HIGHER EDUCATION: ACADEMIC FREEDOM AND SOCIAL RESPONSIBILITY

ALGIRDAS, PUPKIS[1]
TOMAS, SAULIUS[2]

Abstract

In modern society, higher education creates conditions for every member of society to study, improve, cooperate with society, be secular, provides opportunities to travel for the sake of science. "In the law of the Republic of Lithuania, the task of higher education is to develop education, a personality and society receptive to science and the latest technologies and cultural values, to create, accumulate and spread scientific knowledge and cultural values, to consolidate the distinctiveness of national culture, to promote scientific research and the creation of new knowledge and cultural values" (Avižienis, 2022, p.209). Biesta (2014), Jokubaitis (2016), Barnett (2021), a researcher of higher education in European countries, states that higher education, social responsibility and academic freedom, which promote competitiveness, growth of knowledge and human resources" (Kuchaidze, 2020). Indrašienė and others (2021) claim that higher education should be viewed from a broader perspective, understood as a basis for the development of personality and society. There are many expectations associated with higher education, the main of which is to provide knowledge, participate in scientific research and apply the available knowledge to the sustainable, advanced growth of society and the individual, responding to the needs of the times, forecasting and shaping them. According to Valuckienė (2009), changes in higher education and studies in the context of society have been discussed (Barnett, 1990, 1994, 2000, 2004), whose emphasis is on the value basis of higher education, based on the scientific activities of the academic community, constantly striving for liberal education of students, objective knowledge, commitment. Higher education institutions should encourage their students and scholars to become responsible and aware citizens. This means that higher education institutions should develop leadership, social responsibility and sustainable development initiatives. Therefore, academic freedom and social responsibility should be combined in order to achieve the benefit of higher education for society and the welfare of society. Academic freedom is the most important value of higher education because it ensures that researchers and academics can freely research, discuss and publish their findings without any prior restrictions. This is the fundamental thing that encourages new discoveries, ideas and scientific research, as well as ensuring that scientists are free to reveal facts, even if they are unpopular. Academic freedom and social responsibility in higher education were studied by (Adebayo, 2022; Barnett, 2021; Gläser and Buenstorf, 2022; Jakubik, 2023). However, these works rarely raise the question of how academic freedom and social responsibility relate to critical thinking in higher education. *The aim of the article* is to reveal the links between academic freedom and social responsibility with the development of critical thinking in higher education, based on the literature.

To achieve the goal, the following problematic questions are raised: Why are academic freedom and social responsibility important for higher education? How does the development of critical thinking change the understanding of academic freedom? How does developing critical thinking increase social responsibility? *Research methods.* The method of theoretical analysis examines psychological, scientific didactic literature, the conditions, methods, etc. thinking education. in the process of university studies.

Key words: critical thinking, higher education, academic freedom, responsibility.

The importance of academic freedom and social responsibility for higher education

In order to reveal the importance of academic freedom and social responsibility for higher education, we must first talk about higher education. The idea of higher education dates back to Antiquity. The philosopher Plato was the first to talk about higher education. However, the beginning of higher education and its understanding was understood quite differently: higher education was identified as an intellectual idea rather than an institution. The idea of higher education can be seen in this conception of philosophy (Barnett, 1990). When reading the works of scientists, higher education is seen as thinking, the ability to argue and analyze. In Plato's dialogues, the concept of education was associated with the idea of freedom and the ability to think critically, because critical thinking frees people from persuasive knowledge (Barnett, 1990).

