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STRUCTURAL-FUNCTIONAL MODELS OF INTEGRATION AND REINTEGRATION OF UKRAINIAN EDUCATIONAL LANDSCAPE

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СТРУКТУРНО-ФУНКЦІОНАЛЬНІ МОДЕЛІ ІНТЕГРАЦІЇ Й РЕІНТЕГРАЦІЇ ОСВІТЬОГО ЛАНДШАФТУ УКРАЇНИ

Purpose. To focus efforts on the analysis of two structural-functional models (integration and reintegration ones) of educational landscape disjointed by conflict. The aim looks relevant taking into account the practical need of conceptualization of model for post-conflict reinstatement of education system in Donetsk, Luhansk regions and the Autonomous Republic of Crimea.

Methodology. The theoretical-methodological frame of research involves postcolonial theory (postcolonial studies) as well as hybridity theory. The postcolonial studies at higher education sphere are still not widespread as distinct from the world discourse. The following methods were used: theoretical-methodological analysis, conceptualization, systematization, modeling, expert assessment.

Findings. Two structural-functional models are suggested: 1) model of integration; 2) model of reintegration of Ukrainian educational landscape. The structural-functional model of reintegration consists of five elements: factors of security, economical, psychological and cultural ones, future human image. Suggested structural-functional model of reintegration of Ukrainian educational landscape includes four driving forces (education policy, economics of education, cultural identity, human capital development) which are developed at two levels (internal and external environment). The main theories of decision making in the educational management sphere were analyzed. At a result, the possibility of their usage for management of reintegration process is substantiated.

Originality. Two structural-functional models of integration and reintegration of Ukrainian educational landscape are substantiated. The model of integration of Ukrainian educational landscape is represented by a four-component cyclic matrix (new education policy, knowledge economy, human capital management, cultural identity formation).

Practical value. Usage of formulated findings at educational practice can initiate the processes of reintegration as well as revival of education system at conflict (post-conflict) situation in Donetsk, Luhansk regions and the Autonomous Republic of Crimea.

Keywords: *educational landscape, integration, reintegration, conflict, models of decision making, Ukraine*

Introduction. During last decades world scientists have paid special attention to education as an instrument of economic and cultural development of mankind. The timeliness of research lays in the fact that education as an important social institute is always contained at the center of civilization. In the processes of education the person gets involved into the series of social and cultural phenomena evolving according to systematization of knowledge, skills, attainments, competencies acquired in the process of learning. It actualizes the need of changes at the contents of education, factors of one's development and updating. The education performs the function of human community and civilization reproduction seeing that acquired cultural values

get fastened and developed. Nowadays education becomes the arena for clash of economic, political, national and public interests. This clash is extremely shaped in the regions where military conflicts take place.

The existential modus of Ukrainian situation transformed from peaceful state into the military one during last years. This modus will inevitably change and peace will come back to Ukraine. The restitution of the Crimea and some territories of Donetsk and Luhansk regions under the control of Ukrainian government will cause the need of reintegration of all the economic spheres as well as social ones. Among others, it is extremely important to reintegrate the educational system including one's higher education part. Unfortunately, there are no scientifically substantiated strategies as well as specific steps to be performed for reintegration.

At research authors aim to focus their own efforts on the analysis of two structural-functional models (integration and reintegration ones) of educational landscape. According to Merriam-Webster dictionary, integration is a process of formation, coordination and joining into the functional integral whole; reintegration is an action or process of restoring elements regarded as separate to unity [1]. When our country dwells at conditions of military and ideological conflict, it is up-to-date to analyze the models of integration and reintegration taking into account the practical need of post-conflict reinstatement of education system at Donetsk, Luhansk regions and the Autonomous Republic of Crimea.

Analysis of the recent research. The analysis of Ukrainian sources demonstrated almost absolute absence of scientific discussion around the influence of war on the universities and future of misplaced universities. At the same time, the role of higher education on conflicts overcoming and post-conflict reinstatement is reviewed by the series of authors.

