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<https://doi.org/10.48081/JKVR3388>***E. K. Nauryzbayeva¹, V. V. Bezhina²**^{1,2}A. Baitursynov Kostanay Regional University,
Republic of Kazakhstan, Kostanay**EDUCATIONAL PROGRAMMES FOR STUDENTS OF
HUMANITARIAN SPHERE IN VUCA WORLD VIA
FORESIGHT (INTERNATIONAL EXPERIENCE)**

The article deals with the role of foresight method in two dimensions via planned and pursued perspectives in education. The authors present trends in identifying VUCA world as the opposition and inevitable part of SPOD world penetrating into the process of training students of humanitarian sphere. The experimental work over surveys among students of the Foreign Languages Department (92 students of 2019–2020 academic year) showed the following results: Students see the potential for self-development and self-education, but do not associate it with the educational system at the university because of its weak focus on the challenges of modern times in the VUCA world; the education system in the modern period of its development should take the development of flexible skills of a universal plan for the development of sociability, readiness to change and think critically into account; the foresight method is relevant in the formation of the image of a future specialist on the basis of existing realities, making it possible to see the existing disadvantages of education. The authors suggest elaborating the modernized educational programme based on foresight method as means for developing required soft skills of students in humanitarian sphere. The article contains the existing international experience in the focus of research.

Keywords: foresight, VUCA world, soft skills, educational programme, humanitarian sphere.

Introduction

The youth environment is most susceptible to changes in all spheres of its existence. The peculiarity of the influence of the pandemic on the youth environment, as «the most unstable», is disclosed in a modern study by M. Collins,

A. Spindle-Jackson, Mengni Y. (Collins, et.al., 2021) [1], Y. Lyazina, defining youth through the prism of «social status claims» (Lyazina, 1999 : 3) [2, p. 3].

Young people, viewed from various aspects (social, psychological, etc.), are revealed in the ambiguity of the interpretation of the concept. Thus, young people can be considered in terms of age limits (ambiguous coordinates from 16 to 30 years old), social status (to a greater extent determined by professional orientation), social relations and the position between adolescence and social maturity.

The definition of the concept of youth by the scientist O.I. Belyi is viewed via connotation as «a phase of psychological development ... between childhood and maturity» (Belyi, 2012 : 117) [3, p. 117]. As is characteristic in the absolute sense of any phase, this stage of development has its own conjugate and anticipatory format – for example, the unambiguity of childhood turns into the ambiguity of youth and is brought to the level of stable maturity.

What are the characteristics of youth as a social category from the point of view of students in VUCA world?

The main common characteristics of youth include the following aspects:

- youth mobility;
- the heterogeneity of the composition of youth;
- the thesaurus character of youth representation;
- the presence of social «backlash» and the autonomy of young people (Zagrebin, 2014) [4];
- a source of mobilization resources of society.

Students as a category stand out noticeably from the generalized concept of youth. So, in the studies of Asipova N. A., Mamyrova M. I. students are viewed as a social group characterized not only by a professional search for their place in society, but also by «ethnic self-determination» (Asipova, Mamyrova, 2018) [5].

The main characteristics of the student body as part of the youth community include the following aspects:

- the relative homogeneity of the composition of the student body;
- the presence of a certain and limiting period for the existence of students;
- a set of moral, volitional maturity;
- the broad social and moral character of the student body;
- stable motivation to get education, a shift of motive to target attitudes in the learning process.

Thus, the student body is characterized by relative stability within the youth group, which inevitably leads to the internal and external mobility of its individual representatives while maintaining the overall integrity of this social phenomenon.

In our study, we position the studentship as a relatively stable social community of young people who have flexible skills in the process of mastering

professional activities based on general group and internal specific intra-group values in the changing world.

The changing world was most fully conveyed for the first time by the acronym VUCA. According to modern research in the field of the instability of the world, there is a transformation from the SPOD of the world into an unpredictable VUCA (Pavlenko, 2018) [6]. So, the SPOD world (steady, predictable, ordinary, definite), in the recent past was replaced by VUCA world (volatility, uncertainty, complexity, ambiguity).

The VUCA world is characterized by the following aspects:

- the variability of human existence;
- the unpredictability of the development of scenarios in life;
- multiple options for the development of human life;
- the instability of the world in its proportionality to large human resources;
- multi-channel digital information in the world domination of large companies;
- growth in the value of education;
- development of trajectories of human development based on the points of application in the present;
 - individualization of approaches in education (student-centered approach, individualization of education);
 - load on a person with information flow, requirements for a huge screening of information;
 - the presence of a wide range of competencies in a general format, without a narrowly specialized approach in the professional field;
 - changing the selection of tools in the search for information, combining these tools.

