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УДК 37.013.74(477+1-87)

## COMPARATIVE EDUCATION IN UKRAINE: TRAJECTORY OF DEVELOPMENT

In the article the author retraces the comparative education development in Ukraine under the influence of social and political landmarks with an attempt to prove its correlation with global comparative education direction in modern times. The dialectics-based analysis of comparative education allowed the author to talk about the existence of a certain way of this movement that conventionally was considered as a trajectory. An approach to consider the comparative education development through the lens of a conventional trajectory format made it possible to consider its movement as a line with plurality of points where an object resided from time to time in its movement; and to study the comparative education development as a movement in space and time under the influence of which this development took place. The comparative education development trajectory in Ukraine was analyzed during of Tsarist Russia, of the USSR and of independent Ukraine. The author makes conclusions that the comparative education development trajectory in independent Ukraine gradually approaching comparative education trajectory abroad owing to the openness of Ukraine to the world, its orientation to the Western vector of development. The author highlights the peculiarity of the Ukrainian comparative education today, i.e. dynamism that is explained by the relevance of this field of pedagogical science. Modernization of the national education, its progression towards the European and world educational space generates a demand for comparative education studies, actualizes its mission in Ukraine, intensifies the dynamic development of its methodological bases and infrastructure. The authors pays attention to the following methodological issues that remain polemical for comparative educators in Ukraine, i.e. selection of methods for research; comparative education delivery in relation to the national education demands in terms of the national education progression correlation with the world education trends/patterns of development; forecast for educational policy makers in Ukraine.

**Keywords:** comparative education in Ukraine; methodology of comparative education; stages of development of comparative education.

## Introduction

The dialectics-based analysis of comparative education (CE) as an object that is in constant movement and changes its properties allows talking about the existence of a certain way of this movement, which conventionally can be considered as a trajectory. The latter is regarded, in particular, as a line of progression of an object in space. An approach to consider the CE development through the lens of the conventional trajectory format makes it possible, firstly, to consider its movement as a line with plurality of points where an object resides from time to time in its movement; and secondly, to study the CE development as a movement in space and time under the influence of which this development takes place.

It should be noted that the history of CE in the global, regional (for instance, European or North American) and national dimensions has been and remains the subject of attention of many comparative educationists, i.e. G.Z.F Bereday, M. Bray, A. Kazamias, A. Novoa, M. Manzon, D. Mattheou, W. Mitter, N. Popov, C. Wolhuter and many others.

Among the Ukrainian scholars the CE development has been studied by M. Chepil, G. Egorov, K. Korsak, H. Liskovatska, N. Lavrychenko, A. Sbruyeva, S. Sysoyeva, A. Vasilyuk, O. Zabolotna and others. They proposed the classifications of CE development on a world/country scale, presented the legacy of the famous comparative educationists who significantly influenced the CE field development. The aim of this article is to retrace the trajectory of CE in Ukraine development under the influence of social and political landmarks with an attempt to prove its correlation with CE trajectory in the world in modern times.

## CE development in Ukraine within the borders of Tsarist Russia

CE development in Ukraine (within the borders of Tsarist Russia, the USSR and independent Ukraine) is thoroughly represented in the works by A. Sbruyeva, in particular, in the manual *Comparative Education* (1999, 2005) [17] and in the anthology *Comparative Education: Methodological Guidelines of Ukrainian Comparative Educationists* (2015) [15]. The peculiarity of the methodological approach used by the author is projecting the CE development in Ukraine on a global progress of comparative studies.

The author finds out the origin of «comparative» ideas in Ukraine in the XIX-th century in the light of such world-famous pedagogues as K. Ushynskiy as well as M. Pyrohov, D. Semenov, M. Pomerantsev, M. Wessel, P. Mezhuiev, P. Kapnist, O. Muzychenko, S. Anan'yin.

Representing the impulses for the «comparative» ideas origin and the nature of their development, A. Sbruyeva writes about the need of authorities in the knowledge about making a national education system effective in the era of the major social reforms [15, p. 6–29]. Referring to the work by W. Mitter *Comparative Education in Europe* published in the *International Handbook of Comparative Education* (ed. by R. Cowen and A. M. Kazamias (2009) she noted that many political and public figures as well as pedagogues both abroad and in the Tsarist Russia, «used to make a journey in order to find new ideas and the best school practices in other countries and to implement them in the national education. At that time the official government not only was well aware but also was led by understanding the importance of an effective educational system foundation for the sustainable development of the country. To that end educational reforms in the majority of the European countries were implemented with the use of international experience elements» [15, p. 9]. As A. Dzhurynsky notified «the ideas of enlightenment and development of the national

education system based on the universal values became powerful in the second half of the XIX century after the abolition of fortress in Tsarist Russia» [4, p. 130].

