

On Developing Scientific Character of Higher Education in the Postmodern Epoch

L. S. Perevozchikova, A. A. Radugin

Voronezh State University of Architecture and Civil Engineering, Voronezh

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Abstract: Researchers of the modern education write almost unanimously about the crisis of the classical model of education in the postmodern epoch, about the necessity of active formation of new goals and principles of education, the development of new educational systems models of education and educational strategies. One of the most topical and controversial issues is the that of the place and role of scientific character in the system of higher education, the nature and volume of disseminated scientific knowledge, mastering of scientific methods of cognition by learners. The authors reflect on the main arguments of science criticism, the principle of scientific education in postmodernism and critical rationalism and justify the view that the arguments of postmodernists and critical rationalists are scientifically grounded and should be considered. However, science in modern conditions should not be removed to the periphery of the educational process. One of the main vectors of the development of higher education is its fundamentalization. Fundamentalization of education primarily involves deepening of its scientific character.