In general, the characteristics of the VUCA world reflect the multidimensional and variability of the requirements for mastering the professions of the present and the near future.

In studies of the variability of the world, scientists offer their own way out – in the form of VUCA response to the challenges of the world (Ryazanova, et al., 2018) [7]:

- vision («vision») – joint communication, development of common actions and efforts of the group;
- understanding («understanding») – empathy for challenges, willingness to openly accept these problems of the world;
- clarity («clarity») – the dynamics of perception, perception of the world as a system with possible deviations in development;
- agility («agility») – moderate risk, the search for non-standard approaches to solving problems, the innovative nature of the activity.

Having considered the main characteristics of the VUCA world and the answers to it, it is advisable to reveal the points of contact of the considered social phenomena – youth, students, VUCA world.

Materials and Methods

Thus, having common characteristics of young people, students are determined by their professional orientation and the relative stability of their views on getting an education. Despite the fact that students have the properties of mobility and adaptive characteristics in a changing world, the soft skills required in an unstable world are not fully developed in students.

This statement is based on the observation and results of a survey among 3–4 year students (92 students) of the specialty «Foreign language: two foreign languages» of the NJSC «Kostanay Regional University named after A. Baitursynov» (2020–2021 academic year). The anonymous survey consisted of the following aspects:

- Describe which skills any teacher needs in the future? At present?
- Do you have these skills? To what extent are they developed?
- Can the educational system at the university satisfy your needs for self-development? To which extent?
- Provide a description / portrait of the teacher of the future (2030-2040).

So, the results of this survey are presented below:

1 The teacher of the future must be flexible, stable in outlook and constantly developing, since «progress does not stand still» (taken from an anonymous survey of student X);

2 68 % of the respondents claim that they do not possess these skills or do not fully possess them (30 %), only 2 % of the respondents answered in the affirmative way that they have the skills they have mastered at full;

3 71 % of the respondents believe that the education system is not able to meet the needs for self-development, since self-development «presupposes independence in the further acquisition of knowledge» (source – anonymous survey);

4 The portrait of the future teacher consisted of an individual vision of the teacher's characteristics – high erudition, ability to work with information, high digital literacy, maturity of communication, sociability, openness to new approaches, the ability to think critically and adequately assess, self-fulfilling, having a high incentive for professional growth, able to choose information that has the skills to create their own digital resources, flexible and professionally successful (the list is not fully provided).

Based on this survey, the following conclusions can be drawn:

1 Students see the potential for self-development and self-education, but do not associate it with the educational system at the university because of its weak focus on the challenges of modern times in the VUCA world;

2 The education system in the modern period of its development should take the development of flexible skills of a universal plan for the development of sociability, readiness to change and think critically into account;

3 The portrait of the teacher of the future is built on the basis of the existing preferences of students, gaps in the development of their own professional personality, in the formation of their personalities of a professional plan;

4 The foresight method (foresight – anticipation, anticipation of events) is relevant in the formation of the image of a future specialist on the basis of existing realities, making it possible to see the existing disadvantages of education.

Discussions

Thus, these results lead to the conclusion that it is necessary to adjust the entire education system, taking into account real problems, anticipated events, images of a future specialist, flexible skills as the basis for adaptation and change in the changing VUCA world itself.

The student body is precisely the source of information, stakeholders and the direct result of the education system, which must respond to the challenges of our time in order to form a harmonious, flexible, adaptable and adaptable reality of the multidimensional VUCA world.

What technologies can help transfer students to a reflective position in order to create an image of the future in any professional activity?

The foresight method can serve as a basis in the formation of an active vision and transformation of any reality in «increasingly turbulent environments» (Buehring, 2020 : 409) [7, p.409].

So, according to the research of S.V. Kryukov, the purpose of the foresight is «to determine the possible future, to create its desired image» (Kryukov, 2010: 2) [8, p. 2]. Foresight frames help us to follow the two dimensions of the method: «1) level of perceived unpredictability and 2) level of pursued change» (Matti Minkinen, Burkhard Auffermann, Ira Ahokas, 2019 : 119) [9, p. 119].

Foresight has a number of specific characteristics in various aspects, but they can be reduced to unified indicators:

- foresight is both forecasting and strategic planning;
- foresight operates with images of a possible future;
- maps of the future are the real embodiment of foresight;
- future deployment scenarios are the essence of foresight.

Thus, foresight can act as a basis for predicting the development of education in the changing VUCA world.

The student body, as a social category, reflects the peculiarities of the challenges of the world and requires a revision of all levels of the education system.

