

THE MAIN STRATEGIES OF EDUCATION DEVELOPMENT IN THE CONTEXT OF THE UKRAINE'S PEACE FORMULA

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Abstract. The study makes a socio-philosophical and philosophical-educational explication of the education development strategy aimed at the effective implementation of the Ukraine's peace formula, proposed as a road map for the cessation of military aggression by Russia. The article provides a historical-philosophical analysis (19th–21st centuries) of the ideological foundations and prerequisites for the attack on Ukraine, which formed the basis of indoctrination, the task of which was implemented by educational systems in the territories of the Russian Empire, the USSR, and contemporary Russia. The author managed to demonstrate the deep axiological rootedness of Russian education in the narratives of revanchism, neo-totalitarianism, etc. The study proves that it is Ukrainian education that can act as an effective tool for the implementation of the ideas of democracy and human dignity, formulated by outstanding domestic thinkers of the 20th–21st centuries (Bohdan Gavrylyshyn, Myroslav Popovych, Oles Honchar, Ivan Dzyuba, etc.), and Western intellectuals (Noam Chomsky, Charles Taylor, Jacques Rancière, Peter Sloterdijk, Hans Ulrich Gumbrecht, etc.).

The author demonstrates that the Ukraine's peace formula (radiation and nuclear security, food security, energy security, release of all prisoners and deportees, restoration of the territorial integrity of Ukraine and the world order, etc.) draws attention to the need to educate people in the ability to live, fight and win. The Ukraine's peace formula comes from a holistic vision of the world, a productive solution to national, regional and global problems that require a comprehensive understanding in modernized national education.

Keywords: Ukraine's peace formula, education modernization, civilization progress, ideology

The *Russian Federation's* aggression against Ukraine poses a threat not only to Ukraine, but also to the entire European world. The criminal slogan “we can repeat it if necessary”, expressed by the first person of the aggressor country, sounds like a warning about the future invasion of the free democratic world, the occupation of European nations, and the assertion of world domination. This criminal plan must be stopped. And its first step should be the undoubted victory of Ukraine, the liberation of Ukrainian territories, the subjugation of the aggressor, the establishment of a strong and guaranteed peace for the nations of the world. This task is quite realistically justified by the peace formula of the President of Ukraine Volodymyr Zelenskyy. Its implementation in the economy and politics, in the system of international relations and diplomacy,

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culture and religion, art and morality, in science and education, in the systems of enlightenment and upbringing of most countries of the world is precisely the means that should stop war, bloodshed, and the destruction of cultural heritage, opening a broad road to peace and social order, eternally dreamed of by humanity.

The implementation of the specified formula requires a wide-format and deep understanding of its main requirements, principles, strategic lines, value orientations not only by the heads of states, but also by each person as an individual. The latter relies on education — a system of preparing a person for life, which, continuing the work started by parents, enlightens minds, enriches a person with the necessary knowledge, competences, values, impregnates with productive ideas, encourages creativity.

The role of education in the life of a person and society is incredibly high. It fills them with knowledge gained by science and social practice, forms a holistic picture of the world, a scientific outlook, creates that unique spiritual foundation, based on which a person makes an independent decision, asserts himself as a real subject in the life process. Needless to say, the effectiveness of the implementation of the peace formula directly depends on how productively its content will pass through the mind and feelings of a specific individual, how much he (individual) will understand, feel its attractiveness and with what volitional concentration (charge) will begin its implementation.

Combining efforts with all social factors, taking into account (and relying on) the historical and social experience of generations, the heritage of science and culture, literature and art, critically rethinking religious experience and the contradictory effects of the mass media, education was, is now and will remain in the future the main mechanism of socialization of a person in his human virtues, general culture, and humanity in general. It is quite natural that education should prepare the groundwork for understanding and implementing all the provisions of the Ukraine's peace formula. The latter forms a kind of challenge to education, the answer to which should be comprehensive modernization of Ukrainian education, harmonization of its main development strategies with leading European and world systems.