Unethical cases of student behavior are analyzed in the public space as well as in scientific discussions, but the role of the scientist and his behavior are little

Corresponding authors:
[1] Lithuanian Sports University (Kaunas, Lithuania)
E-mail: algirdaspupkis@gmail.com
ORCID iD: https://orcid.org/0009-0001-3784-5934
[2] Lithuanian Sports University (Kaunas, Lithuania)
E-mail: tomas.saulius@lsu.lt
ORCID ID: https://orcid.org/0000-0003-3936-842X

discussed in the academic community (Tauginienė, 2013). The direction of this discussion often hides in the shadows, having a firm position in advance that the scientist is a "master" of his field and profession. In frequent cases, the creation of scientific works is faced with behavioral defects of students, researchers, which may cause certain residual consequences due to plagiarism, fraud or other dishonest behavior. It can be said that the topic of plagiarism is a negative factor for both social responsibility and academic freedom in higher education, where the pursuit of quick results distorts the mission of higher education and distorts the meaning of human potential and opens up opportunities for improvement. After all, plagiarism is not the means that would provide individuals with the pursuit of improvement, academic freedom to reveal themselves as a personality, to enrich higher education with new discoveries that could create added value for science and society. Meanwhile, more and more people are dealing with a tool that potentially poses a challenge to science, namely the emergence and use of artificial intelligence in society, which is increasingly seen in the education system. Therefore, I will further review the impact of artificial intelligence on academic freedom and social responsibility in higher education.

The emergence of artificial intelligence and its use is changing more and more spheres of human intelligence, and it can potentially cause fundamental changes in higher education. According to Repšienė (2019), intelligence is only information, not a living organism. This could mean that artificial intelligence could be like us in the future. Because of this, although artificial intelligence cannot yet replace human thinking, its use in scientific works raises debates with both positive and negative consequences for the social responsibility of higher education or academic freedom. Based on the literature analyzed by (Chankseliani, Qoraboyev and Gimranova, 2021), the authors argue that the use of artificial intelligence in higher education can have positive effects, but the limitations of academic freedom prevent the liberation of minds and bodies and the liberation of entire societies. According to Schiff (2021), although it is difficult to limit the capabilities or social implications of artificial intelligence, it is a rich and valuable toolkit with qualitative and quantitative aspects. It can help to imagine possible (extreme) scenarios with which we can achieve idealistic goals and can help to determine a more deliberate "direction of the search path". After looking at the statements of scientists about the presence

of artificial intelligence in higher education, I will further explain the methods that are important in creating social responsibility and academic freedom in higher education.

Looking at the development of higher education and its contribution to societal growth requires a broad vision and understanding that includes a rights-based capability and emancipatory approach to development. A rights-based approach to higher education sees it as a universal human right that should be available to all, while a capabilities approach focuses on how higher education expands the freedoms of individuals to pursue what they value (Boni and Walker 2016; McCowan, 2016). According to these approaches, higher education is much more than a means of acquiring skills, knowledge and qualifications. Higher education and universities allow individuals to pursue freedoms regardless of social class, ethnicity or gender, which ultimately leads to holistic human development. The emancipatory approach, according to Chankseliani and McCowan (2021), is a way that is closely related to human potential. In this approach, higher education is a space that can help individuals realize their human rights and abilities to pursue freedoms, free their minds, thereby helping to free society(s).

Also, higher education can respond to global challenges, such as pandemics, gender equality issues, solutions to poverty problems, support inclusive and sustainable economic growth, full and productive employment. It can be said that the path of higher education is increasingly moving towards a global university, the goal of which is the creation of world-class universities, strengthening the quality of studies and science, providing opportunities for students and teachers to participate in exchange programs. This "tool", a phenomenon in higher education is called internationalization. Next, I will try to reveal the impact of internationalization on academic freedom and social responsibility in higher education. The internationalization of higher education has generally been seen as a modern trend promoted by developed Western countries, when certain elite "delivery" models, usually presented in English, affect higher education around the world. This includes the recruitment of international students and staff, particularly to the United States, Australia, the United Kingdom and other Western countries, or universities in those countries have opened branches abroad (Tight, 2022).