Synchronization of the «comparative» ideas in Ukraine (within the borders of Tsarist Russia) and in Europe was experienced at the beginning of the XX-th century as well. Ya. Chepiha, S. Rusova and other Ukrainian pedagogues raised an issue of education of each member of society on the basis of humanism under the influence of the ideas of progressive education of J. Dewey, M. Montessori, O. Neil, C. Freinet, R. Steiner and other Western pedagogues.

As A. Sbruyeva writes referring to O. Sukhomlynska's work *Foreign Education Experience in Ukraine in the 1920-s*, promoting foreign educational innovations was one of the objectives of the educational journal *The Way of Education* founded in Ukraine in Kharkiv in 1922. «At the end of 1927 the journal had 113 foreign correspondents, both individuals and educational organizations (among them there was C. Freinet, the outstanding French pedagogue); the journal highlighted education developments in 33 countries, it published 458 materials from 22 countries as well as the newsletter *La Voyo de Klerigo* in Esperanto; its circulation was 1,200 copies» [15, p. 17].

### CE development in the USSR

The abovementioned synchronization still was observed during the first years of the Soviet state development. Gradually, under the influence of the new political order in the USSR, the divergence in the trajectories of CE appears. Abroad a period of the CE methodology development under the influence of M. Sadler's and later I. Kandel's, P. Monroe's, F. Schneider's, P. Rosselló's, N. Hans's ideas and of the CE institutionalization starts whereas a gradual decline of this field of science is evident in the USSR.

This point of view can be confirmed by the periodization of the CE development in Ukraine proposed by the Ukrainian scholar Kh. Liskovatska. She writes about the Stalinist-totalitarian education reform in the 30s of the XX century aimed at the ideologization and unification of the education system in the USSR, which negatively affected the CE field. After the adoption of the Resolutions of the Central Committee of the All-Russian Communist Party (the Bolsheviks) and Council of People's Commissars of the USSR *On the Termination of the Creative Search among Scientists* (1931), *On the Pedological Distortions in the System of People's Commissions* (1936) there was a transformation in the methodology of CE, i.e. an objective study of foreign experience was replaced by its crushing criticism, «the concept of educational comparativistics, the basic scientific ideas of the beginning of the XX-th century were regarded as false, ideologically and socially hostile, and the well-known figures of this period were subjected to repression» [6, p. 45].

To this end M. Manzon in *Comparative Education: The Construction of a Field* (2011) wrote about the dialectic of «power-knowledge», which assured the format of the «Soviet Socialist Bloc» for the development of CE [24, p. 219].

And only after the World War II, in times of the so called «Khrushchev Thaw» easing of ideological pressing and revitalization of interest both to the foreign experience and to CE as an academic field were in evidence in the USSR, i.e. a Modern School and Pedagogy Abroad subdivision was opened in the Institute of Theory and History of Pedagogy of the Academy of Pedagogical Sciences of USSR (Moscow) in 1957; Comparative Education laboratory was opened in Moscow State Pedagogical Institute in 1966; the textbook for students of pedagogical institutes *Comparative Education* of the authorship of

M. Sokolova, E. Kuz'mina, M. Rodionov was published in 1978 [19]; a scientific school of the Soviet comparative educationists (B. Vool'fson, V. Lapchynskaya, Z. Malkova, K. Salimova, T. Yarkina and others) started developing.

It is evident that the publication of the *Comparative Education* textbook (1978) – the first and the singular comparative education textbook in the USSR – is a great achievement of the time. For the first time in the USSR the authors submitted the holistic methodology of CE presenting its aim, tasks, methods of research, key stages of its development through lens of input of the world-famous comparative educationists – M. A.J. de Paris, I. Kandel, P. Monroe, F. Schneider, P. Rosselló, N. Hans. In spite of constant contraposition of pedagogy and education in the socialist and capitalist countries knowledge on education reforms abroad, organization of education systems and curricula structuring was conveyed to the future Soviet pedagogues [19].

