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MAIN TASKS OF THE UNIVERSITY DURING THE RUSSIAN-UKRAINIAN WAR

Background. This article explores the tasks and goal of university education in Ukraine during the war. The role of the University in the field of education and public life during the Russian-Ukrainian war is outlined. The educational sector is going through significant challenges along with Ukraine in the context of the military operations. Therefore, the university community is actively involved in the struggle and not only on the educational front. The article is particularly addressing the following questions: what are the challenges that universities face in times of war?; how can university education continue under the circumstances of war?; what are the main tasks of university education for this period?; what are the new tasks that the University is facing today compared to the original tasks at the moment of the emergence of universities?; The article also demonstrates the transformation of university education from the time of the coronavirus pandemic to the moment of Russia's full-scale invasion of Ukraine in 2022.

Methods. The research methodology includes general scientific methods of analysis and synthesis. Method of situational analysis is also adopted within the methodology. The article uses an analytical approach based on the study of historical and philosophical sources.

Results. It is evident that Ukrainian universities despite the circumstances of war still operate as centers of education, train highly qualified professionals, develop science, and raise a new generation of scholars. University as an institution keeps cultivating an average person into a cultured one. We mean that the University preserves and transmits to young generations the culture of the Ukrainian national spirit in times of war.

Conclusions. The article proves that the University, in such a difficult time of war, is forming the contemporary culture of Ukraine. This contemporary culture is created by the inseparable unity of two guilds: those who teach and those who study. So we are witnessing the realization of a new, glorious history of Ukraine, and the University is actively contributing to it. After all, Ukrainians are united by belonging to a great culture, and nowadays this culture manifests itself in the greatness of the national spirit that the Ukrainian people demonstrate.

Keywords: University, culture, Russian-Ukrainian war, education, consciousness, philosophy, independence.

Background

Russia's brutal war of aggression against Ukraine has been going on for almost two years now. Russian aggressors are not only trying to seize Ukrainian territories, they are destroying Ukrainian culture as much as possible: they are ruining schools and museums, cultural monuments, incinerating Ukrainian literature, and trying to impose their own "culture." Russians are especially brutal in their efforts to destroy higher education institutions in Ukraine. Why? Because the University is part of the cultural frontier of Ukraine, it is its pillar. Ukrainian defenders are holding the military front lines in Ukraine, they are liberating the occupied territories, and their heroic struggle is the key to our living every moment. And a price for this is incredibly high. The field of education in Ukraine is one of the battlefields. Therefore, as never before, all cultural institutions in Ukraine are united by one goal: the desire to defeat Russian aggressors and liberate Ukrainian territories. Everyone is working to achieve this goal: cultural luminaries, scientists, volunteers, educators, and, of course, the university community. So, let's talk about university education and its social role during the full-scale invasion of Ukraine by Russian aggressors.

Since 2019, education in Ukraine has been going through certain challenges, and these challenges are similar to the levels of a bad computer game: the further you go, the more difficult these levels become. At first, it was a COVID period, it spread all over the world, and now it is the genocide of the Ukrainian people in the Russian-Ukrainian war, which began in 2014. On February 24, 2022, Russia invaded Ukraine on a full-scale basis, with bombs, tanks, and atrocities that a normal person cannot imagine. Mother Ukraine is fighting courageously now. Ukraine has become a symbol of

courage, a model of endurance, and dedication. The Ukrainian people have shown the whole world how much they value their independence and how they need to fight for it. And education in Ukraine is once again facing a very difficult challenge.

The purpose of the article is an attempt to identify the main tasks of university education during the Russian-Ukrainian war. To determine the role of the University in preserving the existing cultural space of Ukraine and forming a new one.

The research aims to answer the following questions: how is university education possible during the war? What transformations is it going through? Which forms of education should be prioritized? What tasks have been added to universities and how have the old ones been transformed? What is the main goal of the University in Ukraine during the Russian-Ukrainian war?

Methods

The work is based on an analytical approach based on the study of historical and philosophical sources. It involves the systematic consideration and dissection of complex phenomena or problems into their constituent parts in order to understand them better. These parts are then analyzed separately. This allowed us to identify the main characteristics of each part and the relationships between them. The findings were used in the conclusions. The analytical approach is the basis for critical thinking and informed decision-making.

