

**DEVELOPMENT OF EDUCATION AND SCIENCE IN THE HISTORICAL
INDUSTRY IN THE CONDITIONS OF TRANSFORMATIONS: EXPERIENCE OF
EU COUNTRIES**

***DESENVOLVIMENTO DA EDUCAÇÃO E DA CIÊNCIA NO SETOR DA INDÚSTRIA
HISTÓRIA EM CONTEXTO DE TRANSFORMAÇÃO: A EXPERIÊNCIA DOS PAÍSES
DA UE***

***DESARROLLO DE LA EDUCACIÓN Y LA CIENCIA EN LA INDUSTRIA HISTÓRICA
EN CONDICIONES DE TRANSFORMACIONES: EXPERIENCIA DE LOS PAÍSES DE
LA UE***

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ABSTRACT: The development of the historical field is an important aspect of modern European education and science. The study of the transformations of this important part of the modern humanities, comparison with the Ukrainian and Eastern European realities is a goal of our article. The work is based on the analysis of modern specialized literature and the use of scientific research methods: analysis and synthesis, induction, and deduction. The comparative method shows the peculiarities of the development of the historical branch in the EU countries (in particular, in Latvia). In modern historical education, the principles of consolidation prevail. European historical science is characterized by the importance of international conferences that promote consolidation. Ukrainian historical science has its successes and problems, it can also be compared with European, in particular Latvian (although Latvia was also part of the USSR).

KEYWORDS: History. Education. EU. Ukraine. Latvia.

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RESUMO: O desenvolvimento do campo histórico é um aspecto importante da educação e ciência europeias modernas. O estudo das transformações desta importante parte das humanidades modernas, em comparação com as realidades da Ucrânia e do Leste Europeu é o objetivo do nosso artigo. O trabalho baseia-se na análise da literatura especializada moderna e na utilização de métodos de pesquisa científica: análise e síntese, indução e dedução. O método comparativo mostra as peculiaridades do desenvolvimento do ramo histórico nos países da UE (em particular, na Letônia). Na educação histórica moderna, prevalecem os princípios de consolidação. A ciência histórica europeia caracteriza-se pela importância das conferências internacionais que promovem a consolidação. A ciência histórica ucraniana tem seus sucessos e problemas, também pode ser comparada com a europeia, em particular a letã (embora a Letônia também fizesse parte da URSS).

PALAVRAS-CHAVE: História. Educação. UE. Ucrânia. Letônia.

RESUMEN: El desarrollo del campo histórico es un aspecto importante de la educación y la ciencia europeas modernas. El estudio de las transformaciones de esta parte importante de las humanidades modernas, la comparación con las realidades de Ucrania y Europa del Este es un objetivo de nuestro artículo. El trabajo se basa en el análisis de la literatura especializada moderna y el uso de métodos de investigación científica: análisis y síntesis, inducción y deducción. El método comparativo muestra las peculiaridades del desarrollo de la rama histórica en los países de la UE (en particular, en Letonia). En la educación histórica moderna prevalecen los principios de consolidación. La ciencia histórica europea se caracteriza por la importancia de los congresos internacionales que favorecen su consolidación. La ciencia histórica ucraniana tiene sus éxitos y sus problemas, también se puede comparar con la europea, en particular con la letona (aunque Letonia también formó parte de la URSS).

PALABRAS CLAVE: Historia. Educación. UE. Ucrania. Letonia.

Introduction

The development of the history branch in the EU through the prism of modern changes and trends is a topical topic for modern comprehension and elaboration. This is explained by the fact that the current humanities go beyond the classical views for the XIX and XX centuries'. Actually, this process became tangible a few decades ago when the integration of humanities disciplines in the new conditions of digital society became a question of creative development of a person and his orientation among the changing conditions of culture. Thus, modern transformation processes affect the development of all branches, in particular history. At the same time, methodological transformations in the historical field affect the process of teaching history subjects at schools and universities. The development of education and science of the EU history branch demonstrates both the problems and the ways of their implementation in the European system. These ways of overcoming problems are a vivid example of the development of the historical sector as a whole. The analysis of the current state of historical science and

education in Ukraine through the prism of comparison with other EU countries deserves separate attention. Perhaps one of the best objects for comparative studies is Latvia as a country, which was also a part of the Soviet Union, but previously developed the organization of historical education and science.

