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Pulses of scientific life: to the dynamics of the ethnosociological scientific school

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Abstract. The article deals with activities of the ethnosociological scientific school headed by Professor Volodymyr Yevtukh, one of the most successful in Ukrainian research space. The authors trace the conditions of the emergence of the school, outlining the main points of its activities: organizational, scientific and practical principles of its functioning, specific topics that are the focus of its activities.
The scientific research of members of the ethnosociological school is based on the phenomenon of ethnicity in its various dimensions. The definitions of key terms—«scientific school», «ethnicity»—are given. The article presents a pool of domestic and foreign researchers of the phenomenon of ethnicity and related problems who participated in school activities at different stages of the existence of the school. One can find information about the locations of the school activities.

Keywords: scientific school, ethnicity, institutionalization of the scientific ethnosociological school, basic markers of the ethnosociological school, key theme of the scientific school activities

The relevance of the discourse on the scientific school

The discourse on the phenomenon of the «scientific school» has been relevant for a long time both in foreign and domestic scientific and educational spaces [1; 2; 3; 4; 5; 6; 7; 8]. Our observations allow us to assert, this is due to the fact that social development constantly poses challenges, the formation of platforms for overcoming which should be sought to a large extent in the results of scientific research. Scientific schools, according to generally accepted considerations, that are the facilitators that contribute to the optimization and effectiveness of the search for building the most effective platforms to solve current problems in the life of a society. In this context, we consider the activities of the ethnosociological scientific school of Professor Volodymyr Yevtukh.

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Basic concepts in the presentation of the material

Before delving into the coverage of the content of the activities of this particular scientific school, we propose to clarify the meaning of its two structural concepts: «scientific school» and «ethnicity» in the sociological dimension. Actually, we are talking about their conceptualization, which is determined primarily by their definition. Note that today there are many definitions of the scientific school as a phenomenon. Professor Volodymyr Yevtukh himself focuses attention (with which we agree) on the approaches proposed by the famous Ukrainian scientist Dmytro Zerbino (1926-2023): a scientific school is a community of people who have formed under the auspices of a personality — a scientist, a leader, who has ideas, topics for development. The best schools are those where the followers of the leader are engaged in active research work in relevant areas and are united by ideas, methods, scientific traditions, expanding cooperation, and the search for new facts. In a scientific school, hypotheses, concepts, and theories are put forward. They are not afraid of discussions or opponents. There is (should be!) everything for freedom of creativity. In a scientific school, «brainstorming» is constantly ongoing between members of an informal community. In a scientific school, people work not under compulsion, but at will [5].

It should be noted that the beginning of the institutionalization of the scientific ethnosociological school of Professor Volodymyr Yevtukh, whose 50th anniversary of scientific activity was celebrated by the scientific community year 2024, was the work of the ethnosociology section at the congress of the Sociological Association of Ukraine (Kharkiv, 2009). This is where the idea of «legitimizing» the functioning of the school arose. Subsequently, in November 2011, the first meeting of the school was held at the Mykhailo Dragomanov National Pedagogical University. However, the school's platform began to take shape long before its official institutionalization—in the 1970s, when Volodymyr Yevtukh's first publications, based on materials for his PhD thesis «Assimilation processes and their impact on the culture of the Ukrainian ethnic group in the USA and Canada (1945-1970)» appeared. Later platform's improvement intensified in the Center for Ethnosociological Research of the Institute of Sociology of the National Academy of Sciences of Ukraine, which he founded in the early 1990s.

The very name of the scientific school of Professor Volodymyr Yevtukh implies that the concept of ethnicity is at the heart of its activities. It is quite natural to choose the phenomenon of «ethnicity» as the key one, since, according to the definition of researchers of social processes, it is extremely relevant in the contexts of current social development and is connected with practically all aspects of life in multi-ethnic countries (and they are the majority in the modern world) and greatly influences their dynamics [9]. So, we will use the approach to defining the content of the concept of «ethnicity» proposed by V. Yevtukh, which is based on the experience of studying this phenomenon by world-famous researchers (Anthony Smith, Frederick Barth, Rogers Brubaker, Thomas Erickson, Fred Riggs and others) and on the relevant searches of domestic scientists of different times (Mykhailo Hrushevskyi, Fedir Vovk, Oleksiy Kartunov, Viktor Katehorenko, Oleksandr Maiboroda, Olena Kovalchuk, Ivan

Monolatiy, Larysa Nagorna, Vsevolod Naulko, Halyna Shcherba and others) and is actively cited by Ukrainian scientists: «ethnicity is a term that reproduces the qualitative characteristics of a person or group of people associated with their ethnic origin and which are manifested in everyday life, culture, behavior, and in general, in mentality, confirming this origin and distinguishing them from others» [10, P. 104].

