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УДК:100+370+001.895

## HOMO ECONOMICUS IN MODERNIZATION OF EDUCATION IN UKRAINE: PHILOSOPHICAL ASPECT

O.B. Petinova

**South Ukrainian National Pedagogical University  
named after K. D. Ushinskiy, Odessa, Ukraine**

**Summary.** In the article the author gives consideration to innovations in education as the main factor of modernization of the education of Ukraine and formation of homo economicus in conditions of eurointegration and establishing of market society. The innovation mechanism is considered what gives an opportunity to grade the innovation knowledge in social practice of education. Article also considers neoliberalism as a philosophy of life in XXI century which forms new entrepreneur ethics and defines priorities of development of new strategy of education in Ukraine.

**Key words:** homo economicus; innovations; modernization; education; market society; neoliberalism; social concept of neoliberalism.

Ukrainian society stays in the continuous development; determination of the guideline of education is characterized by innovations and control on the part of the state. Development of technologies and connection, creation of complicated international economic and trade systems, activity extension of international companies and transnational corporations, changes in international relations and international legislation greatly affect both the context of existence of every human being and Ukrainian society as a whole. The development of technologies changes the nature and life span worldwide. Revolution in means of communication unites the world in awareness, contributes to solidarity in confrontation injustice. But the progress also bring new dangers for stability as causes damage to environment, ruins families and social life, meddles in private and daily life of Ukrainians. While analyzing the transformational processes and social tendencies in Ukraine, we came to a conclusion of necessity of a new understanding of existing reality.

The system of higher education in Ukraine, which was formed during the years of national independence to a certain extent mirrors the difficulty of sociocultural situation in which the country is found. It happened as a result of not only political and economic changes at the end of the past century but also as a result of global humanitarian crisis caused by mass migratory processes, loss of ethnic originality, introduction of foreign life values, goals and guidelines. The problem of innovation in education gains special significance in XXI century as mankind entered the innovative state of social progress. Given process can be characterized by the swift dynamics of changes, transformations if different spheres of existence and vital activity of individual and society.

This dynamics is accompanied with building of a new country with reconsidered manner of life and thought.

Innovative thinking and activity gain in significant importance for education as the individual with innovative manner of thought, new culture and ability to perform innovative activity is formed exactly through it. Without it neither individual, nor Ukraine as a whole will be competitive in market conditions.

The problems of innovations in education and innovative education in particular were approached by the whole number of researchers and scientists such as I. Vakarchuk [1], D. Dzvinchuk [2], V. Kremen [5], V. Kutsenko [7], S. Nikolaenko [8], V. Ognevjuk [10], A. Sbrujeva [11], V. Teslenko [9] and many others. Thus, we should agree with V. Kremen, who notes that genesis and development of the culture, science and education are necessary conditions for vital activity of the society. Social system in turn is not only external environment where results of human productive activity exist, function and are acquired. It begets intellectual existence, determines work of its internal mechanism and forms of displaying, structural and functional characteristics and dynamics of progress, spirituality in different forms. As socio-spiritual phenomena, science, art and education influence the character and development of all the components of socio-economic, political and cultural space. That's why the way to identification of social determinancy of intellectual existence and cognitive activity in aggregate with social phenomena and events leads through investigation of social channels that immanently and functionally include them into sociocultural integrity. For achieving this goal it's necessary to renovate means and methods of cognitive activity that isolates innovations as a particular phenomenon. Its currency is conditioned by the progress of society, the main feature of which is a continuous renovation that is realized owing to intrinsic ability of the human intellect to comprehend reality, to transform actions and bring the novelty aspect. Human ability to productive activity, to the possibility to apprehend and adapt the result of this activity according to daily wants creates conditions for changes and conversion to the new in different spheres of sociocultural existence. Deliberate orientation to gaining the new i.e. knowledge, experience, political, cultural achievements, also specific aiming for innovation is the main, considerable feature of progressive development [5, c. 18–20].