The purpose of this article is to analyze the development of education and science in the field of history through the prism of transformation processes in EU countries. Accordingly, the objectives of the study are to determine the role and importance of historical knowledge for modern man, to characterize the main problems of history education in the EU countries, to highlight the main ways to overcome them, to analyze international cooperation as a factor of history modernization in Europe and Ukraine. The theoretical section of the article is formed based on the analysis of modern historical and pedagogical literature. In particular, the current state and specific arguments in favor of the development of historical scholarship led Schneider and Leon (2021). The problem of studying history outside of school was outlined by Stoddard (2018). Kudláčová (2016) outlined the main perspectives for the development of the historical field, analyzed the development of the historical field in Slovakia through the prism of European transformations.

The article is built based on the implementation of general scientific methods of research. For example, analysis and synthesis, induction and deduction are used in the work. With the help of the comparativists method, the peculiarities of the development of the historical sector in the EU countries are reflected. The research is formed based on the method of abstraction, which puts forward the transition from generalizing concepts to specific recommendations and conclusions. Separate attention in the work is focused on empirical pedagogical methods of collecting and interpreting information. In particular, the work is built on the analysis of master's and doctoral curricula of the Universities of Latvia and Daugavpils.

Results

The development of humanities disciplines (including history) has more conservative features and a slower pace than that of natural disciplines (SPENCER, 2018). However, in the new conditions of the information society, the appeal to historical knowledge as a powerful verification argument makes it possible to separate truthful information from false information, to understand the basis of the functioning of society in time and space, etc. This poses new challenges to the system of historical education as well as to historical science. At the same time, the latest development of technology allows us to reevaluate their importance

and look at history in a new way (KESTERE; OZOLA, 2014). At the same time, the development of the history field in the European Union is an excellent example of the involvement of innovative technologies in the processes of scientific and educational life.

What is the special importance of historical knowledge?

First of all, this discipline enables a person to navigate the historical space. This means that a person with a historical education possesses knowledge of historical experience, which allows him to properly assess modern social processes. In addition, we believe that historical knowledge contributes to the emergence of independent evaluations and at the same time teaches to appreciate and respect the opinions of others. They influence the formation of the breadth of thinking and worldview, modern tolerance, civic position, creative imagination (KESTERE; OZOLA, 2014). Consequently, historical knowledge prepares young people for independent life in the modern world, creates favorable conditions of understanding between people representing different cultural, ethnic, linguistic, and religious traditions. These features contribute to the development in the young generation of those important skills, without which the development of democratic societies at the present stage is impossible.

Note that the Council of Europe pays special attention to the development of modern history education. In particular, a policy document such as the “Recommendation on History Education” emphasizes the importance of history as an academic field. It noted that history education should be free from political and ideological influences, so politicians, having their views on history, should not use it as a tool for manipulation. At the same time, the document noted that history is one of the main sources of knowledge of national dignity. At the same time, the Recommendation on the Teaching of History in Europe in the Twenty-First Century emphasizes the importance of teaching history as a source of transmitting factors of cultural diversity, the formation of principles of tolerance, etc.

The reference to the past is an important way of legitimizing existing social and cultural principles (SCHNEIDER; LEON, 2021). The processes of state formation and the emergence of state consciousness stimulated the legitimizing function of history. The construction of the image of the nation is of particular importance for states that are relatively new on the road to independence.

Problems of the history education sector in the EU countries and ways to implement them: the experience for Ukraine

In Western Europe, discussions about the problems of school and higher history education in the last 15 years have gone beyond the historical and pedagogical community and have become the subject of public debate (HASAN, 2014). The rapid interest in the problems of historical consciousness, “historical memory,” and “people's history” has attracted both amateurs and professionals to the debate. However, such processes are taking place not only in these regions. In general, among the pan-European problems of history teaching, we can identify the predominance of traditional explanatory teaching methods. As a result, the active cognitive activity of pupils and students decreases. Other problems include the need to update history textbooks, insufficient attention to the development of historical empathy, students' awareness of the specific ways of life of people from other cultures and times.