The identified challenge requires serious scientific research. Important steps in this direction were made in publications of such domestic scientists as *V. Kremen, L. Hubersky, I. Bekh, R. Vernydub, B. Humenyuk, S. Dovgiy, R. Drapushko, M. Kul'taeva, V. Kurylo, N. Lazarenko, S. Maksymenko, V. Mulyar, L. Panchenko, O. Pirozhkov, O. Rafalsky, N. Radionova, V. Saveliev, P. Saukh, S. Sysoeva, O. Tymoshenko, N. Khamitov.*

The generalization of these developments allows for the formation of several fundamental conclusions, which constitute a kind of pre-platform of the modernized model of education during the war and post-war times:

- 1) the world established after the “Cold War” is as fragile and practically unprotected as it was in the previous parts of not-so-distant history. The so-called “new political thinking” formed as a result of agreements on the non-use and non-proliferation of nuclear weapons has exhausted itself. The confrontation between NATO and Russia is intensifying. The center of global contradictions has become Ukraine, whose successful counteraction to the aggressor, the future undoubted victory over the enemy, today

seems to be the only chance to protect the world from the third world conflict, a nuclear apocalypse;

- 2) Marxism-Leninism, on the ideological basis of which education in the former USSR and the countries of the so-called socialist commonwealth was based for almost a century and a half, not only exhausted itself, but also became ashamed of reality. And although its stagnation still continues, in particular in Russia and several other countries of the “post-Soviet” space, the world is moving more and more decisively to new and innovative principles of worldview, and therefore to the organization of education not only in the domestic, but also in the pan-European space:
- 3) the main problem of the new civilizational worldview is the problem of human, the search for options for his comfortable life arrangement on a peaceful basis, in a context appropriate to human nature, and most importantly — on the basis of reason and work, national and universal cultural assets, in the realm of democracy, tolerance, solidarity, ecological, radiation, information security and freedom;
- 4) it is noticeable that the nations of the world are more and more purposefully aware of their readiness to defend their own priorities (land, culture, humanity, justice and freedom) with their own strength and will. Supporting the idea of the need to renew and strengthen international security structures, to provide external assistance to protect against the military threats of invaders, the nations understood a simple truth: the very basis of their own independence, statehood and freedom must be strengthened (and protected) by their own forces, resources, and means;
- 5) the majority of people understood that the contemporary enemy of humanity — the Russian invaders — can be stopped only by the victory of Ukraine, followed by the punishment of criminals, the liberation of territories, compensation for damages, the reconstruction of the economy destroyed by the war, the establishment of a lasting peace based on agreements at the level of states and nations regarding the new, more effective type of life safety for both Ukraine and other nations of the world. According to the conclusions of the world’s intellectual leaders, it is these attitudes that are basic for arranging education in the war and post-war world. The Ukraine’s peace formula proposed by the President of Ukraine Volodymyr Zelenskyy, which includes ten points (radiation and nuclear safety, food security, energy security, release of prisoners and deportees, implementation of the UN Charter and restoration of Ukraine’s territorial integrity and the world order, withdrawal of Russian troops and cessation of hostilities, justice, immediate protection of the environment, prevention of escalation, confirmation of the end of the war) [6] covers them in a transparent, accessible and understandable manner.

Today, this formula is discussed by heads of governments, politicians and diplomats, cultural, scientific and religious figures, and public activists of various countries and nations of the world. It more and more productively enters the intellectual and political space, is gradually established as the leading attitude of enlightenment, the dominant principle of the content and value palette of education, the basis of worldview and social education of the individual.

It seems logical to ask the question, is the current education system ready for the adoption of the specified formula, for modernization in the context of preparing a person for life in peace, orderliness, cooperation and support of each other, according to leading universal values, without violence and cruelty? It is probably impossible to answer this question unequivocally. The world has many colors, it's contradictory and far from "unanimous". The educational systems of any country are primarily focused on their own interests. The awareness of the general, civilizational, perspective, life-affirming does not come immediately and with different depth of penetration. The "new political thinking" that was formed during the period of detente has somewhat dulled. People have relaxed, and only Russia's war in Ukraine, threats of Russia's use of nuclear weapons, seem to be bringing people back to the awareness of the very real threat of turning the Planet into radioactive ash, the disappearance of all living things and civilization as such. At the same time, people are thinking more and more productively about the necessity of doubling, or even tripling, the efforts of the peace-making, life-affirming kind. Without diminishing the role of interstate and public initiatives, the efforts of industrial structures and business, diplomatic services, general culture, religion and art, I would like to emphasize: the lion's share of the new world thinking is formed thanks to the peace-making efforts of schools and teachers, science and education, enlightenment and upbringing. Modernization of the education system in this direction is a direct path that leads people to peace, democracy and freedom. The formation of the unity of nations and cultures, the minimization of differences, the establishment of trust and solidarity, is actualized as a task on which (as predicted by the wisest minds of mankind), all available material and spiritual human efforts and resources should be concentrated.