Internationalization in higher education is often understood as the pursuit of exchange and cooperation

in order to better understand different cultures and their languages. Nevertheless, there has been a gradual but increasingly visible shift towards competition since the mid-1990s. According to Van der Wende (2001), this is called a paradigm shift from cooperation to competition. Jones and de Wit (2014) talk about the globalization of internationalization, which requires higher education actors in middle- and low-income countries to choose a more competitive direction of internationalization or a more socially responsible approach. Meanwhile, institutions developing internationalization strategies face major challenges and pressures: revenue generation, talent attraction, reputation, the need to focus on international research and publications, recruitment of international students and researchers, use of English for research and teaching. External pressures such as national funding policies. These challenges and pressures are at odds with an inclusive, elite approach that meets the needs of local students and staff. In other words, there is a tension between a short-term, neoliberal approach to internationalization that focuses on mobility, research, and a long-term, holistic approach focused on universal learning for all.

However, academic freedom and social responsibility are inseparable from the internal and external factors that potentially affect higher education, so I will try to review those factors below. According to Bagdonas (2006), the mission of the university is the transformation of scientific research data into facts and knowledge, the reflection of social reproduction and the application of knowledge. The transmission of higher education knowledge, analysis, research, and public education pales in comparison to the impact of states and organizations on higher education. In the modern world, higher education, academic freedom and social responsibility are affected by factors, and one of them is the ideology of neoliberalism, the goal of which is the creation of a consumer state. This external factor could be called the "crisis of politics" of the state, where governments are hijacked by the institutions of the global elite. Neoliberalism models cultural policy and philosophy of higher education according to market logic. According to Lipman (2013), "neoliberalism is powerful due to economic structures, has great ideological power, controls the cultural landscape, philosophical and pedagogical spaces, which are entrusted with the function of creating agreements, desires, values, markets. Based on the author's statement, it can be assumed that management controls the market and social life with this principle. A rhetorical question arises, does the ideology of neoliberalism negatively affect the thinking process? After reviewing the existence of academic freedom and social responsibility in higher education, it is important to reveal the impact of critical thinking education on academic freedom.

The role of developing critical thinking in the understanding of academic freedom

According to Brookfield (2019), "critical thinking is associated with a thinking process that depends on a person's attitudes, values and beliefs to think openly, make valid assumptions and evaluate well-argued persuasion". Authors Paul and Elder (2019) present the concept of critical thinking as independent, disciplined, self-controlled and corrective thinking. It develops the character and ethical sensibilities of the devotee, clearly developing intellectual virtues (Paul and Elder, 2019). Brookfield (2019) states that not only people but also institutions and the whole world need to think critically. Critical thinking is desirable in various areas and sectors of social life. It is considered one of the most important abilities that determine the well-being of the individual and society as a whole. It is used as an important argument in creating, implementing higher education goals and evaluating results (Barnett, 1997; Brodin, 2007; Danvers, 2016; Felix, 2016). From the presented concepts of critical thinking, it can be said that it is a unique way of thinking, purposefully moving towards "truth", which includes a person's ability to evaluate information, substantiate it and purposefully reach reasoned conclusions. What is the importance of thinking in higher education and the impact of science on society?

The world is changing very quickly, information flows in the Internet space are accumulating at such a pace that knowledge and its accumulation are becoming less and less significant, therefore, in higher education, great attention is paid to the development of thinking skills. According to Indrašienė, (2021, cited from Soufi and See, 2019), the development of critical thinking has become one of the most important goals of undergraduate studies in Europe, while in the USA it is named as one of the main results in higher education". Meanwhile, the European Commission aims for students to acquire basic and professional skills so that they can establish themselves in the labor market after graduation (Peterbauer, 2023). Critical thinking is highlighted as one of the main competences and is treated as an ability that manifests itself in other