The current important task in the historical field of EU countries is the formation of historical scholarship as a factor in the politics of consolidation (ANSPOKA; KAZAKA, 2018). In particular, many European studios say that at the center of historical understanding between different models of European memory is a dialogue that is based on specific principles: 1.) the historical past has to be analyzed given its complexity for all parties; 2.) the “demand for historical memory” of all states (parties) must be equally respectful in educational consideration; 3.) past events can be analyzed given and concerning the future perspective of the discourse partners.

Thus, pilot projects with unifying functions are currently being organized in EU countries. They should form concepts for deepening dialogues between EU citizens on the interpretation of certain common past events. It is a question of shaping historical memory to create a common vision of Europe's past and future (SAVIANI, 2013). These initiatives are a significant example for Ukraine in the context of modern European integration processes.

At present, a rather interesting initiative is the creation of common history textbooks. The first of such textbooks was published in Germany and France. It shapes the emergence of a common vision of the past and the prospects for the future. At the same time, it also influences the formation of opinions about a common European identity. Note that sociological studies prove that such measures of reconciliation between the French and Germans have had a positive effect. For example, in both states, more than 85% of citizens consider each other a good neighbor (ANDERSONE, 2020). We believe that such a common history textbook or guide is a kind of tool for political stabilization.

Another example of the publication of a joint history textbook is a project between Poland and Germany. This textbook was published in 2016 and was initiated by government agencies of both countries. It incorporated the historical experience of past events of the neighbors and provided a basis for neutralizing mutual historical stereotypes.

Note that when studying the content of educational materials in European countries, we concluded that national myths and stereotypes about this or that nation are noticeably entrenched in textbooks, manuals, and methodological materials. These things have a negative impact on the formation of collective memory. At the same time, the realization that the study of the historical past is a practical tool, a key factor of reconciliation between citizens and states in the European Union gives reason to implement projects that should form the principles of understanding and integration. A striking example is a project entitled “Shared Histories for a Europe without Borders”. The main methodological principle of such “common histories” is to consider the positions of all sides of past events, all their transformations, interactions, and conflicts. It contributes to the qualitative indoctrination of myths, stereotypes, and negative visions of other European neighbors. Thus, the project under consideration contributes to the emergence of intercultural dialogue and leads to a transformative attitude toward conflict. Note that the implementation of this initiative solves the following main tasks: 1) a general improvement in the awareness of the common historical past of the member states; 2) contributes to conflict prevention and supports processes of reconciliation through the prism of showing historical reciprocity and convergence; 3) the dissemination of intercultural dialogues.

A striking example of an organization forging the work of European reconciliation is EuroClio. This is the European Association of Teachers, which implements many educational and scientific projects. In particular, the initiative “Connecting Europe through History” has involved 21 states. There are also ongoing projects on domestic and international reconciliation in post Balkan states conflict, such as in Macedonia – “Retelling History” and “Uniting History. How to present poignant issues of Yugoslav history?” etc.

Considering the analysis of educational programs of universities in Europe, we will focus on the characteristics of studies at the University of Latvia. For our study, this country is of exceptional importance because it, like Ukraine, was also part of the USSR. So, the Latvian experience of the organization of historical education is an important example for Ukraine. One of the most prestigious universities in the country, the University of Latvia has a Department of History and Philosophy. The department dates back to 1919 when the University of Latvia was founded on philological and philosophical faculties. During the long period of its functioning, the names of the faculty have changed. Therefore in 1970 by reorganizing the

faculty of History and Philology and the faculty of Law and Philosophy the Faculty of History and Philosophy was established, which is still active. Today the faculty provides academic instruction in history and philosophy, offering academic education at three levels of study - undergraduate, graduate, and doctoral. The educational plans involve students (including foreigners) studying the history and culture of Latvia.

Master's degree curricula focus on the latest research methods in historical science, topical problems of Latvian historical science, issues of historical philosophy and theory, the historiography of Latvian and European history. Thus, the University of Latvia's history study programs is characterized by universality and a wide range of knowledge.