Globalization is a complex multilevel and multifaceted process of regular qualitative transformations in world economy and in all other spheres of existence of an individual on the basis of socialization of production and intensification of integration processes as a result of unprecedented increase and acceleration of transference of goods, service, capitals, general development of modern information technologies, global telecommunicational networks, development of information society. In such conditions social development in all spheres of public life requires innovations and innovative activity.

The term “globalization” doesn't have a generally accepted definition. Perspectives of globalization inseparably connected both to positive and dangerous tendencies for the country. Researchers note that globalization is economical, political, social and ideological phenomenon which is accompanied with unexpected, often debatable and polar consequences [14]. In the report of the Secretary-General of the United Nations according to the Declaration, accepted in the Security Council meeting of heads of the governments on 31<sup>st</sup> of January, 1992 “Peace Programme: preventive diplomacy, the politics of peacemaking and politics aimed for peace-keeping” the process of globalization is defined as a part of “growing interdependency of the world” where political, economical, social and cultural connections are not limited by territorial boundaries or state actors, where there's no country or subject not affected by the activity which is out of the bounds of their direct control [3].

New tendencies in all the fields and ways of life are impossible without innovations. The term “innovation” is ambiguous. It should be understood as introduction of new ideas, technologies in the production; and the management of the field, enterprise; in other aspect innovation is a novelty which is yet insufficiently spread in public activity or production. “Innovation” may also be understood as the final result of introduction of progress in science and technology oriented to obtain social, political, economi-

cal, scientific and technological or other results. And no doubts the new usage of scientific, cultural, technical knowledge is also innovation.

It is known that term “innovation” is connected to the name of Austrian scientist, economist, thinker of XX century J. Schumpeter though the history of society is always accomplished through innovations. Co-terms “new”, “novelty”, “modern” etc. are used to denote the phenomena, connected to the introduction of something new, especially in the time of formation of market economy and transition periods connected to social and political changes, science-and-technical, technological achievements, revolutions in science and society [5, p. 21]. Whereas we agree to the S. Nikolaenko’s point of view and understand innovation as an idea (ideas), suggestions, scientific researches and developments which can and become the basis of creating new strategies, development, new types of production, considerably improve consumer properties (economical, educational, cultural, technical etc.) of existing phenomena and processes, goods, creating of new objects of material and perfect existence. Everything that can improve the quality of living and the process of mankind development is innovation [9, p. 12].

Innovations in different forms and types have always existed, performing important part in the development of human society and separate country in particular. Any given country has historically taken the lead in progress and thus arrived to success when creating new, and continuously working upon building its existing infrastructure in order to support the process of introductory innovation. In this regard innovativeness is a general feature, peculiar to the culture as a whole and its particular components, genuinely human social need. It’s peculiar to innovation to be the main mechanism of formation of new technologies, new patterns for activities and behavior. Innovative activity creates premises for the research of alternative ways of social development, especially when the society is in the state of instability, transferring to the new levels of existing in socioeconomic development.

The investigation of the mechanism of innovation gives an opportunity to estimate the dynamics of innovational knowledge as self-motion, conditioned by the spiritual and intellectual energy. As well as the situation of new paradigms emergence turns as a abnegation of the previous paradigm, which reached its apogee and creates conditions for establishing the new “normal” scientific period, where new knowledge assumes new level of innovation, “breakthrough” to the future, i.e. to the realization of new innovative potential. New scientific innovation with its epistemological and social properties is a factor expressing self-sufficiency of the science and intellectual activity in toto, designing its dynamism and modernization orientation. As a process and activity, innovation is inseparable from the cognitive activity subject that determines its orientation in numerous cases. Analyzing three levels of knower’s existence i.e. individual, collective and social (within the meaning of social entity) on individual level the subject appears to be a researcher, scientist, who performs cognitive, educational, exploratory activity. On the collective level the knower is examined in socio-historical context, and not only in respect of personal psychological positions. Here the knower is drawn as a professional group, community, team where the general activity of scientists develops into collective activity. The notion “academic community” is a system-forming notion, accumulating the standard-value nature of intellectual work of similar communities. On the social level the knower is considered as an integral social organism and separate scientists and academic communities are considered to be its individualized organisms (functions) [5].

