

## FORESIGHT OF SOCIAL AND HUMANITARIAN EDUCATION-2030

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**Abstract:** The paper presents the model of social and humanitarian education which is to be implemented up to 2030. Its main objective is to provide grounds for the necessity to orient the social and humanitarian education 2030 to the rise and development of super-industrial man, to the implementation of the “man ↔ world ↔ "I" of man" paradigm, and to forming of communicator, innovator, self-fulfiller and philosophizer competences in him. The main methods of the research were bibliometric analysis, sociological survey, comparative analysis, and scenarios development method. The most important research result was the development of a prospective model of social and humanitarian education 2030. The practical implementation of the model will allow successfully forming and developing the general cultural properties in a learning person that are essential for quality life in the future super-industrial society.

**Keywords:** Foresight, education, education-2030, social and humanitarian education, communicator, innovator, self-fulfiller, philosophizer.

### INTRODUCTION

The foresight of social and humanitarian education 2030 is performed under the world crisis in the contemporary education. The crisis is caused by the education failing to meet the requirements for it put forward by the rising super-industrial society. In 1970, A. Toffler pointed out that the super-industrial society would need humans who are capable of “critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality” (Toffler, 1970, p. 437). The contemporary system of social and humanitarian education fails to ensure the forming of these properties in a learning person to the full extent and needs reforming. The problem of this research was identification of the main directions of quality improvement of today’s social and humanitarian education by 2030. As a working hypothesis, the authors proceeded from the assumption that a higher status of social and humanitarian education, change of its main paradigm, and determination of new general cultural competences to be formed by it in a learning person are essential. The importance of this research consists in its answering the following topical questions of the development of social and humanitarian education by 2030 to a certain extent: what are the ways for enhancing the status of social and humanitarian education? What is the main paradigm of

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social and humanitarian education 2030? What general cultural subjects have to be studied at educational institutions by 2030 and what general cultural competences do the social and humanitarian subjects have to form? Who has to teach social and humanitarian subjects? What mechanisms have to be used for improving the social and humanitarian education?

In their research, the authors relied on works of such social and humanitarian education 2030 foresight experts as T.P. Abeles (2011), D. Bell (1999), A. Bouvier (2012), J. Botkin et. al., (1979), D.V. Evzrezov and O.B. Mayer (2013), O. Farberova et. al., (2015), A.E. Ivanova (2013), A.N. Lanskikh (2010), P.O. Luksha (2013, 2015), I.R. Nazarova (2014), D. Peskov (2016), A. Peccei (1969), K.A. Piirainen et. al., (2016), R. Popper et. al., (2007), A. Sokolov and A. Chulok (2012), A. Toffler (1970), A.D. Ursul (2006), and others. Works of these specialists deal with many directions of the development of education in the nearest future, as well as the essence and opportunities of the foresight of education 2030, the methodology of compiling the foresight of education, and competences that are essential for a learning person. They have worked out suggestions on improvement of the modern education system. Alongside with that, the works mainly give a foresight of the general or professional education. Meanwhile, the opportunities of social and humanitarian education 2030 are mostly discussed within the context of the development of professional education 2030, with first of all professional competences that are required for a learning person in 2030 being highlighted and the mechanisms of quality improvement of social and humanitarian education by 2030 remaining understudied. This paper attempts to resolve the above problems. The study has been performed at the expense of the subsidy funds allocated to Kazan (Volga Region) Federal University within the state support for improving its competitiveness among the leading world scientific and educational centers.

## LITERATURE REVIEW

Foresight of social and humanitarian education 2030 was addressed by many researchers. In some works, the system of the future education is considered within the context of the rising super-industrial information society. M. Barber, K. Donnelly and S. Rizvi (2013) studied the general nearest future directions of the development of education. Works of S. Coughlan (2012) and U. Teichler (2003) are dedicated to the same problems, with A. Bouvier (2012) expressing the shared idea of these authors. He encouraged all education foresight experts: “let us prepare the system of education by 2030. Other aspects of foresight of social and humanitarian education 2030 were discussed in other works. So, J. Botkin, M. Elmandjra and M. Malitza (1979) studied the possibilities a learning person mastering new methods and new values by means of social and humanitarian education for the person to successfully “cope with the complexities of modern life” (Botkin, Elmandjra & Malitza, 1979, p. 8).

