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PEDAGOGICAL FUTUROLOGY: 21ST CENTURY PROSPECTS

The article discusses the subject of futurology, the development of different scenarios of foreseeing about the future of mankind, the role and place of education in them. In particular, the article presents the viewpoint that at present Pedagogical Futurology lacks the necessary fundamental, world-wide conceptions about the man of future, without which the existence of human development today and tomorrow will be jeopardized.

Keywords: *futurology; prediction; man of future; prospects of development; educational conceptions; educational strategy; active socialization; risks; factors.*

Man has always been interested in the foreseeing the future, and it is natural that each of us has always wanted to know what is ahead of us in the years to come. What will humanity achieve; will it maintain its enormous scientific, technical, cultural and social achievements, and what new challenges and problems will arise?

“One of the primary tasks of states and national communities is the comprehensive assessment of the current situation and the formation of certain ideas about future developments. Forecasts and scenario development that have become an important component of political culture are now in great demand among the leading countries of the world” [1, p. 4]

The world is changing. New technologies are changing our lives, beliefs and values. It is not possible to avoid changes, but one can try to make these changes positive.

While studying the future, we can prepare better for it making right decisions today and realizing their consequences.

Futurology is the study of history of the future. If history is concerned with the study of causes and basics of our present-day situations, then futurology examines the aims, tasks, and directions of our movement, as well as the opportunities and difficulties that will come our way.

I.V. Bestuzhev-Lada believes that foreseeing does not lead to attempts to anticipate the details of the future. The forecast originates from the dialectical characterizations of the phenomena of the future, taking into account the wide array of possible options, as well as considering the fact that necessity paves the way through coincidences, and phenomena of the future require a probabilistic approach. Only in such a foreseeing approach can the most feasible, most desirable and optimal option be used effectively to substantiate purposes, plans, programs, projects, and decisions in general. [2, p. 68]

Futurologists are trying to foresee future trends. The meaning of the study of the future is to shift from its passive and fateful perception to active and confident participation in building the desired future.

O.V. Naidish expresses quite interesting thoughts concerning futurology, “Futurological scenarios are valuable not so much in the specific content of their 'models of the future' as in how they reflect and express the present state of everyday consciousness. In the broadest sense, futurology implies some kind of mental movement that forms a system of knowledge about the future of mankind” [3, p. 2].

Even when forecasts are not realized or are not fully realized within the timeframe spoken by scientist-futurologists, the very forecasts are extremely important for two reasons.

First, the questions posed by experts or the questions facing the experts become morphological objects of the analysis. Thus, through them we judge on issues that are of interest to the public today. These questions can provide a fairly accurate picture of science and technology, education, and the social problems facing society today. Second, in futurological studies, foreseeing methods are refined and become more reliable; and the future is ultimately more transparent and predictable.

According to Arpi Manusyan and Lilit Hakobyan "The main purpose of scientific forecasting methods is to observe the potential development of this or that phenomenon. Forecasting is particularly relevant to prioritize the issues of states and societies, systematically assess the current situation, and form perceptions about future developments" [4, p. 12].

Futurological studies, experimental surveys in particular, are extremely important as trying to predict the future they affect that very future. Directly, they not only point to those who make decisions about what to strive for and what to avoid, they also indicate how those "strivings" and "avoidances" can be realized. Indirectly, these studies create a sense of anticipation in the society.

G. Harutyunyan expresses her opinion as follows, "Adequate understanding of current nonlinear processes and their corresponding response can only be achieved by considering the temporal factor or, in other words, the rules of the "time triad" [5, p. 6]. Such an approach assumes that the solution of the issues should be accompanied with the steps mentioned below.

1. Based on current realities, understand and evaluate the importance of the issue applying complex and interdisciplinary analysis methodology.

2. Compare and contrast the results obtained with similar precedents in the past.

3. Consider the standpoints of the analyzes of the two stages mentioned above in the context of the forecasts made to the extent possible for the future.

4. Develop an algorithm of action to solve the issue based on the views and perceptions of the past, the present and the future. Obviously, the approach presented is not a revelation, and this is the way it works in countries that have the required level of educational and intellectual capital and a

corresponding 'brain center' (BC) system based on these resources [6, p. 4].

The future is shaped by a complex chain of interactions between the necessary, the regular, the essential, the random, the secondary, and the chaotic. For this reason, I. Wallerstein writes, revealing cause – effect relation in social foreseeing is "super complex". They are of a variative nature and suppose the construction of a large number of different possible scenarios. [7, p. 324]

Thus, what does pedagogical futurology study? Pedagogical futurology is one of the branches of pedagogy which on the basis of studies predicts and foresees new phenomena in the development of education.

The article, "Pedagogical questioning about the man of the future", by I.A. Kolesnikova is of great interest. In the article, the author talks about the formation of the "man of future." The author raises an important question: about what prospects can modern pedagogical science talk concerning the transformation of the "man of future" in order to consciously contribute to their realization, moreover, what role does education play in the whole process? [8, p. 2].