Ethnicity is a key theme of the scientific school activities

Let us focus on how the fundamental postulates of a scientific school are implemented in such a school by Professor V. Yevtukh in relation to the phenomenon of ethnicity. The condition for the existence of a scientific school is many factors, but perhaps the most important ones in its formation (especially at its initial stage) are: a) a structured scientific space in which scientific problems are arising and are circulating; b) the leader of the school; c) research scientists (individual and collective bearers of ideas) who work on a scientific problem individually or in a team.

First, we will consider the above factors, and later we will add others to our analysis.

As for the structured scientific space, it is obvious that it should function within academic and scientific and educational institutions (universities). For the ethnosociological school, these were: institutions of the National Academy of Sciences of Ukraine (the Institute of History—now the Institute of History of Ukraine; the Institute of Socio-Economic Problems of Foreign Countries—now the Institute of World History; the Institute of Sociology; the I.F. Kuras Institute of Political and Ethno-National Studies), the Taras Shevchenko Kyiv National University, the M.P. Dragomanov National Pedagogical University (now the Mykhailo Dragomanov Ukrainian State University), the V.N. Karazin Kharkiv National University. These are the main institutions that Volodymyr Yevtukh worked for a long time and where researchers who formed the scientific space gathered.

The importance of the leader of a scientific school in the effectiveness of its functioning is determined by a number of factors (indices): first of all, the ability to generate ideas that can attract the attention of a certain number of researchers; his processing of significant volumes of literature on the issue; scientific activity (participation in conferences, primarily international; publications in periodicals, especially foreign ones; citation of his works by domestic and foreign colleagues; guidance and consulting in the preparation of candidate and doctoral dissertations and opposition at their defense; participation in the editorial boards of scientific journals, etc.). We can argue that these indices can be recorded in the scientific activity of Professor Volodymyr Yevtukh, in particular in such areas as ethnicity in international and domestic dimensions; intercultural communications; diaspora studies; modern concepts of structuring the scientific and educational process. As an example of this, it is worth recalling: his rather significant contribution to the development of the declared topic (almost 500 publications in Ukraine and over ten foreign countries) [11]; high citation index and h-index [12]; participation in conferences (in over 20 countries of the world, lectures at over 25 foreign academic institutions and

universities [13]); the results of his research have also been recognized in political and educational practices (at one time he was the Minister of Ukraine for Nationalities and Migration, an expert of the Council of Europe on national minorities, an expert of the OSCE Human Dimension Mechanisms, the head of the expert council of the Higher Attestation Commission of Ukraine on philosophical, political and sociological sciences, the head of the Expert Council on Ethnopolitics under the Ministry of Culture and Information Policy of Ukraine, etc.).

Of course, *no scientific school can exist without actors* (bearers of ideas and their implementations). The ethnosociological school has a solid foundation in this regard: in it, around its problems, a rather noticeable cohort of both experienced and young researchers who directly study the problems of ethnicity, or who are somehow related to them, has gathered. Their publications can be found in search databases (for example, Google, or via the Internet, on the websites of scientific institutions or universities where they work), and evidence of the involvement of the scientific ethnosociological school in the issues is found, in particular, in its formalized meetings, some of which are discussed in various publications [14; 15]. Among those actors who have taken and are taking part in the work of the school and already have their students and followers, we can name Ukrainian professors, doctors of sciences and candidates of sciences Larysa Aza, Lydmyla Cherniy, Vitaliy Chuhayevskyi, Oksana Danylenko, Ivan Danyliuk, Olena Hrytsenko, Nataliya Khomenko, Hanna Kisla, Taras Lupul, Yuriy Makar, Olena Malynovska, Vitaliy Onyshchuk, Andriy Popok, Serhiy Ryk, Anatoly Ruchka, Volodymyr Troshchynskyi, Lyudmyla Savenkova, Valentyna Fedas, Oleksandr Tsvetkov, Kateryna Chernova, Serhiy Shtepa, Alla Yaroshenko and others. The younger generation of actors is represented by Valentyna Bogatyrets, Bohdanna Hvozdetska, Volodymyr Kryachko, Maksym Kolesnichenko, Vitaliy Makar, Natalya Nikon, Gennadiy Stavytskyi, Yuliya Syusel, Marharyta Tkachenko, Maryna Kharadzhy, Svitlana Tsyryulyk, Maksym Yaroslavskyi, Oleksiy Yevtukh and othres.