It is by no means about the "formation of a stereotyped consensus of humanity", which would lead to totalitarianism, stagnation and degradation. People should live as they think — independently and in the realm of freedom, not allowing violence against themselves and others, with respect for themselves and others, with dignity that crowns the free development of the individual in a free world. No one has the right to impose a way of life, to force one or another choice. It is only about the coordination of priorities, civilizational understanding and the only choice that (according to Kant) the "reason" makes, choosing the "good". And when, it would seem, someone finds an argument like "every nation understands "good" in its own way", it is enough to mention the categorical imperative of Confucius-Kant, which entered world culture as the "golden rule of morality". As noted by the greats, a person should be taught and brought up so that "the maxim of your actions was to become through your will a general natural law". And only then will the world become a better, more orderly, peace-loving one, precisely the kind that the Ukraine's peace formula is also aimed at building.

As you know, the world is a colossal conglomerate of nations, countries and cultures, the common content of which is permeated by a number of global problems and contradictions. The task of realizing and solving them is directly included in the context of the Ukraine's peace formula. In our case, this means that they should move to the center of the content of education and appear as problems of primary scientific and educational consideration.

Rejecting Marxism as the last global delusion of humanity, world intellectuals increasingly substantiated modern models of world order. Over the last century, such concepts as “stages of economic growth”, “profit sharing”, “establishment of a new industrial society”, “implementation of technocratic priorities”, “sustainable human development”, the Chinese model of political meritocracy and the limits of democracy, etc. have appeared. As they say, the process has started. Searches, considerations, proposals, fateful for the world, captured the spiritual spaces of their states and spilled over the borders of other states. Scientists, writers, cultural experts, leaders of the clergy, political leaders, a large cohort of futurologists and ordinary people reasoned, predicted, evaluated, fantasized. On the surface of their thoughts, the ideas of human authority and evolutionary paths of social development, modernization, market and democratic transformations, new humanism, etc., were more and more clearly outlined.

Since the beginning of the XXI century, the thinking public of humanity has been fascinated by the ideas of the American philosopher and linguist **Noam Chomsky** (born in 1928), the philosophical constructions of the German philosopher **Jürgen Habermas** (born in 1929), one of the most respected Canadian philosophers of the XX-XXI centuries, **Charles Taylor** (born in 1931), the world-famous Catholic philosopher and theologian **Christos Yannaras** (born in 1935), novelist and Maoist, playwright and political activist **Alain Badiou** (born in 1937), a well-known representative of the French philosophical thought **Jacques Rancière** (born in 1940), the French researcher-philosopher of Bulgarian origin **Julia Kristeva** (born in 1941). Hoping for answers to contemporary problems, people turn to one of the most prolific European thinkers, the Italian **Giorgio Agamben** (born in 1942), the German philosopher of the “middle” generation **Peter Sloterdijk** (born in 1947), an anthropologist and sociologist (primarily a sociologist of science) **Bruno Latour** (born in 1947), cultural historian and literary theorist **Hans Ulrich Gumbrecht** (born in 1948) and others.

Francis Fukuyama (born in 1952), an American philosopher, political scientist, political economist and writer of Japanese origin, is an undoubted philosophical and political theoretical authority for the world. Peculiar, original-thinking representatives of the spiritual community of humanity appeared in China, Canada, Sweden, Brazil, Poland, and other countries of the world. There are them in Ukraine as well.

Despite the severe pressure from the political system that existed in the former USSR, the talented Ukrainian nation also raised in its bosom world-class and important thinkers — political scientists, cultural scientists, sociologists, a kind of “engineers of human souls”, who won authority in world culture. Among them, it is worth mentioning, first of all, the Ukrainian-Canadian and Swiss economist, public figure, former member of the Club of Rome **Bohdan Havrylyshyn** (1926-2016), the philosopher of the logical and cultural direction **Myroslav Popovych** (1930-2018), the writer **Oles Honchar** (1918-1995), literary critic, writer-publicist and public figure **Ivan Dzyuba** (1931-2022), politician and statesman **Volodymyr Horbulin** (born 1939), writer, publicist, politician **Yury Shcherbak** (born 1934) and others.

Russian intellectuals, most of whom grew up honing their skills by criticizing the so-called “bourgeois Sovietologists”, could not create anything worth-

while that could bring their philosophical and political thought even close to the scale of world standards of humanistic thinking. The former Russian-tsarist political philosophy (**Pavel Florensky, Vladimir Solovyov, Nikolai Berdyaev, Semyon Frank, Pitirim Sorokin**, etc.), which for several previous centuries largely set the tone and directions of social philosophizing, determined the (non-Marxist) contours of the evolution of the world community, turned out to be, if not completely destroyed, then at least humiliated, relegated to the periphery of the Russian thought process.

