

PEDAGOGICAL AND POLITICAL CONCEPT OF INTERACTION OF UKRAINE AND VISEGRAD GROUP

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INTRODUCTION

The pedagogical aspect of activity and the prospects for the development of the Visegrad Four have repeatedly been the subject of scientific research by both domestic and foreign students. Quite often, this topic is discussed at international forums, which contributes not only to theoretically defining the role of Central European countries in the modern system of international relations, but also is of great practical importance for the implementation of regional integration projects, democratization of social processes, then the assimilation of mechanisms for the realization of national interests in the context of globalization (VRANKEN, 2012).

The creative nature of international legal thinking at the extremely general level of its existence affects the fact that certain ideological provisions are not perceived in pedagogical aspect or from the ideological baggage of the world community in an unchanged form. Pedagogical and legal foundations are complex not only due to the fact that they, to one degree or another, are complex modifications of the original ideas regarding the subject of international legal science as refined by the level of

international legal consciousness, but also because it is possible to carry out creative synthesis. in their interpretation not only from the point of view of certain pedagogical schools, but also from the point of view of one or another representative of international legal science. Hence, pedagogical aspect is present in international legal jurisprudence in a transformed form, that is, not directly, but indirectly - through the interpretation of pedagogical ideas on international relations and international life.

The scope of pedagogical and legal interest is not limited to those pedagogical foundations that are inherently inherent in the doctrine of scholars of international law, since these grounds are to one degree or another derived from a wider range of ideas that are generated within the entire international community, as well as within the pedagogical aspect of politics, general pedagogical aspect of law, religious pedagogical aspect. Let us especially point out the connection between the pedagogical aspect of scholars of international law and moral pedagogical aspect, since one of its most important subject fields is the clarification of the relationship between international morality and scholars of international law. Since pedagogical aspect is considered to be a special level of worldview, any ideological and value views regarding the realities of international relations and scholars of international law can also be considered as a widely understood pedagogical aspect of scholars of international law (KOSSE, 2014).

Thus, the pedagogical aspect of scholars of international law is represented not only by conceptual, but also by ideological and value foundations. Hence, the pedagogical and legal conceptualization of the idea of scholars of international law, which complements the comprehensive coverage of the issue of its meaning and purpose, is quite naturally complemented by an understanding of the ideological core of ideals and values, which are

either directly or indirectly expressed in the normative array of scholars of international law. The saturation of the latter with value elements is quite noticeable on the example of the so-called "soft" scholars of international law, represented by resolutions and declarations of international organizations.

So, the idea of scholars of international law, being its paradigm, is the most extreme subject of comprehension. It seems that the idea as such is a systemic unity of species ideas. In organizing the continuum of the pedagogical aspect of scholars of international law, which is the highest form of spiritual comprehension, they play an extremely important role, since they are at the origins of its norms and principles. These include the ideas of peace, cooperation, justice, mutual respect, etc. According to I. Kant, ideas, going beyond the limits of possible experience, have a regulatory application. In this case, they are ideals that are an integral aspect of international legal culture and legal consciousness and create a common intentional horizon of international legal regulation (MACCORMICK, 2005).

In the modern sense, pedagogical aspect is more and more comprehended as a worldview, therefore, the pedagogical aspect of scholars of international law, being a special kind of worldview, as an essential aspect of its activities is called upon to carry out a deep analysis of international legal consciousness and thinking, which is the process that is carried out on the basis of these pedagogical foundations and represents a set of types of legal thinking of scholars of international law, based on different paradigms. Therefore, the subject of the pedagogical aspect of scholars of international law includes the analysis of international legal thinking as a central link in international legal consciousness, which, in turn, is carried out from the standpoint of common types of legal thinking. Moreover, the pedagogical aspect of scholars of international law can itself be clothed in the forms of types of understanding of scholars of international law

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METHODOLOGY

The methodology includes a number of historical, theoretical methods for examining the pedagogical and political concept of interaction with the Visegrad Group. It is necessary to highlight such methods as logistic, system, structural for our research. Thanks to the methods of abstraction and analogy, the corresponding conclusions were formed. Also, methods of general analysis and synthesis were applied.

RESULTS AND DISCUSSIONS

In the historical development of scientific knowledge, two main processes interact - the integration and differentiation of sciences. At first (since the days of Antiquity), scientific knowledge is poorly integrated. It was dominated, first of all, by pedagogical aspect as the most general knowledge about the foundations, essential, fundamental characteristics and principles of objective reality (being), the knowledge of this being by man and the being of man himself as a thinking and spiritualized being. Another dominant feature of this integrated scientific knowledge of the ancient era was jurisprudence, which studied (and applied in practice) the essential characteristics and functions of the state, the system of social and behavioral norms (VAN DER BURG, 2014).

