

# **The role of research paradigm in contemporary education**

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In modern conditions the role of the research paradigm in education is updated. One of its cornerstones is the shift of emphasis in the target settings of education: the development of intellectual abilities and capabilities of social actors of our time comes to the fore as the goal and purpose of studying.

In this interpretation, the most important is not just the formation of the student as a future professional, but also as a person capable to adequately respond to the instability of the social reality and the need to activate the education as a tool to overcome the difficulties of meaningful occupational activity.

Educational objectives within the research paradigm are expanding. Due to the need to develop the cognitive agility, perspective vision, skills of self-organization and interaction, the fore is the need to synchronize the individual cognitive parameters with future society. Such solving of such tasks provides the strategic planning and development possibility of the society at all levels - from mega to micro.

Certainly, the research paradigm has advantages over the traditional educational paradigm. However, there are limitations of its use in modern Ukraine, first of all, some mechanistic of the implementation. In addition, the challenges facing the education system from the perspective of a research paradigm assume the formation and development of a new quality competencies of the social actors integrated into the educational field. This fact determines the need for the social and intellectual renewal of personality comparing with its relation to the social roles in education. In the modern education such dynamism is often acquired by the social actors through the external action, stimulation; internal motivation today is insufficient for such a task, and that becomes another obstacle for the development of the research education.