It should be mentioned that the intensity of the foreign education criticism decreased with time, especially during Mikhail Gorbachev's perestroika time (80-s of the XX century). G. Steiner-Khamsi wrote about it in the *The Development Turn in Comparative Education* article (2006) underlying that in the mid-1980s the negative perceptions finally gave way to a genuine interest in understanding education in capitalist countries, including in the United States (25, p. 21). However, such criticism tho remained a key method of CE research by the end of the Soviet Union.

Unfortunately, the political order in the USSR stood in the way of the national CE full-fledged development while the dawn of this academic field was observed abroad. As noted by the Ukrainian comparative educationist N. Lavrychenko referring to the work of the Portuguese comparative educationists A. Novoa and T.Y. Marshal *Le comparatisme en education: mode de gouvernance ou enquete historique?* (2003) the CE in this period was developing «in practical and applied direction, contributing to the development of national educational systems in the postwar period; its theoretical and methodological base was strengthening owing to creative use of scientific attainments of the related sciences» [15, p. 83]. Those were days of fruitful work of various CE schools. Among them are the representatives of the scientific paradigm school H. Hoah, M. Eckstein, and A. Kazamias; G. Bereday with his interdisciplinary approach, B. Holmes with problematic approach, N. Hans with historical-humanistic approach and others. Thanks to them and many other comparative educationists methodological platform of CE was chiseled remaining valid till today. It is referred to an education phenomenon research in historical/socio-economic/cultural context; to formulation of trends/patterns/laws of this phenomenon development by identifying similarities/differences; to importance of practice-oriented CE research by providing recommendations to education policy makers [7, p. 43].

In the Soviet Ukraine a similar analytical unit (first sector, then laboratory) was opened in 1971 at the Ukrainian Research Institute of Education (later – Institute of Pedagogy of the National Academy of Pedagogical Sciences (NAPS) of Ukraine). The name of the laboratory – Scientific and Education Information (SEI) lab – met its goal, i.e. to inform educators about education in foreign countries through the prism of «bourgeois» pedagogy criticism.

It should be noted that even under the ideological pressure the existence of such a unit was a significant positive for the Ukrainian pedagogical theory and education. That period scholars' names should be called – N. Abashkina, E. Berezhna, L. Bulai, G. Egorov, B. Melnychenko (who was the unchanged head of the SEI lab until its transformation into a Comparative Education (CE) lab in 1991), G. Stepenko,

I. Taranenko, T. Todorov – whose studies on the education abroad were in great demand among the pedagogical community.

Among numerous publications issued at that time special mention should go to a series of *Foreign Education Chronicle* (in the form of digest on topical information about foreign countries education reforms and best practices), a series *Worldwide Outstanding Educators* (the Ukrainian readers were made aware of P. Freire's, C. Freinet's, M. Montessori's, R. Steiner's, other educators' pedagogical views that were little-known or unknown in the USSR and well-known abroad), *Short Encyclopedic Dictionary of Foreign Education Terms*.

The book *System of Public Education in Foreign Countries at Present: the socialist, capitalist and developing countries* (1990) became a «bestseller» because at that time under conditions of the absence of Internet and few contacts with foreign colleagues information about education in foreign countries was very difficult to get for the Soviet scholars [18]. Besides, few of them spoke English and other foreign languages.

### **CE development in the independent Ukraine**

No doubt that a significant positive of the SEI lab functioning was laying the basis for the future CE school development in Ukraine – the SEI lab was renamed into the of CE lab in the year of Ukraine's independence proclamation (1991). I. Taranenko became the first head and strategist of the laboratory. The CE lab formation launched the development of the national CE, which at that time desperately needed a new methodology with rethought definition of goals, tasks, and methods.

At that time 2 methodological works – CE concepts of the authorship of I. Taranenko and G. Stepenko and of M. Krasovytskyi – were written. Unfortunately they were published in the integral form much later, only in 2015, in the anthology *Comparative Education: Methodological Guidelines of the Ukrainian Comparative Educationists* [15] due to the efforts of the Comparative Education Department of the Institute of Education of the NAPS of Ukraine. In the concepts the authors proposed CE methodology based on worldwide comparative educationists' postulates. In fact these works were the first methodological guides outlining the CE vector in independent Ukraine. The authors have proposed integral methodological systems embracing the vision of the object of CE as a field of pedagogical knowledge, its objectives, functions, tasks, approaches to the selection of objects for comparison, comparison algorithm, methods and so on.

