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Higher Education in Russia: Challenges of the XXI Century

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There are political, social, economic and technological transformations, demographic and cultural processes, described in this article, which define the framework for education reforms in different countries. Understanding the depth and scope of the processes is a necessary basis for development strategy for Russian education. The question about the future model of the Russian higher education and socio-anthropological project in education are also described, and the correct answer – it is an opportunity for Russian education and the country as a whole. In place of the Enlightenment project – «Knowing man» – alternative socio-anthropological projects came in: «A Man-operator», «Creative Man», «Mobile Man». These socio-anthropological projects will determine the content and format of education in the world in the next 20 years.

The features of the socio-economic context of higher education in Russia are discussed in this article. «Compression» of industrial sector and the expansion of trade and services sectors, as a result of reforms 90 years, made education system, designed for staffing and management of medium-and high-tech industrial economy, an excessive. At the same time, entering the world's information and cultural space formed values of «consumer society» and educational characteristic of the «information society» in society, especially among young people (including the vision of higher education as a necessary stage in life).

Different scenarios of development of higher education in Russia are also presented in the article. The main «fault line», about which scenarios of transformation in Russian higher education will be determined, is the gap between the economy (staffing requirements) and training system (in structure, content and format of education). This gap causes a high level of «fictitious» and «falsification» in education.

Keywords: Higher education, post-industrial transition, the crisis of education, socio-anthropological project.

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1. Introduction.

The changing world and education

At the turn of the 20th-21th centuries, a school in Russia came into a situation of «high

uncertainty». On the one hand, the system of ideological, aimed at servicing the industrial production of the Soviet education, is dismantle. On the other hand the content and format of the

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system of education could decide the problem of human and society in new situation are not lined up.

The crisis of higher education is not exclusive for Russia, it is believed that it has the civilizational nature connected with the «phase shift» (post-industrial transition), and all developed countries with different degrees of severity experience it¹. The «image of man», which was formed in the XIX-XX centuries in the «western world», the socio-anthropological project, which set meaningfulness and direction of education, were the basis, and they were destroyed.

These phenomena have already «captured» by the public consciousness and they are becoming the subject of public discourse, but thinking of them has not become the basis for the formulation and adoption of strategic decisions yet.

In recent decades, there have been significant political, social, and economic-technological transformations in the world and in Russia: 1) the group of technologically and economically leading countries made the transition from technology, lifestyles and ideals of the industrial society to the new ones, which correspond to the opportunities and challenges of post-industrial age; 2) the limits of the unipolar world and the corresponding model of globalization, characterized with the dominance of a small group of countries in the military, political, financial, production and trade, cultural «occupation» (the imposition of values, life styles and formats for consumption) have been revealed; 3) the great social and political experiment – the establishment of a socialist state has been crashed and the building of the «Russian capitalism» has been begun.

Institute of the higher education which has been existing in its classical form for 200 years, in the last 20-50 years has undergone the significant changing. In most countries, funding of the higher education from the state and regional budgets

significantly reduced and the share of commercial education significantly increased². Education ceases to be public (national) project gradually and goes into the initiative and responsibility of the individual.

Education is no longer joined to the «sacred knowledge», that gateway to the «highest world of intellectuals», but it became just one of the types of services – «educational services» – along with the services of commercial agents, drivers, or beauticians. Many universities have lost their exclusive status of «temples of learning» and turned into supermarkets of «educational services».

On the other hand, education went beyond national borders and became an important instrument of the international influence and a significant sector of international business. Countries with successful economies and developed sphere of education got the possibility to accumulate the best intellectual resources using the selection of talented youth.

The complexity and contradictions of cultural, social and economic processes has created the series of educational reforms in different countries. At the same time in Russia in most cases, reform of education had just administrative and bureaucratic character.

These changes have the direct impact on the content of public discourse on the present and the future of university education. Understanding of the depth and scope of the processes is the necessary basis for the modernization of the country and creating an adequate strategy for the development of Russian education. The question about the future model of the Russian higher education, implemented through the formation of the socio-anthropological project is opened now, and the correct answer is the opportunity for the Russian education and the country in general.

