

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE



NATIONAL PEDAGOGICAL DRAGOMANOV UNIVERSITY

FACULTY OF EDUCATIONAL AND RESEARCH MANAGEMENT



UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN (POLAND)

FACULTY OF THEOLOGY

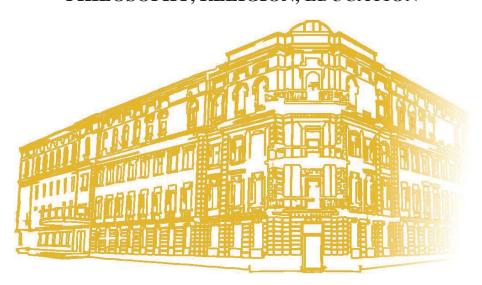


RAMNIRANJAN JHUNJHUNWALA COLLEGE OF ARTS, SCIENCE AND COMMERCE (AFFILIATED TO UNIVERSITY OF MUMBAI, INDIA)

DEPARTMENT OF PHILOSOPHY

CONFERENCE PROCEEDINGS

THE 5th INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "CHALLENGES OF POSTCOLONIALISM: PHILOSOPHY, RELIGION, EDUCATION"



May 16-17, 2019

Kyiv Publishing House of National Pedagogical Dragomanov University 2019



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ М. П. ДРАГОМАНОВА

ФАКУЛЬТЕТ МЕНЕДЖМЕНТУ ОСВІТИ ТА НАУКИ



УНІВЕРСИТЕТ ВАРМІНСЬКО-МАЗУРСЬКИЙ В ОЛЬШТИНІ (ПОЛЬЩА)

ФАКУЛЬТЕТ ТЕОЛОГІЇ

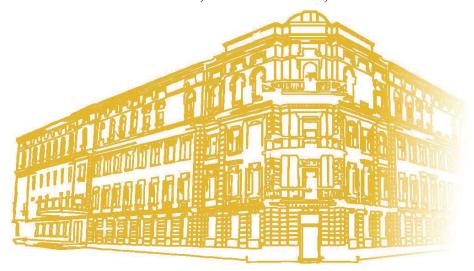


РАМНЕРАНЯН ДЖУНЖУНУОЛА КОЛЛЕДЖ МИСТЕЦТВ, НАУК ТА ТОРГІВЛІ (МУМБАЙСЬКИЙ УНІВЕРСИТЕТ, ІНДІЯ)

КАФЕДРА ФІЛОСОФІЇ

ЗБІРНИК ТЕЗ УЧАСНИКІВ

V МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ «ВИКЛИКИ ПОСТКОЛОНІАЛІЗМУ: ФІЛОСОФІЯ, РЕЛІГІЯ, ОСВІТА»



16-17 травня 2019 року

Київ Вид-во НПУ імені М. П. Драгоманова 2019

UDC 316.323.83: [1+2+37.0] (082)

V 43

Reviewers:

Viktor Vashkevych, Doctor of Philosophy, Professor; Aita Sakun, Doctor of Philosophy, Associated professor.

V 43 "Challenges of Postcolonialism: Philosophy, Religion, Education": Materials of the 5th International Scientific and Practical Conference (Kyiv, May 16-17, 2019). – Kyiv: Publishing House of NPU Dragomanov, 2019. – 71 p.

For contemporary domestic and foreign discourse in the field of philosophy, history, religion, education, and others, there is an urgent appeal to the problem of dismantling specific post-colonial (post-totalitarian) ideological ideas and types of thinking, in particular the specificities of homo soveticus anthropological phenomena, the study of the role of religion and education in overcoming the challenges of post-colonialism and post-totalitarianism, etc.

The organizers of the conference are intended to carry out a professional discussion of the problem of post-colonialism among representatives of socio-humanitarian disciplines. It is planned to consider Ukrainian and international experience in overcoming postcolonial syndrome.

For researchers, lecturers, doctoral students, graduate students and students.

UDC 316.323.83: [1+2+37.0] (063)

[©] Authors, 2019

[©] National Pedagogical Dragomanov University, 2019

УДК 316.323.83: [1+2+37.0] (082)

B 43

Репензенти:

Вашкевич Віктор Миколайович, доктор філософських наук, професор; **Сакун Айта Валдурівна,** доктор філософських наук, доцент.

В 43 «Виклики постколоніалізму: філософія, релігія, освіта»: Матеріали V Міжнародної науково-практичної конференції (м. Київ, 16 – 17 травня 2019 року). – Київ: Вид-во НПУ імені М. П. Драгоманова, 2019. – 71 с.