Ukrainian participants represent different institutions across Ukraine: Chernihiv, Chernivtsi, Drohobych, Ivano-Frankivsk, Kharkiv, Kyiv, Lutsk, Lviv, Odesa, Pereyaslav, Ternopil, Uzhhorod.

A pool of foreign researchers formed around the ethnosociological school, who participated in its meetings and discussions of certain problems that were the focus of a particular meeting: Margaret Secombe (Australia); Rudīte Andersone, Maija Balode, Ilgonis Vilks, Iveta Gudakovska, Irēna Žhogla, Iveta Kestere, Tetjana Koķe, Lidiya Kravčenko, Aīda Krūse, Irina Krūse, Gunta Ošeniece, Zanda Rubene, Lucija Rūtka (Latvia); Moritz Hunzinger, Michael Ruiss (Germany); Dominigue Boushet (Denmark); Andrzej Zybala, Wawrzyniec Konarski, Leszek Korporowicz, Tomasz Kuk, Dorota Misiuk, Włodzimierz Mokry, Jerzy Nikotorowicz, Pawel Plichta, Andrzej Porębski, Edita Sadowska, Renata Czekalska, Sylwia Jaskula (Poland), Stefan Puric (Romania); Mridula Ghosh (representative of international organization). More information is to be seen in special publication [14, P. 259–279].

To the mentioned key markers of a scientific school and its recognition in the scientific space (domestic and international), *it is worth adding the following* (by the way, they can play a key role situationally): publications of actors,

participation of school members in various high-quality international scientific activities (conferences, round tables, discussions, scientific associations, primarily international, etc.) and participation in scientific activities conducted by the school, famous researchers, scientists from foreign countries (which is worth emphasizing in particular); implementation of scientific projects by on's own forces, projects with representatives of other scientific institutions, the frequency of inviting colleagues also belongs to important markers of the school.

An interesting phenomenon in the functioning of scientific schools is *the spread of their activities (scientific and organizational) beyond their formal location.* This fully applies to the ethnosociological school—its meetings and discussions on its initiative took place not only in Kyiv—the formal center of the school, but also in other cities of Ukraine and beyond: Lviv, Kharkiv, Chernivtsi, Yalta, Krakow (Poland), Lublin (Poland), Rīga (Latvia), Suceava (Romania), Frankfurt am Main (Germany) etc. The scientific ethnosociological school constantly practices carrying out activities in cooperation with domestic and foreign scientific centers: at different times—these are the National University «Lviv Polytechnic», the Hryhoriy Skovoroda University in Pereyaslav, the Lesya Ukrainka Eastern European National University (now the Lesya Ukrainka Volyn National University) (Lutsk), the V. N. Karazin Kharkiv National University, the Yuriy Fedkovych Chernivtsi National University, the T. G. Shevchenko Chernihiv National Pedagogical University (now the T. G. Shevchenko National University «Chernihiv Collegium»), the then the Yalta Humanitarian University (Ukraine), the University of Latvia (Latvia), the University Bialystok, the Maria Curie-Skłodowska University in Lublin, the Jagiellonian University in Krakow (Poland), the Stefan cel Mare University of Suceava (Romania); the Wolfgang Goethe University in Frankfurt am Main (Germany) within the framework of the conference of the International Association of Rectors of Pedagogical Universities of Europe.

Since recently the scientific space is actively virtualized (holding scientific Internet forums), new opportunities appear for expanding the locations of the school's presentation in any corner of the world. Obviously, such an opportunity, in our opinion, should be mastered by the school more intensively.

The aggregator of scientific research and discourse are *information and printed resources related to the scientific issues of the school* (monographs, journals, encyclopedic publications, bulletins, professional periodicals). In the context of the discourse on the ethnosociological school, we are talking, in particular, about collective publications: «Ethnicity: Ukrainian Perspective. General Introduction» (Warsaw—Kyiv, 2013), «Educatia Din Perspectiva Valorilor. Idei, Concepte, Modele» (Cluj—Napoca, 2013), «Contemporary Problems of Social Change: Polish and Ukrainian Experience» (Kyiv, 2015), «Identities of Central-Eastern European Nations» (Kyiv, 2016), «Cultural Security in Ethnic Diverse Society: Challenges for Ukraine. Jagiellonian Ideas Towards the Challenges of Modern Time» (Kraków, 2018), «Migranti Sabiedrībā: Izaicinājumi izglitibā/Immigrants in Society: Challenges for Education» (Rīga, 2018), «Ukrainian Sociology in the 21st Century. Theory, Methods, Research Results» (Kharkiv, 2018), etc.