2. Demographic, economic, cultural processes: the global «map» of education

In the next 20 years world population will increase by 1.2 billion people³, over-the young population will be forming primarily in economically underdeveloped countries. In these countries through the dissemination of modern standards of hygiene and primary health care infant mortality will be reduced, while but the problem of the birthrate regulation will not be decided.

By the 2025, 1.4 billion people living in 36 countries will have felt the deficit of clean water and food. Deterioration of living conditions and labor redundancy in some macro regions of the world (Africa, Middle East and the Caucasus) and their deficits in other (European Union, Russia and others) will form a global flows of migrants. There will be new problems for education? Like socialization and inculturation of migrants, the formation of new strategies in the community residences, cooperation, tolerance and conflict.

The global situation in general and higher education is determined by the fact that various macro-regions are at different stages of socio-economic development and at the same time they feel the impact of global demographic, economic and cultural processes. Several countries in Africa, Asia and Latin America are in the pre-industrial phase of economic and social development, and it will be actual for them to form the mass «primary literacy», providing: 1) reducing the demographic and ethnic tensions; 2) strengthening of the national economy and employment; 3) inclusion in the global processes of production and consumption; 4) getting the access to new technologies and equipment.

In the emerging new global centers of industrial production (China, India, Brazil, SEA countries) over the next 10-20 years there will be the deploying of the education system

appropriate to the phase of rapid industrial development and related with processes of urbanization, the growth of the general welfare of the population and forming the internal market of consumption.

In OECD countries, the education system to ensure long-term socio-economic, political and technological advantage in the post-industrial transition will be forming. Their education will be primarily focused on management and innovation and technological activities and developing a global «intelligent pump», providing the inflow of talented, highly educated migrants, which allows to concentrate in these countries «intellectual capital» with the highest quality.

Thus, in the next 20 years on the basis of economic macro-regions the various socio-anthropological projects will be unfolding and the system of education, providing their realization will be formed. Beside the competition between the leading countries will increase.

At the same time, against the intercivilization competition and related stress, the forming of the «educational habitats» will be. And the unity of languages and cultures became the basis of the habitats. The formation of «educational habitats» will be keenly competitive process and will become the new phase of «redistribution of the world». According to the UN projections⁴, the most developed countries of the world will be realized the project of «global literacy» classes in the economically underdeveloped countries of Africa. This project leads to their «cultural occupation», and provide subsequent integration economies of these countries in the turnover of the «Europe-US cooperation».

The most powerful education ranges are: Anglo-western area of education, Chinese educational area, the Spanish-Latin American educational area, the Arab-Islamic educational area. The leading country (of the group of countries) will be in each educational area,

exporting higher education. The processes of globalization of knowledge and dissemination of educational technology a new generation (distant education, open education, etc.) will overlap on the formation of educational ranges.

As for Russia, the building of Russian educational area based on the Russian language and the traditional socio-economic ties with countries in Asia and the Caucasus (former republics of the Soviet Union) will be the most important task. In these countries the significant increase of young population is expected, so it will make employment and educational migration relevant to them.

3. The crisis of socio-anthropological project of the Enlightenment – «the knowing Man»

Transformation of higher education in the late XX – early XXI century cannot be understood outside of the milestone – «the completion» of large-scale socio-anthropological project of the «Enlightenment», the realization of which led to the formation of the Western technological civilization.

VM Rosin⁵ distinguishes three phases of the deployment of the project: the first phase is associated with the spread in Europe in XVI-XVII centuries, the ideas of Francis Bacon about the fact that the differences between the developed and the «savage» people are caused «not by the soil and the climate, but caused by all the forms of Arts and Sciences»⁶, and it made the significant thesis «Knowledge – is Power» and became the basis for the formation of European science and engineering as the basis of socio-economic development. In the Age of Enlightenment – the main phase of the project – conditions for the spread of this ideology were created, the system of scientific and academic subjects was formed, and the mass educational practice was created. It includes the mainstream schools (Comenius)

and a system of higher education (W. von Humboldt). Successful implementation of the Enlightenment project in the developed countries marks an industrial transition and the birth of «technological civilization».