These works actually re-directed the national CE trajectory towards its synchronization with the CE abroad. The external factors with such key one as the need of the young Ukrainian state in the national education based on universal values, openness to the world, etc. determined this synchronization. This development takes place in the context of globalization, which shapes the common trends of economic development, labor markets, and education systems. ICT revolution that erases the boundaries and makes the research results accessible for the whole world also promotes the synchronization.

Professionalization (by E.H. Epstein) [23] or institutionalization (by M. Manzon) [24] of CE in the independent Ukraine – its transformation into a fully-fledged field of a pedagogical science based on the developed infrastructure – is taking place under typical scenario with national feature, i.e. dynamism. In fact, the CE in the independent Ukraine worked the way up that comprised many decades in other countries [8]. The intensive development of CE in Ukraine is caused by the demand of the state in the national education

integration into the European and world educational space. This intension is reflected in all strategic documents outlining the education development in Ukraine during its independence period – the *State National Programme «Education» («Ukraine XXI century»)* (1993); [5], *National Doctrine of Education Development* (2002) [21], *National Strategy of Education Development in Ukraine for the period till 2021* (2013) [22].

The topicality of the European vector of the Ukrainian education development increased after the signing of the Association Agreement between the EU and Ukraine on June 27, 2014. The above forms the western-oriented framework of the new Ukrainian legislation on education, i.e. a new Law of Ukraine *On Higher Education* (2014), the draft laws *On Education, On Professional Education, On General Secondary Education*, the adoption of which raises an issue of other strategic/normative documents development, which in turn further actualizes the mission of CE in Ukraine.

Continuing the idea of CE professionalization in the independent Ukraine we note that educational centers of comparative studies in many regions of Ukraine have appeared both as units at research institutions and departments and centers at universities. Thus, under the NAPS of Ukraine beside the first in Ukraine Department of CE at the Institute of Education there are similar units in other research institutions today. These are: the Department of Teachers' Foreign Training and Adult Education at the Institute of Teachers' Training and Adult Education of the NAPS of Ukraine, the Department of Informational and Educational Innovations Comparative Studies at the Institute of Training Informational Technologies and Resources of the NAPS of Ukraine, the Giftedness Support and International Cooperation Department at the Institute for the Gifted Child of the NAPS of Ukraine and the newly established Laboratory for Foreign VET Systems at the Institute of Vocational Education and Training of the NAPS of Ukraine.

The number of departments / centers at universities whose name includes the term *comparative education* is small. These include the Department for History of Education and Comparative Education at the Hryhoriy Skovoroda Kharkiv National Pedagogical University as well as such centers as *The Educational Comparative Studies Laboratory* at the Pavlo Tychyna Uman' State Pedagogical University, *The Center for Comparative Professional Education* at the Khmelnytskyi National University, *The Center of Comparative Educational Research* at the Mykola Hogol Nizhyn State University.

However, the teachers' training programme of almost every university incorporates the *Comparative Education* course for bachelors/masters that relates to the category of optional ones. Under the curricula variability the common characteristics of all these are *Comparative Education as a Field of Educational Science and an Educational Discipline* and *History of Comparative Education*. The vast majority of curricula include (depending on the area of training of future specialists) topics on the reforming/development trends of pre-school, school and higher education in foreign countries, the analysis of educational systems of leading foreign countries, the socialization of an individual in the context of globalization, the alternative pedagogy and training, etc.

The teaching of the *Comparative Education* course forms the demand for training aids. These are, for instance, the already mentioned *Comparative Education* manual by A. Sbruyeva (1999, 2005) and *Comparative Education* manuals by I. Bogdanova, N. Didus, Z. Kurlyand, M. Lomonova, A. Tsokur, N. Shevchenko, A. Yatsiy (2000) [14]; by O. Halus and L. Shaposhnikova (2004) [3]; by A. Vasyuk, (2008) [2]; by M. Chepil (2014) [20]; as well as the *Essays in Comparative Education* manual (by A. Vasilyuk, K. Korsak, N. Yakovets, 2002) [1].

An effective tool for the Ukrainian comparative educationalists network development is the organization of large-scale specialized events, in particular, of the All-Ukrainian *Comparative Education Studies* workshop (at the CE Department of the Institute of Pedagogy of the NAPS of Ukraine) held since 2010 and of the International scientific and methodological seminar *The Development of Comparative Professional Education in the Context of Globalization and Integration Processes* (at the Center of Comparative Professional Education of the Khmelnytskyi National University in cooperation with the Institute for Teachers' Training and Adult Education of the NAPS of Ukraine) held since 2012. All of them are the scenes to talk «face2face», to exchange ideas, to discuss problem and most importantly is to form the community of practices of the comparative educationists.