Innovations in education are the kind of socially necessary creative activity, without which social processes in Ukraine can’t be performed productively. Tendencies and perspectives of development of the higher education are connected to technologies that contribute to formation of knowledge, its management, its distribution, access to it and control over learning of it. Solving these tasks requires changes in the approaches to training the specialists on the higher level of education and usage of new models of learning. Nowadays, however, approaches, connected to development of critical thinking and human creative abilities gain the highest significance.

Notions “innovation” and “tradition” in education are closely related and it’s possible to study this correlation from different sides. On one side, the traditional work

method can be considered as the basis of any innovation, and on the other side following it may cause certain difficulties or even completely block the way of formation of innovation. There also exists the third way, when innovation, being recognized worldwide, can transform into tradition. Innovative education as a whole is a principle of appropriate usage of potential opportunities of the known elements in the system of academic activity. Innovative approach in education is determined not through the usage of certain model, but through the ability to design and imitate academic activity in higher education institutions applying new educational technologies such as the system of distance education, webinars, modular education and so on.

In modern conditions the whole world recognizes the growing significance of knowledge and education for the individual and for society as a whole. A specific task is set for the higher education as the most important element of the human resources development for the country and the world in particular [4, p. 35]. The higher education allows the formation of individual potential and development of analytical skills that assist to promotion of national economy. Knowledge nowadays is one of the main production factors and accumulation and usage of knowledge gains more and more significance as the main competitive advantage of the country. Thus it's recognized that the education level, range and the degree of usage of obtained knowledge will become the determinative factor for individual and state in accessible future.

As noted by V. Kremen, "all-human" is the word, introduced by F. Dostoevsky. It stood for the individual, who unites properties of different people (including representatives of different nations, cultures, psychological types). "All-human" unites sublime and unfavorable, good and evil, holy and sinful, angelic and beastly, all the polarities of human character and everything that fills the "space" between all this. But because of the development of computer and biogenic technologies the notion "all-human" gains the new meaning: nowadays it is integral, naturally-artificial creature that unites peculiarities of universal machine and the peculiarities of human being. To understand this means to understand the modernity and the individual departing from "regularity". We understand the process of computerization as the delegation of human functions to the machine. Other understanding is also possible: the history of civilization as a process of machine hominization from the wheel and the lever to computer, and then to the anthropomorphic robot that "can" think. The more human functions are delegated, the more anthropomorphic it becomes. In this regard human being rather than disappear or lapse, overcomes oneself, transcends the borders of the biospecies, perceives and transforms the world in the ranges previously accessible for machines only (microscope, video camera, space rocket and so on). The main idea of the new era is coalescence of brain and the Universe, technics and organics, creation of thinking machines, working atoms and quanta of sense-conductive physical fields, bringing all the everyday processes to the speed of the thought. After every "post-" grows "proto-"... [6].

G. Selevko notes that the innovative activity experience of Ukrainian higher education institutions proves their ability to adapt to market requirements and to produce innovative productions which is demanded using results of this production to improve educational and scientific work. Nowadays the formational process of educational-scientific-innovative complexes, akin to "silicon valley", which are aimed to provide the integration of HEI with a real economic sector for solving socio-economical problems of regions and realization of federal, target and industry-specific innovative programs, connected, initially, to technological development of economical industry sectors is going on in many regions [12, p. 250].

Today is the period of changes in the system of human communication. Philosophical, sociological and cultural studies show that the nation, especially youth, read little. It is believed to indicate the spiritual degradation. From the other side, however, it can be associated with innovative thinking, demands of innovative activity, with the entry into computer information age, with the problem of new ways to get information. The changes taking place in the system of education are a part of a wider process – the transformation of socio-cultural and economical factors of humanitarian sphere of modern society. In this regard, it is clear that the transformation of the system of edu-

cation and reformation of national higher education as a whole should take place in the context of global innovational processes, not only in education but also in the minds of its subjects. Distinctions with the realities of the present, arising as a result of the traditional approach to determining the content, structure and sociocultural orientations of professional pedagogical training of teachers of higher education require significant adjustments in the management of training at the methodological level, which inevitably leads to the necessity of designing and constructing a model of training specialists of higher school in anthropological terms.