The study is also based on general scientific methods of analysis and synthesis.

In writing this article, the method of situational analysis was used. This approach was used to study a specific situation: education in Ukraine during the war. This method allowed us to examine in detail the context in which the event is taking place. It is thanks to this method that all factors were taken into account: description of the situation, data collection,

identification of key factors, analysis of interrelationships. This method helped to Predict conclusions.

Results

The article analyzes the transformation of university education in two periods: from the pandemic to Russia's invasion of Ukraine in 2022. It is found that during the Russian-Ukrainian war, the Ukrainian university remains an important center of education. It continues to educate highly qualified professionals, develop science, and train a new generation of scientists. It is established that the University plays a key role in the formation of a cultural personality, transmitting the cultural values of the Ukrainian people to young people even during the war. The article proves that in this difficult time of war, the University actively contributes to the formation of the modern culture of Ukraine. This new culture is created through the inseparable unity of teachers and students. It is proved that Ukrainians are witnessing the creation of a new, glorious history of Ukraine.

Discussion and conclusions

This intricate and unpredictable world requires a person to move to a new level of perception of reality, to find a foundation that would allow them to cope with the flow of information, emotions, and concerns that the Ukrainian people are facing. Such a foundation, in our opinion, is the University. So, let's examine the definition of the university itself, the idea of its creation, the main processes of its development, and the tasks that were set at the outset of universities. Arthur O. Norton in his work "Readings in the History of Education: Mediaeval Universities" gives the following definition of a university: The term "University" has always been difficult to define. In the Middle Ages its meaning varied in different places, and changed somewhat in the centuries between 1200 and 1500 A.D. In these pages it signifies in general an institution for higher education; and "institution" means, not a group of buildings, but a society of teachers or students organized, and ultimately incorporated, for mutual aid and protection, and for the purpose of imparting or securing higher education. Originally, universities were merely guilds of Masters or Scholars; as such they were imitations of the numerous guilds of artisans and tradesmen... of these guilds grew the elaborate organization... of universities" (Norton, 2005).

Today, the Law of Ukraine "On Higher Education" states that a university, as a higher education institution, is a distinct type of institution that constitutes a legal entity of private or public law, operates under a license to conduct educational activities at certain levels of higher education, conducts scientific, technical, innovative and/or methodological activities, ensures the organization of the educational process and the obtaining of higher education and postgraduate education by persons, taking into account their vocations, interests and abilities. The university has its autonomy – self-reliance, independence, and responsibility of the higher education institution in making decisions on the development of academic liberties, organization of the educational process, scientific research, internal management, economic and other activities, independent selection and placement of personnel within the framework established by this Law. Participants in the educational process must adhere to academic integrity (On higher education..., 2014).

That is, the University has always been and remains today an association of those who teach and those who study. In fact, the university is a specific association, a unity, where both study continuously, throughout their lives. The

university became a place where restless students who were eager for science turned into its committed students. Therefore, the main goal of the University since its foundation has been **to teach and be educated**. To date, nothing has changed in this regard. Universities constitute a kind of union of people whose main goal is to acquire new knowledge and use it in various ways. No wonder the University is called "*alma mater*" because its essence is the generation of new knowledge.