While the Master's degree is trained in the purely "history" field, the Ph.D. degree is in the field of "history and archaeology". The University of Latvia and Daugavpils University states that the duration of doctoral studies is 3 years (2020). The Ph.D. program is divided into 2 parts. The first part (A) is mandatory, it consists of 106 credits. This level involves writing a dissertation text, including academic publications in history and participation in international history conferences (88 credits over six semesters), three doctoral examinations (12 credits). In addition, the graduate student is engaged in teaching history at an institution of higher learning (6 credits). The institution he or she can choose from. Part B has a limited choice and consists of 38 credits. This part includes History Seminars (12 credits total), participation in one or more doctoral schools (6 credits). It also includes theoretical courses from the University of Latvia and Daugavpils, such as "Myth in Latvian History" (4 credits), "Alternative History" (4 credits), "Philosophy of History" (4 credits), "Problems of the History of Ideas" (4 credits), "History of Archaeology: from Antiquarianism to Modern Non-Destructive Research Methods" (6 credits), "Theoretical Archaeology" (6 credits), "Oral History as a means to shape the image of national history" (2 credits), etc.

It should be noted that recently the doctoral training programs at Daugavpils and the University of Latvia in Riga were combined. This is caused by the need to integrate the system of training specialists and greatly facilitates the administration, the search for grant opportunities for further research.

The teaching system at the Faculty of History in Daugavpils is also focused on more practical training. Daugavpils University is represented by modules such as oral history, digitalization of historical sources, and looking at Latvian history from a Western perspective. At the same time, the University of Latvia in the program presents a block of archaeological courses, a module consisting of courses where history is viewed from an interdisciplinary perspective. At Daugavpils University, archaeology becomes important, where archaeological

excavations are actively organized. The program has developed a new course in archaeology, designed for Ph.D.

In addition, the university actively organizes exchanges between students. Especially actively it cooperates with such European universities: in Germany - with Rostock, Munster, Mainz universities, etc., in Austria - with Klagenfurt University, in Denmark - with Aarhus University, in the Czech Republic - with Charles University, in Lithuania - Vilnius University, etc. The University of Latvia also works fruitfully with scientists from Sweden (Stockholm University), Finland (University of Helsinki), France (Evry University), USA (University of Wisconsin).

An important aspect of teaching at the Faculty of History of the University of Latvia is teaching in English (taking place at all levels), which significantly internationalizes the learning process.

Thus, we believe that the system “Vēsture. Maģistra Studiju Programma” at the Faculty of History and Philosophy is more focused on practical skills (2019). This is a good model for Ukraine, where theoretical teaching prevails with a rather minimal application of the practical work of a historian. Students from universities in Latvia have free access to exchange programs and teaching in English makes it much easier to adapt to other European universities. We believe that much more attention should be paid to courses to be taught in English in Ukraine. Right now, Ukrainian students and applicants are much less active in seeking overseas internships and training.

International Cooperation as a Factor in the Modernization of Historical Science in Europe and Ukraine

New educational technologies and their active use require a revision of the development of scientific knowledge and the system of scientific work organization. Additional complexity is added by the COVID-19 pandemic, which significantly limits the ability to conduct adequate scientific research. At the same time, this crisis opens new opportunities and perspectives to already existing research areas.

An important aspect of the development of modern historical scholarship is its integration, that is, countries seek to hold international conferences (usually with non-governmental funding), which would have the purpose of holding and organizing international forums and publishing the results with subsequent popularization. Characteristically, such practices are used in the study of all historical periods. For example, a rather popular series of

