do not accumulate at various stages of the genesis of pedagogical thought, but are immanently present in order to be in demand in a certain period. The ideas that arose at the corresponding stage of the genesis of pedagogical thought were repeated at subsequent stages or had a discrete character, sometimes appearing or disappearing depending on historical events, the state of society, etc.

Part 2. Ukrainian dimension

The complex history of Ukrainian statehood, the territorial disunity of Ukraine, which lasted until the 1950s, and, as a result, frequent changes in educational paradigms - all this makes a holistic view of the problems and patterns of the development of pedagogical thought in Ukrainian regions so difficult and the development of which took place in conditions of geopolitical confrontation. The peculiarities of the ideology of one or another state, which at that time included one or another Ukrainian region, complicates the process of scientific and historical mastery of the genesis of Ukrainian pedagogical thought. The history of pedagogical thought in Ukraine developed in such a way that the pedagogical press, which was an integral part of the social and educational movement in Ukraine, became one of the main means of highlighting important problems of education and upbringing, the realization of the creative potential of teachers, and therefore the development of pedagogical thought in general. At certain stages of the history of Ukrainian education, creative searches of teachers could be reflected only in the periodical press (Zaichenko, 2002; Loboda, 2010).

It is a known fact that in the State National Program "Education" approved by the resolution of the Cabinet of Ministers of Ukraine dated November 3, 1993, in the conditions of the development of Ukrainian statehood, the real methodological basis of education as a social phenomenon is the ideology of independent Ukraine, the ideology of state-building, oriented to universal human and national-cultural values.

Thus, the theoretical basis of educational activity is a new national and cultural content, an appeal to one's national roots, the traditions of the golden fund of ethnic pedagogy, and the return to the younger generation of unfairly lost and forgotten names of figures of native national Ukrainian culture.

Socio-political, economic and ideological events and changes at the end of the 20th century opened up for Ukrainian scientists the opportunity to study the heritage of teachers whose lives and activities during the Soviet period due to the ban were not known even to a narrow circle of specialists. According to the modern Ukrainian philosopher of education V. Andrushchenko (2005), innovations should be fundamental. „(...) the light motivated should be the elimination of outdated myths, a kind of ideologization of education inherent in a totalitarian society, the extraction of trivial material and getting closer to the real historical process, modern socio-cultural realities and the projected future". The study of the heritage of outstanding Ukrainian teachers, whose creative ideas should become a source of development and

formation of the newest Ukrainian educational paradigm, is gaining more and more importance.

A clear tendency of the modern Ukrainian scientific and pedagogical discourse is the appeal of historians of pedagogy to the topic of a new reading of the legacy of outstanding pedagogic thinkers. The works of many Ukrainian classical teachers were not republished or were not published at all during the Soviet era. Available anthologies either do not fully reproduce the original texts, or present them in an ideologically processed form [for example, *Anthology on the history of domestic pedagogy*. - K.: Sov.sch., 1961. - 282 p.].

Therefore, another trend is the painstaking work of scientists to find, collect and introduce into scientific circulation the creative pedagogical works of teachers, which are usually scattered in the columns of various newspapers and magazines under various cryptonyms and pseudonyms (Berezovska, 2003).

The creative team of the laboratory of the history of pedagogy of the Institute of Pedagogy of the Academy of Sciences of Ukraine under the leadership of Academician O. Sukhomlynska in 2000-2014 implemented a systematic personalized study of national pedagogical thought. As the leader of the research work implemented in the history of pedagogy regarding the return to the active use of primary sources, O. Sukhomlynska (2005) stated that in the post-Soviet historical-pedagogical discourse, original texts are almost not presented: „And here we see that a paradoxical situation is developing, which, by the way, was even cultivated in the Soviet discourse, when the name and comment on what the teacher did were well known, and the text itself, the author's work, remained inaccessible and unknown to the reader”.

Socio-pedagogical and cultural shifts that took place in the late 1980s and early 1990s of the 20th c. were marked by the overcoming of stereotypes in the coverage of the historical process. A wide array of historical sources was introduced into the scientific circulation, including the previously banned press. The end of the 20th - the beginning of the 21st century in the Ukrainian history of pedagogy became a stage of overcoming ideological determinism, the spread of methodological looseness in the careful study of the object and subject of research.