Для сучасного вітчизняного та закордонного дискурсу у галузі філософії, історії, релігієзнавства, освіти та інших є актуальним звернення до проблеми демонтажу специфічних постколоніальних (посттоталітарних) світоглядних настанов та типів мислення, зокрема специфіки антропологічних феноменів homo soveticus, дослідження ролі релігії та освіти у подоланні викликів постколоніалізму та посттоталітаризму тощо.

Організатори конференції мають на меті здійснити фахове обговорення проблеми постколоніалізму у колі представників соціогуманітарних дисциплін. Планується розглянути український та міжнародний досвід у подоланні постколоніального синдрому.

Для дослідників, викладачів, докторантів, аспірантів та студентів.

УДК 316.323.83: [1+2+37.0] (063)

[©] Автори, 2019

[©] Національний педагогічний університет імені М. П. Драгоманова, 2019

CONTENT

Panos Eliopoulos. From the Moral Limits of Personal Interest to the Derogation of Individual Identity: Colonialism and Oppression7
Anatoly Oleksiyenko. Why Is Governance Research Important for University Reforms in Ukraine?10
Kamila Ziółkowska-Weiss. Postcolonial Aspect of Cultural Tourism as Exemplified by Jewish Heritage in Cracow12
Amita Valmiki. Is Decolonization or Revitalization of Education Necessary in Post-Colonial India? A Philosophical Introspection15
Wiktor Możgin. The Condition of Contemporary Postcolonial Ukrainian Culture26
Rina Avinash Pitale Puradkar. Sri Aurobindo's Educational Policy in Pre- and Post-Colonial India30
Olga Gomilko. Unhappiness in Ukraine as Colonial Legacy32
Mykhailo Boychenko. Client-States as a Digression of Post-Colonial Trajectory of Democratic Transition: Case-Study of Ukraine Half-Independence35
Denys Svyrydenko. Ukrainian Higher Education as a Tool of Decolonisation38
Liudmyla Fylypovych. Post-Colonialism and Religion: Ukrainian Case40
Valentin Yakushik. The Status of Cultural and Religious Communities in the Context of Post-Colonial Discourse in Ukraine44
Serhii Terepyshchyi, Gleb Khomenko. Transcultural Identity: Ukrainian Higher Education Strategy as a Tool for Peacebuilding49
Vitali Turenko. Research on Ukrainian Soviet Philosophy as One of the Factors to Overcoming of Postcolonialism
Olena Yatsenko. The Transgression of Contemporary Strategies of Colonialism

Yevhen Muliarchuk. The Problem of Self-Actualization in Postcolonial Reality. Calling as a Motivating Factor of Personal Development
Shyngys Riakhanov. The Assembly of the People of Kazakhstan in the Context of Post-Colonial Framework of Inter-Ethnic Relations in the Republic of Kazakhstan
Petro Potopakhin. Mahatma Gandhi's "Satyagraha" Theory and Practice of Non-Violent Overcoming of Colonialism63
Leonid Kyianytsia. National Identity, Anti-Colonialism, and Race: The Case of Early Irish Nationalism

Svyrydenko Denys,

Doctor of Philosophical Sciences, Professor, National Pedagogical Dragomanov University, Ukraine

UKRAINIAN HIGHER EDUCATION AS A TOOL OF DECOLONISATION

The rhizome of hybrid war spread into all the spheres of social life including the humanitarian one. According to the statements of UNESCO Constitution, "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed". The current postcolonial situation of Ukraine demonstrates the unexposed potential of higher education at the processes of society development on the principles of peace. Taking into account, that Conference is aimed the discussion of theoretical and practical issues of overcoming of postcolonial challenges, author wants to share the specific features of project-based research in this field (currently delivered at National Pedagogical Dragomanov University).

National Pedagogical Dragomanov delivers the project "Ukrainian Higher Education as an Instrument of Peace-building Strategy" (2019-2021, financed by Ministry of Education and Science of Ukraine, project manager — Denys Svyrydenko). This project continues the series of researches published by the current project team [1-2; 4-6; 8-11]. The project aims to formulate the theoretical statements as well as step-by-step plane (roadmap) for implementation of new peace-building model through the education policy. The problem of educational peace-building is a matter of international academic discussion, but all the offered effective strategies are culturally defined, so none of them can be successfully used for current Ukrainian contexts without 'localization' procedure [3; 7].

As a project result, the changes of Ukrainian legal enactments must be developed as well as the training program for higher education institutions. Mentioned approach in not only a practically oriented attempt to overcome the contradictions of Ukrainian higher education modernization at globalization era.

