TADEUSH LEVOVYTSKY IN THE SCIENTIFIC PEDAGOGICAL AREA OF UKRAINE

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INTRODUCTION

Since the 1990s, the establishment of the independence of Ukraine the scientific cooperation with the Republic of Poland has begun. Common problems in the development of education in a globalized world, the entering the European educational and research area, the implementation of the Bologna Process were of mutual interest to Polish and Ukrainian scholars in the humanities, required discussion, exchange of experience.

A significant contribution to the development of Polish-Ukrainian scientific relations and research in pedagogical science and education was made by Tadeush Levovytsky – a prominent Polish scientist in the humanities. This man devoted his life to the development of pedagogical science and higher education in Poland.

MAIN RESULTS

In 2006, Professor T. Levovytsky, then Chairman of the Committee of Pedagogical Sciences of the Polish Academy of Sciences, actively supported the idea of signing an agreement that would formally strengthen bilateral Ukrainian-Polish scientific ties in the field of pedagogy and determine their further development. Such an agreement between the Committee of Pedagogical Sciences of the Polish Academy of Sciences and the National Academy of Pedagogical Sciences of Ukraine (then the Academy of Pedagogical Sciences of Ukraine) was signed by Tadeush Levovytsky, Chairman of the Committee of Pedagogical Sciences of the Polish Academy of Sciences, and Vasyl Kremen, President of the Academy of Educational Sciences of Ukraine.

Active cooperation of scientists began with solving typical problems of education reform in the context of globalization, the Bologna Process, the development of the scientific potential of both countries, professional training of teachers and professors of higher education, intercultural education and more.

Today, Professor T. Levovytsky is widely known to scientists and the pedagogical community of Ukraine. The multifaceted scientific interests of Professor Tadeush Levovytsky and the high level of generalizations in his research reflect the European level of research competence of the
scientist, who is an expert in many fields of humanities and an honorary professor at several European, including Ukrainian, universities.


T. Levovytsky’s high authority in the scientific circles of the Republic of Poland is confirmed by the fact that in 1993–2007 (during four terms), the professor was the head of the Committee of Pedagogical Sciences of the Polish Academy of Sciences. Furthermore, in 1988–2010 (seven terms), he became a Central Commission for Academic Degrees and Titles member. Moreover, Professor T. Levovytsky represented the Republic of Poland at the general sessions of UNESCO and the meetings of UNESCO groups in Geneva and Paris, at the meetings of the Ministers of Education of European countries, joined the establishment of contacts and international cooperation.

Tadeush Levovytsky as an organizer of joint Polish-Ukrainian projects

Polish-Ukrainian projects have always been the sphere of particular active international cooperation of Professor T. Levovytsky.

For many years, Professor T. Levovytsky was the President of the country’s most prestigious higher education institution – the Higher Pedagogical School of the Union of Polish Teachers of the Republic of Poland (Warsaw), which was an active participant in Polish-Ukrainian and Ukrainian-Polish projects.

Cooperation in the pedagogical sciences between the Republic of Poland and Ukraine has been ongoing since the 1990s. Since 1999, a joint publication of the scientific journal “Professional Education: Pedagogy and Psychology” has been launched. In addition, new joint collections of scientific papers are being created, cyclical Polish-Ukrainian forums and scientific-practical conferences were held with Professor T. Levovytsky’s active participation and organizational support.

The results of Polish-Ukrainian cooperation are cyclical Polish-Ukrainian forums, annual scientific conferences organized by Polish universities and institutes (Higher Pedagogical School of the Polish Teachers’ Union, Academy of Special Pedagogy, Podlasie Academy (now the University of Natural Sciences and Humanities), Institute and operation in Radom and
others, and on the Ukrainian side – the Academy of Educational Sciences of Ukraine (now NAES of Ukraine) and higher education institutions in Zhytomyr, Khmelnytsky, and Kyiv. Furthermore, such cooperation contributed to a productive comparison of the humanities in both countries, finding common vectors of development, sharpening of attention and developing scientific topics relevant in the European dimension.


