



INTRODUCTION

This collection is one of the first international presentations of Ukrainian philosophy of education. Its institutionalization occurs in the conditions of Ukrainian statehood formation, powerful struggle for the independence, ideological confrontation and conflicts of value orientations, strength challenging of Ukraine's civilizational choice.

Education plays a special role in the changing society, shaping the image of the world and the way of people's lives by streaming innovative and traditional social values. The becoming of the philosophy of education in Ukraine took place as a response to existing needs in the national discourse on strategies for the development of education. Education is a powerful force of social transformation and therefore requires a scientific and philosophical analysis of the specifics of the Ukrainian society and its implications for education.

In general, the development of Ukrainian philosophy of education since independence shows several trends. The first concerns the attempt to revive own traditions of philosophizing on the educational topics. However, it does not mean that the national paradigm has become dominating. On the contrary, the achievements of Ukrainian philosophy of education is comparing with Western concepts, synthesizing with methodologies that have evolved under the influence of structuralism, post-structuralism, phenomenology, existentialism, postmodern philosophy, critical pedagogy etc. The second trend is related with awareness of a crisis state of education, philosophical understanding of its essence and finding ways out. It was a special crisis, characterized by changing from the old educational practices, saturated by Soviet ideologemes, to the new ones that meet

the realities of an independent state. The third tendency is mostly connected with institutionalization of philosophy of education as an academic field. It was officially recognized in Ukraine in 2004. The origin and evolution of philosophy of education is associated with the Institute's of Higher Education of National Academy of Pedagogical Sciences of Ukraine (NAPSU) work. At present philosophy of education is not only a methodological guideline of transformation processes in Ukraine but an area of specialization in Doctorate studies. It was implemented as a field of study at the university (Master level).

Since 2005 the Institute of Higher Education of NAPSU is publishing the Journal "Philosophy of Education" (www.philosopheducation.com), which is currently one of the leading philosophical editions in Ukraine. It contains articles representing a wide variety of philosophical and educational issues (problems of education in the context of globalization, the information revolution, and the trajectories of changes in transition societies). The first Ukrainian translations of original works, addresses to readers, and interviews with famous contemporary philosophers such as M. Horkheimer, J. Habermas, W. McBride, P. McLaren, E. Laszlo, P. Sztompka, J. Bishop, P. Sloterdijk, J. Gore, J. de Groof were published. The journal creates a space of philosophical discourse and serves as a forum for the information and views exchange between academics and practitioners, NGOs and the community. Its work also includes organizing the symposiums, methodological seminars, round tables on topical issues of education, popularizing and implementing the research ideas to educational practice, which is reflected in the problem issues of the Journal.

The creation the Philosophy of Education Society of Ukraine in 2015 was the result of scholars' self-organization within the scientific discourse. One of its aims is developing the contacts with research societies/centers from other countries. An important factor in joining the world educational space is international cooperation. We can integrate only through actual cooperation with foreign research centers. Philosophy of education in Ukraine has received international support, which resulted in association foreign scholars (from Croatia, Moldova, Poland, Russia, and USA) in the editorial board of the Journal.

Our partnership with the B.F.Trentowsky Society of Philosophical Pedagogy (Towarzystwo Pedagogiki Filozoficznej im. Bronisława F. Trentowskiego) should be especially noted. Thanks to Prof. S.Sztobryn and Journal "Philosophical Pedagogy" ("Pedagogika Filozoficzna") we have an opportunity for engaging to the world of European values through regular exchange of articles, and cooperative work on Journal issues. The next step of our joint activity was the involvement to the Central European Philosophy of Education Society - CEUPES (Prague, Czech Republic). International cooperation helps to construct our identity in the orbit of European traditions and scientific challenges, assist entry into the European educational space. A prominent example of such cooperation is this collection. It is the symbol of not only fruitful collaboration between Polish and Ukrainian scholars, but also on an international scale it serves as a real help for Ukraine in difficult times by preserving its positive image.

Ukrainian scholars cover the issues related to philosophy of upbringing (Maria Kulthaeva), philosophical anthropology (Maria Kulthaeva, Olga Gomilko), critical pedagogy (Viktor Zinchenko,

Iryna Predborska), educational policy (Viktor Andrushchenko, Dmytro Shevchuk), social role of education (Viktor Zinchenko), spirituality in education (Iryna Stepanenko), university education strategies (Lesya Panchenko, Natalia Rodionova), transformative education for adults (Lyudmyla Gorbunova), university phenomenon (Sergiy Kurbatov), gender equality in education (Tetyana Matushevych), and philosophy of didactics (Svitlana Hanaba).

Authors of the articles are members of the Philosophy of Education Society of Ukraine. Most of them are members of the editorial board of the Journal "Philosophy of Education" and members of the B.F.Trentowsky Society of Philosophical Pedagogy and Central European Philosophy of Education Society (CEUPES). It is understandable that one volume can not cover all the issues, discussed in Ukrainian philosophy of education. But at least the presented works can indicate the main research trends in Ukraine, and allow evaluating the achievements with which the Ukrainian philosophers are involved in the international scientific discourse. We hope that regional centers thanks to their uniqueness and originality will contribute to the development of Central European philosophy of education, and, possibly a new identity of Central Europe in a globalized world.

On behalf of the all contributing authors, as well as from the Philosophy of Education Society of Ukraine we would like to express our sincere gratitude to our trustworthy partner, B.F. Trentowsky Society of Philosophical Pedagogy, and, specifically, its head, Slawomir Sztobryn, for the opportunity to present the works of Ukrainian scholars to the international research community in the Journal "Pedagogika Filozoficzna".

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