competences, such as literacy or digital competence. According to Indrašienė (2021), Peterbauer (2023) in the governmental and non-governmental sectors, identifies critical thinking as one of the main skills that must be included in higher education programs, in their opinion, it is one of the competencies that determine success after graduation. The importance of critical thinking skills is noted (in the National Progress Strategy "Lithuania 2030", 2012), which states that imagination, creativity and critical thinking are considered important national resources. However, this strategy also draws attention to the fact that the current education system does not pay enough attention to the strengthening of critical thinking skills, not only in higher education, but also in general education. The position declared by scientists representing European higher education institutions (Álvarez-Huerta, Muela, and Larrea, 2023; Dumitru et. al., 2018; Janssens et al., 2022) that the development of critical thinking must be systematically implemented at all levels of higher education. Looking at the researches of Lithuanian and foreign scientists, one can see the need for developing critical thinking, its impact and importance in educating students in higher education. Next, it is important to review the manifestations of critical thinking in philosophy, as well as the influential authors who had the greatest impact on experiential learning.

An interesting change in philosophy took place in the 19th century, when the Pragmatism school was created in America, whose philosophy was based on experiential education. The pioneer was Peirce, and Dewey had the greatest influence on education. It is a learning that consists of a shared experience. Experiential learning is based on human emotions and reflections, not the positive reality of others. Since personal reflection is one of the main factors of this education, it can be said that the development of critical thinking is a factor in this education. According to Duoblienė (2006), many classical philosophers of education claimed that the mind is a decisive factor in human education. That is why intellectual activity is important, because appropriate, reasonable, accurate thinking positively affects behavior. One of the pioneers of experiential thinking, Dewey said that philosophy is made meaningful by its application to pedagogy. This author is most famous for the fact that he tried to reconcile practical action and its analysis. Many theorists try to apply what kind of thinking is most appropriate in education, and each theorist tries to apply thinking education in his own way. The development of experiential thinking, in my opinion, is an example that must be connected with critical thinking. It perfectly correlates with critical thinking where reflections, opinions based on reasonable arguments are the most important factors in personality development. Looking at education, we see that manifestations of critical thinking are a positive factor in education, where universities pay special attention to students being able to fit into the modern labor market. The importance of higher education and critical thinking is perfectly revealed by Popper (2020) and Indrašienė (2021).

According to Popper (2020), critical thinking can be ensured by an open society. Critical thinking is important in forming and maintaining discussions, it can be described as rational thinking, it supports the emergence of a discussion space, it contributes to social responsibility. Critical thinking allows space for dialogue to emerge. Critical thinking is often referred to as the ideal of higher education – the goal towards which the efforts of the academic community must be directed. This goal can be seen as the ability of students to become critical thinkers, able to create, cooperate, solve emerging problems, make relevant decisions, conclusions and contribute to the welfare of society (Indrašienė, 2021). After reviewing the concepts of critical thinking, its impact in higher education, the concept of academic freedom is further revealed. Definition of academic freedom (in the dictionary of educational and scientific terms) – the principle of legal regulation of research and studies, which includes the right of members of the academic community to freely express their thoughts, to choose the methods and approaches of scientific, artistic and pedagogical activity, and protection from restrictions and sanctions for the results of their research and publication of beliefs.

The concept of academic freedom was visible in the European university in the Middle Ages: both the king and the pope sought to give the university significant elements of autonomy. However, it was only at the beginning of the 20th century in Europe after the systematization of the nation-state that the idea of academic freedom was legitimized. It is no coincidence that its first codification took place in Germany at the same time as the formulation of the idea of the university, because the two "went hand in hand". The Germanic idea of the university basically included two elements: mind and culture (Barnett, 2021). After the Second World War, universities were brought into the general public, especially with the advent of the Internet. The late twentieth-century stance on academic freedom had three elements: first,

there was a distinction between academic freedom and academic autonomy (Russell, 2002). Academic freedom was a right enjoyed by individual members of the academic community, and academic autonomy was considered a condition of the university as such. Second, academic freedom was understood as freedom enjoyed by members of the academic community. A third conception extended academic freedom beyond the right of academics to teach as they wished to include the right of students to learn (Barnet, 2021 cited in Lerhnfreiheit'; Searle, 1972; Fuller, 2009)

According to Valčiuk (2021), the independence of higher education and academic freedom is a condition for the progress of democratic states and society. According to the author, in order to protect academic freedom, it needs to be established in national and international legal acts. These statements of the author allow us to understand that the existence of academic freedom in higher education is an important factor, and its preservation depends not only on higher education, but also on legal acts that define its ability to survive and be an important part of society.