We found, that after World War II the United States made a stake on higher education which provided the extreme development in all the spheres. Issuing G. I. Bill who provided the preferences on higher education for veterans, the USA started the heading on intensive support of universities. This activity helped one to achieve the worldwide leadership position at higher education sphere.

Over last years, the correlation between education and conflicts has been widely discussed in scientific and practical literature [2, 3]. In this context the authors discuss the following key aspects joined with education, social changes and conflicts:

- firstly, relation between education and conflict when education is comprehended as a victim;
- secondly, education as enfranchisement, struggle and revolution;
- thirdly, education as a guaranty of peaceful civilization development, pedagogy of peace [4].

One of the newest research studies (2017 year) is “Mediating Collective Memories and Official Histories in Conflict-Affected Societies: Pedagogical Responses to “Individual” Narratives and Competing Collective Memories” by Z. Bekerman and M. Zembylas. It represents the research on approaches to reviewing of “competitive histories” at educational process. In the center of discussion there is placed a gnosiological problem “what should we do in a situation, when more than one story exist about the specific fact?” [5].

The researchers pay special attention to the higher education at post-conflict societies. S. Milton and S. Barakat defined four key approaches to such societies: stabilization and securitization, reconstruction, state-building, and peacebuilding. Using the mentioned approaches the authors substantiated that there are some strategies of higher education influence on support or damage processes of post-war reinstatement. The main conclusion underlines that higher education is not a peripheral institution which should wait for the end of post-war reconstruction. If nobody pays attention to education role, it could sabotage the post-war reconstruction activity and become the main lost possibility.

The mentioned authors underlined the fact that higher education in conflict-affected contexts faces numerous challenges brought about either directly or indirectly by conflict, which can be grouped into four key themes: physical destruction, population displacement, war-related conditions, and low resilience of the sector [6]. The described situation is very similar to Ukrainian one thus suggestions of the authors have heuristic status for our research.

Presentation of the main research. Over last years, politicians and researchers use “educational landscape” term in increasing frequency. As an interdisciplinary concept, landscape promotes the productivity and level of analysis of different educational phenomena and processes at different levels, in different countries and regions of the world.

The main feature of contemporary educational landscapes is context where the dynamics of changes and specific analytic situation takes place. Landscape allows taking them all into account as conditions of research. It has no sense to speak about education without taking contexts into account. Ukrainian situation is a well-shaped example where context contains totalitarian “heritage”, neocolonialism, Russia’s influence and so on. It has no sense to carry the mechanisms of education description and research form other countries.

The same situation was diagnosed for foreign approaches at education policy. Even comparison of mentally and historically similar countries such as Poland and Ukraine should be performed very carefully, not to speak for comparison of Finland with Hong Kong. The contemporary Ukrainian situation is sophisticated by the artificial disunion of educational landscape at a result of hybrid war with Russia [7].

At our previous research studies we defined the “educational landscape” term broadly as a concept of philosophy of education. Educational landscape is a philosophical concept for designation of assemblage of spatial, social and economic, political, cultural and anthropological characteristics of education which change during the processes of knowledge maintenance, transfer and production in a definite region [8]. Using this definition we propose two structural-functional models of integration and reintegration of Ukrainian educational landscape.

The model of Ukrainian educational landscape *integration* is traditional for the post-Soviet educational landscape. One can be represented by four-component cyclic matrixes (Fig. 1).

1. New education policy is determined by the political situation in a specific region and nation state in whole. It is important to underline that education policy is one of the most important instruments for society’s influence on new generations’ identities. It looks up-to-date to interpret the interrelation between the national and global citizenship, morality, responsibility, etc.