D.V. Evzrezov and O.B. Mayer (2013) studied the ontological, epistemological and axiological particularities of education 2030 foresight. D. Peskov (2016) investigated the main ways for enhancing the efficiency of education at the expense of higher efficiency of production by 2030. J. Richardson (2014) did a research of the education foresight capacities in revealing the development trends of various sides of human life activity. A. Toffler studied the main education development trends in the nearest future and compiled quite an elaborated model of education of super-industrial society. He also outlined certain directions of development for education 2030 all in all and for social and humanitarian education 2030 in particular (Toffler, 1970). O. Farberova et. al., (2015) described possible ways of development of humanitarian education in Russia. A.D. Ursul (2006) developed the model of proactive education which will allow ensuring the transition of the society to sustainable development. For these scholars, the typical trait was their mainly studying the general regularities of the development of the education system in the nearest future and describing the requirements for a learning person only as for a professionally trained expert. The role of social and humanitarian education in the future remained understudied by them. Nevertheless, they recognized the importance of social and humanitarian sciences. With regard to this, their shared opinion is expressed by P.O. Luksha (2015). According to him, “humanitarian sciences using the technical knowledge are to push the humanity forward... There are humanitarian areas of knowledge where generation of meanings occurs – the linguistic creativity, philosophy, theology. Their significance is only in for increasing” (Luksha P.O., 2015). Other works dealt with the questions of methodology and methods of compiling a foresight of education by 2030. In particular, P.O. Luksha (2013) revealed the main principles of conducting a modern foresight research, described the advantages of a foresight research as the most scientific and valid approach to foreseeing the future scenarios of development of certain phenomena in life of the humanity. He did a quite detailed research of the problems of the foresight of education in general and of the professional education in particular. A.N. Lanskiikh (2010) investigated the possibilities of the education foresight that would allow all subjects of the education system – employers, higher education institutions, schools, parents, teachers, and government officials – to better understand the problems of the development of education. I.R. Nazarova (2014) viewed the opportunities of foresight in studying the Russian education in the nearest future. In their work “Global Foresight outlook 2007: mapping foresight in Europe and the rest of the World”, Popper R., Keenan M., Miles I., Butter M., and S. Saintz de la Fuente (2007) discussed the methodological procedures of foresight. They studied the ways of development of education foresight 2030 all in all and of social and humanitarian education 2030 in particular: the expert panels method, extrapolation, scenarios development method, and the SWOT-analysis method. Meanwhile, the listed works did not sufficiently reflect the specific character of foresight development

methods concerning exactly the social and humanitarian education. Another group of works paid attention to competences to be forming both the professional and the social and humanitarian education by 2030. For instance, A.E. Ivanova (2013) and P.O. Luksha (2013) described the competences of integrator, translator, adapter, and standardizer. J. Lönnblad and M. Vartiainen (2012) investigated the possible competences a learning person would need in the future. Their works mainly dealt with the professional competences of a person learning in 2030. In the following works, attempts were made to develop the mechanisms for improvement of social and humanitarian subjects teaching by 2030. In particular, T.P. Abeles (2011) developed ways of interaction for social and humanitarian institutions within various geopolitical limits. Ch. Fadel (2012) studied the capacity of the human capital to grow by means of social and humanitarian education. M. Long (2013) suggested introducing a number of new social and humanitarian courses in the future which would be required in the nearest future. In their turn, K.A. Piirainen, A.D. Andersen, and P.D. Andersen (2016) suggested that their opportunities should be enhanced at the expense of their fulfilling their practical mission. These works contained recommendations on optimizing the social and humanitarian education that were mostly isolated but not brought down into a united system. Meanwhile, many valuable ideas of the above researchers about the essence of social and humanitarian education and the prospects of its development by 2030 were used by the authors when writing this paper. They also employed the materials obtained by Elabuga Institute of Kazan Federal University (Russia) when fulfilling the Government contract of practical orientation of social and humanitarian (pedagogical) education (years 2014–2016).