The final phase of the project of the Enlightenment (the second half of the XIX – first half of the XX century) became a peak of high-tech industrial development, it attempted to meet the growing needs of the population and formed a society of welfare. In this historical period the value of education becomes apparent for large groups, education becomes the most powerful mechanism to promote physical well-being and social status of the individual (education became the so called «social elevator»). During this period, a special layer of professional educators – school teachers and university professors was formed.

The success of the project of the Enlightenment is caused by synchronization of four interrelated processes: 1) the formation of large-scale industrial production and, consequently, social order for training workers, engineers and technicians; 2) rapid population growth, increasing affluence and the decline in mortality; 3) the powerful Urban processes and the need for «cultural recycling» of the rural population into the population of large industrial centers that can be included in the conveyor organized activity; 4) the dissemination of ideas of the Enlightenment and creation the mass educational practices on their basis.

4. Features of the socio-economic context of the existence of higher education in Russia

The peculiarity of the situation in Russia is that the modernization project «Restructuring» 80-90-ies greatly retarded social and economic development of the country and gave it back into the period of early industrial development with a

predominance of low-tech economy. At the same time «the phenomenon of shortage» was eliminated and values and attitudes of «consumer society» were introduced. Their realization in Russia is based on export sales of natural resources. It led to the significant expansion of trade and services sector and the formation of needs in staff, owning simple «operate» qualifications.

Entering in the world of information and cultural space, income growth as a result of rising world prices for hydrocarbons and metals are formed in society, especially among young people, the value of «consumer society», and install educational characteristic of the «information society».

The gap between the life-orientation of youth in post-industrial activities of formats, styles of living and existing in the country to receive appropriate education and implementation of a professional career was formed.

The practice in the past 20 years, a new configuration of world industrial and post-production – the increased technological leadership in Europe, USA and Japan, high efficiency of industrial production in China, India, Brazil and Southeast Asian countries – significantly restrict the ability of Russia. Technological gap between Russia and Western countries increased and become established, the revival of the medium-and high-tech industrial production has become almost impossible because of its failure to compete with industrial production in China and India.

As a consequence, the Russian education system situation is as follows: a) the education system inertia is focused on training for full-scale industrial economy with a full range of engineering disciplines; b) installation of «modernizers education» are closed on the idea of integration into western educational formats that were formed for other social and economic conditions; c) management training virtually

destroyed and supplanted by imports of educational services (teaching of political and managerial elite overseas) and import management education programs (MBA, MPA, etc.)⁷

5. The contours of the new social-anthropological projects

An important feature of the postmodern era (characterized primarily for developed countries) is the «destruction of culture»⁸, which in the situation of total reflection of cultural values and norms loses its function of normalization of society and the «mount for man». Reflection as a new mass competence grown in the depths of education and the mass of intellectual practices, drawn regarding values, which previously were the absolute basis for life and work of man and society. In addition, mass production practices and «simulacrum» and «practicables»⁹ (Marketing and Advertising, political PR, contemporary art, virtual reality – the Internet) as the means of mass manipulation and individual consciousness were formed. It makes impossible to implement a large-scale socio-anthropological project's value with the high status and creates a situation of unfolding, even within the same country several competing and complementary «local» projects. Analysis of socio-cultural and educational reality reveals the following socio-anthropological projects, determining the direction of modernization of education:

- in the countries of new industrialization, «Functional Man» becomes the socio-anthropological project – a man's capable to perform certain functions and ready to include in the industrial production and develop urban lifestyle;
- in the countries unfolding the post-industrial mode it's possible to pay attention to the socio-anthropological projects «Creative Man», «Mobile Man», «Man-operator», and they will provide

scientific and technological leadership in these countries, the ability of some groups to rapidly modernizing changes, and employment opportunities of other groups on the «operator» service sectors and promote the production.