Attempts to apply foresight technology (namely, the successive stages of foresight implementation) can be presented through the prism of developing an educational program (EP) of Tomsk state university (TSU) in comparison with Kostanay regional university named after A.Baitursynov (BKRU) using the example of the specialty «Foreign language: two foreign languages» (2021–2022 academic year), consisting of the main components – modules:

- Module of historical and philosophical knowledge and spiritual modernization;
- Language module;
- Natural science module;
- Fundamental training module;
- Technology module in inclusive education;
- Professional module and distance learning technologies;
- Additional educational module (Minor);
- Physical education.

Thus, foresight technologies can be traced both in the content of the main EP (major) and in the content of the additional EP (minor).

Having determined the main characteristics of a possible image of the future, together with stakeholders (students, teachers, employers), an educational program of an open nature and flexible format is being developed – as the positive experience of TSU (the possibility of varying optional disciplines and a whole module of an additional educational plan).

The main distinguishing feature of the new format of EP as a way to respond to the challenges of the modern VUCA world, built on the basis of foresight, certainly includes updated disciplines as follows:

- digital pedagogy / cyber pedagogy;
- digital teaching of foreign languages;
- new approaches to teaching foreign languages;
- new approaches to teaching and assessment at school;
- adaptation of program content for children with special educational needs;
- special methodology for teaching children with special educational needs in an inclusive education;
- inclusive education;
- professional guidelines of the teacher;
- information and communication technologies (in English);
- community service;
- ecology and life safety;

- the basics of leadership;
- fundamentals of economics and entrepreneurship;
- the basics of law and anti-corruption culture.

These disciplines include elements of responses to the challenges of the future from various aspects: environmental, political, philosophical, economic, informational. In the process of mastering these disciplines, students are encouraged to use various tools for deploying images of the future from the point of view of in-depth analysis of the present.

So, for example, the goal of the discipline «Ecology and life safety» is the formation of «eco-protective thinking and the ability to prevent dangerous and emergency situations in the functioning of natural ecosystems and technosphere» (Educational programme, 2021) [10].

Additional educational programs (Minor) also represent the implementation of foresight technology by displaying the features of digitalization in all professional areas. So, in the catalog of additional educational programs of the NJSC «Kostanay Regional University named after A. Baitursynov» there is the following list of disciplines:

- Minor Fundamentals of coaching in a chosen sport
- Minor Big Data in business, economy and society
- Minor Uxui-Design
- Minor Wmn Web, Multimedia, Network
- Minor Agroengineering
- Minor Business Management
- Minor Biologically Active Sources
- Minor Graphic Design Pro
- Minor Distance Education Technology
- Minor Game Therapy
- Minor Climate Change and Green Economy
- Minor Engineering Physics
- Minor Inclusive Education
- Minor Internet profession
- Minor Cyberpedagogy
- Minor Clinical and pedagogical foundations of special education
- Minor Lopedic technologies in working with neurotypical children
- Minor Machine Learning and Data Mining
- Minor Media, business and image communications
- Minor Online Learning Methodist
- Minor Tax Analyst
- Minor Scientific knowledge of the world

- Minor Stock Trading Basics
- Minor Fundamentals of Computational Linguistics
- Minor Basics of Intercultural Communication
- Minor Applied Psychology
- Minor Applied Aspects of Natural Science
- Minor Professional English
- Minor Psychology of Success
- Minor Psychology and Human Resource Management
- Minor Psychology of Personal Growth
- Minor Bees and beekeeping products
- Minor Rational nutrition is the guarantee of your health
- Minor Fish farming and fish farming products
- Minor Modern Marketing Tools
- Minor Startup idea and desire to create
- Minor Physics and Cognition of the World
- Minor Digital Public Administration
- Minor Ethology of small domestic, wild and exotic animals.

So, for example, revealing the image of a future teacher (in the survey, the results of which were considered earlier) on the basis of foresight as a planning tool in the VUCA world, it is advisable to present some excerpts from the data of additional educational programs (Minor).

For example, the results of training in the additional educational program (Minor) «Professional English» is the advancement of skills formation and advancement towards the image of a future specialist in the field of foreign languages – «the ability to carry out scientific searches in the Science Direct and Web of Science databases, write a scientific article of a survey plan for publication in collections of scientific and practical conferences or journals in English; selection of keywords and hashtags on the topic of the article; writing an abstract of an article ».

Analyzing the general digital competencies that the teacher of the future should possess, we will present their representation using the example of the discipline of the additional educational program (Minor) «Cyberpedagogy» on the basis of information technologies that provide a rational, effective and comfortable educational process, with also aimed at guaranteeing the optimal achievement of the effectiveness of learning objectives in cyberpedagogy, a means of developing curricula, educational materials and types of educational activities, including through ICT, distance learning methods and by means of computer data processing».