An essential result of the cooperation was the translation into Polish of the monograph by V. Kremen “Philosophy of Education” (2008).

Not only leading scientists but also a wide range of academics of higher education institutions of Kyiv, Warsaw, Krakow, Radom, Zhytomyr, Khmelnytsky, Lviv and other cities take part in long-term scientific cooperation on both sides, which promotes the constant exchange of experience in problems solving of education development in the civilizational changes in both countries. In recent years, the collaboration has included at least a great number of articles by Ukrainian authors in journals and collections published in Poland and works by Polish authors in Ukrainian publications.

**Pedagogical heritage of Professor Tadeush Levovytsky – Ukraine**

Tadeush Levovytsky’s life and creative path to the top of pedagogical science is revealed in the bibliographic index “Tadeush Levovytsky – scientist, teacher, a public figure”, which was published in Ukraine in 2012 for the first time in Ukrainian to the 70th anniversary of the scientist (Sysoieva, & Sokolova (Ukl., Red.), 2012). The bibliographic index presents Professor T. Levovytsky’s works, which are of great interest to teachers and scientists of Ukraine. Furthermore, it is worth noting that the bibliographic index acquaints the Ukrainian public with the scientific achievements of the Polish scientist and paves the way for deeper cooperation between scientists of Ukraine and the Republic of Poland.

Tadeush Levovytsky’s scientific interests, presented to Ukrainian scientists and practitioners, are deep and diverse.

Of great interest are the works of the scientist, which are devoted to general didactics and psychology, especially the psychology of learning and psychology of individual characteristics, pedagogy of personality, namely: personality development, learning conditions and self-learning personality. T. Levovytsky’s career growth and expansion of his functions contributed to new reflections on new problems: higher school pedagogy, pedagogy (the science of teaching), general pedagogy, philosophy of pedagogy, educational paradigms and ideologies, education system, educational policy and more. In recent years, Tadeush Levovytsky has devoted numerous studies and research to political and intercultural education.

T. Levovytsky’s works are published in many languages: English, Arabic, Bulgarian, Czech, French, Spanish, German, Portuguese, Russian, Slovak, Slovenian, Serbian, and Ukrainian.

The scientist’s significant scientific achievements include, for example, empirical evidence of the peculiar properties of the four learning strategies (which are consistent with the concept of comprehensive training of V. Okon); identification of links between individual traits of learners, selected learning methods and learning outcomes; elaboration of subdisciplines of differential scientific didactics (subdiscipline that treats issues of learning individualization),
creation of a regulatory theory of aspiration, definition of basic ideas of educational changes in the period of reforms and development of the doctrine of critical-creative education, which overcomes dominance of adaptive education.

In addition, a significant achievement was the definition and justification of the poly-paradigmatic (unlike the paradigm of T.S. Kuhn in the exact and natural sciences) model of pedagogical research. All these concepts, theories, and models serve as a basis, inspiring and defining new research directions of many modern scientific schools.

Edited by T. Levovytsky (or jointly edited), about 100 volumes of collections of scientific works were published, including (edited with V. Okon) a series "Library of Pedagogical Progress", "Library of Modern Problems of Education" (6 volumes), a series "Intercultural Education" (published more than 44 volumes), more than ten volumes of the “Pedagogical Yearbook” (edited jointly with M. Dudzikova).

Tadeush Levovytsky: a meeting with the educator

In November 2011, at the Higher Pedagogical School of the Polish Teachers' Union (Warsaw), on the initiative of Professor T. Levovytsky, a scientific-practical seminar was held on the topic: "A holistic view of education – a meeting with educational science” research of education – educology (a founder of the scientific direction is V. Ognevuyk, doctor of philosophical sciences, professor, full member of NAES of Ukraine).

