

transmission between people. We think that the teacher, which not having a direct opportunity to obtain unquestionable knowledge «of others» as justified belief, is forced to repeat the study to gain his own beliefs and to systematize the educational material, his methodological elaboration for the students teaching. Such researches of lecturers use «weakened» versions of knowledge which are useful for the educational process, but in conditions of weakening of standards of science can lead to parasience. It is shown that due to cognitive gaps, the teacher's knowledge can't be equal to the knowledge of his research authors, but the textbooks and lectures do not represent all the knowledge of the teachers. In the chain from the researcher to the student there are several cognitive gaps not only through the so-called tacit knowledge, but also because of the inability to reproduce the entire context of researchers' and teachers' consciousness in the educational material.

The presence of cognitive gaps should be taken into account when stimulating the cognitive activities of researchers and teachers which differ in their goals, values and research approaches. It should be borne in mind that both types of research - the acquisition of new knowledge at the forefront of science, and the search for systematization of knowledge and improving their excellence for teaching - are integral components of the University's activities.

Keywords: *university, research, teaching, knowledge, belief, justification, cognitive gap.*

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