

## PRAXEOLOGICAL APPROACH AS A METHODOLOGICAL GUIDELINE FOR FORMATION OF PROFESSIONAL COMPETENCE OF BACHELORS OF NURSING IN MEDICAL COLLEGES

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### Summary

The article identifies the conceptual foundations of the praxeological approach as the latest methodological guideline in the formation of professional competence of future bachelors of nursing. It is established that under the conditions of introduction of new educational standards in preparation of future bachelors of nursing researches of possibilities of training optimization of students on the basis of the organization of successful activity in the aspect of its productivity, rationality and efficiency acquire special value. The development of the ideas of the praxeological approach develops in two forms: on the one hand – general social knowledge as a theoretical activity of the mind, and on the other – activity as a specific form of active human attitude to the environment. It is specified that in the system of professional education praxeology there is a general methodology that accumulates provisions, categories, laws, which explain the phenomenon of professional activity; general scientific approaches, which are related to the consideration and solution of problems of professional activity of a person and the laws of the structure of his activity; interdisciplinary knowledge, which manifests itself as a combined theoretical and practical experience of rational implementation of professional actions; the results of reflection on the causes, conditions and mechanisms of successful activity.

**Key words:** praxeological approach, professional competence, future bachelors of nursing, medical colleges, students, praxeology.

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### 1. Introduction

World trends in medicine, radical changes in the modern system of health care and medical education, social, economic, ethical, legal features of its subjects highlight the need to improve the training of future bachelors of nursing in colleges, taking into account new requirements for quality and educational results of bachelor's degree in nursing. As the theoretical analysis of the scientific literature shows, the changes taking place in the system of professional medical education, especially in the direction of nurses training, indicate the need to rethink its purpose, objectives, patterns and principles, methodological approaches to education organizing in medical colleges in accordance with modern social order.

Professional training of future bachelors of nursing in colleges is based on current trends in the professional education system of Ukraine as its direct component. Therefore, secondary medical education has undergone changes in the organization of vocational education, its

content and results, technologies for organizing the educational process, training and retraining of teachers, interaction with employers. Thus, under the conditions of introduction of new educational standards in preparation of future bachelors of nursing, researches of possibilities of optimization of training of students on the basis of the organization of successful activity in the aspect of its productivity, rationality and efficiency acquire special value. This situation actualizes the expediency of introducing modern methodological guidelines in the process of professional training of future bachelors of nursing, one of which is *praxeological* point.

## 2. History of praxeological approach

In order to reveal the essence of the praxeological approach in the training of future bachelors of nursing, it is necessary to carry out a definitive analysis of the concept of “praxeology”, which was first used in 1897 in the publication of the French philosopher and historian A. Espinas. He proposed the idea of creating a separate scientific discipline due to the factors that increase the effectiveness and usefulness of actions. The scientist noted that “general technology (or praxeology) is the science of a set of practical rules of art and technology that is developed in progressive societies at certain stages of civilization. The subject of its study are the factors that increase the effectiveness of actions” (*Espinas, 1897: 103*).

The term “praxeology” originates from the Greek *praxis* (action, practice) or Latin *praxeus* (action, deed). Literally translated, praxeology is “knowledge of actions”, the study of practice in its philosophical sense, i. e. obtaining the most general information about what a person does (compared to technology as knowledge of the art of “action”) (*Grigoriev, 2002: 57*). The study of practical implementation and sequence of actions is very important both for the reassessment of practice and for the professional development of those involved.

In the Philosophical dictionary, praxeology is defined as a branch of sociological research that studies the method of considering various actions or their combination in terms of effectiveness (*Philosophical Dictionary, 2001: 453*). In the pedagogical dictionary the essence of praxeology consists in practical (and historical) research and the characteristic of various labor skills and receptions, revealing their elements and creation of various recommendations of practical character on this basis (*Sovremennyyi slovar po pedagogike, 2001: 608*).

The emergence of praxeology took place in line with the research expectations and searches of the early twentieth century, which were reflected in the development of O. Bohgdanov (1910) ideas of tectology as a theory of universal organizational science (tectology is a universal organizational science).

A significant contribution to the development of praxeology as a science was made by the Ukrainian economist and mathematician E. Slutskyi, who is considered one of the Ukrainian founders of praxeology, due to the study “Etude to the problems of formal and praxeological foundations of economics” published in 1926 in Ukrainian and German. The scientist considered praxeology through the prism of formal economics and substantiated it in the context of relationships, forms and other manifestations of economic entities. In his scientific work E. Slutsky noted that formal economics is not an independent science, but a separate discipline within formal praxeology. The author noted that “human activity cannot simply be decomposed into quantitative relationships of the exact elements of a quasi-mechanical system” (*Slutskyi, 2007: 352*). Half a century later, in 1949, the Austrian economist L. von Mises in his work “Human Action” used the term “praxeology” to define a unified science of human action and behavior (*Mises L. von, 2005*). The scientist paid much attention to the praxeological principles of human activity.