As a result of the seminar, a book was published in Polish "A holistic view of education – a meeting with educology” edited by Tadeush Levovytsky, Victor Ognevuyk, Svitlana Sysoieva (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011). Professor T. Levovytsky actively supported the development in Ukraine of a new direction of interdisciplinary research in the field of education – educology, noting that a holistic view of the development of education is possible only with a holistic approach to the study of education. In the book “Całośściowe ujęcia edukacji – ku spotkaniu z oswiatologią”, which summarized the results of a scientific seminar on edutology in Warsaw, Professor T. Levovytsky analysed the genesis of holistic approaches to the problems of education, considering them as educational ones. “Let us emphasize once again”, wrote the scientist, “that the book is a presentation, first of all, of the proposals offered by educology in the sense of such a science that integrates the achievements of pedagogy, philosophy and other sciences that explore and help education” (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011, р. 13).

Professor T. Levovytsky always had a positive attitude to innovative views and proposals. In the same book, he notes: “I am very pleased with the publication of this book, as it is another example of lively and successful cooperation between Poles and Ukrainians in pedagogy, other humanities and social sciences, as well as in education” (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011, p. 16). The professor emphasized that the presentation of educology enriches Polish pedagogical science and stimulates its development in Poland thanks to the original proposals of Ukrainian authors (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011, p. 16).

Analysing different approaches to the study of education, Tadeush Levovytsky does not overlook the origins of educology. On the contrary, he analyses the genesis of educology, its ideas, basic principles, the subject of research and the dissemination of educology in the world. The scientist also analysed information on the teaching of educology in different countries, printed scientific publications on educological problems (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011, pp. 35–36).

Tadeush Levovytsky's views and “cautious” hypotheses on certain factors that determine the lack of interest in education development in the Republic of Poland are interesting. The scientist writes that “it can also be assumed that educology has a slight chance of spreading in
Poland, as new sciences are emerging with great caution in the tradition of Polish humanities. The emergence of new disciplines, as a rule, occurs after the indisputable scientific heritage and the presence of public demand” (Lewowicki, Ogniewjuk, & Sysojewa (Red.), 2011, p. 39).

At the same time, educational research in Ukraine aroused the considerable interest of the professor. He was a participant in international conferences on education in Ukraine several times, always with great interest in scientific articles on education, which were published both in Ukraine and in Polish journals. In November 2013, on the initiative of Tadeush Levovytsky and Victor Ognevyuk, a Ukrainian-Polish scientific publication – the yearbook “Osvitology” was founded, in which Professor T. Levovytsky became one of the editors-in-chief. The Yearbook “Osvitology” combines scientific thought and research on various aspects of education development of Polish and Ukrainian scientists and educational practitioners.

In 2016, the yearbook published an article by Professor T. Levovytsky on the topic: “The model of higher education – university traditions, transformations, problems and proposed solutions”, which aroused the considerable interest of educators in Ukraine, including the scientist’s opinion on the role of traditions in higher education of each country, changes in education and traditional functions of higher education (Ohneviuk, V., Levovytskyi, T., Sysoieva, S. (Red.), 2013). In almost every issue of “Osvitology” we find articles by the author, which contain answers to problematic questions of educational development in the global and local dimensions.

Tadeush Levovytsky’s book about a teacher in the Ukrainian-speaking area

In 2011, Tadeush Levovytsky’s book “Professional Training and Work of Teachers” was translated into Ukrainian and published, which is the first Ukrainian-language edition of a teacher’s work. The book was published with the support of the Polish-Ukrainian Cultural Society of Mariupol (Ukraine), chaired by Andriy Ivashko, a Ukrainian of Polish descent.

The book is a collection of selected articles written by Tadeush Levovytsky in different years. Their topics cover the development process of professional-pedagogical education in the Republic of Poland for a long time – from the 60-the 80s of the last century. That allows readers to form a holistic view of the genesis of the development of pedagogical education at the level of comparison of essential characteristics, concepts, doctrines and models of teacher training. The book was distributed in all pedagogical libraries and aroused the considerable interest of the pedagogical community, teachers, students – future teachers, scientists, and teachers. The book reveals such relevant issues for Ukraine as standards of teacher training – half a century of experience in Poland, standards of teacher education in the context of educational reform, changes in the doctrines of teacher training,

The words of the scientist about the teaching profession, which are still relevant today, deserve attention: “It is clear that there is a constant interest in the problems of the teaching profession. Politicians talk about teachers and the problems of their profession, journalists often write about them, and the city authorities are concerned about their problems. One would hope that this contributes to the successful solution of the problems of the teaching profession. However, this is not happening. Problems do not decrease – on the contrary, new ones appear. Teachers often have difficulties due to their helplessness, lack of knowledge, quick response to social challenges of those institutions that address the functioning of education, teacher training and organization of their work” (Levovytskyi, 2011, p. 7).