However, academic freedom is seen in society as an object of risk. Threats to academic freedom can be singled out: "instrumentalization", where the university acts according to orders in order to improve the needs of the market; authoritarian methods of administration; national security reasons as a way to manage academic freedom; globalization of communication, higher education; violations of personal rights; religious intolerance; external pressure from politicians; influence of the university through legal instruments; financial crises – reducing funding. Seeing that academic freedom in society is an object of risk, its existence depends on many factors with which people are connected in one way or another, whose attitude and thinking abilities can potentially reduce the causes, so I will continue to try to reveal the manifestation of critical thinking in academic freedom.

On the one hand, the atmosphere of entrepreneurial, open access and independent learning suggests freedom and openness; but on the other hand, tracking methods, the evaluative state (Neave, 1998) and even state effects (Doherty, 2015) suggest that academic freedom is under threat. However, Pooper (2020) argued that man and no "Chinese wall" can impose truth on man. In his opinion, the possibilities of critical liberation are faith in peace, humanity, tolerance, modesty, and an attempt to learn from one's

mistakes. Pooper's (2020) methodology of critical rationalism is the discovery of truth supported by critical thinking. From the point of view of critical rationalism, philosophy is a science supported by reason. There is probably no theory or concept that would encroach on the "inviolability of criticism". Intellectual honesty forces you to critically examine what you are about to say. There is nothing that critical thinking cannot analyze. His statement "I can be wrong, and you can be right, only through effort can we get closer to the truth", perfectly reveals the fact that society, attitudes, thoughts, abilities are different and only through discussion can we find the truth. According to Barnett (2021), it is necessary to focus not on oneself, but on the social world. In Lipman's (2013) theory, philosophical dialogue is an active way of critical thinking, and in community it is a reflective method that best reflects the path of philosophical inquiry. He encouraged reflection and independent thinking. In the opinion of the author, this would help to strengthen the social skills of self-defense against consumerism, propaganda and manipulation. According to the authors, critical thinking in academic freedom must play a central role in this regard.

However, the potential called opinion, driven by mechanical progress, pushes society into the depths of the "quarry", where the "most valuable stones" are selected, and what remains is graded by heavy working machines. So if we want to justify academic freedom, it is necessary to look for ways that it can connect to deeper ontological levels, for example, to help ideas spread in politics and to be able to influence the world by being a "generative mechanism". In the works of the previously mentioned authors, great attention is paid to the cultivation of individual and social thinking, educational justice, academic freedom in higher education is based on the foundations of critical thinking. However, the strength of these foundations is mercilessly eroded by time, organizations seeking practical benefits and mentioning the importance of academic freedom, drawing new lines, the impact of which is directly related to the authenticity of scientific research, freedom of speech, and the principles of democracy. Individuals should be helped to understand the place of free speech in society, this underlines the logic of Voltaire (1694–1778): "I disapprove of what you say, but I will defend to the death your right to say it."

How does the development of critical thinking change the understanding of academic freedom?