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Conclusion

Thus, the new trajectories of the educational program in the updated content reflect the foresight technologies of anticipating the image of the future teacher. Foresight technology also determines the peculiarity of the structure of Education 2030.

Updating the content of education can be built on the basis of maps of the future as well as on the results of international experience (in our case - TSU). The future map is a projection of the deployment of possible future scenarios.

Trends (trend – direction, development benchmark, flow) in the composition of maps of the future include the main trajectories of the future, its vectors. Thus, according to the opinion of researchers and creators of the global educational community Global Education Trends, future education will largely be based on youth as human future.

It is noteworthy to build maps of future education through three main trends – fear, comfort and hope. Fear is associated with the inevitability of changing the world in an unpredictable format, comfort is realized through the «locality» of solitude and the preservation of the familiar virtual world, hope is the presence of the chance for the wish. The peculiarity of a combination of trends or the implementation of one of them forms a matrix of opportunities with a variety of development scenarios and a collision with threats of their implementation.

A graduate of a pedagogical institution will certainly face a lot of difficulties on a global and local level, if the education system at a pedagogical university cannot reflect the trends of the present and promising future.

Perceiving the threats of the future as opportunities for the present, student youth will be able to apply foresight technology in an effective direction.

Thus, the trends of maps of the future and foresight technologies are necessary tools in the process of adapting the VUCA world and being inside the VUCA world.

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Материал 17.03.22 баспаға түсті.

ФОРСАЙТ НЕГІЗІНДЕГІ VUCA ӘЛЕМНІҢ ГУМАНИТАРЛЫҚ САЛАСЫНДАҒЫ БІЛІМ БЕРУ БАҒДАРЛАМАЛАРЫ (ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕ)

Мақалада форсайт әдісінің ролі екі аспект бойынша қарастырылады: Білім берудегі жоспарлау және перспективаларды құру призмасы арқылы. Авторлар гуманитарлық саланың білім беру процесінде әлемге антонимдік SPOD VUCA әлемін анықтау тенденцияларын ұсынады.

Шет тілдер кафедрасының (2020–2021 оқу жылындағы 92 студент) зерттеуінің эксперименттік кезеңі (студенттер сауалнамасы) мынадай нәтижелерді көрсетті: студенттер өзін-өзі дамыту және өздігінен білім алу үшін әлеуетті көреді, бірақ VUCA әлеміндегі қазіргі заманның сын-қатерлеріне әлсіз бағдарлануына байланысты оны университеттің білім беру жүйесімен байланыстырмайды; қазіргі даму кезеңінде білім беру жүйесі тез тіл тапқыштық, өзгеруге дайын болу және сыни ойлау сияқты икемді дағдылардың (soft skills); форсайт әдісі білім берудегі кемшіліктерді көруге мүмкіндік беретін, қолданыстағы шындыққа негізделген болашақ маманның имиджін қалыптастыруда маңызды.

Авторлар гуманитарлық саладағы студенттердің қажетті икемді дағдыларын дамыту құралы ретінде форсайт әдісіне негізделген жаңартылған білім беру бағдарламасын әзірлеуді

ұсынады. – Бап құрамында қолданыстағы халықаралық тәжірибесі назарында зерттеу.

Кілтті сөздер: форсайт, VUCA әлемі, икемді дағдылар, білім беру бағдарламасы, гуманитарлық саласы.

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ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ В ГУМАНИТАРНОЙ СФЕРЕ МИРА VUCA НА ОСНОВЕ ФОРСАЙТА (МЕЖДУНАРОДНЫЙ ОПЫТ)

В статье рассматривается роль метода форсайта в двух аспектах: через призму планирования и построения перспектив в образовании. Авторы представляют тенденции в определении мира VUCA антонимичного миру SPOD в образовательном процессе гуманитарной сферы.

Экспериментальный этап исследования (опрос студентов) кафедры иностранных языков (92 студента 2020–2021 учебного года) показал следующие результаты: студенты видят потенциал для саморазвития и самообразования, но не связывают его с образовательной системой университета из-за его слабой ориентации на вызовы современности в мире VUCA; система образования в современный период развития должна учитывать развитие гибких навыков (soft skills), таких как: коммуникабельности, готовности меняться и критически мыслить; метод форсайта актуален при формировании имиджа будущего специалиста на основе существующих реалий, позволяя увидеть существующие недостатки образования.

Авторы предлагают разработать модернизированную образовательную программу, основанную на методе форсайта, как средство развития необходимых гибких навыков студентов гуманитарной сферы. Статья содержит существующий международный опыт в фокусе исследования.

Ключевые слова: форсайт, мир VUCA, гибкие навыки, образовательная программа, гуманитарная сфера.

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