Humanocentrism is very important for innovative activity and innovative thinking. The concept of humanocentrism is a requirement of the time. The danger of total alienation of human and hominal arises. In fact, humanocentrism is aimed at preservation this balance. And in this aspect the reorientation of education should be directed. It should prepare innovative person able to meet the challenges of the XXI century. This is the age we live, and that daily reports on new discoveries. It is a time of constant changes which individual should be prepared to face. And it is on formulating of innovative individual with innovative thinking society should work. As was said by V.Kremen - "... the future is on individuals who think actively and who will be able to inbuild into artificial intelligence" [6].

Neoliberalism is usually considered in the context of economics and political science, but we think it is necessary to turn to understanding social concept of neoliberalism within the bounds philosophy. Like any accomplished philosophical system, neoliberalism provides answers to the common eternal questions "Why am I here?", "What is my purpose?", "How do I live?". The answer is the following: we are here for the market, and we live in a competitive environment. Everyone runs their lives. Choice of friends, hobbies, partners aims to benefit, to catch fancy of future employers, etc. This is the ethics of neoliberals. Similar sentiments are observed and can be seen among the ambitious youth in Ukraine, and although such social actions are not necessarily based upon the monetarism, they demonstrate the intrusion of market principles in non-economic life spheres of the individual.

Neoliberalism leads to expansion of the market in time and space. Although market economy existed for centuries, liberalism finds new areas for commercialization and creation of markets. Neoliberals view the world as a market, and nations stand for the subjects of homemaking. This market metaphor applies not only to the nation but also for cities and regions. In neoliberal regional policy cities "sell themselves" on the national and global town market, they can be seen as a certain product or a component of "national companies". Of course, cities in real life cannot be a commodity as cannot be firms, that is why neoliberalism appears not as an economic reality, but as a set of worldview philosophical positions, beliefs and attitudes. Neoliberal philosophy has a significant impact on the political attitudes of countries, thus neoliberal lobby is represented by the Lisbon Council, although its members view the world as trading blocs that compete with each other rather than cities and regions competing with each other.

Neoliberalism as the direction of political economy arises from the 1930s of the twentieth century and reaches the largest development in the late 1980s – 90s. Basic theoretical concepts developed in the works of the founders of the 3 schools – Chicago (M. Fridmen), London (F. von Hayek), Freiburg (V.Oyken, L.Edhard). Thus, in the book "Capitalism and Freedom" M. Fridman expresses the idea of limiting government intervention in the economy and the relationship between economic and political freedom, privatization of education and the system social services, the creation of a contract army, and so on. These ideas became the basis for liberal reforms carried out in recent decades in many countries in the world [13]. Unlike liberalism, neoliberalism does not completely deny the social institution of government regulation of the economy but considers free market and unlimited competition as the main mean of providing progress and achievement of social justice, which is possible only if the country's economic grow, which is measured by gross domestic product. Neoliberalism emerged as an opposition to the development in the mid-twentieth century ideas of social liberalism that predicted social co-operation and protection, combining competition with government regulation and social programs.

Neoliberalism has led to a new social concept that is based on a market interpretation of all types of social ties. Every individual is treated as a free businessman who organizes his life as an enterprise, and social interaction as a kind of contract (act of purchase and sale). All forms of relationships, including relationships with staff or family members are considered as types of submarket competition. The existence and functioning of the market is characterized by self-worth, regardless of the impact on the production of goods and services, and the laws of functioning market structures create the fundamental basis of business ethics.