It is worth noting that the book is not like severe judgments. Instead, the author reflects on different options and aspects of solving the problems of teacher training and work offer different models and approaches that would help to improve the existing situation (Levovytskyi, 2011, p. 119).
Tadeush Levovytsky’s opinion on the freedom of didactic activity of a teacher is also noteworthy, namely: “Let the freedom of teachers be constantly accompanied by responsibility. The task of pedagogy is to support teachers in gaining knowledge about scientifically sound and socially valuable ways to understand and implement professional freedom and responsibility” (Levovytskyi, 2011, p. 97).

Tadeush Levovytsky is the founder of the intercultural education study

The importance of Professor T. Levovytsky’s works for the development of intercultural education is hard to overlook. It should be emphasized that the scientist distinguished between “multicultural education” and “intercultural education”. Considering multicultural education, which is the essence of educational policy towards national minorities, the scientist stressed that intercultural education is a matter of teaching and education. In his works, the scientist wrote that the search for a model of education that prepares for peaceful coexistence, tolerance, cooperation, and friendship continues in the multicultural world. According to T. Levovytsky, reflections on multicultural education require critical and hypocritical approaches to the problems of social and political contexts. New approaches to multicultural education, international legal standards related to the development of different cultures and languages, require equal opportunities and equality for national minorities, and from education they require modern models of multicultural education in terms of complex political contexts (Lewowicki, 2009).

The model of multicultural education is experiencing a crisis in social conditions, but today, according to T. Levovytsky, great hopes are associated with intercultural education. However, understanding and perception of intercultural education depend on many factors – including historical experience, the level of development of society, and the socio-political system. That leads to the need to differentiate the ways of presenting the essence and formulating the basic postulates of intercultural education (Lewowicki, 2012).

Professor T. Levovytsky created a centre for intercultural education in Poland and started a scientific school, the scientists of which study the problems of intercultural education. The scientists of that school are well-known professors Jerzy Nikitorovich, Eva Ogrodska-Mazur, Barbara Grabowska, Anna Shafranska and others in the Republic of Poland.

Tadeush Levovytsky is a foreign member of the National Academy of Educational Sciences of Ukraine

The personal contribution of the Polish scientist and organizer of science to the successful development of Ukrainian-Polish scientific relations in the field of pedagogical sciences is highly appreciated in Ukraine – Professor Tadeush Levovytsky is a foreign member of the National Academy of Educational Sciences of Ukraine.

For fruitful international cooperation and significant contribution to the development of pedagogical science, development of education of independent Ukraine, Professor Tadeush Levovytsky was awarded the award “For Scientific Achievements” of the Ministry of Education and Science of Ukraine, the medal of the National Academy of Pedagogical Sciences of Ukraine “K.D. Ushinsky”.

Professor Tadeush Levovytsky is an honorary doctor of the Ivan Franko Zhytomyr State University, an honorary professor of the Khmelnytsky Academy of Humanities and Pedagogy, and the Borys Grinchenko Kyiv University. ФІП2ВА

The pedagogical heritage of Professor Tadeush Levovytsky is essential for the pedagogical science and practice of Ukraine. His active position on the dynamic development of education
in Ukraine, close cooperation between Polish and Ukrainian scholars, exchange of views and experiences on teacher training and intercultural education, organizational talent for Polish-Ukrainian conferences, attracting experts from all over Poland and Ukraine played a significant role in the progress of Ukrainian education in the European educational and research space.

Professor Tadeush Levovytsky is a Man who left a caring mark on the destinies of many scientists and teachers in Ukraine.

REFERENCES


Svitlana Sysoieva