2. Knowledge economy becomes the main trend for “culture production”. This process uses resources of higher education through training highly qualified staff, performing research studies, scientific discoveries, professional retraining and so on. Thus, higher education

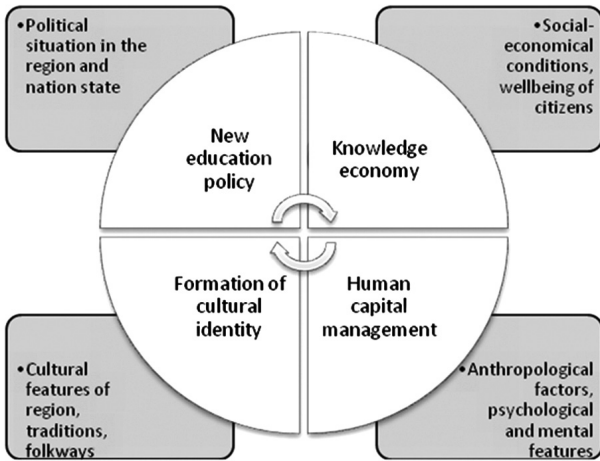


Fig. 1. The structural-functional model of integration of educational landscape

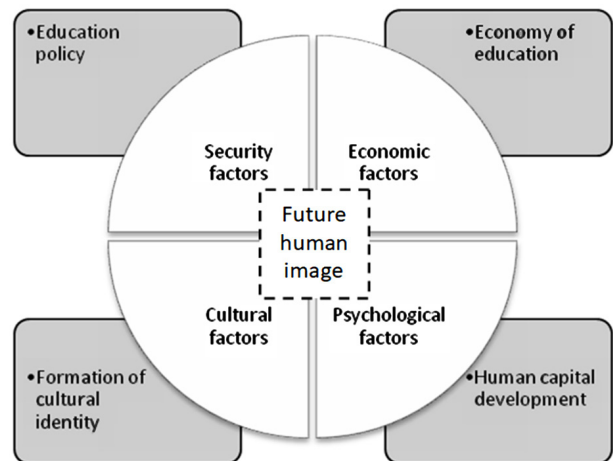


Fig. 2. The structural-functional model of reintegration of educational landscape

gets the central place within contemporary economy. This fact influences the investment climate in the educational sphere positively. At the same time, it raises the pressure of commercial organizations on educational institutions. The marketing rules produce the “economic censure” for research studies and processes of learning [9].

3. Human capital management contains economic as well as anthropological factors, psychological and mental features now. At the same time, there is a challenge that commitment to “human capital” in the knowledge society is not proportional to thesis that it is focused on the raising of individual wellbeing.

Formation of cultural identity is based on the cultural features and traditions of a region. According to psychological-personalistic interpretation, identity is a personal ability to keep sameness with a constant image of oneself, ability to correlate with one. At the same time, it should be taken into account that the contemporary hyper-multimedia, communicatively oriented world needs the skills of resistance and escape inside. It happens because of the tendency of having senseless social contacts as a habit.

We would like to underline that the regular model of integration does not work in a conflict or even military situation. Thus, we have conceptualized the structural-functional model of reintegration (Fig. 2):

1. Security factors mean the absence of evident external and internal dangers which are able to influence the situation significantly. It is a state when influence of any negative factors cannot cause landscape’s disintegration or changes in one’s functioning.

2. Economic factors include overcoming of economic inequality in the society which has a high level and can make social contrast bigger and bigger.

3. Psychological factors are extremely important due to a deep gap between individuals’ identities. This gap may initiate new challenges to human tolerance and one’s ability for co-existence.

4. Cultural factors provide the level of needed adaptation of “alien” and “own”, but with saving of the own

culture. The question for educational institutions is how they have or may take into account cultural differences.

5. Future human image as the fifth element for reintegration of other elements has key role in the model [10]. People of the global era form their own attitude to the things never comprehended before. “Ideal human” for the European-American educational tradition is a citizen which can productively join the needs of social and own private Ego (personality).