In Soviet times, more or less realistically thinking intellectuals **Lev Gumilyov, Evald Ilyenkov, Vladimir Lomeiko**, and others tried to break into the vanguard of Russian intellectual culture. However, their voice did not receive the support of the political beaumont of the state, and therefore was lost in the web of diverse civil society. Attempts to “get even” with Marxism-Leninism and Stalinism (**Dmytri Volkogonov**), to introduce “new thinking” for the nuclear age (**Fedor Burlatsky, Anatoly Gromyko**) did not fundamentally change the general spiritual atmosphere of Russian society. Instead, the concepts of “rehabilitation of Stalinism”, justification of Russian chauvinism, raising from oblivion the ideas of “geostrategic greatness of Russia”, “return of territories”, “revival of the USSR”, etc.

Among the founders of this incomprehensible and unreasonable thought process, the figure of the philosopher, political scientist and culturologist of the fascist side, the ideologist of racism and neo-Eurasianism Alexandr Dugin stands out. His works, especially the book “Fundamentals of Geopolitics: Geopolitical Future of Russia”, distorted (littered) the spirituality of the Russian people with right-wing extremist, terrorist, imperial, ultra-nationalist ideas, and formed the misanthropic ideological attitude of current Russia towards Ukraine. It also had a serious influence on Putin. Some analysts believe that the war launched by the Ruscists against Ukraine is largely inspired by Dugin’s philosophical allusions to Putin. “Duginism” has an extremely negative influence on Russian education. It hammers the ideology of chauvinism, cruelty and violence, superiority of Russians over other peoples and cultures, ideology of hatred of man into the heads of schoolchildren and students.

The views and concepts of the world’s leading intellectuals are, of course, different. Their assessments of world dynamics, forecasts for its completion differ in many respects, and moreover, they are of a contradictory nature. At the same time, they are increasingly united in the fact that since the end of the 20th century the world has become different than a few decades ago, that the spiritual horizon of the world is increasingly materially enriched by the ideals of peace and democracy, tolerance and cooperation, justice and freedom, that only reason, cooperation and solidarity give the world a chance to save civilization from destruction. And although evil and violence, extreme injustice and even military clashes still exist in some regions, people’s hearts are filled with optimism and hope for a more or less ordered, defined future. And if we add to this the reflections of famous and outstanding representatives of the philosophical and political science class, authoritative religious and public figures, we can say that the new intellectuals created (offered) humanity a new philosophical and cultural paradigm of world organization and development.

The Ukrainian formula for peace comes from a holistic vision of the world, the unity of its global problems, which require a comprehensive understanding. The center of the latter is again education. Today, it is clogged with trivial material that distracts from the main thing. The school fell catastrophically behind the universities, and they, in turn, fell behind the latest science and practice. The peace formula orients education towards consideration of fundamental and at the same time practically important issues. The most important in its context are the problems that directly affect the security and perspective determination of the world. According to the Ukraine's peace formula, the most important among them are radiation and nuclear security, food security, energy security, the release of all prisoners and deportees, the restoration of the territorial integrity of Ukraine and the world order, the withdrawal of Russian troops and the cessation of hostilities, the return of justice, countering ecocide, preventing escalation war, — fixing its end [6]. Comprehension of these and many other socially important problems is the basic principle according to which the modernization of Ukrainian education should be carried out in the near future. This setting is also important for education systems in Europe and the wider space.

There is another attitude that is of fundamental importance for the modernization of education: a special accentuation of the task of forming national and universal human values. It is known that the "New Ukrainian School" concept was based on the organic interaction of three relatively independent tasks: 1) the unity of science and education, the construction of education based on its mutual connection with the latest scientific and socio-practical knowledge; 2) formation of practically necessary competencies; 3) education of national and general human values [5]. The indicated trinity must be continued and strengthened. At the same time, the war, which Ukraine must end victoriously, somewhat changes the emphasis. Without diminishing the importance of the content and competence component of education, the main attention is shifted to its axiological component.

Reflecting the basic attitude of the new worldview, education should become human-centered, innovative, open, scientific (research), language-enriched, information-filled, practically oriented and sensory-value balanced.

The Ukraine's peace formula draws attention to the need to educate a person's ability to live, fight and win, to form his readiness (competence) to survive in the cataclysms of nature and history, to educate a person as an individual in the broadest sense of the term. And that's right. After all, the mysteries of any problems of human civilization, as well as their solution, are rooted in individual. It also contains the search for answers to the challenges of current and future generations, the unraveling of the architecture of the new world order, the formation of new strategies for the meaning of life, the main directions of activity of countries and nations for its preservation and continuation in the realm of peace, well-being and freedom.

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