Academic freedom is not inherently harmful to learning. Hickey and Brecher (1990) argued

that scientific work is about values and neutrality is impossible. Indeed, Hickey and Brecher viewed academic freedom and bias as essential to the educational process. In their opinion, students should be encouraged to form, express and defend their position on current issues, "to develop critical and reflective autonomy". According to scholars, academic freedom is absolute freedom of speech, it cannot be granted selectively or it is not freedom of speech at all. Davies (2019) in his idea of higher education states that the essential processes of student progress in higher education are a deep understanding of knowledge claims, radical criticism of knowledge and claims, developed competence to think critically in groups, participation in determining the form and direction of criticism, self-reflection, the opportunity to engage in the process of openness dialogue.

Statements revealing the impact of critical thinking education on academic freedom in higher education. According to Sumner (1906, cited from Indrašienė et al., 2021), the ability to think critically is a consequence of education and training. Therefore, people should be taught to think critically. This is one of the ways against deceptions, deceptions, superstitions and wrong perception of oneself and one's earthly existence. The quality of education depends on the ability to think critically, its application makes individuals conscious". Given that critical thinking and academic freedom are long-standing principles of the liberal higher education ethos, it can be argued that the former is generally seen as a student learning process, while the latter is understood as a teacher collaboration. Understood as the rights and responsibilities of teachers and learners, the terms question and expression can be combined into a single conceptual framework that serves not only the needs of the higher education community, but also the progress of wider society.

Teachers are less inclined to encourage students' free self-expression, they often take away this right themselves. Many scholars have called for universities to issue clear statements affirming their commitment to academic freedom and debate. As stated by Valuckienė (2009), students and teachers need a place to take risks. Expression should not be controlled by taboos or disciplinary measures, but by social consequences, because the madman understands that he must compromise in order to avoid isolation. Tolerance has limits, but it should embrace reasoned arguments, whatever the challenges to faculty norms or the shared socio-political paradigm of higher education. Higher education does not exist in a vacuum, but to remain a place of intellectual integrity, it must cherish and defend hard-won freedom.

Critical thinking and academic freedom are interrelated components of the academic mission of inquiry and debate. They include rights and responsibilities and are shaped by the attitudes and behavior of all who learn and teach in higher education. As Barnett (1990) argued, academic freedom should be expanded from a narrow definition of personal immunity from censorship to a universal mandate to present and criticize ideas. In the same way, the concept of critical thinking can be extended from the learning stage to the continuous testing of theoretical assumptions. After revealing the impact of critical thinking education on academic freedom in higher education, it is further analyzed how critical thinking education increases social responsibility.

How does developing critical thinking increase social responsibility?

Social responsibility is a system in which a person is obliged to work and cooperate with other persons and organizations for the benefit of society, which will inherit the world that the person leaves behind (Tumelis and Vaitekūnas, 2001). However, like any form of freedom we perceive, academic freedom must be balanced with social responsibility. Research workers, researchers, students should understand their social responsibility and consider how their work can affect society. The quality of research is very important because it can have a significant impact on decision-making and policy-making. In addition, scientists should consider the needs and challenges of society in order to contribute to the welfare of society. Responsibility for one's actions can be seen in Aristotle's statements, where he emphasizes the importance of ethical action, and nowadays the importance of personal choice and values (Haier, 2020). According to Geryk (2020), it is difficult to believe that there is one universal code of ethics for the whole world. However, all humanity rests on certain assumptions of certain ethical systems.

It can be said that the idea of social responsibility is related to the development of society and developing civilization. However, the market is constantly changing due to skills, knowledge. Changes often cause tension in society, but this does not mean that social responsibility does not remain. Rather, every socially responsible organization should be held accountable for its actions within the limits of its power. Looking at higher education, which forms the elite of the future, studies the surrounding

environment, participates in the creation of a knowledge society, it must be socially responsible. According to Barnett (2020), in essence, universities have become a place where values are relatively irrelevant. Values debates, be it management, faculty simply get in the way of decision making. As a result, universities and their study programs are in a kind of "mess". However, the pace of life and changes in modern society undoubtedly affect higher education. Its function, which creates public good, is most vulnerable where student education and research are not linked to the market, universities give up their essential functions without seeing direct benefits. The importance of developing critical thinking in higher education can be in the works of researchers: "critical thinking liberates a person, which enables higher education to be socially responsible, critical thinking liberates a person, but is it suitable for employers and the higher education itself?" Are we ready not only to ask difficult questions of students, but also to accept the answers that we will get from asking such questions?" (Barnett, 2021 p. 3). The author's rhetorical questions show that the development of critical thinking is related to the social responsibility of higher education, but he also points out that difficulties arise in the implementation of the dissemination of critical thinking in higher education.