The project also fits the principle "Science with a mission" declared as a value horizon of European researches in the scopes of Horizon Europe Strategy which appears to replace Horizon-2020. From author's perspective, one of the most actual aims of contemporary Ukrainian higher education is a strengthening of one's potential at peace-building activity taking into account contemporary and future postcolonial challenges for territorial unity of Ukraine (smoldering conflicts at Transcarpathia, Odessa regions and so on).

Using postcolonial theory and hybridity one, project should propose new research instruments for understanding of historical and political analysis of Ukrainian and international experience of peace-building through higher education. The project participants aim to develop the ways of adaptation of effective foreign models of educational peace-building at contemporary Ukrainian cultural situation formulating the practical steps for ones' implementation. Project participants understand that peace-building through higher education could be actualized now only by realization of tolerance and pacification principles at social practice, but also by development of students' critical thinking level as a propaganda prevention tool. Ukrainian higher education should help student to interpret cultural and political situation at contemporary global world at the context of learning of the basic courses (Political Studies, History, etc.).

References

- 1. Bazaluk, O., Fatkhutdinov, V., Svyrydenko, D., 2018. The Potential of Systematization of the Theories of Education for Solving of Contradictions of Ukrainian Higher Education Development. Studia Warmińskie, Vol. 55, pp. 63-79.
- 2. Bazaluk, O., Svyrydenko, D., 2017. Philosophy of war and peace: in search of new European security strategy. Anthropological Measurements of Philosophical Research, No.12, pp. 89-99.
- 3. Bekerman, Z., Zembylas, M., 2017. Mediating Collective Memories and Official Histories in Conflict-Affected Societies: Pedagogical Responses to "Individual" Narratives and Competing Collective Memories. In International Perspectives on Teaching Rival Histories, Palgrave Macmillan, pp. 133-153.
- 4. Gomilko, O., Svyrydenko, D. and Terepyshchyi, S., 2016. Hybridity in the Higher Education of Ukraine: Global Logic or Local Idiosyncrasy? Philosophy and Cosmology, Vol.17, pp. 177-199.

- 5. Kyvliuk, O., Polishchuk, O., Svyrydenko, D., Yatsenko, O., 2018. Educational management as education diplomacy: strategies for Ukraine. Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu, Issue 3, pp. 139-144.
- 6. Kyvliuk, O., Svyrydenko, D., 2017. Academic mobility as "brain drain" phenomenon of modern higher education. Studia Warmińskie, Vol. 54, pp. 361-371.
- 7. Milton, S., Barakat, S., 2016. Higher education as the catalyst of recovery in conflict-affected societies. Globalisation, Societies and Education, Vol. 14, Issue 3, pp. 403-421
- 8. Savenkova, L., Svyrydenko, D. Academic Mobility and Academic Migration Issues: the Case of Ukrainian Higher Education. Interdisciplinary Studies of Complex Systems, No. 13, pp. 57–65.
- 9. Svyrydenko, D., 2017. Divided Universities: The Postcolonial Experience of Contemporary Ukrainian Higher Education. Future Human Image, Vol. 7, pp. 128-134.
- 10. Svyrydenko, D., 2016. Plagiarism challenges at Ukrainian science and education. Studia Warmińskie, Vol. 53, pp. 67-75.
- 11. Tytarenko, V., 2019. War and Peace in Kant's and Hegel's Consideration. Philosophy and Cosmology, Vol. 22, pp. 181-187.

Liudmyla Fylypovych

Doctor of Philosophical Sciences, Professor, H. Skovoroda Institute of Philosophy of the National Academy of Sciences of Ukraine, Ukraine

POST-COLONIALISM AND RELIGION: UKRAINIAN CASE

If colonialism is understood as the state (and its apology) of the total dependence of a certain part of society, community, territory, sphere of activity from the metropolis – from the rest of society, community, territory, etc., then the current situation in religious life of Ukraine can be read as post-colonial. It manifests itself in different denominations and at different levels.

Thus, the Orthodox world of Ukraine still has not freed itself from dependence on a foreign center – Moscow. And this applies not only to the Ukrainian Orthodox Church Moscow Patriarchate (UOC), which has 12.5 thousand parishes among nearly 37 thousand religious organizations registered in Ukraine on January 1, 2019. This church retains its jurisdiction of the Russian Orthodox Church as their Statutes their policies testify. Russian Patriarch Kirill and Russian President Putin directly call the UOC "Russian Orthodox Church in Ukraine". And there are all objective reasons for this: the UOC clergy learned and