

OUR UNIVERSITY PERSPECTIVES

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The widely discussed prospects for the development of our universities and their models probably require answers to some questions. And above all - what do we expect from the university, what is its purpose and mission? Assuming an increase in the level of education at the university, do we want this education to be mass or elite? Should such a university be a mega-university or a relatively small educational institution? What should be the science at the university - fundamental, aimed at the long term, or applied, designed to meet the current needs of the country, region, province? How much should the entrepreneurial function be implemented at the university? When implementing a university model, should we aim students at highly specialized work or, above all, teach students to think and independently find the necessary information to acquire new knowledge. Do students need differentiation and if so, by what principle? To what extent should we rely on the needs of employers and the requirements of the labor market, for which applied specialties and specific knowledge, as a rule, are more significant?

The answers to these questions are likely to be the most diverse. Undoubtedly, in our opinion, one thing: it is necessary that education at the university should be based on a high level of teaching, the development of scientific research (both applied and fundamental) and innovative activity. At least, it is in this vein that we see the implementation of the proposed priority project "Universities as the centers of the space for creating innovations." From this point of view, probably, only mega-university can provide an opportunity to choose at all stages of education. At the same time, perhaps, at the initial stage, education should be massive - a good theoretical and experimental base on junior courses will enable students to self-actualize, allow them to be divided into groups of theorists, experimenters, engineers, entrepreneurs, etc. There is a lot of talk about the need for student mobility, however, it is important to develop students' mobility levers not only across the country or the world, but primarily within the university, which should be based on closer contacts firms (scientists, employers, entrepreneurs) and students, students' participation in serious scientific work, applied developments, public discussions on various topics (science, education, entrepreneurship ...).

Scientific and pedagogical workers must necessarily participate in making scientific and administrative decisions, and the academic council must be the real body that makes the final decisions on the development of the mega-university. And in our opinion, the head of the university is certainly a scientist with a broad outlook, able to form a team of like-minded people from the same scientists, academic managers and practicing managers, without turning the university into a company or a business corporation. The structure of the university at the same time can be varied, however, faculties and departments, it seems to us, are quite viable in the new conditions.