scientific events were the Colloquia Russica (the main organizer was the Jagiellonian University in Krakow), which took place annually for ten years. The conferences aimed to discuss the discussion of broad issues related to the history of medieval Rus' (PARSHYN, 2020), and they brought together a wide range of researchers from different European countries. The results of the forums were published annually in separate collections, which facilitated the work of other researchers (PARSHYN, 2018). An important aspect was the scientific involvement of young people, who had the opportunity to speak alongside knowledgeable researchers in Central and Eastern Europe, to gain relevant experience, to demonstrate their own debating skills, etc. One example is the regular annual conference “Lviv-Krakow: City, Society, Culture”, which has been held for 15 years. Scholars who participated in this project focused their attention on a wide range of problems related to the relationship between Ukraine and Poland of new and new times. The analyzed site was a place of discussion and peculiar processing of publications for their subsequent publication in a publication of the same name. Of course, there are many examples of such international cooperation. These processes characterize the development of modern education and scholarship in the field of history. The emphasis on international cooperation contributes to the development of mechanisms of common historical memory, which will give its results in the future (SAVIANI, 2019). We predict that with the use of multimedia (holding events remotely on Zoom or Microsoft Teams platforms) during the COVID-19 pandemic, the practice of holding such international forums has not disappeared. It seems that it is undergoing a gradual evolution, and their subsequent holding in online format looks like quite natural mechanisms of further conference work. It is already becoming evident that for the organization of student scientific work, the distance format is a good method of establishing cooperation within Ukraine. In the future, it will be a good tool for interstate scientific contacts and will allow internationalizing history in a new way.

Much attention by historians of the modern EU has turned to the study and comprehension of totalitarianism in Europe: Nazi, fascist in Western Europe, and communist in Eastern Europe. Experiments in the respective areas have been conducted for decades, but it was not until after 1991 that the legacy of communist regimes in Central and Eastern Europe was truly reassessed (ANDERSONE, 2013). Note that today there are several coordinating organizations. For example, the Platform for European Memory and Conscience, founded in 2011, plays an important role in the research of Europe's totalitarian heritage. It united scientific organizations from 14 countries (in particular, Germany, the Netherlands, the Czech Republic, Hungary, Poland, Latvia, Lithuania etc.) (KUDLACOVA, 2016). Ukrainian structures (the

Mejlis of the Crimean Tatar People and the Center for Studies of the Liberation Movement) first became members in 2012, in 2014 the Ukrainian Institute of National Memory joined the members of the “Platform...”, and in the following year, the National Museum of the Holodomor-Genocide joined. Such integration of Ukrainian research structures will make it possible to disseminate truthful information about the crimes of the communist regime in Eastern Europe and to counteract hybrid threats of our time, primarily Russian propaganda.

However, Ukrainian researchers received the opportunity to join the work of international research groups and institutes relatively recently. In particular, the extremely well-known Horizon-Europe program became relevant only in 2014. By then, all research contacts were at the private level or the level of cooperation between individual institutions. A certain lag is explained by the fact that other countries of the European Union, which belonged to the socialist camp, started processes of decommunization and truthful coverage of the past much earlier, which is evident in the examples of Ukraine and Latvia.

One of the central objects for scholars in Central-Eastern Europe is the totalitarian past. Already in 1993, the Museum of the Occupation of Latvia was opened in Riga in the building of the former Latvian Red Riflemen's Museum. It became a non-state structure, but an essential element in confronting Soviet historical myths. Governmental organizations provide real financial support for the existence of this institution, excursions and classes for schoolchildren are regularly held there, foreign delegations visit the Museum, and international conferences and Latvian scientific congresses are held there. It is worth noting that the exhibitions of the Museum are useful not only to illuminate the Soviet occupation but also to understand the Nazi regime in Latvia in 1941-1944, although much of the stands and exhibits focus on the Soviet domination of the Baltics. It is logical to continue that the composition of this important institution is intended to equalize the Soviet and Nazi occupations. The proposed experience is extremely useful for contemporary Ukraine, but it began to be used only since the XXI century, and finally in the public discourse began to win since 2014 and the beginning of the Russian-Ukrainian war (MERENIUK, MERENIUK, 2019).

