

N. Potomkina, A. Jurane-Bremane, O. Bilyk

CELEBRATING SCIENCE: THE E³UDRES² SCIENCE FESTIVAL 2025 AS A PLATFORM FOR PROFESSIONAL GROWTH AND NETWORKING IN HIGHER EDUCATION

Н. Потьомкіна, А. Джуране-Бреман, О. Білик

CELEBRATING SCIENCE: THE E³UDRES² SCIENCE FESTIVAL 2025 ЯК ПЛАТФОРМА ДЛЯ ПРОФЕСІЙНОГО РОЗВИТКУ ТА НЕТВОРКІНГУ У ВИЩІЙ ОСВІТІ

In the context of global educational transformation, international academic mobility has become a key indicator of teaching quality and professional excellence. Modern universities view international staff exchanges as strategic tools for institutional development, pedagogical innovation, and integration into the European Higher Education Area. The Erasmus+ Staff Mobility Programme plays a pivotal role, offering educators opportunities to develop professional skills, adopt innovative teaching methods, and engage in intercultural communication. Active involvement in Erasmus+ provides access to global collaboration networks and the co-creation of educational innovations.

The partnership between Kharkiv State Academy of Culture (KhSAC, Ukraine) and Vidzeme University of Applied Sciences (Vidzemes Augstskola, Latvia) is a sustainable commitment to excellence in teaching, research, and international academic dialogue. As part of this collaboration, the scientific and pedagogical staff of KhSAC participated in the global academic mobility Programme (BIP identifier: 2024-1-LV01-KA171-HED-000229621).

The E³UDRES² Science Festival 2025, hosted by Vidzeme University of Applied Sciences, emerged as a vibrant international event that celebrated scientific collaboration, academic innovation, and interdisciplinary dialogue across diverse fields of knowledge. The festival brought together scholars, educators, students, and researchers from numerous European (Albania, Moldova, Georgia, Germany, Netherlands, etc.) and International (Egypt, Chile, India, etc.) universities, creating a shared intellectual space for the exchange of ideas, presentation of research outcomes, and exploration of contemporary challenges in education, technology, and society.

The Programme was thoughtfully designed to combine academic depth with interactive engagement and included several interconnected formats. Plenary lectures and workshops formed the intellectual backbone of the festival, offering high-level discussions and practical sessions that focused on new perspectives in teaching, research supervision, and institutional development. The poster sessions provided a platform for participants to present their ongoing research projects visually, innovative educational initiatives, and collaborative findings, fostering direct dialogue between presenters and attendees.

A central academic component of the festival was the 5th International Scientific Conference “SOCIETY. TECHNOLOGY. SOLUTIONS.”, which explored a broad spectrum of topics relevant to sustainable and inclusive development — from resilient and circular economy to media communication, creative industries, and social inclusion. The Research Leadership Forum and the Stakeholders’ Forum complemented the scientific sessions by opening discussions on leadership, university-society cooperation, and the strategic role of applied sciences in shaping future research and innovation.

Equally important were the interactive student presentations, where young researchers and students showcased their projects and creative ideas, reflecting the festival’s

commitment to nurturing the next generation of scholars and professionals. Together, these components made the E³UDRES² Science Festival 2025 not only an academic gathering but also a living example of how science, communication, and collaboration can intersect to strengthen the European Higher Education and Research Area.

The key socially oriented themes that were of the most significant interest at the conference, taking into account the area of professional orientation, were Media and Communication, Societal Resilience, and Social Inclusion.

The mobility activity, implemented under the Erasmus+ Staff Mobility Programme, fostered an environment conducive to learning and collaboration. As the participants from KhSAC, we took an active role in all core academic and interactive components.

Participation in key workshops significantly contributed to the participant's professional development, specifically focusing on applied and future-oriented skills. The participant attended several targeted training sessions that covered critically important aspects of contemporary academic and research practices. Notably, a session led by MSc. Miriam Losse from Saxion University of Applied Sciences (Netherlands) focused on visualising research within the professional context of applied sciences, providing practical tools for effectively communicating scientific outcomes to a broader audience. Furthermore, a workshop directed by Leon Cremonini, also from Saxion University of Applied Sciences, addressed strengthening institutional readiness for European research and innovation funding, a topic vital for an institution's international competitiveness. Dr. Scott McCabe (University of Birmingham, UK) guided participants through strategies for supervising research. Finally, valuable insights into data ethics and the use of digital tools in the applied social sciences were gained through the interactive workshop, "The Digital Data Divide Experience", presented by Sjors Groeneveld from Saxion University of Applied Sciences.