The university in Ukraine is constantly experiencing certain upheavals related to historical events within the country and global events. Let's recall COVID-19. This has been a challenging period for both the global university community and Ukraine. Since 2019, universities have been trying to generate new ways of transferring knowledge, or to make the most of the existing ones, adapting them to the current situation, as the rapid spread of the disease has made it impossible to teach in the usual, established classroom. During the pandemic, educators were in a terribly unique position. Teachers and students were deprived of the opportunity to conduct the educational process the way they were used to: direct communication in classrooms. A new reality has emerged for educators, and we can say that educators have found themselves in a certain experiment. The pandemic period led to a situation when the educational community had to master new tools and means to make teaching the subjects possible. In fact, each teacher has made a certain breakthrough in mastering new technologies to convey material to students. And remote learning has indeed made it possible to continue the educational process. During the pandemic period, higher education was functioning as a distinct open university where education was provided without visiting the campus. The university used the Internet at 100 %. We can ask the question: Is there anything new to be incorporated into distance learning that is different from what we already have? We think that it is. Human thought is unpredictable! New applications and web tools will definitely be developed, and computer technology will improve – that is our near future. This raises another question: could remote education completely replace in-class education? No web tools, artificial intelligence, presentations, or zooms will be able to replace in-person teaching, lectures, and seminars. Practice shows that people are eager for live communication, including in-class education. The question may be asked: will remote education disappear in the future? Not likely. It has now entered our lives in a very profound and lasting way. But this is not bad, there is an alternative, and there is an opportunity to continue education even during the war. The educational process is becoming more flexible, it will be a combination of different forms of education, both for now and after Ukraine's victory in the Russian-Ukrainian war. The most noticeable advantage is the flexibility of the schedule. This is perfect for those who have difficulty attending in-person classes on campus. Programs for purely remote study have already been developed. Universities use mixed studying (distance and in-class), and of course, one hundred percent classroom-based classical education remains in place. Thus, Ukrainian universities have begun to gain new experience in the educational process, again together, both teachers and students. And it was this new experience that helped a lot when Russian invaders with hypersonic missiles and tanks invaded the territory of our sovereign independent country. It turned out that the pandemic period has prepared Ukraine's educators, meaning that they have gained experience in how to continue education during military operations.

So how did the war change the educational process, how did it affect university education, and what challenges did Ukrainian education face? After surviving the first shock of

February 24, 2022, it became clear to educators, like to every citizen of the country, that they have to fight and continue to work in the field of education. Thanks to remote technologies, this could and should have been done. *Educators were supposed to become armed forces of education similar to the Armed Forces of Ukraine.* And educators began to build their own line of defense. After all, education is something on which the development of the society of the whole country depends, so during the war, university education should not only hold the front line of the educational struggle but also try to build a new line based on the realities in which we find ourselves. Therefore, at this stage, the university community is in dynamic synergy with the military situation. Moreover, each of us can and does influence these circumstances. These circumstances encourage us to work creatively. The most important role is performed by the philosophical comprehension of the situation, which constantly responds to new realities and helps to create something new even in such a difficult time. Therefore, the university community in Ukraine (faculty and students) has long realized that active civic engagement builds moral fortitude; shapes the integrity of human exploration of the world through the unity of mind, feelings, faith, and intuition; develops creative ways to address problems; and creates a set of personal values based on the principles of freedom and independence.

That is why this article will also focus on how the Ukrainian University develops its own authenticity and defends its independence during the war. And in this regard, one cannot but agree with the thoughts of the great philosopher José Ortega y Gasset: "...no matter how perfect English secondary education and the German University are, it would be useless to borrow their models, because they are only a part of themselves. Their collective reality is the whole country that created and supports them" (Ortega y Gasset, 2002). That is to say, at this very moment, a certain number of generations (those who teach and those who study) are creating a new format for the Ukrainian university, putting their spirit, their values, and their ideas into it. This new image of the University is being created based on the already-established idea of a medieval university with all its transformations. The new image of the University does not reject it, but rather expands and complements it. We are currently witnessing the formation of the contemporary Ukrainian University, which is being created before our eyes during the war. This is reflected in Ukrainian society.

If we look at the history of universities, we will see that the first universities were in a certain sense a social and intellectual innovation of the late twelfth century (Ortega y Gasset, 2002). At that time, "universitas" referred to the student and faculty guilds. The official name of the university was "studium generale". And only in the 15th century "studium generale" was replaced by "universitas". The first universities had one thing in common—they were located in cities, as rural monastery schools were unable to fulfill the educational needs of the time. Only cities were able to provide accommodation for the growing number of students. In fact, this remains the case today. These centers quickly achieved international status and had a high international prestige. They welcomed students from all over Europe who were educated as doctors, lawyers, and theologians. In a certain sense, the success of universities was linked to the social benefits that their graduates enjoyed. For instance, the *creation* of the "studium generale" with a legal specialization addressed public demand, as there was

a huge shortage of qualified lawyers, doctors, and theologians at the time (Wulf, 2008, p. 17).