The existence of these relatively independent spheres of scientific knowledge was due to the objective needs of society and the development of state systems, the need for their knowledge and management. These two spheres of scientific knowledge integrated all other spheres, and it is from them (pedagogical aspect and jurisprudence) or at their junction in the era of modern times that the entire spectrum of individual humanitarian (and social) and natural sciences begins to form. From the integrated ancient scientific knowledge, a modern system of differentiated sciences eventually appears. This process is most clearly reflected in the formation of university education (TAEKEMA S., WIBREN VAN DER BURG, 2020).

The political world is closely connected with human existence, and the pedagogical understanding of this world allows a person to be an active member of the polis. However, today pedagogical aspect is viewed with some mistrust. After all, pedagogical aspect has often found itself in such a situation. Let us recall at least its beginning, when Socrates was sentenced to death by the polis. Modernity goes even further, "execution" of pedagogical aspect itself, manifesting its end as the foundation on which the world outlook is built. But then what about the political pedagogical aspect in which they intend to turn? That is, what is happening today with the pedagogical understanding of the political world? For a modern political scientist who focused only on political theory, today is most often understood from a positivist position, it is often quite difficult to grasp the meaning of a pedagogical understanding of the political world. Pedagogical aspect does not deprive the study of political processes of value judgments and is based on striving, first of all, understanding, not explanation (MICHEL, 2010).

Our future depends on the decisions we make today, and our present is the result of the decisions we made yesterday. The result of today's politics is the sum of decisions that characterize the dominant economic doctrine and conceptual system, including values that are embodied in the corresponding transformations in the social and political system. Ukrainian society should now prepare for future challenges and threats. Without the

development of new scientific approaches, the cognition of the political remains inadequate and inappropriate to the character and variability inherent in modern politics. The search for interdisciplinary approaches and the appeal to pedagogical methodology are stipulated by the complexity of the problems under study and the procedure of methodological choice. Already now, prognostics puts forward a problem to which it is necessary to look for answers: is the Ukrainian society ready for existence in conditions of tough confrontation between classes, if in the conditions of an information society the signs of belonging to a certain class, means and methods of political struggle, and the like change (HOWARD, 1993).

The study of international relations requires a combination of approaches based on pedagogical aspect as a theoretical worldview. Exploring the world as an integrity, gives the most general ideas about the world, about the principles of being, the laws of development of nature, society, the properties of human thinking. At the same time, the recognition of the universal connection and general development of phenomena in the world, in nature, society and thinking requires a systematic study of these phenomena as opposed to the metaphysical method, which considers the world in the aggregate of isolated phenomena. The study of the phenomenon of international relations also requires approaches based on theory, which makes it possible to study the essence, specificity and main driving forces of the development of this special type of social relations; on sociology, which involves the study of patterns that determine the changes and evolution of international relations; on political science, which allows the study of the political aspects of the development of the system of interstate relations, methods, forms and ways of shaping the implementation and evaluation of policies undertaken by states; on history, makes it possible to study the actual development of international relations, allows you to find analogies and exceptions; to praxeology, which makes it possible to subject the process of preparation, acceptance and implementation of the international political process to a scientific analysis (ANDERSON, 2018).

Historicism is understood as a process of system formation, functioning and development of international relations, is one of the main characteristics of their life as a system. After all, the complexity of the study of international relations lies in the fact that the phenomenon itself is constantly evolving. The principle of historicism, organically incorporated into the systems approach, is one of its main aspects. Compliance with this approach is especially important for the construction of theoretical knowledge about complex objects that are historically developing, which are international relations.

Thus, we come to the conclusion that a comprehensive study of international relations requires a combination of these approaches in their dialectical unity, because they are organically interconnected and complement each other. The opposition of one of the approaches to the other has no basis in the study of any social objects, especially such as international relations. Each of these approaches focuses on one of the sides of international relations - either on their structure in statics, or on the genesis in their dynamics. The scientific reflection of a phenomenon, in particular the phenomenon of international relations, begins when in the nature and nature of its functioning there are certain constants, qualities that are invariably inherent in this phenomenon during all stages of its transformations, are its integral components.

The normative model of the global interstate international system includes such elements as mechanisms and means of ensuring international order, maintaining international stability, successful modeling and forecasting of global development, and implementation of a strategy for sustainable development of mankind. At the same time, the construction of a scientifically grounded model of international relations should be based on the objective laws of the development of social relations and the world as a whole (GROVER, 1990).

So, pedagogical aspect as an independent science forms both the basis and the completion of all private or special sciences, is an integral form of scientific knowledge, including knowledge about society, culture, history, and international relations. Pedagogical aspect is a methodological basis for developing a way to understand the empirical facts of international political science (VAN DER BURG, 2019).