In the middle of the twentieth century Polish philosopher and logician T. Kotarbinskyi published the book “Treatise on Good Work”, which became a starting point for European science in understanding the integrity and rationality of activities, as well as the basis for praxeological approach as a special way to analyze and explain human practice in terms of its relevance, rationality, and efficiency. The subject of study in praxeology, as he defines it, is all human activity, and the main purpose is to find the general law of any human activity and create on this basis the most general rules of such activity. The scientist identifies two main features of praxeology as a science.

First, praxeology is a discipline that integrates data from different sciences related to the organization of labor. In this case, it synthesizes only what is universal in relation to any activity.

Secondly, praxeology, integrating different data from the point of view of a certain target task, gives a clearer orientation for those sciences, the material of which it uses (*Kotarbinskii, 1975: 16–17*). The tasks of praxeology, according to T. Kotarbinsky, are the analysis of technique and analytical description of elements and forms of rational activity, study of conditions and laws that determine the effectiveness of actions, creation of “grammar of actions” in order to develop the most general norms of maximum holistic activity.

Considering human activity, the Polish scientist T. Pshcholowskyi notes that praxeology deals with purposeful action, i.e. intentional and conscious activity if it is seen from the point of view of its effectiveness. This means that we take into account the actions aimed at achieving the goals (*Pshcholovskii, 1993: 18*).

Generalizations and conclusions of praxeology are considered in ethics during the analysis of action, moral choice, decision-making, normative-value aspects of cooperation and interaction in general. In applied terms, the issue of praxeology is necessary in the study of economic ethics (morally based system of norms and rules of conduct for individuals in the field of management) (*Liashenko, 2009: 28*).

### **3. Modern views on the interpretation of the praxeological approach in the context of pedagogy**

It should be noted that the study of the essence of praxeology continues nowadays. Exploring the genesis of praxeological ideas in the historical and philosophical context, O. Liovkina considers modern praxeology as an analytical study of organized activity, and its subject determines the states, principles, laws of effectiveness or inefficiency of the system (*Liovkina, 2012: 11*).

M. Satskov’s opinion is original, because he notes that with the help of praxeology it is possible to give a real description of human capabilities, to define its objective and subjective actions, to promote the formation of ideals and values and to optimize life in the individual and social sphere.

The development of ideas of praxeological approach takes two forms: from one hand it is general social knowledge, i.e. theoretical activity of the mind, and from the other activity is a specific form of active human attitude to the environment, the content of which is appropriate changes and transformations, i.e. skills, appropriateness, and action. These two notions – knowledge and activity are the basis of the praxeological approach as a purposeful system of principles that determine the overall goal and strategy of oriented praxeological actions; they show how universal human knowledge has become a direct productive force (*Satskov, 1998: 203*).

From the point of view of the specifics of the praxeological approach, in our opinion, knowledge and practice should be considered in the unity conditioned by the meaningful nature of activity, which arises the praxeological orientation under the condition of actual merging of knowledge and activity.

Considering the working through the prism of praxeology E. Khodakivskiy and Yu. Bogoyavlenska note that the scientific knowledge of praxeological issues provides a certain understanding of the purposeful activities of people to transform nature and society, reproduction of productive forces and social relations, the way of existence of a man who forms himself as a person and maintains his/her existence by working (*Khodakivskiy, 2004: 9*).

The peculiarity of praxeology is that it deals with a particular type of human activity, i.e. intentional activity that has a corresponding goal or aim. Praxeology explores forms of improvement common to all activities. Praxeological knowledge is the truths that humanity has come to in the process of centuries of practice, an economical approach to activities improvement (*Pascal, 2012: 479*).

Thus, the main task of praxeology is to develop the theory and practice of the following groups of problems: analytical description, characteristics, classification and systematization of practical actions; study of conditions and laws that determine the effectiveness of actions; study of the genesis and development of various activities, as well as ways to improve them.

In the system of professional education, praxeology is a general methodology that accumulates statements, categories, laws, which explain the phenomenon of professional activity; general scientific approaches that are related to the consideration and solution of problems of professional activity of man and the laws of the structure of his activity; interdisciplinary knowledge, which manifests itself as a combined theoretical and practical experience of rational implementation of professional actions; the results of reflection on the causes, conditions and mechanisms of successful activity.

Consideration of the praxeological approach in the context of professional training of future bachelors of nursing requires the disclosure of its essence as a methodological basis. In the modern pedagogical thesaurus there is no unambiguous definition of the term "approach". Thus, the dictionary of methodology states that on the one hand the approach is considered as a certain initial principle, initial position, basic position or belief (holistic, complex, systemic, synergetic, etc.), and on the other it is a direction of studying the subject of a research (historical, logical, semantic, formal, etc.) (*Novikov, 2013: 117–118*). According to I. Radziievska, the concept of "approach" has the social context, which determines the content, nature and direction of research. The researcher adds that "the approach acts as a specific basis of the educational paradigm, the foundation of its concept, indicates attempts to build a particular educational system" (*Radziievska, 2011: 90*).

