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MODERN APPROACHES TO IMPROVING STUDENTS' PREPARATION FOR EDUCATIONAL ACTIVITY BASED ON FORESIGHT TECHNOLOGIES

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Abstract. This article analyzes modern approaches to the use of foresight technologies in improving students' preparation for educational activity. It substantiates that the foresight approach makes it possible to organize the educational and upbringing process not only on the basis of existing needs, but also from the perspective of future social, professional, and spiritual demands. The article highlights the role of foresight technologies in strategic planning, pedagogical design, the creation of an innovative educational environment, and the formation of future-oriented competencies in students. It also demonstrates the significance of modern pedagogical approaches, particularly learner-centered, competence-based, integrative, and interactive approaches, in developing readiness for educational activity. The study concludes that the introduction of foresight technologies into the higher education system is an important factor in enhancing students' independent thinking, social responsibility, commitment to values, and readiness for future professional and pedagogical activity. The scholarly literature also notes that foresight methods are increasingly applied in pedagogical design and in shaping the university educational environment, while emphasizing the need to align higher education with labor market demands and societal needs.

Keywords: foresight technologies, educational activity, student preparedness, modern pedagogical approaches, competence-based approach, pedagogical design, innovative educational environment, higher education, strategic planning, educational competence.

Аннотация. В данной статье анализируются современные подходы к использованию форсайт-технологий в улучшении подготовки студентов к образовательной деятельности. Обосновывается, что форсайт-подход позволяет организовывать образовательно-воспитательный процесс не только на основе существующих потребностей, но и с учетом будущих социальных, профессиональных и духовных требований. В статье подчеркивается роль форсайт-технологий в стратегическом планировании, педагогическом проектировании, создании инновационной образовательной среды и формировании у студентов ориентированных на будущее компетенций. Также демонстрируется значимость современных педагогических подходов, в частности, учебоцентрированного,

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компетентностного, интегративного и интерактивного, в развитии готовности к образовательной деятельности. В заключение исследования делается вывод о том, что внедрение форсайт-технологий в систему высшего образования является важным фактором повышения самостоятельности мышления студентов, социальной ответственности, приверженности ценностям и готовности к будущей профессиональной и педагогической деятельности. В научной литературе также отмечается, что методы прогнозирования все чаще применяются в педагогическом проектировании и формировании образовательной среды университетов, при этом подчеркивается необходимость согласования высшего образования с требованиями рынка труда и потребностями общества.

Ключевые слова: технологии прогнозирования, образовательная деятельность, подготовка студентов, современные педагогические подходы, компетентностный подход, педагогическое проектирование, инновационная образовательная среда, высшее образование, стратегическое планирование, образовательная компетентность.

Annotatsiya. Ushbu maqolada talabalarning ta'lim faoliyatiga tayyorgarligini oshirishda bashorat texnologiyalaridan foydalanishning zamonaviy yondashuvlari tahlil qilinadi. Unda bashorat texnologiyalaridan foydalanish nafaqat mavjud ehtiyojlar asosida, balki kelajakdagi ijtimoiy, kasbiy va ma'naviy talablar nuqtai nazaridan ham ta'lim va tarbiya jarayonini tashkil qilish imkonini berishi asoslanadi. Maqolada bashorat texnologiyalarining strategik rejalashtirish, pedagogik dizayn, innovatsion ta'lim muhitini yaratish va talabalarda kelajakka yo‘naltirilgan kompetensiyalarni shakllantirishdagi roli ta'kidlangan. Shuningdek, u zamonaviy pedagogik yondashuvlarning, xususan, o‘quvchiga yo‘naltirilgan, kompetensiyaga asoslangan, integrativ va interaktiv yondashuvlarning ta'lim faoliyatiga tayyorlikni rivojlantirishdagi ahamiyatini ko‘rsatadi. Tadqiqotda bashorat texnologiyalarini oliy ta'lim tizimiga joriy etish talabalarning mustaqil fikrlashini, ijtimoiy mas'uliyatini, qadriyatlarga sodiqligini va kelajakdagi kasbiy va pedagogik faoliyatga tayyorligini oshirishda muhim omil ekanligi haqida xulosa chiqariladi. Ilmiy adabiyotlarda shuningdek, bashorat texnologiyalari pedagogik dizaynda va universitet ta'lim muhitini shakllantirishda tobora ko‘proq qo‘llanilayotgani, shu bilan birga oliy ta'limni mehnat bozori talablari va jamiyat ehtiyojlari bilan uyg‘unlashtirish zarurligi ta'kidlangan.