The suggested structural-functional model of reintegration of Ukrainian educational landscape contains four driving forces (education policy, economics of education, cultural identity, and human capital development) in addition to five central elements. These forces are developed at two levels (internal and external environment) (Table).

Within the scopes of research, let us pay attention to the basic models of decision making which could extrapolate on the processes of management of reintegration process. There are following well-known models: “garbage can” model, deductive model, scientific management model, discrete-incremental model, reductionism, and total quality management model, which were previously described in scientific literature [11]. Let us analyze them briefly for understanding their potential for reintegration of educational landscape.

The “Garbage can” model was suggested by M. D. Cohen, J. G. March and J. P. Olsen at their research “A garbage can model of organizational choice”. It is very similar to the well-known model of “brain storm”. The essence of this approach lies in fast generation of ideas and proposals by the members of working party. At the next step, all the formulated ideas are divided into two groups. After rational revision most of the ideas are declined to “garbage can”. The second group is formed by a small number of proposals selected by the collective evaluation. Only these proposals will become a matter of final discussion. The advantages of this model are diversity and originality of decision. It is provided by participation of different stakeholders in decision making. Logically, they can be the bearer of the diametrically opposite views on the problem. This obstacle promotes

The driving forces of educational landscape reintegration

	Driving forces of reintegration			
	Education policy	Economics of education	Cultural identity	Human capital development
Internal environment	Practical results. Strong criticism. Extended list of educational services	Diversification of financial sources. Effectiveness and Firmness. Maximal profit for beneficiary	Cultivation of native Language. Revision of traditions according to modern tendencies. Openness for other cultures	Cultivation of Creativeness. Formation of provident thinking. Raising of effectiveness
External environment	Principle of fairness and transparency. Designation of powers. Principle of subsidiarity	Commercialization of Education. Innovative economy. Autonomy of institutional means usage	Development of competitive curricula and programs. Trust and responsibility. Dialogic and democratic style of learning	Investments to Human. Index of economic freedom. High level of professionalism

the wide nature of decisions pull. Within the scopes of our research this model could have heuristic nature for solving complex problems associated with ideological contradictions between the representatives of displaced universities and colleagues left on the occupied (annexed) territories.

The *deductive model* is based on the logic of ascension from the motive synthesis to analysis of alternative variants and possible results. This approach is one of the most popular among managers in different spheres. In the context of researching the integration and reintegration strategies for educational landscape, this model fits the needs of analysis of financial decisions. The financial sources diversification is an important condition for heuristic use of the model.

Reductionism as a model of decision making formed from the similarly named economic theory. This approach is particular analog of the previous model, but has radical diversification of an important component. It means that a problem gets segmented up to an elementary component [12]. It allows seeing all the tiny details and comprehending the problem holistically. This model of decision making is heuristic in the context of the middle-term transformations of educational landscape. One can be used for substantiation of the “road map” of reintegration of displaced universities based on the tendencies which occurred in the past or take place now.

Scientific management (Taylorism) is a classic model of management named after the English scientist F. Taylor. The analyzed problem is usually divided into elementary operations with their own durations. The most effective sequence of actions is defined experimentally. Taylorism is a management model oriented towards production process of industrial type, but also can be heuristically used in the non-material spheres of life such as education.

Particularly, this model of decision making can be used for human capital management in the context of educational landscape reintegration.

Total quality management model (Total quality management – TQM) originated on the basis of management system for industrial enterprises. Later it spread to other social spheres including systems of educational institutions management. The essence of this approach relies on the control of each process stage aside from control at the final stage. This model allows minimizing the resources and time for making decisions “from above” [13]. On the other hand, the precious realization of each stage should be provided. The additional monitoring system is created for this purpose.

Taking into account the aim of educational landscape reintegration, this approach looks productive for developing a new education policy in the sphere of education quality control and adaptive evaluation of learning results.