The specialized periodicals *Порівняльно-педагогічні студії (Comparative Educational Studies)* (<http://journals.urau.ua/index.php/2306-5532>) and *Порівняльна професійна педагогіка (Comparative Professional Education)* (<http://khnu.km.ua/angl/j/default.htm>) also contribute to that serving as a presentation platform for the Ukrainian education comparativists' outputs and a tool for communicating with foreign colleagues.

In view of the demand for educational comparative research we can note the rapid growth of the comparative educationalists network in Ukraine. The analysis of defended theses in CE, in particular, testifies to that. In the absence (which has developed historically) of the particular research specialty *Comparative Education* in Ukraine theses in this field of educational science are defended within the broader specialty *The Theory and History of Education* (13.00.01) that identifies the following areas of comparative research: *The Globalization Processes in the World, Their Impact on the Educational System; Global Trends in the Development of Education and Educational Science – a Comparative Analysis; Comparative Education as a Field of Educational Science; Formation of Pedagogical Processes and Educational Systems; Development of the History of Foreign Pedagogy as a System.*

In fact 13.00.01 specialty is the base for the dissertations on CE, although many theses are defended as well in the specialty *Theory and Methods of Professional Training* (13.00.04) comprising an area *Comparative Professional Education*. However, it should be noted that almost all other specialties within the pedagogical science offer areas for the CE research. This is *Social Pedagogy* (13.00.05) with the area *Theory and History of Social Pedagogy and Social Work in Ukraine and Abroad*; specialty *Theory and Methods of Education Management* (13.00.06) with the area *Development of Management Theory and Technology of Educational Institutions Management in Ukraine and Abroad*; specialty *Theory and Methods of Upbringing* (13.00.07) with the area for research *Comparative Analysis of Home and Foreign Upbringing Systems*; *Preschool Education* specialty (13.00.08) with area *Comparison of Theoretical and Methodological Principles and Practice of Education and upbringing of Preschool Children in Ukraine and Other Countries*; *Theory of Learning* specialty (13.00.09) with *Comparative Didactics*; *Information and Communication Technologies in Education* (13.00.10) with aspects of a common information educational space, global information networks, etc.

Considering the nature of the CE methodological transformations in Ukraine it is worth noting the movement from linear studies explorations in the early 1990's towards multidimensionality. The analysis of the defended dissertations on specialty *Theory and History of Education* (13.00.01) since 2000s and analysis of the published abstracts of the reports of the scientific seminar *Comparative Education* (held in 2010, 2011, 2012, 2013, 2014 and 2015 years) [16; 9; 10; 11; 12; 13] allow making the following conclusions:

– the range of countries chosen for analysis by the Ukrainian comparative educationists is expanding. If up until 2000s the UK and the U.S.A. dominated, sometimes – Germany and France, at present national scholars actively research the region of the Eastern Europe (Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovenia,), the countries-former members of the Soviet Union, namely, Georgia, Armenia, Estonia, Lithuania. The educational achievements of Australia, China, Cyprus, Finland, Italy, Korea, Mexico, the Netherlands, Norway are of special interest as well;

– the interstate / regional comparison at the level of the European Union, Scandinavian countries, Western Europe, Eastern Europe, Black Sea region, English-speaking countries, German-speaking countries, etc. is conducted;

– the subject of a supranational character appears, namely, the European Strategy for the Eastern Partnership; Bologna process; international comparative studies (PISA, TIMSS); the European space of higher education, international educational information network; academic mobility, etc.;

– a wide range of educational phenomena that are topical for education community abroad such as education reforms, education quality monitoring, competence-based education, modern languages education, multicultural, religious, citizenship education, teacher training models, ICT education is studied;

– an appeal to the professional legacy of the prominent foreign educators that had been actually unknown in Ukraine before. In addition to well-known ideas of J. Dewey, F. Froebel, H.F. Herbart, M. Montessori the works of F. Gagné, T. Gordon, J. Holt, M. Knowles and others are analyzed.

