AXIOLOGICAL HORIZONS OF CONTEMPORARY HIGHER 
EDUCATION

O.A. Burukina¹, G.N. Kutepova², A.N. Lebedev³, V. N. Subbotin⁴

¹ University of Vaasa (FINLAND)  
² Moscow (Senkevich) State Institute for Tourism Industry (RUSSIAN FEDERATION)  
³ The Financial University under the Government of the Russian Federation (RUSSIAN FEDERATION)  
⁴ The Institute of Legislation and Comparative Law under the Government of the Russian Federation (RUSSIAN FEDERATION)

Abstract

In recent years, higher education has been developing on an unprecedented scale and at an incredible speed, and this process is projected to grow annually, with the global number of university students, which in 2016 approximately totaled to 216 million growing by almost 57% (to app. 380 million) by 2030, by 118% (472 million) by 2035 and by 176% (more than 594 million) by 2040.

Today's students need “21st century skills,” including critical thinking, problem solving, creativity and digital literacy, as well as flexibility, ability for continuous professional development and responsibility. According to the International Labor Organization, by 2019, another 280 million jobs will be required. Policy makers need to ensure that appropriate frameworks and incentives are created for the introduction and filling of these jobs by properly qualified staff (Brende 2015). Reliable higher education systems, based upon and developed by highly qualified, professionally trained, highly motivated and well supported university teachers should be the cornerstone of this effort.

The purpose of the article is to explore the importance and potential benefits of axiology and value theory in higher education. The study is conducted through:  
(1) analysis of the essentials of axiology and value theory;  
(2) a review aimed at highlighting how values have been used in higher education; and  
(3) a survey based on a questionnaire aimed at revealing the respondents’ opinions and attitudes to the importance of axiological paradigm for the contemporary higher education, identifying the core values and their significance with a Likert-type scale.

Although the axiological paradigm of higher education is almost unanimously acknowledged worldwide, the authors basing on a pilot survey have identified its drastic alteration, at least in Russia, with true values of higher education substituted with pseudovalues, producing an impression of valuable outcomes but not providing a solid basis for sustainable development of higher education.

References:

Keywords: Axiology of higher education, system of values, Education 3.0, Industry 4.0, sustainable development, systematic approach.