The landscape of modern political pedagogical aspect is extremely diverse. Ancient pedagogical discussions about the "eternal" problems of the political world (about justice and freedom, about man as a political being, about the common good, about real democracy, about the legitimacy of institutions, etc.) And in the future they do not lose their relevance and significance for understanding political life. A number of new ones are added to the classic problems, the solution of which is of no less importance. The preparation of this manual provided for the following tasks: to carry out a holistic understanding of the main problems of modern political pedagogical aspect, to analyze the most significant concepts of the political, and also to draw attention to the most prominent representatives of modern political pedagogical aspect. All this also applies to the concept of the Visegrad Group's activities as such.

The Visegrad Group was created by the political elites of Poland, Slovakia, the Czech Republic and Hungary to overcome the consequences of being in the socialist camp and to strengthen the regional identity of the countries of Central Europe. Coordination of efforts between the countries allowed to achieve the desired goal - to join NATO and the European Union. Despite periodic frictions between the countries of the group, this format of cooperation has been functioning for more than 26 years and their pedagogical aspect has practically not changed (DE SHALIT, 2021; KRYSHANOVYCH, et. al., 2021).

Despite the crisis phenomena that are taking place within the Visegrad Four, as well as the deterioration of bilateral relations between Ukraine and a number of member countries, Kiev has to strengthen its activity at the regional level, propose specific cooperation initiatives, both in the group + Ukraine format and in expanded formats. It is advisable to return in the future to the distribution of thematic areas of cooperation with Ukraine between the member countries of the group, as happened in 2015, when the countries of the group showed the greatest interest in strengthening the pedagogical aspect of dialogue with the Ukrainian side (CIEPLEY, 2013).

Topics of common interest may include the development of EU foreign policy (Eastern Partnership), EU security and defense policy, energy security, as well as deepening trade and economic cooperation. Ukraine can help the Visegrad Four in shaping a positive agenda at the European Union level.

The pedagogical aspect of cooperation between the Visegrad Group and Ukraine was born in 2004-2005. However, the directions and forms of cooperation were limited, without the achievement of concrete results. Among the main areas of cooperation are energy and security and defense issues. However, real support and cooperation can only be considered practical after 2014, when Ukraine fell victim to Russian aggression. It is safe to say that Ukraine in relations with the Visegrad Group was able to achieve significant positive results in 2014-2015 both at the political level and in the implementation of individual projects. The countries of the group were among the first to make general statements and appeals to support the territorial integrity and sovereignty of Ukraine. Moreover, using the platform of the group, it was possible to involve in the discussion of the situation in Ukraine, as well as to encourage Austria, Great Britain, Switzerland, the countries of the Western Balkans, as well as Germany and France to join the pro-Ukrainian statements. In the most difficult times, when official Kiev was faced with the task of defending its eastern borders and at the same time carrying out a number of deep reforms, the four member countries launched a joint initiative to distribute and coordinate among themselves efforts to help Ukraine in transformation processes. Regular meetings in the group + Ukraine format at the level of ministers, deputy ministers and thematic joint conferences (V4 Road Show) on energy efficiency, decentralization and education have demonstrated the real interest of Central European states in supporting territorial integrity (LANGLINAIS, LEITER, 2016; KRYSHANOVYCH et. al., 2021).

A decrease in the political component, which is an inherent characteristic of the current state of cooperation in the format of the Ukraine group, can be overcome, first of all, due to the intensification of Ukraine's activities. Despite the crisis phenomena that are taking place within the Visegrad Four, the Ukrainian side must intensify its activity at the regional level.

First, the countries of the group themselves are not ready to refuse cooperation within the group. Moreover, at the authoritative and expert level, there is an awareness that the lack of coordination within the group and constant consultations can negatively affect the economic situation in the countries.

Secondly, the exit from the active phase of the migration crisis in the European Union, as well as the formation of recent positive common positions on a number of issues at the EU level, allows us to speak of a gradual exit from the next crisis and the search for new horizons of activity. Against this background, there is a need for the Visegrad Four to strengthen the positive agenda, search for new topics and formats that would help them go beyond the created image of unjustly offended and rebels. These areas may include issues of EU foreign policy (Western Balkans and Eastern Partnership), EU security and defense policy, energy security, as well as deepening cooperation in the internal market (Lefkowitz, 2020). All of these topics are of great interest to Ukraine as well. However, it is possible that misunderstandings in bilateral relations with Poland and Hungary may hinder rapid progress in promoting their own initiatives at the format level. Here, the Ukrainian side should always remember that problems in the pedagogical aspect of bilateral dialogue with even one member can block the use of the Visegrad Group instruments. Therefore, against the background of the search for ways to neutralize the negative tendencies of interstate dialogue in the short term, Ukrainian diplomacy should also focus on political achievements using the platform in 5-10 years. The existence of this regional association for more than a quarter of a century with periodic phases of activity and crisis phenomena should be perceived in Kiev as a prerequisite for the formation of a long-term strategy for cooperation with the group.

