

**HUMAN EDUCATION AND SOCIAL PREDICTION: PROBLEMS AND  
PERSPECTIVES**

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**Abstract.** The purpose of the paper includes the description of education in four main senses: as a system, as a process, as a result and as a value. Such a complex comprehension corresponds to the prediction of the development of educational system. Analysis of the actual methods of futurological research work implies in-depth consideration of education as a phenomenon. The approach of philosophy of education makes future development of educational system problematic: what are we to predict? Are we able to make a clear prediction about the forms or content or the bunch of values we transmit? The theorists and practitioners of pedagogy don't have a common opinion of that, but agree in the question of necessary transformation of the current issues in the system of education. Some of them suggest creating models of desired future, others work with the trends. In my paper I would like to concentrate on the problems of transmitting values through the generations and perspectives of social prediction as a difficult question that should be stated and suggested various solutions.

**Key words:** social forecasting, trends of education, future, planning, projecting

Education in the problematic field of philosophy education is understood in four senses: as a system, as a process, as a result and as a value [1.42]. For forecasting, education is often understood as a system, while other elements of a complex concept are implicitly explored within the system when it works. Therefore, for futurologists basic concept of education represents education as a system, and the system is understood in the broadest sense - as a set of interrelated elements in the social sphere within all its aspects.

Modern futurologists make up various lists of trends and forecasts for the future. To make it clear, we should draw the strict terminological line between trends, forecasts, planning and projecting (designing) the future. First of all, trends are the directions of the

development of science, technology and related social development, which will have priority in the present and will continue their progress in the future. Forecast is considered to be the set of scientific studies aimed at conclusions about the state of the future (and the result of such studies). Planning is said to be a number of organized instructions for future activity and projecting (designing) the future is the process of defining and building a system and its elements according to the various purposes settled by the managers. Prediction is the definition of an event that will need to happen in the future, but apparently this process becomes partly unpredictable while proceeding.

First of all, it should be said, that planning and designing the future development of the society and the development of the education system in particular does not happen chaotically or, in the philosophical terms, stochastic. For futurologists, the experts in the field of technological and social forecasting, there are many starting points which are basically built on and make the expert community determines the vectors of motion in various spheres of social life.

Speaking of forecasting of the development of the education system (first of all, the modern one), it is necessary to understand that forecasts as predictions of the future by scientific methods concern individual elements, qualities and aspects of this system. Moreover, forecasts are variable in their duration and scope. For example, long-term forecasts (such as Keynes's forecast given in the lecture "The Economic Potential of Our Grandchildren" in 1930) almost always boil down to fantastic stories - either too modest or too bold - and almost never correspond to the reality or to the future [5.360]. Forecasting of the system of education in this case is not an exception; it requires scrupulous and detailed development of the system of scientific development hypotheses, based on clear methodological steps.

For the study of education, quantitative and qualitative methods and indicators of sociological science are used. Using these methods, specialists are to understand what exactly the object of the forecast is in each particular case. Also it should be taken into account that qualitative indicators change in the context of revolutionary, spasmodic movements.

We need to develop theoretical and methodological methods for forecasting education; forecasts are responsible for solving several problems at once: trajectory determination, design, correction of existing theory and practice for the needs of future education: translation from the space desired into the space of the possible and the real space.

Forecasting may not be carried out directly by prognostic methods (such as catastrophe

theory, calculus of variations, description of system development using differential or difference equations). In this case, we are dealing with the construction of mathematical models, since they are necessarily used in estimating the future, therefore the role of mathematical methods in forecasting the education system seems to be the most important.

Among the specific mathematical methods of forecasting, one can single out the method of A.G. Ivakhnenko (mathematical modeling based on the principle of heuristic self-organization / self-regulation) - it is a system of algorithms for the gradual complication of the forecast model according to the rules of multi-row selection. The study is based on the introduction of external additions, chosen heuristically - from them the results of the study largely depend. At the same time, considerable work is done to operationalize the combination of features and their formal redistribution. However, to predict and model the development of the education system, this method is applicable with certain limitations, since it practically does not take into account the semantic load of the most important categories of the conceptual terminology of the theory and the values of the researcher and his subject of study [4].

Pedagogical forecasting is, first of all, a process of obtaining advanced information about an object, based on scientifically based provisions and methods. Ways to achieve the goal - the construction of a pedagogical forecast is built on the advancement of a number of hypotheses about the optimality of methods for solving the pedagogical problem.

Working with trends consists in prohibiting the use of the trend extrapolation method, because the strict reliability of science in developing long-term forecasts for the education system does not work, these forecasts are useless and impractical. According to Patrick Dixon, "every now and again in history there is a genuine step-change - the collapse of communism for example, or a global war or the creation of the web - but such things are rare. That's why most boardroom debates about the future are not usually about the direction of a trend, which tends to be fairly obvious, but about timing or speed of that trend." [2].

Education works for the future in the sense of forming the all-inclusive potential of society: "like any object in time, it is in constant dynamics, responsive to changes in external harm, adapting to its changing needs and, at the same time, actively influencing the state of the environment, predetermines and these very needs "[1.86]. However, it is necessary to keep such a complex object that is difficult to forecast for the future generations in terms of what is desired and real for the preservation and reproduction of knowledge, skills, values and values.

I mean the main problem of forecasting in education is to clarify what is to be predicted

is what is impossible to predict. May we have a clear prediction for subjects of education and its process? Yes. May we have a blur prediction about our values with the particular clarity? I doubt that because we even don't have a clear set of values in modern education. Let us consider we have the settles list of values that could be the basis of global or national systems of education – kind of impossibility of cheating or capability for studying through life-long learning, or understanding education not as the source but as the real value for real students meaning just reading and having pleasure to read, be happy just with the process.

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