In the context of our study, the praxeological approach is the basis for the transformation of theoretical knowledge acquired by students in medical colleges into "smart actions" of future bachelors of nursing. Some aspects of the application of the praxeological approach to solving the problems of professional training (specialists) can be found in the works of modern scientists. In particular, praxeological bases of pedagogical activity are investigated by I. Kolesnikova and O. Tytova. Thus, I. Kolesnikova notes that pedagogical praxeology acts as a general theory of pedagogical activity, which considers the most general principles and ways to increase the efficiency and usefulness of professional actions, patterns and conditions of appropriate and rational construction of the educational process (*Kolesnikova, 2005: 7*). The purpose of pedagogical praxeology, in her opinion, is to obtain and to provide the professional community with practical and methodological knowledge about the general principles and methods of rational and productive pedagogical activity (*Kolesnikova, 2005: 14*).

The specificity of the praxeological approach in the training of future bachelors of nursing is to prepare a specialist who can effectively solve professional problems with the least resource costs, as well as to form their professional competence.

#### 4. Conceptual vectors of realization of praxeological approach in professional education

The basis of the praxeological approach in the process of forming the professional competence of future bachelors of nursing is *action*, because it is a component of any complex activity. Since praxeology considers activity as purposeful behavior, there is a need to explain the concept of “action”. After all, “action is not just giving a preference... The person, who acts, determines, chooses, and tries to achieve goals. Of the two things that cannot be obtained at the same time, she chooses one and rejects the other, so the action involves acceptance and rejection” (*Mises L. von, 2005: 656*).

Thus, in fact, the main criterion for the practical “success” of the action is expediency. In general, according to T. Kotarbinskyi, the action is the more rational, the better it is adapted to the whole sum of the available circumstances. Therefore, the basic concept of praxeology is action, and, as T. Kotarbinskyi notes, the actions we perform require consideration of the following conditions of implementation:

- 1) definition of the purpose;
- 2) determination of conditions related to the activity;
- 3) identification of means adapted both to the defined purpose and to the existing activity.

Thus, the goal, conditions and means are the three elements of practical activity (*Kotarbinskii, 1975: 31*).

The basis of effective activity, according to T. Kotarbinskyi, is the formation of complex actions that arise as a result of cooperation. The scientist distinguishes two types of interaction (cooperation) of people: positive (cooperation) and negative (struggle), and the second type of interaction is more universal, according to T. Kotarbinskyi. Its greater “universality” is due to the fact that it forces to take into account the actions of the other person, i.e. to take into account strategic elements of cooperation, and on the other hand, to activate own creative potential (*Kotarbinskii, 1975: 73*).

According to the general requirements of praxeology, the action should be:

- effective – to achieve the goal and planned results;
- to be close to the standard on essential grounds;
- diligent – made persistently with care for the completeness of the product, if possible supplemented by positive qualities, with maximum compliance to the sample;
- impeccable – one that has no flaws;
- economic – productive and economical (*Pshcholvskii, 1993: 219*).

In pedagogical praxeology, which in our study is the basis for the implementation of praxeological approach in the training of future bachelors of nursing, we take into account the main properties of actions that are manifested in the optimal organization of the educational process to form professional competence of future bachelors of nursing in medical colleges. Researchers determine the following properties: feasibility, purposefulness, design, constructiveness, standardization, manufacturability, method, instrumentality, practicality, and meaningfulness (*Pshcholvskii, 1993: 73-74*).

Effective work is always practical one, and in the training of future bachelors of nursing, practice plays perhaps the most important role. Practice is a material, purposeful human activity that encompasses the development and transformation of natural and social objects, and also

forms the general basis, the driving force of the development of human society and cognition. Practice is a sensory and objective form of life of a social person in her/his development of natural and social reality, as well as a specific way of human attitude to the world and its existence in it (Reckwitz, 2002: 246).

At the heart of practice there is always action, activity, working, that make a person to act taking into account his/her goals, interests and social reality. Such modern practice as scientific experiment and educational practice play an important role in modern scientific knowledge. The concept of “form of practice” embodies the degree of development of the subject of activity.

## 5. Conclusions

The praxeological approach in the professional training of future bachelors of nursing aims to provide the educational process with new algorithms, techniques, methods and technologies of teaching that direct the subject to a specific result, promote the development of students' independence, initiative, creativity and critical thinking. The specificity of the praxeological approach is manifested in the fact that students focus on quality and productive performance of their activities by mastering the techniques of its rationalization. Among them it is necessary to single out the methods of optimal organization of time, rational work with educational material (generalization of ways in problems solving, the most rational short forms of record keeping), methods of memorization and preparation to control tasks.

The outlined praxeological techniques can be a prerequisite for the formation of professional competence of future bachelors of nursing. In the context of praxeological approach, the meaning of “competence” as a basis for readiness for professional activity can be supplemented by introducing praxeological characteristics of activity and consider competence as a set of skills that is a prerequisite for successful activity through conscious choice of tools, techniques and methods, which provide its effectiveness, activate creativity in changed conditions, as well as in situations of risk and uncertainty, encourage active transformational activity.

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