The involvement of the time comparison element (historical traces of the problem for study) to enhance the place/geographic format is to be considered as the CE in Ukraine achievement. It is referred to the ideas of the world famous comparative educationists. For instance, A. Sweeting has noted in *Doing Comparative Historical Education Research: problems and issues from and about Hong Kong* (2001) that the attempts to limit the comparative studies to a comparison across places «with little or no attention paid to time, are likely to create a thin, flat, quire possible superficial outcome. Efforts to enable comparison to encompass time, as well as place, however, are likely to enhance the profundity of the study» [26, p. 226].

The analysis of the Ukrainian comparative educationists' approaches to conducting the CE gives reason to notify the use of the gradual comparison with the tendency to ensure simultaneity, albeit on a smaller scale.

Obviously, the CE development is challenging, and we find the misregulating in the following aspects:

– the system of the CE methods is based on the use of theoretical ones only. It can be explained by the approaches used in Ukraine to classify the CE as a theoretical field of science. Meanwhile, the foreign scholars use a wide range of research methods including empirical ones;

– the format of the comparison is still underdeveloped, namely an issue of the foreign experience comparison with Ukrainian one. What format is more efficient to be practically applied, i.e. either sequential comparison (foreign education phenomenon analysis, after it – the analysis of the analogous education phenomenon in Ukraine) or parallel comparison of the same education phenomena abroad and in Ukraine?

– What should be the results of the CE studies to bring a real benefit for the national education? What is the best format of these results to be used by the police developers?

These and other questions form the wide scope for the further research.



## Conclusions

Obviously, the trajectory of CE development depends upon the socio-political context in which it develops. One may state that the CE development trajectory in independent Ukraine gradually approaching CE trajectory abroad owing to the openness of Ukraine to the world, its orientation to the Western vector of development. However, the peculiarity of the Ukrainian CE today is the dynamism that is explained by the relevance of this field of pedagogical science. Modernization of the national education, its progression towards the European and world educational space generates a request for CE studies and actualizes the CE in Ukraine, intensifying the dynamic development of its methodological bases and infrastructure.

The development is always accompanied by challenges. The methodological character issues that remain polemical to the CE community in Ukraine comprise among others the selection of methods for research; CE delivery in relation to the national education demands in terms of its correlation with the world education trends/patterns of development; forecast for educational policy makers in Ukraine.

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### **ПОРІВНЯЛЬНА ПЕДАГОГІКА В УКРАЇНІ: ТРАЄКТОРІЯ РОЗВИТКУ**

У статті обґрунтовується взаємозв'язок між характером розвитку порівняльної педагогіки в Україні та суспільно-політичним контекстом. Цей взаємозв'язок простежено, починаючи від зародження «порівняльних» ідей в Україні у кордонах царської Росії, розвитку порівняльної педагогіки впродовж існування СРСР та її розквіту у період незалежності; зроблено висновок, що у незалежній Україні спостерігається зближення траєкторії розвитку національної порівняльної педагогіки з траєкторією розвитку порівняльної педагогіки у зарубіжжі; акцентовано на національній особливості розвитку порівняльної педагогіки – динамізмі, який пояснюється затребуваністю результатів, які продукує ця галузь педагогічної науки в умовах модернізації національної освіти, її входженням в європейський та світовий освітній простори; окреслено низку питань, які залишаються дискусійними для українських компаративістів.

**Ключові слова:** порівняльна педагогіка в Україні; методологія порівняльної педагогіки; етапи розвитку порівняльної педагогіки; педагогічна компаративістика.

*Локшина Е. И.*

### **СРАВНИТЕЛЬНАЯ ПЕДАГОГИКА В УКРАИНЕ: ТРАЕКТОРИЯ РАЗВИТИЯ**

В статье обосновывается взаимосвязь между характером развития сравнительной педагогики в Украине и общественно-политическим контекстом. Эта взаимосвязь прослеживается, начиная от зарождения «сравнительных» идей в Украине в границах царской России, развития на протяжении существования СССР и расцвета в период независимости; сделано вывод, что в независимой Украине наблюдается сближение траектории развития национальной сравнительной педагогики с траекторией развития сравнительной педагогики за рубежом; акцентируется национальная особенность развития сравнительной педагогики после независимости – динамизм, который объясняется востребованностью результатов, которые продуцирует эта отрасль педагогической науки в условиях модернизации национального образования, его интеграции в европейское и мировое образовательное пространство; очерчены вопросы, которые остаются дискуссионными для украинских компаративистов.

**Ключевые слова:** сравнительная педагогика в Украине; методология сравнительной педагогики; этапы развития сравнительной педагогики; педагогическая компаративистика.