

## UKRAINIAN EDUCATION AFTER MAIDAN OF 2013: PRACTICES, EXPECTATIONS, (AC)KNOWLEDGE(MENT)

Alexander Golikov

V.N. Karazin Kharkov National University

ORCID: 0000-0002-6786-0393

**Abstract.** *The author chooses synthetic variant of sociology of knowledge as a theoretical basis, and a series of the focused group interviews conducted across all Ukraine in 2015–2016 as an empirical basis. Then the author states general "fatigue" of both education systems and microagents from continuous reforms of an education system. Lack of a stable relation between practices and expectations generates refusal from certain agents to recognize legitimacy, regularity, programmability, consistency, systemacity of the processes proceeding in Ukrainian education system. Explicitly or implicitly, imitative, virtual, and unreal aspects, as well as formality and incompleteness become key categories of perception and recognition of social processes in education system. Besides, the author shows communication of infrastructure ("technological") and macrosocial ("globalization") aspects with a categorial row of (ac)knowledge(ment) of social processes in education.*

*In addition, the author fixes distances between declarative and practical, knowledge of requirements and consent with need, estimates of problems and practical actions on (inter)action concerning these problems. He finds a basic essential gap between practical absorption of agents (inevitable both for students and for teachers) and their knowledge "armament".*

*Proceeding from all this, multiple and situational influence of knowledge aspects on institutionalization of social on societal (structural and system) measurements on the example of Ukrainian education system after the events of 2013–2014 is reasoned.*

**Keywords:** *education, social order, transformations, expectations, knowledge, social process, educational practices, Ukrainian students*

Full text of this article is available in Russian.