CONCLUSIONS

Summing up, it should be noted that the historical past also makes adjustments to contemporary international politics. Indeed, at one time the events in Czechoslovakia and Hungary did not receive an appropriate reaction and support from Europe and the world, frightened by the nuclear potential of the Soviet Union. Accordingly, today these countries are not ready to sacrifice their national interests for the sake of saving Ukraine, recalling its neutral attitude to their problems in the past. Rather, they seek to increase their power potential in order to have sufficient resources to counter external threats.

Despite certain differences in the pedagogical aspect of conducting policy on making certain decisions, open and latent conflicts, the Visegrad Four still has sufficient potential to influence the general European policy, in particular with regard to the countries of Eastern Europe. For Ukraine, both political support from the Visegrad countries and the use of their positive integration experience are important, which will allow avoiding erroneous decisions when modernizing the socio-economic system, adapting legislation to European standards. Kiev needs to constantly demonstrate and prove that economic interest, which provides for the expansion of sales markets, obtaining the latest technologies or investments, is not a priority in relations with the states of Central Europe. But it is extremely important to assimilate the experience of the pedagogical aspect of democratization and modernization, the perception of European values and standards, as well as familiarization with the European security system.

At the same time, it is necessary to take measures aimed at mitigating ethnic, historical or cultural contradictions that have developed between the countries of Central and Eastern Europe. In this case, an effective tool for the use of various humanitarian and educational projects, allowing to form a certain central mentality, of which Ukraine should become a part. Under the current circumstances, it is also extremely important for Kiev to continue and increase cooperation with the Visegrad Group countries, primarily due to the involvement of the EU in the formation of a common combat tactical group, is an important contribution to the development of the European defense system and an adequate response to modern security and defense challenges. It is necessary to revise its own pedagogical aspect of conducting political foreign economic activity as such.

As a result, the pedagogical and political side of the concept of interaction with the Visegrad group was revealed

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Pedagogical and political concept of interaction of Ukraine and Visegrad Group

Conceito pedagógico e político de interação do grupo Ucrânia e Visegrad

Concepto pedagógico y político de interacción de Ucrania y grupo Visegrad

Resumo

No contexto da globalização e do desenvolvimento dos processos de integração, da expansão geográfica da União Europeia, novos actores no sistema de relações internacionais, em particular as associações regionais, estão a adquirir uma importância crescente. Tendo isto em conta, a Ucrânia não só declarou a sua intenção de aderir à União Europeia, como identificou como uma das prioridades do seu rumo de política externa o reforço da cooperação com os países do Grupo de Visegrad, com o apoio dos instrumentos da UE, que formar uma nova arquitetura de relações internacionais. O objetivo principal do artigo é revisar a concepção político-pedagógica da interação com o Grupo Visegrad. Uma série de métodos de pesquisa lógico-formal, sistêmico, estrutural e institucional foram aplicados. Como resultado, foi revelado o lado político e pedagógico do conceito de interação com o Grupo Visegrad.

Palavras-chave: Pedagogia. Conceito pedagógico. Político. Grupo Visegrad.

Abstract

In the context of globalization and the development of integration processes, the geographical expansion of the European Union, new actors in the system of international relations, in particular regional associations, are acquiring increasing importance. Taking this into account, Ukraine not only declared its intention to join the European Union, but also identified as one of the priorities of its foreign policy course the building up of cooperation with the Visegrad Group countries, with the help of the EU instruments, which form a new architecture of international relations. The main purpose of the article is to review the political and pedagogical concept of interaction with the Visegrad Group. A number of formal-logical, systemic, structural and institutional research methods were applied. As a result, the political and pedagogical side of the concept of interaction with the Visegrad Group was revealed.

Keywords: Pedagogy. Pedagogical concept. Political. Visegrad group.

Resumen

En el contexto de la globalización y el desarrollo de los procesos de integración, la expansión geográfica de la Unión Europea, nuevos actores en el sistema de relaciones internacionales, en particular las asociaciones regionales, están adquiriendo una importancia creciente. Teniendo esto en cuenta, Ucrania no solo declaró su intención de unirse a la Unión Europea, sino que también identificó como una de las prioridades de su curso de política exterior el desarrollo de la cooperación con los países del Grupo de Visegrad, con la ayuda de los instrumentos de la UE, que formar una nueva arquitectura de relaciones internacionales. El objetivo principal del artículo es revisar el concepto político y pedagógico de la interacción con el Grupo de Visegrad. Se aplicaron varios métodos de investigación formal-lógicos, sistémicos, estructurales e institucionales. Como resultado, se reveló el lado político y pedagógico del concepto de interacción con el Grupo de Visegrad.

Palabras-clave: Pedagogía. Concepto pedagógico. Político. Grupo Visegrad.