Kalit so‘zlar: oldindan ko‘ra bilish texnologiyalari, ta'lim faoliyati, talabalarning tayyorgarligi, zamonaviy pedagogik yondashuvlar, kompetensiyaga asoslangan yondashuv, pedagogik dizayn, innovatsion ta'lim muhiti, oliy ta'lim, strategik rejalashtirish, ta'lim kompetensiyasi.

INTRODUTION.

In the context of contemporary digitalization and social transformations, the higher education system faces not only the task of training competitive specialists, but also the challenge of shaping individuals with high moral and ethical qualities, social responsibility, and the ability to organize educational activity effectively. From this perspective, the application of foresight technologies to the process of preparing students for educational activity emerges as a pedagogical necessity. This is because the foresight approach serves to anticipate possible future changes, social needs, professional requirements, and transformations in values, and to develop appropriate pedagogical strategies accordingly. The Concept for the Development of the Higher Education System until 2030 also identifies as a priority the development of education quality in harmony with labor market and social sector needs, as well as the strengthening of the integration of science, education, and production. This, in turn, requires the improvement of educational preparedness through future-oriented methodologies.

The advantage of foresight technologies in educational activity lies in the fact that they shape not only a student's adaptation to current pedagogical situations, but also their readiness for complex socio-pedagogical conditions that may arise in the future. Such an approach develops students' strategic thinking, the ability to predict problems, analyze different scenarios, generate alternative decisions, and make choices based on social responsibility. UNESCO materials on the future of education likewise emphasize that education systems must adapt to uncertainty, complexity, and rapid change, which necessitates approaches grounded in new competencies, flexibility, and anticipation. In this regard, foresight technologies function as a methodological platform for developing students' readiness for educational activity.

Furthermore, integrating foresight technologies into educational activity enables the comprehensive development of students' axiological, communicative, reflective, and practical competencies. In particular, methods such as scenario building, expert evaluation, trend analysis, and the modeling of future challenges help anticipate educational situations in advance. As a result, the student begins to perceive educational activity not as a one-time pedagogical event, but as a systematic process oriented toward long-term goals, values, and outcomes. Therefore, the use of foresight technologies renews the content of preparing students for educational activity, enriches it with modern pedagogical approaches, and adapts it to the future developmental needs of higher education. Scholarly literature also indicates that the integration of pedagogical technologies contributes to increasing the effectiveness of the educational process, strengthening learner-centeredness, and enhancing the activity of educational participants.

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Foresight technologies are a set of methods aimed at predicting future needs and problems, identifying directions of socio-economic and cultural development, and designing strategies accordingly. The use of such technologies in education and upbringing makes it possible to adapt the learning process to modern requirements and future social needs. First, foresight technology is used in education and upbringing as a tool of strategic planning. Through this, higher education institutions and school curricula can be aligned with emerging professions, labor market trends, and the relevant directions of social development. For example, considering the growing demand in areas such as digital technologies, artificial intelligence, ecology, and sustainable development, new academic courses and educational projects are developed. Second, foresight technology contributes to the renewal of pedagogical knowledge.

METHOD.

It employs such methods as scenario analysis, expert evaluation, and trend studies, through which modern forms of educational activity, including training sessions, debates, foresight sessions, and project-based learning, are widely introduced as interactive methods. This teaches students to think independently and critically, to imagine the future, and to adapt to changes in society. Third, foresight technologies help in the formation of competencies. In the educational and upbringing process, not only theoretical knowledge but also skills necessary for the future, such as creative thinking, problem solving, teamwork, digital literacy, and ecological and social responsibility, are formed. In addition, the foresight approach creates opportunities for establishing an innovative educational environment in educational institutions. It encourages student participation in educational and upbringing projects, prepares them for active involvement in solving global problems, and supports the development of teachers as specialists capable of anticipating the future.