These socio-anthropological projects will largely determine the content and format of education in the world in the next 20 years.

6. Transformations of higher education in developed countries

The situation of higher education in developed countries, which now becomes the main reference point, a possible but not mandatory «way for the future» for Russian higher education is determined by the following interrelated trends.

1. Pragmatization of education. Exhaustion of energy of the socio-anthropological project «Education», based on the ideal of man as the bearer of reason and knowledge, led to the pragmatization of education. Education refused to support the mission of becoming human, the transfer of meanings and values – which are the manifestations of the something transcendent in the human world, forming pictures of the world, the development paradigms of thinking and activity.

An extreme expression of pragmatization is utilitarian education centered on the transfer of situationally useful (but not «well-founded» in the paintings of the world or paradigms) knowledge and operational skills. The result is «Man Operational», reduced to the execution of operations. Questions about meaning of life, cultural identity, social cohesion remain outside the focus and responsibility of education.

Positive option of education pragmatization is the transition from the development of systems of knowledge to the development activities. Depending on the level of education it will be the

development of «packages of operations» or the development of holistic «paradigms» of activity. In terms of educational technology, it means the predominance of design, training and other forms, providing an opportunity of «test activity», in contrast to the assimilation of knowledge. Educational programs are created in collaboration with major companies, in some cases, training is conducted according to educational programs, prepared by the companies themselves.

2. Modernization of the State is the policy of reducing costs. New situation is the result of cross-country competition at the end of XX century: 1) after the destruction of the Soviet Union the ideological confrontation between the socialist and capitalist systems, previously coerced the state and corporations to deploy social programs and move towards trade unions worldwide was stopped; 2) aging of the population, rising costs for pensions and health care of the «core voters» have led to increased social obligations in developed countries to a critical level; 3) the stage entrance of new «factories of the world» – China, India and countries in Southeast Asia – has led to increased economic competition and made it necessary to reduce economic and social costs.

These developments have stimulated the reduction of social obligations of the state, including the reduction of government (public) investment in education and shifting the burden of educational expenditure to person (family). Education has ceased to be the public (national) project. A man with a planning horizon and the corresponding measure of responsibility for the future becomes the key «customer education». Payment for education has increased student's responsibility for studying results, but in Russia, it has actually led to «the sale of diplomas.»

Reducing costs policy resulted in compaction and facilitating of educational programs (it's necessary to leave just the most course and useful) and the searching for cheaper formats and

teaching technologies, including various forms of «contactless» training. Universities have become into the supermarkets for the sale of educational services, responding quickly to the changing «customers» needs.

3. *High school as an instrument of international competition.* The global market of educational services, higher education has become an international business, and the export of educational services has become a significant sector of economies of different countries. Modern universities have become a way of attraction of young people from wide ranges of education, selection of them, general cultural and vocational training. Educational migration allows countries with an aging population and its natural decrease (Europe, Canada and others) to support the population and provide high quality human capital.

It's possible to distinguish leading universities focused on teaching, provide a unique «brand» education by integrating research and education, on the basis of these universities the world's centers of excellence, concentrating personnel, ideas and technological developments are formed. In the next 10 years international specialization of countries in directions and levels of education¹⁰ is projected (India could become the world center of Bachelor of Information and engineering fields, while the U.S. and Europe, «dumping» wealth of mass «start» training will focus on the education of Masters and PhD students, in conjunction with R & D).

Leading universities form a special «class» of professionals, who are capable to become leaders in technological and organizational development companies, state and municipal structures. Countries unable to establish and maintain a university of this class will have to import technology of business management, technologies of government and municipal structures, technological innovation and

consumer formats, leading to a loss of national sovereignty in part. Regional universities, which do not fall into the «world's elite of universities» and not included in the international network, will be «relegated» to the major vocational schools, with relatively low quality teachers and the least talented and trained students.

