

Indura Maria Igorevna

student

Industrial Management, Economics and Trade
of Peter the Great St. Petersburg Polytechnic University
St. Petersburg

CURRENT PROBLEMS OF FUNDAMENTALIZATION OF EDUCATION

Abstract: *fundamentalization of education has become increasingly relevant in the context of rapid social, economic and technological change. Modern universities tend to prioritize applied competencies and short-term professional skills, which may weaken the theoretical foundation of training. Fundamentalization involves strengthening conceptual knowledge, interdisciplinary thinking and value-oriented education. The article analyzes key challenges of this process, including utilitarian trends in higher education, digital transformation and the gap between theory and practice. It argues that sustainable social development requires a balanced combination of fundamental knowledge and professional competencies.*

Keywords: *fundamentalization of education, higher education, educational reform, interdisciplinary approach, critical thinking.*

Индурa Мария Игоревна

студентка

Институт промышленного менеджмента,
экономики и торговли
ФГАОУ ВО «Санкт-Петербургский политехнический
университет Петра Великого»
г. Санкт-Петербург

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ФУНДАМЕНТАЛИЗАЦИИ ОБРАЗОВАНИЯ

Аннотация: *фундаментализация образования становится все более актуальной в контексте стремительных социальных, экономических и технологических изменений. Современные университеты, как правило, отдают приоритет прикладным компетенциям и краткосрочным профессиональным навыкам, что*

может ослабить теоретическую базу обучения. Фундаментализация предполагает укрепление концептуальных знаний, междисциплинарного мышления и ценностно-ориентированного образования. В статье анализируются ключевые проблемы этого процесса, включая утилитарные тенденции в высшем образовании, цифровую трансформацию и разрыв между теорией и практикой. Утверждается, что устойчивое социальное развитие требует сбалансированного сочетания фундаментальных знаний и профессиональных компетенций.

Ключевые слова: фундаментализация образования, высшее образование, образовательные реформы, междисциплинарный подход, критическое мышление.

Modern higher education develops under the influence of globalization, digitalization and market competition. Educational programs often emphasize practical skills, sometimes at the expense of theoretical depth. However, fundamental knowledge forms the intellectual basis that enables graduates to adapt to changing professional environments.

Fundamentalization implies reinforcing scientific, methodological and worldview foundations of learning. Its purpose is to *develop critical thinking, analytical abilities and long-term professional mobility*. Without a strong theoretical base, innovative development becomes unstable.

One of the main problems is the *dominance of utilitarian evaluation criteria in higher education*. Disciplines that do not demonstrate immediate practical results may lose importance, although technological progress depends on deep theoretical research.

Digital transformation also creates risks. While digital tools expand access to information, they may encourage superficial learning. Fundamental education requires systematic analysis, logical reasoning and independent interpretation rather than fragmented memorization.

The gap between theory and practice further complicates the process. Theoretical knowledge should be *integrated into real economic and social contexts* through interdisciplinary approaches. Combining insights from different fields strengthens systemic thinking and professional flexibility.

Fundamentalization also contributes to the development of critical thinking and civic responsibility. In conditions of information overload, the ability to analyze and evaluate information objectively becomes essential.

In conclusion, fundamentalization of education is a strategic response to contemporary challenges. Preserving a strong theoretical foundation alongside practical training is necessary for sustainable development of higher education and society.

References

1. Barnett R. *The Idea of Higher Education* / R. Barnett. – Buckingham: Open University Press, 1990.
2. Gibbons M. *The New Production of Knowledge* / M. Gibbons, C. Limoges, H. Nowotny. – London: Sage Publications, 1994.
3. Scott P. *Higher Education Re-formed* / P. Scott. – London: Falmer Press, 2000.
4. Nussbaum M. *Not for Profit: Why Democracy Needs the Humanities* / M. Nussbaum. – Princeton: Princeton University Press, 2010.
5. Delors J. *Learning: The Treasure Within* / J. Delors. – Paris: UNESCO Publishing, 1996.