

СЕКЦІЯ 2. ШЛЯХИ ЗБЕРЕЖЕННЯ ТА ІНСТИТУЦІЙНІ ТРАНСФОРМАЦІЇ ВИЩОЇ ШКОЛИ В УМОВАХ ВІЙНИ

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THE WORD FOR PRAXIS IN EDUCATION AND RESEARCH

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This paper is intended to keep up the discussion of the European transformation of higher education in Ukraine [10], and to sharpen the emphasis that this discussion lays on **praxis** in education and research.

The European transformation brings Ukrainian education to ‘the intersection of theory, practice, and reflection, with the core of the transformational work happening in a space of **practice**’ [6, p. 139–140; emphasis added], emerging as those behaviors, processes, and products that shape educational culture and sustain educational change [7, p. 17]: ‘theory, practice, and reflection in their continual cycle come to be the praxis with which educators engage towards creating a particular educational culture in their educational space’ [10, p. 21], praxis becoming the educational **action** that is aimed at what needs to be transformed, and also the educator’s reflection on this action [1, p. 126; 6].

Praxis is ‘a form of conscious, self-aware action’ which is ‘morally-committed, and oriented and informed by traditions in a field’ [3, p. 10]. Praxis is a reflective – and reflexive – human activity that makes history [11] at the large scale of societies, which, for example, is particularized by Karl Marx’s understanding of revolutionary practice, and simultaneously at the small scale of individuals acting together towards the goals that they share, which is the case with the self-conscious change of the circumstances these individuals are in, and of themselves, as this is their self-change [3, p. 11] accentuated in the European philosophy of Bildung stemming as an educational concept from the works by W. von Humboldt [4].

Educational action is how **teaching and learning** is done. Educational action is a kind of praxis that involves morally-committed and self-aware action equally of those who teach and of those who learn, as this action shapes historical formations and social circumstances as well as people each with their own commitments and trajectories in life [3]. Educational action, as we see it, has a domino effect, as, according to [11], it involves teachers who realize the great impact that their actions and interactions can have on their students, which in turn brings opportunities for the students to make history through their actions and interactions, too.

This point gains momentum in **dual education** that in action offers extensive practice opportunities combined with sufficient theory towards productive learning outcomes in students [2]. Dual education in Ukraine, we think, must not be secured for technical and vocational education but also as much as possible be integrated into the context of university education as well, as effective learning in students, and their mastering of the critical hard and soft skills, requires a teacher-facilitated but invariably the students' own action for their firm standing on the practical grounds of the profession, for which theories emanating from **research** make a good and useful support but, importantly, not a substitute [8; 9]. As praxis is external to its practitioners, but also is internal to them [3], one understands that education must trigger in a student such a change that will be both a transformation, which is external, and a metamorphosis, which is internal [10].

In conclusion, we choose to put a point on the active aspect in praxis by way of reference to etymology of the word, as *practice* ascends to the Proto-Indo-European root **per(h)-* with the meaning 'to go through, to cross,' which derives from the root **per-* 'to lead, to pass over' forming in the Indo-European languages the words with the meaning 'forward, through; in front of, before' [5], which implies that the one who practices finds their way, leads the others forward, and keeps in the step of time for the future.

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