Higher education and educational institutions have a social responsibility to prepare future specialists for the ever-changing needs of modern society. Universities could carry out a more diverse learning process. One of the ways is service learning, designed to provide educational experiences that encourage greater community investment, involvement and information. This approach engages students in a community to help meet the needs of that community (Gibson, 2020). It is also seen in the literature as an educational method where the student studies and at the same time volunteers, engages in reflective activities to deepen their understanding of what is being taught. It is a cycle of theories, practices and reflection tools designed to expand knowledge and critical thinking skills for social change (Salam and Awang Iskandar, 2019). Universities have begun to use it as an experiential learning method to prepare professionals to better serve the needs of local communities. While benefiting the local community, students also experience growth through this internship. Service learning activities help develop critical thinking skills and improve multicultural competencies (Sandifer, 2020).

Research shows that this is related to terms such as civic engagement, community development, social change, volunteerism, and experiential learning, critical thinking. Students become more involved in their local communities, gain practical skills, and develop their careers and personal interests. This method of learning is more often applied in social sciences.

Conclusions

1. Academic freedom and social responsibility are important in the context of higher education. Starting with the idea of higher education, which has been trying to be protected for many years, innovations that change the results of scientific works in one way or another, secularism, the pursuit of global higher education and the achievement of organizational goals, these factors affect academic freedom and social responsibility in higher education. However, the debates that arise among scientists are worrying in the context of higher education, although it is declared and affirmed that academic freedom and social responsibility are important for higher science, but doubts arise about organizations that have a large impact. In many cases, it can be said that social sciences are like "hostages" whose freedoms and responsibilities are limited by both external and internal factors. Academic freedom and social responsibility should be balanced to achieve public welfare and benefit higher education. This means that scientists and academics could freely research and publish their findings, but at the same time responsibly handle the results of their research that would bring social benefits to society.

2. The development of critical thinking changes the understanding of academic freedom. Almost all authors claim that the development of critical thinking changes the understanding of academic freedom or its presence has a positive effect. Other researchers argue that the development of critical thinking is a consequence of education, the absence of which can negatively affect academic freedom in higher education. Although, according to the authors, the development of critical thinking is understood as the main principle of students, but teachers should help students to reveal themselves, not put them in a framework that would not lead to higher education as an instrument for training, not education. Higher education is too focused on technical understanding, where not critical thinkers are educated, but "robots". Also, higher education and universities should promote the development of critical thinking and cognitive freedom. And scientists should be free

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to explore unconventional ideas and theories, even if they don't conform to accepted norms and rules.

3. Development of critical thinking increases social responsibility. Higher education should not be understood as a "conveyor system", where a graduate would be useful only for the military industry or to meet the needs of institutions, he should create public good, and the creation of public good, understanding can be developed with the help of critical thinking education. It is clear that every public problem has several components: social, cultural and psychological. The development of critical thinking in higher education is important for social responsibility, by participating and exchanging experiences, students would integrate more into communities and other cultures, increase the level of higher education, create added value for society, help each other and be more honest individuals. Also, the development of critical thinking could increase the habit of doing service to others.