The *discrete-incremental model* was suggested by C. Lindblom (an American researcher in the sphere of management) in his research “The science of “muddling through”. According to the model, the problem gets divided into the series of smaller ones. Each small problem gets solved. Each iteration is comprehended separately from the previous and the next one. The research studies comprehend this model using metaphor of “small steps”. Each of the steps is caused not by the main idea, but is a reaction to the need to act in the specific situation or action.

Performing the critical review of possible managerial strategies of reintegration of educational landscape, we are going to pay our attention to praxeological aspects. Being Ukrainian scientists we cannot avoid the need to discuss the models of reintegration relevant to Ukrainian “divided” educational landscape. We stand on the similar methodological position, described by S. Milton and S. Barakat in the following way: “If the sector is left unaddressed, it can both undermine post-war transitions and represent a major missed opportunity to invest in critical national capacities that are capable of catalysing effective reconstruction and recovery process” [6]. So, the results as reintegration processes in the sphere of

higher education potentially can become big stimuli for reintegration of all the social and cultural spheres of the post-conflict Ukrainian nation state.

Thus, talking about reintegration of Ukrainian educational landscape, we underline the productive potential of the discrete-incremental model (model of incremental development) which contains the following components:

- strive for maximal possible (not absolute) rationalism;
- implementation of new education policy must be slow and gradual (incremental) avoiding the radical pragmatic changes;
- reforms must be implemented on the evolutionary (not revolution) basis.

The potential of the incremental development strategy is also look demonstrative:

- predetermined nature of the new education policy;
- regulated nature of the procedures of transition to new condition;
- sufficiency and adequateness of resources;
- stability of the educational system.

Apparently, this model is more flexible offering possibilities to change the separate elements of planned activity without radical reorganization of other elements. This model is effective in relation to conceptualization and realization of long-term strategies of education modernization. The model takes into account the dynamic nature of social-cultural dimensions of the contemporary world which causes the need of continual intervention on the made decision [14]. It looks heuristic to suggest this model as an instrument of reintegration of Ukrainian educational landscape as well as reintegration of displaced (“divided”) universities [15].

Conclusions. The research underlined the fact of growing interest of the world community on the educational problems understanding education as an instrument of cultural and economic development of mankind. Standing on methodological position of famous experts, the authors built the research understanding the important role of education in the situation of conflict neutralization as well as post-conflict reinstatement and re-establishment.

Using their own definition of educational landscape, authors suggested two structural-functional models: 1) the model of integration; 2) the model of reintegration of Ukrainian educational landscape. The model of integration of Ukrainian educational landscape is represented by a four-component cyclic matrix (new education policy, knowledge economy, human capital management, and cultural identity formation).

It was substantiated that the regular model of integration does not work in a conflict or even military situation. Form this point of view, the authors conceptualized the second structural-functional model as an instrument of effective reintegration of educational landscape. Contrary to the previous model, it contains five elements: factors of security, economical, psychological and cultural ones, and future human image. In addition to five central elements, the suggested structural-functional model of reintegration of Ukrainian educational includes four driving forces (education policy, econom-

ics of education, cultural identity, human capital development) which are developed at two levels (internal and external environment).

Within the scopes of the research, the main theories of decision making in educational management sphere were analyzed. As a result, the possibility of its usage for management of reintegration process is substantiated. The “Garbage can” model demonstrated its heuristic nature for solving complex problems associated with ideological contradictions between the representatives of displaced universities and colleagues left on the occupied (annexed) territories. The deductive model has potential for solving the contradictions of financial decisions. Reductionism can be used for substantiation of the “road map” of reintegration of displaced universities based on the tendencies which occurred in the past or take place now. Scientific management can be used for human capital management in the context of educational landscape reintegration.

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Мета. Сфокусувати зусилля на аналізі двох структурно-функціональних моделей – інтеграції й реінтеграції освітнього ландшафту, що розділений конфліктом. Це завдання виглядає актуальним, зважаючи на практичні потреби розробки концептуальної моделі постконфліктної відбудови системи освіти Донецької й Луганської областей та Автономної республіки Крим.