4. *Change of social positions on education.* There is a reassessment of education: on the one hand, people en masse tend to receive higher education, on the other – education is perceived something like pragmatic, a certain type of personal investment. There is a «desakralization» of education, the status of teachers is falling to the status of service workers, the motivation of youth to education is reducing.

The recruitment and maintenance of social positions in relation to education is changing: the state moves to the position of «conductor» that defines the general rules of the game (such as educational loans); The university becomes a business unit that provides services, students are forced to take responsibility for setting educational goals and learning outcomes; business takes the «customization» of bachelors in corporate training centers, non-institutional forms of education that fosters the emergence of qualifying points are widely distributed; there is a large group of people who receive a second degree or additional education, training or undergoing specific training, secondary school graduates are not the only and even not the main type of student of high school.

«Adult» students or foreign students have special requirements for high school and the universities which are not able to form suitable supply for them, are fading into the role.

Development of new positions and roles, the formation of new rules and regulations, establishment of new consensus and the formation of new control circuit will be the main content of the «crisis in education».

5. *The technological transformation of higher education.* In the next 20 years electronic memory devices integrated with the human brain, pharmacological agents stimulate brain activity; universal voice translators, solves the problem of language barrier, three-dimensional electronic simulators, organizing a training complex manipulation actions¹¹ will be widespread.

In education traditional lecture-seminar format will be replaced by modern «project», «debatable», «search» formats, with high degree of autonomy and active learners; the setting for the formation of skills, the massive use of information and communication technologies and electronic educational resources will dominate.

The researches will shift from industrial to postindustrial formats research activities of organization. Industrial formats are powerful (in terms of personnel and equipment) «factory» of functionally organized knowledge, ideas, innovations, with ranked marketing for scientific products. The high cost of unique equipment and world-class personnel leads to the fact that such «factories» well-built positioning and determine the research topics from the analysis of the competitive area and consumers' needs of knowledge and technology. In the same time the subordinating of the cognitive scientist's interest in the business logic is expected.

Postindustrial formats are new cognitive institutions: research network, «invisible colleges», virtual laboratories, which allow to organize flexibility resources from various institutions (universities, research institutes, industrial laboratories, etc.) for the implementation of breakthrough projects in science and technology.

It is important to point that Russia is still dominated by pre-industrial research formats, which are kinds of handicraft workshops «production of knowledge. The emergence of new cognitive institutions of industrial and postindustrial types is inhibited by low level of

social connectedness intellectuals and extremely weak management in the intellectual sphere. That is why, one of the most important tasks of development for new generation of universities (federal, national, research) is the transformation of their corporate culture¹².

7. Challenges for higher education in Russia

Challenges for Russian higher education are based on review of a number of publications¹³, as well as the analysis of expert knowledge. Accumulation and analysis of expert knowledge are held within the Foresight study of the future of education, using both classical techniques and newly developed («Anti-Delphi»)¹⁴. The high school teachers of Krasnoyarsk and scientists with experience (research and teaching) both in Russia and in foreign universities (U.S., UK, China, Germany) were involved as the experts.

Experts point that the development of higher education in Russia will occur as a refraction of a number of global trends in higher education. «Refraction» can mean, depending on the position of the authorities and professional communities, passive follow up the changes (or «passive-defensive reaction» to them), or active using of new opportunities.

The main global trends, given external conditions and limitations for the spectrum of possible scenarios are:

global post-industrial transition, which forms the international division of labor – countries and regions take place in the pre-industrial, neo-industrial, post-industrial socio-economic «niches». In this case the national economies are in need of different types, levels of professional training education systems;

internationalization of higher education, the international division of labor, specialization of countries at different levels and types of vocational education, international competition

in education. The formation of the world «educational habitat» on the basis of kinship of languages and cultures.

The main «fault line» with respect to which scenarios of transformation of Russian higher education will be defined the gap between the economy (corresponding staffing requirements) and training system (structure, content and format of education). In the case of the widening the gap between the economy and education «fictitious» and «falsification» of education¹⁵ will increase that would lead to the accelerated degradation.