In source studies, more and more attention is paid to the press, dissertations on the history of pedagogy contain significant reviews of periodicals as a reliable historical source in which the heritage of domestic pedagogy is preserved in an undistorted form (O. Adamenko, L. Berezivska,

S. Zolotukhina). There have been studies (L. Berezivska, N. Dichuk, S. Loboda, N. Pobirchenko, O. Sukhomlynska, etc.) in which the biographies have been restored and the creative work of prominent Ukrainian publicist teachers whose names were deleted for a long time has been analyzed from pedagogical science - S. Siropolka, T. Lubents, S. Yefremov, Ya. Chepiga, Ya. Mamontov, H. Vashchenko and many others. Modern Ukrainian historians of pedagogy are unanimous in their opinion that, especially during the Soviet period, education was "driven into rigid ideological frameworks", and any deviation from its boundaries was persecuted. For the pedagogical science of that time, there were only a few officially recognized and canonized pedagogical leaders (N. Krupska, O. Lunacharskyi, A. Makarenko, V. Sukhomlynskyi and some others), in the last third of the 20th century, several more well-known names of teachers were added to them - innovators (among Ukrainians - O. Zakharenko, V. Shatalov and some others).

It is a generally recognized fact in the history of pedagogy that the most painstaking research and search work is required by primary sources that are as far removed in time as possible, however, as newly discovered manuscripts prove, even the creative pedagogical work of the last third of the 20th century needs increased research attention. Ukrainian historians of pedagogy state that the professional authority of Ukrainian teachers of the Soviet period grew mostly as an ideological phenomenon that subordinated the real pedagogical achievements. The analysis of existing research on the problem of studying the heritage of Ukrainian teachers revealed that at the scientific-theoretical level, the movement of scientific-pedagogical thought is determined by conceptual-ideological inconsistencies and contradictions, which can be traced in the approaches applied by researchers to the study of pedagogical concepts (ideologies) presented in Ukrainian scientific - pedagogical discourse.

Since the beginning of the 20th century, the identified problem has been considered taking into account approaches based on antagonistic ideological views: Slavophiles and Westerners, reactionary ideas and progressives, democrats and liberals, Bolsheviki and Mensheviki, materialists and idealists, etc. had not so much a different philosophical background as a different political color, which significantly reduced the scientific value and significance of research, narrowed the boundaries of the search.

As you can see, modern Ukrainian pedagogy needs introduction to the scientific circulation and practical application of the creative heritage of Ukrainian pedagogues-humanists, whose names have begun to be forgotten. The modern stage of the development of Ukrainian pedagogical thought

is characterized by the restoration and restitution of the values of creative pedagogical thought, which were also laid down in previous historical periods and were manifested in the leading pedagogical ideas and concepts of the past, and in the modern idea of creating a unified educational and information space, which is built on the latest theory of information society. Such a balanced position of a responsible realistic attitude to the history of education and pedagogical thought becomes leading in the minds of most historians of pedagogy and begins to prevail in the state educational policy, it determines the prospects for further research.

At the same time, the fact that modern information and communication technologies can make an invaluable contribution to the preservation and transmission of creative cultural and educational values is becoming more and more obvious today. The scientific and technical revolution and computerization processes contributed to the emergence of electronic media, electronic periodicals appear, regional educational and information complexes are formed, etc. In this context, the implementation of existing and the development of new strategies and programs for the inclusion of the Ukrainian state in the international exchange of information and the formation of a single information and communication space become particularly important.

Conclusion

A comprehensive analysis of the features of the information and communication space of the beginning of the 21st century as a carrier and relay of pedagogical ideologies and a kind of mechanism for the promotion of certain political ideologies gives grounds for the following conclusion: pedagogical ideologies that make up the pedagogical content of the information and communication space of the beginning of the 21st century form a polyphonic, polyparadigmatic, personal oriented discourse aimed at „overcoming the power” of the idealized political discourse.

Obviously, the conducted research does not claim to cover all aspects of the problem. Today, there is an urgent need for research aimed at the formation and development of historical and pedagogical culture. This will ensure an adequate and critical attitude of future specialists in the field of education both to the existing pedagogical heritage and to modern innovations, contributing to the appropriation of accumulated historical and pedagogical experience as personally and professionally significant, taking into account historical and mental traditions and own individual characteristics.

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