In other words, in the Middle Ages, the purpose of university education was already formalized: to train certain professions and prepare future researchers who would nurture science. Since early universities already had researchers who were engaged in "sciences" without the obligation to teach, they were called "magistri non regens." And this is despite the fact that such academic subjects as mathematics, geometry, and astronomy occupied an insignificant place in the thirteenth-century curriculum. An example of those who were engaged in science was Robert Grosseteste in Paris and Roger Bacon in Oxford, who achieved great success in the development of optics. That is why, today, the purpose of university education, from one perspective, remains the original one: it supplies a society with high-quality professionals (doctors, engineers, teachers...). Obviously, universities must establish scientific laboratories, institutes, and various research centers surrounding them in order to advance the sciences. On the other hand, this goal can be specified in certain tasks that are dictated by certain historical events.

One of the most important tasks of university education in Ukraine nowadays is to form and preserve the culture of the Ukrainian people and preserve its spirit. This idea is supported by Ortega y Gasset. "Gideon would say regarding this very profound question that a person is always born in a certain epoch. That is, they are called to live out their lives at a certain height in the evolution of human destinies. By birth, a person belongs to a certain generation, and each generation is not located anywhere, but rather slightly above the previous one. This means that they inevitably live at the peak of their time, or rather, at the peak of their ideas and perceptions" (Ortega y Gasset, 2002). In other words, the University of Ukraine becomes a center in which the *cultural identity of the Ukrainian people* is formed and preserved. And it is this cultural identity that will be the basis for the political unity of the Ukrainian people. In turn, cultural identity will represent a "deep and solidary brotherhood" (Anderson, 2001, p. 22), which will become the basis for the creation of *Ukraine's new political culture*. The Ukrainian University becomes a center in which "a homogeneous moral community worthy of its heroic ancestors and renewed through a politicized oral folk culture" (Smith, 2006, p. 102) is concentrated, which requires the eradication of all that is alien.

When forming the contemporary *political culture*, the political community of Ukraine safeguards the common political institutions, rights, and responsibilities of all members of the community in times of war, including the territory that ethnically belongs to it and where the people enjoy their independence. The notion of "*cultural identity*" is closely linked to the notion of "*national identity*" of a certain community of people. E. Smith in his work "National Identity" lists the traits of "*national identity*": its own historical territory, common myths and historical memory, common mass and public culture, common economy, and common legal rights and responsibilities for all members (Smith, 1994, p. 20). After all, "modern nations are formed mainly on the basis of pre-existing ethnic bonds and feelings" (Smith, 2009, p. 12).

Thus, it is during the war that Ukrainian universities are developing a certain system of ideas, and contemporary *Ukrainian culture is emerging*. First and foremost, it is a culture of reconsideration of the place and purpose of man in the world. It forms the attitude to war, it shows the value and cost of human freedom. It reveals the potential of the spirit of the Ukrainian people in the struggle for their freedom and independence. It reveals the significance of critical thinking. After all, this culture exposes the savagery of the Russian

people to the whole world and demonstrates what kind of disaster can befall a people who live by the propaganda of a few and do not think critically. And most importantly: *this culture develops mechanisms of counteraction and rapid response and resistance to the mass anti-intellectual primitive consciousness of the russian people.*

It is this contemporary *culture of Ukraine* that now forms a special class of Ukrainian students. They can be called a *wandering class* of students. This is reminiscent of the wandering students of the Vanguards in the Middle Ages (since there was a certain specialization in universities at that time, this led to the fact that many students had to continue their education at other universities). The current situation in Ukraine is as follows: due to the spread of remote education, students can study at several universities at the same time, not only in Ukraine but also in other countries.

On the other hand, the guild of Ukrainian students has abruptly become significantly older. From the first days of the war, students joined the total resistance against the russian invasion. Some went to war, and unfortunately, many have already lost their lives. The Faculty of Philosophy of the Taras Shevchenko National University of Kyiv alone lost 6 students defending Ukraine so far: Oleksandr Davydov, Yaroslav Otrok, Dmytro Hubarev, Kyrylo Krotov, Astamur Humba, and Yevhen Khmelovskiy. Eternal Glory and Everlasting Memory to the Heroes of Ukraine!