In each presented scenario the version for the future of education in Russia are determined.

Scenario 1. In economics, «folding» of high- and medium-technology productions concludes, is a reduction of the country's economy to some resource-extracting industries and servicing their production (exploration, transportation, equipment repair, etc.) is pointed. More than 60% employed people are in the field of trade and services, and these sphere are secondary and imitative (products, services, formats of activity are not created, but imported). There is a narrow sector of high-tech industries, which does not determine the nature of the economy as a whole.

Redundancy and fictitious of higher education is overcome through its pragmatization and compactisation. Vocational Education is short in time and in scope, it includes: 1) general cultural components necessary for the formation of social adequacy of the youth and for the future (if necessary) reprofessionalization; 2) clearly defined and compact professional component, sufficient for training, based on performance of a specified list of functions.

Education aimed at training researchers, designers, developers, innovation poorly developed due to lack of domestic demand. Requirements of economy and management in the new knowledge and technology are met through imports: «products» (purchase ready-made ideas,

technology, equipment), educational services (training abroad and in the Russian branches of foreign universities), staff (the invitation of foreign experts, managers, engineers, designers, etc.).

Possible version, when a small part of modernized Russian universities began to prepare world-class specialists. At the same time in the country «educational migration tube» will be formed: teaching gifted students in elite universities will serve mainly a springboard for emigration to developed countries, enabling professional fulfillment in the high-tech sectors, and participation in advanced research and development¹⁶. On the other hand, the Russian higher education can become international «colleges», training of migrants from poor countries with surplus populations (Central Asia, Caucasus), a key objective of such education is to educate young people the Russian language, social norms and basic trades.

Scenario 2. Political elites, business, society produce and implemented the country project – a project the future of Russia¹⁷, covering the economy, social sphere, science and education. There is an upgrade of the system of socio-political governance, including an update of «social contract»¹⁸. Selective modernization of traditional industrial sectors, which are necessary to upgrade the housing and construction and transport infrastructure, is made. «Launch» a limited number of new, competitive industries, is produced, sectors of modern research and development for internal and external markets, is emerging. This leads to the creation of knowledge-sector activities, providing the possibility of professional self-educated young people. Innovation policy includes support for a number of selected «strategic innovation» and promote «diffuse», local innovation, providing incremental changes in all spheres of social and economic-economic life of society.

The country's economy will be a set of industries in which some of them act as «cash cows» (resource extraction industries, which can be rolled in the long term), while others get the role of the «stars» who set the new positioning of countries in the global economy.

It is important that the «country project» will provide valuable and pragmatic meaning of higher education, which is in excess of the current state of the economy. In this high school will be built, working for «future», and in two interrelated aspects: 1) training for the future, 2) research and development to deployment of a «country project».

In this case, the «fictitious» of Higher education is overcome with shared by society (and perceived as realistic) vision of the future, given guidelines for content and technology education and personal motivation for education. Energy of country project helps to preserve the «transcendent», but not utilitarian sense of education, to preserve its content worldview and scientific world pictures, complex forms of thinking and activity. This apparent «excess education» is appropriate in terms of the company (ready to go to the costs), and in terms of the trainees¹⁹. The presence of distinct country project could change significantly the current migration situation, to make Russia attractive for active, mobile youth from other countries.

Scenario 3. Continuing uncertainty about the strategic prospects of the country, «paralysis of will» of key actors in development will contribute to the disparate, competing «projects» are not united with a common framework of country projects. In this case, in accordance with the political and intellectual fashion various «projects» are run. These are the reform of

separate spheres of social life, the creation of «innovative cities», the construction of special infrastructure or industrial projects («Wonders of the World»), the creation of schools with special status, etc.

As one-time discretionary actions carried out overall long-term strategy, these projects do not advance the economy and society, and lead to dispersion of resources among the various groups lobbying data «action». In the absence of long-term and consistent strategy in higher education on a mass scale remains a fictitious character education, which is masked by the «international developments» of individual schools, individual staff Order of Resource Companies; prospects «nanotechnology» and «biomedical» breakthroughs.