Perhaps the reason for this state of affairs should be seen in the fact that Ukrainian institutions of higher education, scientific institutions, etc. have long been held back both by internal constraints (in Ukraine some historians have moved to new post-communist thinking, but there were many who saw and perceived the past of the twentieth century through the old Soviet paradigms) and external circumstances (economic problems and, above all, political will, which held back many useful undertakings). The newest institutions, such as the Ukrainian Institute of National Remembrance was institutionalized only in 2014, and accordingly, it

became a central body of executive power, the work of which is regulated by the Cabinet of Ministers of Ukraine. This state institution aims to analyze communist domination in Ukraine and to identify victims of the communist and Nazi regimes. In its work, it encountered opposition from many public organizations and politicians who openly did not want to reveal truthful facts about the totalitarian past. It should be noted that such processes are not observed in Latvia, so the work to identify the crimes of politicians of the twentieth century is a promising area of historical research.

At the same time, in both Ukraine and Latvia the leading research topics are similar. If communist Latvian historians were forced to search and publish texts about workers, the revolutionary movement, and the desire to unite with the “fraternal Russian people”, then in the 1990s-2010s niche was filled by texts of another nature: about Latvian nationalists, collaborators of Soviet power, the Latvian Legionnaires etc. Such nationalist discourse in contemporary Latvian historiography manifests itself in various ways: from articles on the resistance and the anti-Bolshevik underground to reflections on the boundaries of freedom and nationalism and the publication of works by historians and politicians of the past and present. Such problems are also inherent in contemporary Ukrainian studios - studies of the activities of nationalist organizations and the underground, publication of previously banned books, etc.

At the same time, back in May 1990, the Supreme Soviet of the Latvian SSR adopted the Declaration on the Restoration of Independence of the Republic of Latvia. This document and subsequent legislative acts of the Baltic state established, inter alia, the existence of the illegal Soviet occupation of Latvia, the restoration of the constitution of the early 1920s, and the validity of previous interstate agreements. Practically the whole period of existence of the Latvian SSR was proclaimed “the period of Russian occupation”. Accordingly, this decision was fundamental to the formation of national memory and historical scholarship in this country. After all, other Baltic republics followed a similar path, in many other countries of Central and Eastern Europe the activities of the Communist Party were banned, and its supporters were excluded from teaching and research.

The situation in Ukraine is different. Ukraine recognized itself as the heir to the RSFSR; accordingly, the ideological revision of historical scholarship was extremely protracted. It was only in 2015 that the Communist Party of Ukraine was banned, and the aggression of the Russian Federation and the separatists it supported, bringing a change concerning Russia - anti-Bolshevik research was given the most favorable “green light”. An important change was the appeal of Ukrainian researchers to public history, which in European practice has long been the norm. Public speeches and discussions on topical issues led to a certain break in public

consciousness showed that Ukrainian society is interested in history (paradoxically, but at the end of the twentieth century this could not be said). Thus, scientific historical discourse in Ukraine had a completely different development that differed significantly from European in general, Central, and Eastern European in particular.

Conclusions

Consequently, history education is an important part of the educational process in Europe. It is freed from political and ideological influences, so it cannot be used for manipulative purposes. At the same time, historical knowledge is one of the sources of information about national dignity. It is also established that the science of the past is an important way to legitimize existing social and cultural principles, which affects its status in the twenty-first century. The educational processes of history teaching in Europe will be dominated by the principles of consolidation, that is, the development of common views on the historical problem. Ukraine has insufficient experience of interaction in this aspect, which, however, will be developed.

Latvia's university training system implies integration with the European university system. A significant emphasis is placed on teaching in English (which is greatly lacking in Ukrainian reality). In addition, even in the system of doctoral training in Latvia, there are elements of integration of several universities. The curricula provide for the development of practical skills of a historian, which is typical for European educational centers.

The scientific historical branch is characterized by the importance of international conferences, which contribute to the already mentioned consolidation: allow to develop a common point of view on this or that problem. Characteristically, the conferences have a diverse thematic orientation and cover all periods of the development of human and European civilization. Also, an important aspect is the formation of inter-state research platforms, in particular for the study of dramatic problems of the totalitarian past. Let us note that Ukrainian historical science has its problems if we compare it with European, even Latvian (although Latvia was also a part of the USSR). We are talking about the long domination of outdated views and evaluations, the inability to carry out timely reforms etc. At the same time, the prospects for historical research in Ukraine, in our opinion, are optimistic.

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