University students create volunteer organizations, such as the "Free" founded by Vasylysa Lebedynska, a fourth-year philosophy student at Taras Shevchenko National University of Kyiv. Volunteers are doing a tremendous job, helping Ukraine's defenders to the limit of their human strength. Regular fundraisers to help the Armed Forces are announced by both universities and faculties. At the very beginning of the war, first-year students of the Faculty of Philosophy, Department of Political Science, founded a volunteer group at the Kyiv Humanitarian Headquarters' Department for Volunteers, which delivered food and medicine to disabled and elderly people in different parts of Kyiv. These are Polina Goncharova, Anastasia Khmelik, Andriy Dotsenko, Kostyantyn Sevostyanov, Evita Voroh, Damir Rakhmatullin, Vladyslav Surkov, and Oleksandr Loboda. Students and alumni of TSNUK organize various activities, events, and fundraisers for the needs of the Armed Forces of Ukraine. For instance, Anton Tymoshenko, a philosophy alumnus and political scientist, raised UAH 5478799 during the Eurotour and donated it to the Armed Forces of Ukraine. University alumni have launched several media projects. Media "Rubrika", for example, is the first in Ukraine to use the format of decision journalism. The founder of this media is Anastasia Rudenko, originally from Sloviansk.

If we look at the history of university education, we will see that students have always been its driving force. As universities quickly won an important position in the urban environment, a large group of students became a source of public concern until the University, thanks to a Pope's bull of 1231, was granted the right to have its charter and rights. In fact, this made it possible to harmonize the student spirit, focus it on studying, and give students certain responsibilities and rights. And these rights were quite broad. Medieval universities, despite their weaknesses, had democratic rights. For example, in Bologna, student guilds could elect and dismiss rectors and professors. Students could also penalize the lecturer if he started the lecture too late did not follow the syllabus they announced or did not clarify difficult parts of the text being taught. To this day, the students remain a guild of

free-thinking, quick to respond to the challenges of the times, a guild of the brave and determined. This confirms the idea of a unique philosopher: "...University should be first and foremost a student. It is absurd that it is still believed that a university building is the home of a teacher who welcomes students when it should be the other way around: the first owners of this house are students, who are complemented in the institutional body by the teaching staff. ... It is the students, once united, who must maintain order within the university, protect the integrity of rules and behavior, impose discipline, and feel responsible for it" (Ortega y Gasset, 2002). So, the student guild is the driving force of the University, and this is proven today. Teachers are also inspired by the inspiration and determination of students. Now, as the war in Ukraine continues, teachers are also devotedly fighting some are fighting for our freedom in the trenches, while others are volunteering and helping our defenders at home. Not only educators, but also cultural activists of Ukraine and the world cultural community, friends of Ukraine, and foreign partners who impose sanctions against the aggressor country and its cultural activists join the fight for Ukraine's freedom.

The war makes the sense of duty and responsibility even more pronounced, both to teachers and students. It takes a lot of fortitude. The responsibility for the teacher multiplies, because the teacher must be a special energy that ignites the souls of students to discover new knowledge, even in this extremely difficult time for all of us. At the same time, that sense of responsibility is becoming common to both those who teach and those who study. In other words, an extremely strong and powerful union of those who teach and those who study has been formed in universities. This union not only produces new knowledge but also forms a *new cultural space*, a new cultural spirit of university education during the war. That is, life and circumstances themselves indicate the formation of a *new cultural university space*. It is inspiring. The events that are currently taking place in the university space are a confirmation of Ortega y Gasset's words. He writes about the historical mission of the University, according to which a university should educate a person "in the whole culture of their time, to open for them with clarity and precision the vast contemporary world in which their life must be incorporated in order to become authentic" (Ortega y Gasset, 2002).

In her article "Oakeshott's Countercultural Education," Elizabeth Corey recalls Oakeshott's words from his work "*The voice of liberal learning*" about "the almost sacred quality that a university may embody" (Corey, 2021). The university is a place that offers a "young person an interval" that Oakeshott calls a "middle moment". This is a certain break that precedes a student's career. In this break, students can gain more universal knowledge with the guidance of teachers. "Each of us is born in a corner of the earth and at a particular moment in historic time, lapped round with locality", writes Oakeshott (Oakeshott, 1989). But "school and university are places apart where a declared learner is emancipated from the limitations of his local circumstances and the wants..." In places like this, "the din of local partialities is no more than a distant rumble" (Oakeshott, 1989), and the learner may be initiated into a great tradition of culture, which before may have been entirely obscure (Corey, 2021).