As noted by the Chinese researcher Rong Ju and her co-authors, whose country has achieved global recognition through its advanced education system, the modern information educational environment occupies an important place in education, and the optimization of pedagogical design within it increasingly relies on foresight methods. In designing the educational environment, the foresight approach makes it possible to harmonize the perspectives of various stakeholders in the educational system, namely students, teachers, employers, and the state. It contributes to the development of educational programs that are consistent with the needs of the future labor market and with broader processes of social development. When discussing the role of foresight in the upbringing process, it should be emphasized that foresight technology develops students' competencies in independent decision-making, anticipation of the future, and responsibility. In

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educational practice, it helps shape personal values and develop qualities necessary in the labor market, such as creativity, adaptability, and adherence to ethical norms.

As stated above, foresight methods help identify regional and global trends in higher education. This creates an opportunity to align educational activity not only with present-day needs but also with the demands of future generations. Through students' participation in the learning process, the formation of their motivation, and the development of their values, the foresight approach makes it possible to implement education that corresponds to social demand. At the same time, there are a number of problems and contradictions associated with the application of foresight methods in education. These include the following:

_the excessive abundance of information resources, despite their limited didactic effectiveness;

_contradictions in harmonizing technological development with human values;

_the issue of maintaining balance in aligning students' needs with market demands, and others.

This scientific inquiry demonstrates that foresight technology means reconstructing the educational process in accordance with future demands through values, goals, and methods. The development and introduction of new methods into scientific research and educational processes require a deep analysis of the urgent needs of modern education and science.

If we examine the research conducted by Vira Bohomazova, we find that this study is aimed at identifying priority directions for innovation in higher education and employs foresight analysis methodology. The findings reveal the main global innovative trends in education. These are primarily associated with the widespread use of ICT and the introduction of new pedagogical methods, including blended learning, augmented reality, e-learning technologies, artificial intelligence, digital transformation, lifelong learning, horizontal learning, gamification, robotics, and blockchain.

At this point, an important question arises: to which "modern approaches" should attention be directed before the stage of identifying these stable trends? It is equally important to consider not only modern approaches in general, but also which specific approaches should be studied and analyzed in depth in preparing students for educational activity.

If we focus on the content of modern approaches, they may be understood as conceptual and methodological pathways in education, upbringing, psychology, and other socio-philosophical sciences that are based on recent scientific research and methodological principles and are aimed at organizing practice in new ways. Their main characteristics include:

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_harmonizing traditional methods with new conditions and emerging needs;
_placing the learner (or subject) at the center, that is, emphasizing subjectivity and individualization;
_the use of active, interactive, and constructive methods;
_integration with technological and innovative elements.

In K. A. Gafoor's definition of modern approaches, modern approaches in education are described as innovative pedagogical strategies grounded in educational theories and aimed at increasing the overall effectiveness of the learning process. These approaches prioritize making education more accessible, engaging, and meaningful. They represent an integrated system that includes individualized learning, interdisciplinary curricula, skill-oriented teaching, and social-emotional learning.

It is also emphasized in modern pedagogical scholarship that, in order to identify modern approaches, it is important to consider their value orientations, principles, methodological foundations, content selection, teaching methods, and assessment procedures. This is because an approach is one of the central concepts whose defining feature is its scientific grounding; it serves as the basis of pedagogical theory and determines the condition of pedagogical practice. In this regard, "modern approaches in education" possess both scientific-theoretical and practical significance in the process of professional training of qualified pedagogical personnel.

CONCLUSION.

In conclusion, foresight technologies contribute to improving the process of preparing students for educational activity on a modern and future-oriented basis. This approach makes it possible to align the content of education and upbringing with future social, professional, and spiritual needs. Foresight methods develop students' abilities for independent thinking, strategic reasoning, responsible decision-making, and anticipation of problems. Their application also strengthens creativity, communication, reflection, and social activity in the educational process. In integration with modern pedagogical approaches, foresight technologies increase the effectiveness of educational preparedness. This creates a foundation for students to be thoroughly prepared not only for present pedagogical tasks, but also for future professional activity. As a result, opportunities expand for creating an innovative educational environment in higher education institutions and for ensuring the comprehensive development of the individual.

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