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DEVELOPMENT OF PROFESSIONAL EDUCATION WITHIN THE FRAMEWORK OF SUSTAINABLE SOCIETAL EVOLVEMENT

The professional education system plays a crucial role in society, serving multiple functions such as social, economic, cultural, creative, and educational. It operates through collaboration among various educational institutions, enterprises, social partners, public organizations, and government authorities. Its crucial role in national security has been long recognized by scholars. Many developed countries prioritize creating conducive environments for innovative development within their continuous professional education systems. This approach serves as a solid foundation for societal growth across all dimensions.

Social prediction, as highlighted by D. Bell, is crucial in understanding societal trends. It relies on recognizing patterns and established trends, often through statistical analysis or historical data. Different aspects such as technological, demographic, economic, and political factors contribute to prediction models. The concept of a post-industrial society underscores shifts towards service-based economies, dominance of professional classes in employment, emphasis on theoretical knowledge for innovation, reliance on technology, and the development of new decision-making tools.

According to this scientist-prognosticator, the primary cause of structural changes in society is the evolution of knowledge. This includes advancements in innovation, changes in the relationship between science and technology, and shifts in state policy. The science growth and diversification, the development of new intellectual technologies, and systematic exploration funded by 'Research and

Development' organizations all contribute to this evolution. The codification of theoretical knowledge represents the pinnacle of this process.

The proposed approaches are related to forecasting. The results of these approaches should be considered when justifying state professional education. The criteria for forecast typology can include goals, tasks, objects, subjects, problems, methods, and more. However, the problem-target criterion is recognized as the main one, which is used to make exploratory and regulatory forecasts.

The group of social forecasts includes social-medical, social-geographical, social-ecological, social-space (prospects of space exploration), economic, social (or social in the narrow sense - prospects for the development of social relations), psychological, demographic, philological-ethnographic, architectural and urban planning, educational and pedagogical, cultural and ethical, state and legal, domestic and foreign political, military. In this broad and extremely important group of social forecasts, which are entrusted with the mission of the statesman - the formation and development of society. It is undeniable that without the professional training of modern specialists based on a proactive approach, its implementation is impossible.

The 'Encyclopedia of Education' (edited by V. Kremen) outlines the provisions for forecasting in education: 'Forecasting in education is a component of social forecasting.' In a broader social context, the restoration of educational content and training is predicted. This includes the introduction of educational standards, changes in curricula and programs, and the implementation of innovative diagnostic systems to assess students' knowledge, abilities, and skills. Additionally, the impact of health, learning technologies, electronic equipment, and ecology on the learning process will be considered. The approach to forecasting requires differentiation and pedagogical specification that considers the specifics of the object of forecasting. For instance, vocational training in the formal education system, vocational training, retraining, advanced training at the workplace, or in state employment service centers in adult education centers.

The stated prognostic provisions are organically connected with the ideas outlined in the works of prominent philosophers. They are systematized in the book "Forecasts. Thirty thinkers about the future", translated from English and published in 2006. in Poznań with the consent of the University of Oxford. D. Spender's work "The Basic Human Right" ("Podstawowe prawo człowieka") is published here. It ends with a very interesting conclusion that the development of society in the professional sphere is almost impossible without the cohesion and interest of all citizens.

Let's summarize by saying that the analysis of professional orientation and competence in terms of professionally important qualities and psychophysiological properties of formation has been carried out. The peculiarities of the development of thinking, imagination, memory, creative abilities, communicative and conflict competence, professional orientation and motivation, self-regulation, and temperamental and emotional properties at various stages of the professional formation of a specialist are determined. The importance of each of these components for the formation of a specialist, the peculiarities and regularities of its development, its common and distinctive features for various professions, and the interrelationships of each component with others are also determined.

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