We would like to draw attention to another important component of university education. It is well known that the University teaches how to apply doctrines, expands knowledge, and trains professionals. In addition, the University **produces and teaches how to produce liberties**. Universities exist not only to train future professionals in various fields but also to **promote freedom of thought** on various topics, from religious to sociological and political. *This is a space of freedom* for

everyone. It is a space where a person can find themselves, recognize their **potential, and realize their** level of courage in certain challenges that come their way. This space of freedom in Ukraine is created not only by Ukrainians, it is multicultural: "Ukraine's battle for its land, identity, and freedom has always been multicultural and multinational. Today, representatives of various Ukrainian national communities are fighting, volunteering, and working in various fields side by side, united against the common enemy. Russia has once again used the narrative of 'liberation of fraternal peoples from 'fascism' and 'neo-Nazism' to start a great war in Ukraine" (National Communities..., 2023). But this war has turned into a war of the whole world, committed to preserving human values and freedoms, who has seen the ugliness of the Russian people. This struggle against the "Russian world" is ongoing and unfolding. For example, the Ukrainian Institute and Ukrainer launched a joint communication campaign. A series of videos in ten languages – short monologues by foreigners and representatives of various national communities in Ukraine who share their experience of helping during the war and call on the world to support Ukraine. They are shared on social media in France, Germany, Turkey, Hungary, Greece, Austria, South Africa, the UAE, Qatar, Israel, Spain, Italy, and Great Britain.

University education has another major task: *to teach a person to think freely and preserve the freedom of their own thought* (Trush, 2020). And given the fact that human opinion can be easily manipulated, this becomes one of the main tasks of the university. An example of total manipulation is the Russian people itself, which has long existed in the state of a "vegetable." This is an illustration of how any society, even a democratic one, can be easily transformed into a totalitarian through information technology. And this is becoming not just a threat to an individual or an entire nation. This is becoming a threat to the whole world. This is exactly what we are witnessing now. Totalitarian rule strives for unlimited control over its subordinates. Total control in all spheres of human existence. Such totalitarian rule implies complete submission to political goals from above. It prohibits and destroys free thought.

This means that the task of education (school, gymnasium, university) is to teach people to *think critically*. At the same time, of course, one should not neglect self-education. Every person should broaden their horizon of knowledge in different directions. Such knowledge will enable you to have your own perspective on various matters. It would be difficult to manipulate such a person. It is this kind of person who will be focused on self-development. Individuals like this will try to be independent of the model of others' opinions. Friedrich Schiller once wrote that it is reason, freedom, and morality that make an individual independent of the opinions of others. For, according to the philosopher, a sensible person liberates themselves from any dependence in order to be able to act morally. Indeed, man was born to be free and to think freely. This means that a person can make themselves free and strong. Naturally, personal freedom, and freedom of thought, can be gained through comprehensive education: philosophy, culture, art, and morality. It is one of the University's other tasks.

The example of Russia shows that it does not have a free informational space. It uses the technology of "post-truth", global or "cloud" fakes that are spreading rapidly. Numerous manipulations occur on this basis. Today, Russia is avoiding the truth, and telling lies is becoming its

normal social behavior. Such state behavior plays on emotions (the theory of geopolitics of emotions). Unfortunately, this allows political actors to manipulate the consciousness of citizens in the desired way for quite a long time. The question is: why is this happening? Because the level of education of Russian citizens is very low. When there is no culture of education, rationality is replaced by emotion. Emotions such as fear, envy, resentment, dissatisfaction with life, and the desire to get something for nothing take over critical thinking. Such emotions act as a tool that controls the thinking of a large number of people. The University itself teaches you to control your emotions in order to preserve your own freedom. Because the University is the reason of the people. That is, now and in the future, after Ukraine's victory in the Russian-Ukrainian war, this is and will be one of the most important tasks of university education. And this task necessarily includes the cultivation of moral virtues in an individual. University education is therefore a path to independence and freedom.