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АЛЬГІРДАС, ПУПКІС – доктор філософії, студент кафедри соціальних наук: освіта Литовського університету спорту (Каунас, Литва)
E-mail: algirdaspupkis@gmail.com
ORCID ID: https://orcid.org:0009-0001-3784-5934

ТОМАС, САУЛЮС – доцент кафедри фізичного та соціального виховання Литовського університету спорту (Каунас, Литва)
E-mail: tomas.saulius@lsu.lt
ORCID ID: https://orcid.org:0000-0003-3936-842X

ВИЩА ОСВІТА: АКАДЕМІЧНА СВОБОДА ТА СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ

Анотація

У сучасному суспільстві вища освіта створює кожному члену суспільства умови для навчання, вдосконалення, співпраці з суспільством, бути світським, надає можливість подорожувати заради науки. «У законі Литовської Республіки завдання вищої освіти полягає в тому, щоб розвивати освіту, особистість і суспільство, сприйнятливі до науки і новітніх технологій і культурних цінностей, створювати, накопичувати і поширювати наукові знання і культурні цінності, консолідувати самобутності національної культури, сприяти науковим дослідженням і створенню нових знань і культурних цінностей» (Авіженіс, 2022, с.209). Бієста (2014), Йокубайтіс (2016), Барнетт (2021), дослідник вищої освіти в європейських країнах, стверджують, що вища освіта, соціальна відповідальність і академічна свобода сприяють конкурентоспроможності, зростанню знань і людських ресурсів» (Кучаідзе, 2020).). Індрашене та ін. (2021) стверджують, що вищу освіту слід розглядати з ширшої перспективи, розуміючи її як основу для розвитку особистості та суспільства. Існує багато очікувань, пов'язаних з вищою освітою, головне з яких – надавати знання, брати участь у наукових дослідженнях і застосовувати наявні знання для сталого, прогресивного розвитку суспільства та особистості, відповідаючи на потреби часу, прогнозуючи та формуючи їх. Відповідно до Valuckienė (2009), обговорювалися зміни у вищій освіті та навчанні в контексті суспільства (Barnett, 1990, 1994, 2000, 2004), де акцент зроблено на ціннісній основі вищої освіти, що базується на науковій діяльності академічна спільнота, постійно прагне до вільної освіти студентів, об'єктивних знань, прихильності. Вищі навчальні заклади повинні заохочувати своїх студентів і науковців ставати відповідальними та свідомими громадянами. Це означає, що вищі навчальні заклади повинні розвивати лідерство, соціальну відповідальність та ініціативи сталого розвитку. Тому академічна свобода та соціальна відповідальність повинні поєднуватися, щоб досягти користі вищої освіти для суспільства та добробуту суспільства. Академічна свобода є найважливішою цінністю вищої освіти, оскільки вона гарантує, що дослідники та вчені можуть вільно досліджувати, обговорювати та публікувати свої висновки без будь-яких попередніх обмежень. Це фундаментальна річ, яка заохочує нові відкриття, ідеї та наукові дослідження, а також гарантує, що вчені можуть вільно розкривати факти, навіть якщо вони непопулярні. Академічну свободу та соціальну відповідальність у вищій освіті досліджували (Adebayo, 2022; Barnett, 2021; Gläser and Buenstorf, 2022; Jakubik, 2023;). Проте в цих роботах рідко піднімається питання про те, як академічна свобода та соціальна відповідальність пов'язані з критичним мисленням у вищій освіті. *Мета статті* – на основі літератури розкрити зв'язки між академічною свободою та соціальною відповідальністю з розвитком критичного мислення у вищій школі. *Для досягнення мети порушуються наступні проблемні питання*: чому для вищої освіти важливі академічна свобода та соціальна відповідальність? Як розвиток критичного мислення змінює розуміння академічної свободи? Як розвиток критичного мислення підвищує соціальну відповідальність? *Методи дослідження*. Методом теоретичного аналізу досліджується психологічна, науково-дидактична література, умови, методи та ін. виховання мислення. в процесі навчання в університеті.

Ключові слова: критичне мислення, вища освіта, академічна свобода, відповідальність.