

**ON THE CRITERIA OF SCIENCE IN THE EMPIRICAL
AND THEORETICAL AL KNOWLEDGE**

Shustov O.B.¹, Sidorov G.N.²

- 1 Omsk State Agrarian University Omsk, Russia (644080, Omsk-80, st. Institutskaya area, 2,
e-mail: g.n.sidorov@mail.ru
2 Omsk State Pedagogical University Omsk, Russia (644099, Omsk-99, Nab. Tukhachevsky, 14,
e-mail: g.n.sidorov@mail.ru

The article presents the epistemological approaches to assessing the scientific theoretical and empirical knowledge. Throughout history, scientists and philosophers have sought to find a universal criterion of the scientific. In particular those were the criteria of verification and falsification. Scientific and philosophical analysis shows that these criteria are acceptable only for empirical knowledge. Theoretical knowledge, in which there are idealized objects need other scientific criteria, such as objectivity, consistency, rationality, reasonableness. The difficulty of valuing certain previously recognized theories (Mueller – Haeckel’s law) for the scientific is demonstrated. “Scientific” as defined by Wittgenstein is a “concept with fuzzy boundaries.” The term “scientific” is idealized as a perfect image at odds with the real science. The determining factor as an indicator of formation of scientific knowledge to date can be considered sufficient reason worded law with reliance on rationality and reflexive control by the scientific community.

**СПЕЦИФИКА ПРИМЕНЕНИЯ НОВОЙ ПАРАДИГМЫ В СОВРЕМЕННОМ
ВЫСШЕМ РОССИЙСКОМ ОБРАЗОВАНИИ**

Эмих Н.А.

ФГБОУ ВПО «Забайкальский государственный университет», Чита, Россия
(672039, Чита, ул. Александрo-Заводская, 30), e-mail: natali_emikh@mail.ru

Одной из приоритетных проблем в области высшего российского образования XXI в. является проблема выработки новой образовательной модели, адекватной современным условиям общественного развития. В центре внимания автора – перспективы развития системы высшего российского образования, утверждающие трансформацию новой образовательной парадигмы. Автор данной статьи сосредотачивает особое внимание на рассмотрении специфики применения парадигмы в современном высшем российском образовании, направленной на формирование культурных ценностей, которые необходимы человеку в его полноценном развитии, становлении целостной личности. Установлено, что новая парадигма стремится выявить механизмы постановки и решения проблем, характерных для системы высшего образования. Образование как подсистема культуры характеризуется с позиции развивающего и воспитывающего факторов в становлении личности, выступает в качестве широкой сферы гуманитарного значения.

**SPECIFICITY OF APPLICATION OF THE NEW PARADIGM
IN MODERN HIGHER RUSSIAN EDUCATION**

Emikh N.A.

Transbaikal State University, Chita, Russia (672039, Chita, street Aleksandro-Zavodskaya, 30),
e-mail: natali_emikh@mail.ru

One of the priority problems in higher education of the XXIst century is the problem of development of the new educational model adequate to modern conditions of social development. In the center of attention of the author – prospects, of development of system of the higher Russian education, approving, transformation of a new educational paradigm. The author of this article focuses special attention to consideration of specifics of application of a paradigm in the modern higher Russian education, directed on formation of cultural values which are necessary for the person in his high-grade development, formation of the complete personality. It is established that the new paradigm aspires to reveal mechanisms of statement and the solution of problems, characteristic for system of the higher education. Education as a culture subsystem is characterized from a position of the developing and bringing up factor in formation of the person, represents itself as wide sphere of humanitarian significance.