## **METHODOLOGICAL FRAMEWORK**

The main methods of the research were bibliometric analysis, sociological survey, comparative analysis, extrapolation, scenarios development method, and the SWOT-analysis method. The selection of these methods was conditioned by the research object and tasks. The object of the research was the contemporary condition of social and humanitarian education and possible directions of its development in the nearest future. The condition was studied using bibliometric analysis and sociological survey. The method of bibliometric analysis allowed studying the qualitative and quantitative expert opinions on the condition of social and humanitarian education and ways of its development by 2030 contained in literature. The sociological survey (the authors have questioned 1204 graduates of schools and students of higher education institutions in Nizhnekamsk industrial region of Russia in 2014–2016) allowed revealing the positive and negative sides of today's social and humanitarian education and determining the learners' suggestions on improvement of the former. The next stage of the research involved a comparative analysis of

opinions of various experts which helped identifying the main directions of solving the problem set. Then, using the extrapolation method, the ideas about social and humanitarian education development trends were extended on to its supposed 2030 condition. Further on, the scenarios development method allowed working out the pictures of possible social and humanitarian education development ways. Completing the research, using the SWOT-analysis method, both strengths (strong points) and weaknesses (weak points) of the developed models of the future social and humanitarian education were shown. The authors also used specific techniques developed by such scholars as Lanskih A.N. (2010), Luksha P.O. (2013, 2015), Peskov D. (2016) and Popper R. et. al., (2007). They also took into account the particularities of using the social and humanitarian knowledge acquisition methods (Sabirov, 2013).

## RESULTS AND DISCUSSION

The research allowed revealing the essence and capacities of social and humanitarian education foresight. The social and humanitarian education foresight is a procedure of long-term forecasting the innovation properties and interconnections of the general cultural education system which it will have in the nearest future. The foresight is based on comparison of many experts' suppositions about the social and humanitarian education condition and possible ways of its change in order to create the main scenarios of its development by 2030. The results obtained during the research can be presented in the following table.

**TABLE 1: SHARED AND SPECIFIC PROPERTIES OF THE CONTEMPORARY SOCIAL AND HUMANITARIAN EDUCATION AND OF THE FUTURE (2030) ONE**  
SOURCE: AUTHORS

<i>Name/Distinction criteria</i>	<i>Contemporary condition of social and humanitarian education</i>	<i>Social and humanitarian education of 2030</i>
Place in the general education system	Subordinated to the professional education	Balanced with the professional education
Status	Medium-low	High
Paradigm	"World – man – world"	"Man ↔ world ↔ "I" of man"
List of subjects taught	"History", "Philosophy", "Economics", "Sociology", "Legal studies".	"History", "Culturology", "Philosophy", "Logics", "Economics", "Sociology", "Politology", "Legal studies", "Conflict resolution studies", "Aesthetics", "Ethics", "Religion studies" (subjects are correlated to the profile of the educational institution).

<i>Name/Distinction criteria</i>	<i>Contemporary condition of social and humanitarian education</i>	<i>Social and humanitarian education of 2030</i>
Main competences to be formed	Abilities: to use foundations of philosophical, social and humanitarian knowledge for forming a scientific world view; to analyze main stages and regularities of the historical development for forming patriotism and civic stance; to work in a team, to perceive social, cultural and personal differences in a tolerant way.	Communicator, innovator, self-fulfiller, philosophizer.
Priority approach in teaching	Knowledge-oriented approach	A balance of knowledge-oriented, competence-based and practice-oriented approaches.
Target orientation	A qualified professional who knows the foundations of culture	A highly qualified professional and a culturally developed personality