Engagement in the Conference panels, particularly the Media, Communication and Societal Resilience, and Societal Resilience and Social Inclusion sessions, deepened knowledge of contemporary sociocultural and psychological challenges. Academic discussions concerning social tourism in Ukraine and its relationship to the management of sociocultural activities have opened up prospects for comparative research.

One of the most significant socio-psychological outcomes of the mobility was the substantial development of essential soft skills. These included enhanced teamwork and cross-cultural communication abilities, demonstrated through active collaboration on a jointly developed poster project. This project successfully summarised the key challenges higher education institutions face in research participation. Furthermore, extensive communication with students and young researchers from countries such as Germany and Egypt during the poster sessions provided valuable opportunities for idea exchange and networking. Crucially, the festival's cultural and educational components, which included a masterclass on the Latvian language and culture, significantly strengthened international collaboration and mutual understanding. This enriching cultural experience enhanced pedagogical communication and reinforced the critical importance of fostering interdisciplinary thinking and sociocultural awareness within modern academic curricula.

Participation in the event yielded significant institutional benefits and played a crucial role in establishing a sustainable academic network, as it also provided an opportunity to exchange experiences with lecturers from Vidzeme University of Applied Sciences, including a focused discussion in the Multimedia Laboratory. This process resulted in an expanded international network, as meaningful contacts were formed with representatives from higher education institutions across continents, including Ukraine, Albania, India,

Egypt, Georgia, Moldova, and Chile. These newly established connections are already being explored as potential foundations to establish the groundwork for joint research projects, academic exchanges, and the co-creation of new educational initiatives in psychology, pedagogy, and the social sciences. This experience also ensured enhanced institutional visibility and quality. Specifically, the knowledge and professional engagement gained enhance the international visibility and academic culture of the Department of Psychology, Pedagogy, and Philology at KhSAC. Furthermore, the experience and expertise acquired directly support the continuous improvement of the Bachelor's Programme in Psychology and facilitate its alignment with European quality assurance standards in higher education.

The E³UDRES² Science Festival 2025 provided an intellectually stimulating and professionally transformative experience. It enhanced key professional competencies such as intercultural communication, innovative teaching design, and reflective academic practice that are vital for university educators in the global context.

The outcomes of this mobility will continue to inspire innovation in psychology teaching, encourage new research collaborations, and promote lifelong learning and cultural openness. In summary, the festival is a vivid example of how international academic mobility enriches personal and professional growth, strengthens institutional capacity and intercultural dialogue, and improves the overall quality of higher education.

В. Лисенкова

ПЕРСПЕКТИВНІ ПИТАННЯ ФІЛОСОФІЗАЦІЇ ОСВІТИ

V. Lysenkova

PERSPECTIVE ISSUES OF PHILOSOPHIZATION OF EDUCATION

Процес передачі знань був завжди важливим елементом соціалізації людини у суспільстві. Давно з'ясовано, що ефективність засвоєння знань і їх використання зростає при системній, ступеневій освіті. Тому, ще в давнину почались спроби будування таких систем, але особливості розвитку культури і цивілізації накладали певні рамки на їх формування.

Перша модель європейської освіти, як ми пам'ятаємо, спиралась на практику традиційних суспільств і вже сьогодні вважається класичною. Вона передбачала репродуктивний характер передавання знань, де панували процеси запам'ятовування над мисленням. Учень представлявся об'єктом впливу суб'єкта-педагога, котрий намагався формувати у нього певні якості. Тобто передбачалось, що поступово буде сформований член суспільства з необхідними, запрограмованими характеристиками. Але представники філософської думки намагались по-різному, навпаки, «будити» самостійне мислення, критично дивитись на хід життя. Яскравим прикладом можна назвати Сократа, який вважав головним для філософа допомогти людині вийти з сплячки буденного життя і йти складним шляхом пізнання і самопізнання.

Друга модель освіти в Європі, яку назвали гуманістичною, вже народжувалась в інших умовах кінця XIX — початку XX ст. На перший план тут ставилась особистість учня, його унікальні здібності і можливість розвитку внутрішнього світу через широке коло спілкування за допомогою всебічної психолого-педагогічної підтримки. Передбачалось, що головним був розвиток закладеного в людини природою, а не сформованого педагогічним середовищем. Умовами зростання такої особистості