Predictions about the prospects of modernization of education of Ukraine foresees further development of globalization processes, which will be accompanied by the liberalization of international economic displacement, intensification of work of transnational corporations and deepening of complex international economic, cultural, educational and political ties. The result of these processes will be the level increase of internationalization of economic life, in the first place the increase of the internationalization level of markets of products (goods and services), markets of production factors such as capital and technical information in a broad sense. Will develop the internationalization of international organizations and institutions, that will be displayed in the process of education and in establishing the individual of a new type, so called "market personality" or "homo economicus". This is the exact type of person we equate to an innovative individual with innovative thinking, inseparable from the so-called postmodern situation. This problem is related to changes in social identities, meanings of economic and cultural progress of our life. In the terms of postmodern contemporary society has replaced the industrial one. Computerization, technetronic technologies, sensational discoveries in science, medicine, radical transformation of the Information Space qualitatively changed all spheres of life of society, which of course requires a new understanding and changes for strategies in thinking. This is the era of new spirituality, new culture, and new innovative education.

New ontological virtual existence environment goes beyond the usual dimensions, affecting all organs of senses, the mind and thoughts of Ukrainians. These changes in the broad features of postmodern era can be comprehended only from the standpoint of innovative approach. The problem of corresponding of modern education to these challenges of new era faces the conservatism that is peculiar to some educational aspects. Thus, an innovative individual today must be consistent and combine the peculiarities of the universal machine with the peculiarities of the human being. To understand this means to understand the modernity and the individual departing from "regularity". That's what is included in the concept of the "death" of man and at the same time the formation of a new spirituality. This understanding must permeate educational programs, theoretical thoughts, socio-political and cultural projects. The question arises if this potentially "ubiquitous" and "always existing" individual remains human in the same sense? After significant breakthroughs in electronics, computer science, genetics, biotechnology, microtechnology it becomes clear that we do not live at the end but at the very beginning of a new historical era. In conditions of modern educational changes the most important factor in the development of the personality of professional is the understanding the need for change in their outlook and personal assessments. European integration processes, developing now at all levels of social relations led to an objective process of finding a new type of relationship between people neohumanism, axiologisation of the status of the person in the world that surrounds it.

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УДК 316.32

## К ВОПРОСУ О СТОЛКНОВЕНИИ РАЗЛИЧНЫХ ТИПОВ ЦИВИЛИЗАЦИЙ В СВЕТЕ ГЕОПОЛИТИКИ

Н. А. Бутенко

Сургутский государственный университет, г. Сургут, Россия

### TO A QUESTION OF COLLISION OF VARIOUS TYPES OF CIVILIZATIONS IN THE LIGHT OF GEOPOLITICS

N. A. Butenko

Surgut State University, Surgut, Russia

**Summary.** Object of geopolitics a science is the planetary space, geopolitical processes and the phenomena in the world community as to system. The author considers geopolitical approach in relation to modern processes of globalization and quite real collision of civilizations of different types.

**Key words:** civilization; geopolitics; new world order; civilization status; globalization.

Тема геополитики в последнее время приобрела столь актуальный характер, по-видимому, в связи с обострением межцивилизационных конфликтов в мире. Прежде чем попытаться выявить сущность межцивилизационных противоречий, мы обратимся к основным принципам геополитики. Базовые принципы геополитики были сформулированы немецким географом Ратцелем, шведом Р. Челленом, англичанином Х. Макиндером, американцем Мэхэмом, французом Видалем де ля Блашем и немцем К. Хаусхофером [3, с. 444]. Геополитический подход возник во второй половине XIX века. Объектом геополитики как науки является планетарное пространство, геополитические процессы и явления в мировом сообществе как системе. Само понятие геополитики многозначно, поэтому при его использовании часто смешиваются смысловые значения. Тем не менее можно выделить три основных аспекта использования данного понятия в современном мире [4, с. 6–7]. Во-первых, оно характеризует ту или иную идеологическую доктрину, обосновывающую наступательное или оборонительное направление международной политики национальными или блоковыми интересами в жизненном пространстве. Во-вторых, понятие геополитики характеризует конкретно-исторический тип международных отношений эпохи передела мира, уже в основном завоеванного и освоенного старыми державами, практическую стратегию международной политики народов и государств новейшей истории. В-