At this stage, Ukraine is under martial law. The war continues. Educators must remain strong and united. Since Ukrainians have ancient and glorious origins, they must gather their spirits, and make every effort to win. The Armed Forces of Ukraine is an example for all Ukrainians, and educators should become the armed forces of education, combining intellectual abilities, fortitude, and cutting-edge technology. The university must preserve everything it has, multiply it, and develop new things.

These are the main tasks of university education during the Russian-Ukrainian war. Naturally, the university remains responsible for the provision of higher education.

The University makes a professional out of a student; it stimulates scientific research and nurtures new scientists.

The University cultivates a society of free and responsible people who consciously choose to defend Ukraine or volunteer.

At the time of the war, the university became a center of "liberal education" (Corey, 2021). It forms a personality that will continuously strive for self-realization. Because it is "liberal education requires that each person develop something like a philosophy of life, in which we understand ourselves both as inheritors and artists" (Corey, 2021).

The university forms a culturally competent person out of an average one. Because "Culture is the ultimate need of all life, a core dimension of human existence, just as hands is an indispensable attribute of man" (Ortega y Gasset, 2002).

The university remains a center that preserves and *transmits the culture of the spirit of the Ukrainian people during the war on the basis of universal human culture*.

The University shapes *the contemporary culture of Ukraine in wartime*. During the war, the university is the guardian of the Ukrainian language and history. Moreover, the contemporary, glorious history of Ukraine is being created in Ukraine and Ukrainian universities. *This culture develops countermeasures and rapid response mechanisms to counter the mass anti-intellectual primitive consciousness of the Russian people*.

The University stands as the guardian of education in Ukraine. But it should not only preserve education but also make it better and of higher quality. And this task applies not only to educators but also to students.

In this war against Russian aggression, the University is entrusted with the mission of uniting the university community. University is a place that unites, consolidates, and encourages you to keep going. He serves as an example of unity for the entire Ukrainian people, who remain steadfast in their desire to be free and independent, and in their desire to live in a democratic world. Therefore, the University is one of the main centers that supports the Armed Forces of Ukraine.

Consequently, the University is a place where the contemporary *political culture of Ukraine* is formed.

The University of Ukraine and its community form an active civic position, moral stability, uniting mind, feelings, faith, and intuition. University teaches creative ways to solve problems. It is the University that cultivates human values based on the principles of freedom and independence.

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ОСНОВНІ ЗАВДАННЯ УНІВЕРСИТЕТУ В ПЕРІОД РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ

В с т у п . Досліджено завдання та мету університетської освіти в Україні в роки війни. Окреслено роль Університету у сфері освіти та суспільного життя під час російсько-української війни. Освітня сфера переживає значні виклики разом із Україною в умовах військових дій. Тому університетська спільнота бере активну участь у боротьбі не лише на освітянському фронті. Розглянуто такі питання: з якими викликами стикаються університети під час війни? як продовжити навчання в університеті в умовах війни? які основні завдання університетської освіти на цей період? які нові завдання постають сьогодні перед університетом, порівняно із початковими завданнями на момент виникнення університетів? Продемонстровано трансформацію університетської освіти від часів пандемії коронавірусу до моменту повномасштабного вторгнення Росії до України у 2022 р.

М е т о д и . Методологія дослідження включає загальнонаукові методи аналізу та синтезу. Методика ситуаційного аналізу також прийнята в межах методології. Використано аналітичний підхід, що заснований на вивченні історико-філософських джерел.

Р е з у л ь т а т и . Очевидно, що українські університети, незважаючи на воєнні обставини, все ще функціонують як центри освіти, готують висококваліфікованих спеціалістів, розвивають науку, виховують нове покоління науковців. Університет зберігає та передає молодим поколінням культуру українського національного духу у воєнний час.

В и с н о в к и . Показано, що університет у такий складний воєнний час формує сучасну культуру України. Ця сучасна культура створена нерозривною єдністю двох цехів: тих, хто навчає, і тих, хто навчається. Тож ми є свідками усвідомлення нової, славної історії України, та Університет цьому активно сприяє. Адже українці об'єднують належність до великої культури, а нині ця культура виявляється у величчї національного духу, який демонструє український народ.

К л ю ч о в і с л о в а : університет, культура, російсько-українська війна, освіта, свідомість, філософія, незалежність.

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