Numerous publications of the school's participants can be found in encyclopedic publications in Ukraine and other countries. We consider one of the most significant publications of this kind to be the article «Polyethnicity» by

the head of the school, Volodymyr Yevtukh, in the famous Oxford encyclopedia «The Willey Blackwell Encyclopedia of Race, Ethnicity and Nationalism», among the publishers of which is the guru on ethnicity, Anthony Smith [16].

Today, Internet publications are gaining in importance. It is in this space that one can reproduce certain achievements in a concentrated form and declare the existence of one's school in a broad context. The prospects for the dynamics of the ethnosociological school's activities can be linked to this situation.

One of the important indices of the effective functioning of a scientific school is *the citation by members of the school of the works of colleagues*, in particular foreign ones, who work on a problem that is in the scientific space of the school, or on issues related to it, as well as the citation by foreign researchers of the works of school actors. It is not easy to track this process, but such opportunities are provided, in particular, by the search databases «Google». However, in this segment, especially with regard to the foreign aspect, the achievements are not so convincing. In our opinion, this is due to the fact that the share of publications of school participants in English or other languages is still not sufficiently noticeable and their imperfect mastery of the technologies and techniques of scientific search databases. Effective mastery of both the first and second problems can give good results in the future, since the scientific potential of school participants is quite positive.

The prospects for the school's activities are also seen in *the participation of its members in various international scientific activities* (conferences, round tables, discussions, scientific associations, joint publications, primarily international, etc.) and the participation in scientific activities conducted by the school of famous researchers, scientists from foreign countries (which is worth emphasizing). From the previous presentation, we can conclude that tangible progress is being made in this direction.

The implementation of scientific projects by one's own efforts, projects with representatives of other scientific institutions, and the frequency of inviting foreign colleagues to their implementation are also important markers of the school. In this context, a dynamic perspective opens up for the school, since work in the mode of collective research on the problem of ethnicity opens up opportunities for uniting scientific potential within the country and integrating Ukrainian scientists into the European and broad international context. The success of such tactics in the activities of the ethnosociological school is demonstrated by the joint Ukrainian-Latvian project «Immigrants in Society: Challenges for Education in Ukraine and Latvia» in which members of the school took part. Its results have been published and have prospects for implementation in practice (book and article) [17; 18]. Not being formal participants in joint projects the head of the school Professor Volodymyr Yevtukh, Professor Alla Yaroshenko are invited to present and comment on projects implemented in other institutions. Indicative in this regard: V. Yevtukh's participation in the side event of the OSCE Ministerial Council meeting in Vienna on December 8, 2017, where he had the opportunity to present the work of Ukrainian researchers, in particular participants of the ethnosociological school, of ethnonational problems in the context of the project «Bridge Building and Integration in Diverse Societies» of the European Centre for Minority Issues (ECMI) [19], A. Yaroshenko in discussing Roma problems on the platforms of the Council of Europe.

Logistics of school activities

An important phenomenon in the functioning of scientific schools is the spread of their activities (scientific and organizational) beyond their formal location. Meetings of the school of Professor Volodymyr Yevtukh and discussions on its initiative, as noted above, took place not only in Kyiv, but also in other cities of Ukraine and beyond (at universities and academic institutions): Lviv, Kharkiv, Chernivtsi, Yalta, Krakow (Poland), Lublin (Poland), Rīga (Latvia), Suceava (Romania), Frankfurt am Main (Germany). Since recently the scientific space has been actively virtualized (conducting scientific Internet forums), new opportunities are emerging for expanding the locations of the school's presentation and carrying out its activities in any corner of the world. Obviously, this opportunity should be mastered by the school more intensively.