Методика. Теоретико-методологічною рамкою дослідження виступають постколоніальна теорія (Postcolonial Studies) і теорія гібридності (Hybridity Theory). Варто зазначити, що в Україні постколоніальні дослідження у сфері освіти не набули розвитку на відміну від світового дискурсу. Використані такі методи: теоретико-методологічний аналіз; концептуалізація; систематизація; моделювання; експертна оцінка.

Результати. Запропоновані дві структурно-функціональні моделі: 1) інтеграції; 2) реінтеграції освітнього ландшафту України. Структурно-функціональна модель реінтеграції включає п'ять елементів: безпекові фактори; економічні фактори; психологічні фактори; культурні фактори; образ людини майбутнього. Запропонована структурно-функціональна модель реінтеграції освітнього ландшафту України включає чотири рушійні сили – освітня політика, економіка освіти, культурна ідентичність, розвиток людського капіталу, що розгортаються на двох рівнях – внутрішнього й зовнішнього середовища. Розглянуті головні теорії прийняття рішень у сфері управління освітою й вказано на можливість їх застосування у процесі управління процесом реінтеграції.

Наукова новизна. Розроблені дві структурно-функціональні моделі інтеграції й реінтеграції освітнього ландшафту України. Модель інтеграції освітнього ландшафту України представлена у вигляді чотирикомпонентної циклічної матриці – нова освітня політика, економіка знань, управління людським капіталом, формування культурної ідентичності.

Практична значимість. Використання отриманих результатів в освітній практиці дозволяє запускати процес реінтеграції й відбудови системи освіти в конфліктній і постконфліктній ситуації, зокрема, у Донецькій і Луганській областях та Автономній республіці Крим.

Ключові слова: освітній ландшафт, інтеграція, реінтеграція, конфлікт, моделі прийняття рішень, Україна

Цель. Сфокусировать усилия на анализе двух структурно-функциональных моделей – интеграции и реинтеграции образовательного ландшафта, который разделен конфликтом. Эта задача выглядит актуальной, учитывая практическую затребованность разработки концептуальной модели постконфликтного восстановления системы образования Донецкой и Луганской областей, а также Автономной республики Крым.

Методика. Теоретико-методологической рамкой исследования выступают постколониальная теория (Postcolonial Studies) и теория гибридности (Hybridity Theory). Стоит отметить, что в Украине постколониальные исследования в области образования не получили развития в отличие от мирового дискурса. Используются следующие методы: теоретико-методологический анализ; концептуализация; систематизация; моделирование; экспертная оценка.

Результаты. Предложены две структурно-функциональные модели: 1) интеграции; 2) реинтеграции образовательного ландшафта Украины. Структурно-функциональная модель реинтеграции включает пять элементов: факторы безопасности; экономические факторы; психологические факторы; культурные факторы; образ человека будущего. Предложенная структурно-функциональная модель реинтеграции образовательного ландшафта Украины включает четыре движущие силы – образовательная политика, экономика образования, культурная идентичность, развитие человеческого капитала, которые разворачиваются на двух уровнях – внутренней и внешней среды. Рассмотрены основные теории принятия решений в сфере управления образованием и указано на возможность их применения в процессе управления процессом реинтеграции.

Научная новизна. Разработаны две структурно-функциональные модели интеграции и реинтеграции образовательного ландшафта Украины. Модель интеграции образовательного ландшафта Украины представлена в виде четырехкомпонентной циклической матрицы – новая образовательная политика, экономика знаний, управление человеческим капиталом, формирование культурной идентичности.

Практическая значимость. Использование полученных результатов в образовательной практике позволяет запустить процесс реинтеграции и восстановления системы образования в конфликтной и постконфликтной ситуации, в частности, в Донецкой и Луганской областях и Автономной республике Крым.

Ключевые слова: образовательный ландшафт, интеграция, реинтеграция, конфликт, модели принятия решений, Украина

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