These are questions that give rise to debates and ponderings, as in the world of globalization there are serious challenges to questions of educational change and development, and we believe Pedagogical Futurology can answer all these questions through developing scientifically reasoned foreseeing about education development prospects.

Pedagogical futurology, processing different scenarios for possible future developments in education, and taking into account the geopolitical, financial, economic, ecological, as well as the risks that they contain, may both contribute to and deter future educational developments.

According to I.A. Kolesnikova, "Contemporary pedagogical thought rarely touches on issues of global scale, editing methodological problematics to the social and technological level: i.e. assurance of Bologna process, teaching standard project, creation of innovative educational technologies, etc. In order to present and solve the fundamental questions of education and upbringing of future ages, it is necessary to take a forward look at the human nature of tomorrow. Without it, the full development of modern pedagogical thought, the formation of effective educational strategies, the deliberate discussion and evaluation of community-assigned strategies and foresight – projects in the field of education are not possible. If we do not want to find ourselves in a futurological shock tomorrow, then modern

education requires the knowledge of foreseeing from the field of pedagogical futurology” [8, p. 2].

Indeed, today there are no basic pedagogical issues on future-oriented education and upbringing. The 21st century is a period of swift development, where the issues of personality formation and development, education and active socialization are not resolved in a timely manner, since there is no conception of the man of future who will have proper education and development that would make a significant contribution to effective and progressive activity; furthermore, what implementation should pedagogical thought provide to prepare man of today with full education and comprehensiveness for the future.

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Summary. The article discusses the subject of futurology, the development of different scenarios of foreseeing the future of mankind, the role and place of education in them. In particular, the article presents the viewpoint that at present Pedagogical Futurology lacks the necessary fundamental, world-wide conceptions about the man of future, without which the existence of human development today and tomorrow will be jeopardized.

Nowadays, in the world of globalization, there are serious challenges to educational changes and developments, where we believe Pedagogical Futurology can provide answers developing scientifically sound foreseeing about prospects on education development.

Pedagogical futurology, processing different scenarios for possible future developments in education, and taking into account the geopolitical, financial, economic, ecological, as well as the risks that they contain, may both contribute to and deter future educational developments.

The purpose of the study is to present the subject of futurology, the dependence of the probability of making futurological forecast scenarios on various factors; moreover, to comment on various authors, as well as to express our concern about the lack of fundamental conceptions in the pedagogical thought for the future.

For the first time the present article provides a comparative analysis on pedagogical futurology itself as a subject, issues of various authors as well as our interpretations.

Our research has shown that in the pedagogical thought, there are still no conceptions of fundamental foreseeing about the development of the man of future, without which today's and tomorrow's development of a man will be difficult.

Keywords: futurology; prediction; man of future; prospects of development; educational conceptions; educational strategy; active socialization; risks; factors.

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ПЕДАГОГІЧНА ФУТУРОЛОГІЯ: ПЕРСПЕКТИВИ ХХІ СТОЛІТТЯ

Анотація. Розглядаються питання футурології, розробки різних сценаріїв прогнозів про майбутнє людства, ролі та місця освіти в них. Зокрема, у статті йдеться про те, що в даний час у педагогічній футурології відсутні необхідні фундаментальні, всес-

вітні уявлення про людину майбутнього, без яких людський розвиток сьогодні і завтра буде поставлено під загрозу.

В умовах сучасної світової глобалізації виникають серйозні проблеми стосовно змін в освітніх питаннях,

на які педагогічна футурологія може дати відповіді, розробивши науково обгрунтовані прогнози про перспективи розвитку освіти. Педагогічна футурологія, проєктуючи різні сценарії можливих майбутніх змін в освіті, має одночасно враховувати геополітичні, фінансово-економічні та екологічні тенденції й ризики, які можуть як сприяти майбутнім подіям в галузі освіти, так і завдати непоправної шкоди.

Метою дослідження є подання предмета вивчення футурології з урахуванням можливої залежності сценаріїв футурологічних прогнозів від різних чинників, а також пояснення точок зору різних авторів, відомих своїми роботами в футурології.

Вперше у статті здійснюється порівняльний аналіз предмета педагогічної футурології та точок зору різних авторів з цих питань, включаючи й

наші інтерпретації. Акцентується увага на відсутності фундаментальних понять у педагогічній думці в майбутньому.

Отримані висновки засвідчили, що в педагогічній думці досі відсутні базові концепції про розвиток людини майбутнього, без яких було б важко повністю уявити розвиток людини сьогоденного і завтрашнього дня.

Ключові слова: футурологія; передбачення; людина майбутнього; перспективи розвитку; освітні концепції; освітні стратегії; активна соціалізація; ризики; фактори.

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