Topics of school activities

Let us recall that the focus of the ethnosociological schools activities is the phenomenon of ethnicity in its various dimensions. The dynamics of his discourse (in addition to the information provided above, in particular about publications) can be partially recreated using the example of the declared topics that were discussed at the school's meetings and at conferences held under its auspices: «Diversification of Ethnicities in Crimea: Components, Structuring, Interaction» (Yalta, 2012), «Ethnicity in the Framework of Intercultural Communication» (Krakow, 2012), «Ethnicity and Pedagogy» (Rīga, 2012), «Ethnicity in Diaspora Communities» (Chernivtsi-Suceava, 2013), «Research on Ethnicity in Ukraine: History, Current State and Prospects» (Kyiv, 2016), «Local Identities of Ukrainian Cities in the Context of Educational Practices» (Uman-Nemyriv-Tulchyn-Chernihiv, 2016), «Identities of Central-Eastern Nations» (Lublin-Drohobych-Truskavets-Khyriv, 2015-2016), «Ethnicity in the Dynamics of Social Spaces: Contents, Impacts, Results» (Kyiv, 2023), «Ethnicity in the Ukrainian Research Field: To the 75th Anniversary of Professor Volodymyr Yevtukh» (Kyiv, 2024).

In Ukrainian practices, in discussions about scientific schools, one of the main indices is *the number of defended dissertations*. According to our calculations, under the leadership of the head of the school, Professor Volodymyr Yevtukh, four doctoral and fifteen candidate dissertations were defended. If we take into account the prevalence of ethnic issues in scientific (we will add sociological) discourse, we can argue that such a number is an adequate reproduction of the situation, since all of them are somehow connected with the phenomenon of ethnicity, and even considering the fact that the pool of domestic researchers of the problem is not very large. It should be noted that several doctors and candidates were defended under the advice and guidance of active participants of the ethnosociological school Ukrainian professors Hanna Kisla, Olena Hrytsenko, Olena Malynovska, Andriy Popok, Anatoliy Ruchka, Volodymyr Troshchynskyi, Alla Yaroshenko, and Polish professors Leszek Korporowicz, Sylwia Jaskula, Latvian professors Rudīte Andersone, Zanda Rubene, and Lucija Rūtka. We hope that the postgraduate students, whose scientific supervisor

was, or is currently, Professor Yevtukh, and the associate professors and professors of the Department of Sociology of the Faculty of Social and Humanities of the Mykhailo Dragomanov Ukrainian State University (the department is the center for research on the search topic «Dynamics of Ethnicity in the Modern World») will complete the results of their efforts and soon present them for defense in the form of dissertations. There are at least five of them and they are devoted to various aspects of ethnicity. As well as those who research issues of ethnicity outside the boundaries of the named center (for example, Dmytro Chyzhyk from Kryvyi Rih). This potential indicates that ethnic issues remain in the field of view of young scientists and have prospects for their development. By the way, the participation of graduate students of Professor Volodymyr Yevtukh, as well as graduate students of other participants of the school and teachers of the Department of Sociology at the V Congress of the Sociological Association of Ukraine (November 20-21, 2025), allowed to form a special section «Ethnicity in the contexts of exponential development of society»; and this is a good confirmation of the opinion expressed above [20].

Recognition of the school by the surrounding scientific community is perhaps one of the most important markers of its existence. It is realized in the citation of the works of the school's participants, participation in its activities by Ukrainian and foreign scientists, in publications about the school's activities in professional editions[21; 22]; in invitations to publish in domestic and, especially, in foreign professional journals recognized by the scientific community; invitations to participate in international conferences, forums, etc. As to the ethnosociological school, this was partially discussed above.

Instead of a conclusion

An analysis of the literature, the topics of international and domestic conferences, the subject of which was the problem of ethnicity in the time considered in this presentation, or topics related to it, allows us to assert that the platform for emergence of the ethnosociological school in the main was formed in the late 1900s — early 2000s, but their origins go back to 1970s. As mentioned above, they were largely based on the ethnographic, and later ethnological, ideas of Mykhailo Hrushevsky, Fedor Vovk, Vsevolod Naulko. With publication of the works of Volodymyr Yevtukh, this base expanded and sociology, political science, and cultural studies joined the formation of the ethnosociological school. Today, the research field of the school covers the ethnological dimensions of various phenomena, the ethnopolitical vector, diasporology, and migration studies. This makes it possible to determine the dynamics of the influence of ethnicity on various aspects of human and society's life, to study it as a complex sociocultural phenomenon. This approach to understanding ethnicity allows us to form a holistic perception of the phenomenon and build effective ethnopolitical management as a component of state policy regarding ethnocultural diversity.

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