Context outlined above in the text creates a scenario fork for federal and national research universities:

1) Creating universities with special status may be limited to the union of higher education, additional financial investment in infrastructure 20-30 universities. Some of them will enter the global rankings of universities, their academic schools will become leaders in several areas of science and technology. These universities will be able to serve as a «pride», but they will not promote high school in general.

2) Federal and national research universities can assume the role of the special creative and communication platforms, in which: a), a new socio-anthropological project that correlated with the project of modernizing the country and start new cognitive practices; b) new educational paradigms, technology, education content are developed, c) Russian educational macro-region is been formed.

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- ¹⁵ Many experts believe the «fictitious» the main problem of higher education in Russia, which is impossible without removing the modernization programs and educational technology. «Fictitious» means that the students pretend to learn, and teachers – what they teach. All participants of the educational process to understand that most of the transmitted knowledge is not used in professional activities. The process of education, whose core is the development of professional thinking and complex forms of activity, is replaced by translational lectures and disciplinary control activities (credit-modular system, the mass testing, etc.). In education, the mass becomes a purchase, copying from the Internet monitoring, projects and dissertations, improved technology cheating, is the direct purchase of tests, examinations and diplomas.
- ¹⁶ Dezhina I. «Brain drain» from Russia: Myths and Reality // Demoscope-weekly. 2002. March 31. № 59-60.
- ¹⁷ Discussed options: «Space + atom», «Russia – an outpost of humanity in the Arctic», «Russia – the trans-Eurasian bridge», etc.
- ¹⁸ Russia of XXI century: the image of a desired future. – M.: Econ-Inform, 2010. – 66.
- ¹⁹ Experts estimate that a similar situation now exists in higher education in China, captured the neo-industrial country project

Высшее образование в России:

вызовы XXI века

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В статье обозначены политико-социальные и экономико-технологические трансформации, демографические, культурные процессы, которые задают рамки для реформ образования, проводимых во многих странах мира. Понимание глубины и масштабов происходящих процессов является необходимой основой выработки стратегии развития российского образования. Обсуждается вопрос о будущей модели российского высшего образования, о реализуемом через образование социально-антропологическом проекте, и правильный ответ – это шанс для российского образования и страны в целом.

Важнейшими для образования являются постиндустриальный переход и «завершение» социально-антропологического проекта «Просвещение», послужившего в свое время основой массовых образовательных практик. На смену проекту «Просвещение» – «Человек знающий» – приходят альтернативные социально-антропологические проекты: «Человек-оператор», «Человек креативный», «Человек мобильный». Данные социально-антропологические проекты будут в значительной степени определять содержание и форматы образования в мире в ближайшие 20 лет.

Обсуждаются особенности социально-экономического контекста существования высшей школы в России. В результате реформ 90-х годов, «сжатия» индустриального сектора экономики и расширения сектора торговли и услуг система образования, рассчитанная на кадровое и управленческое обеспечение средне- и высокотехнологичной индустриальной экономики, оказалась избыточной. Одновременно вхождение в мировое информационно-культурное пространство сформировало в обществе, особенно в молодежной среде, ценности «общества потребления» и образовательные установки, характерные для «информационного общества» (в том числе установки на высшее образование как необходимый этап жизненного пути).

Представлены сценарные варианты развития высшей школы в России. Основной «линией разлома», относительно которой будут определяться сценарии трансформации российского высшего образования, является разрыв между экономикой страны (потребностью в кадрах) и системой подготовки кадров (структурой, содержанием и форматами образования). Данный разрыв обуславливает высокую степень «фиктивности» и «фальсификации» образования.

Ключевые слова: высшее образование, постиндустриальный переход, кризис образования, социально-антропологический проект.

Проект финансово поддерживается Красноярским краевым фондом поддержки научной и научно-технической деятельности.