The contemporary social and humanitarian education makes up a single system of general education, alongside with the professional education. It is designed to form and develop general cultural knowledge and competences in a learning person. Among these, the following competences are listed first of all: the ability to use foundations of philosophical, social and humanitarian knowledge for forming a scientific world view; to analyze main stages and regularities of the historical development for forming patriotism and civic stance; to work in a team, to perceive social, cultural and personal differences in a tolerant way; the ability to use basic legal knowledge in various spheres of activity and so on. These competences are formed and developed during teaching of certain general cultural subjects. Here belong, first of all, such subjects as “History”, “Philosophy”, “Economics”, “Sociology”, and “Legal studies”. In teaching of the subjects, it is the knowledge-oriented approach that is used for the most part. It ensures primarily the transfer of knowledge from social and humanitarian subject teachers to the learning person. Competence-based and practice-oriented approaches are used less frequently. The study of the subjects is built on the basis of the “world – man – world” paradigm. The paradigm conditions principally the study of regularities of the world around man, its constituent parts (nature, society, culture, and man) in all the general cultural subjects, with man considered in them as mainly an object of the said world. The contemporary social and humanitarian education is oriented to training a qualified professional who knows foundations of the general human culture. Yet this does not promote forming of a learning person as a highly qualified professional and a culturally developed personality.

Most school and higher education institution graduates of today (as demonstrated by the authors' surveys of school graduates and higher education institution students

in Nizhnekamsk industrial region of Russia in 2014-2016, with the sampling involving over 1200 people) are characterized by a certain eclectic character of ideas about the society around them and their place in the society (76 %); by a lack of capacity for self-reflection (83 %), for a tolerant attitude towards other people's culture (67 %); by poor recognition of oneself as a subject of the world and Russian historic process (78 %), by a vague or weakly pronounced civic stance (67 %); by a lack of ability to use the achievements in humanitarian and economic knowledge in solving their daily life problems (68 %); and by an insufficient capacity for presenting their own life stance (73 %). These conclusions can be correlated with surveys about the condition of humanitarian education in Russia conducted by the Russian Public Opinion Research Center (Higher education. Survey of RPORC, 2016). On the whole, the status of social and humanitarian education is gradually going down in today's society and its role keeps falling at the expense of a higher role of the professional, technocratic education.

Due to this, the contemporary social and humanitarian education needs reforming. It will be quite challenging to improve it in a qualitative aspect, as the ruling establishment and business orienting to training (by means of education) of the focused professionals first and foremost will only act up in the future. Nevertheless, reforms in the area of social and humanitarian education are essential, for they are conditioned by the requirements of the rising super-industrial (post-industrial) society.

A super-industrial (post-industrial) society is one seeing the processes of automation, globalization and digitization of both material and spiritual production taking place to the full extent. Automated manufacture will result in man being considerably pushed out from the material production and standardized activities sphere into the one of spiritual production, daily life, sports and services. This will occur due to robots supplying in manufacture and a larger role of the artificial intelligence. This was paid attention to by D. Bell (1999) first. According to him, «the first and simplest characteristics of a post-industrial society is the greater part of labor being not employed in agriculture and processing industries already but its being focused in the services sphere, to which trade, finance, transport, healthcare, entertainment industry, as well as the spheres of science, education and management belong» (Bell, 1999, p. 18). Under the conditions, a human will have to work not in “man – nature” or “man – machinery” systems but in “man – man” systems to a greater extent. Increasingly more professions will be associated with creative work, joint activity in groups; so people will work less with machines and more with other people. In the sphere of material production, people will have to compete with others for the opportunity to work. In the super-industrial society, the necessity for a man to transfer certain production technologies from one branch to another will emerge, with the high technologies mainly in question. It is the abilities to develop various projects combining in them both production and social



and humanitarian sides of human activity of both a worker and a citizen that will gain a great importance for man. The hitch will be to be able to manage a project from coming up with an idea until its brining out to the market. One's abilities to create, develop and adapt innovation products to market society needs will become very important. In particular, one will have to adapt both to the product being created and to the market society needs. Various cross-industry standards regulating the production and labor cycles will gain a special significance, too; with these standards having to be brought in line with the international ones. In the super-industrial society, the role of creative, intellectual work will go up. Man will have to be prepared to continuous designing of new life programs and technologies. The super-industrial society will also grant a wide range of options for each person, with one's responsibility for one's actions and deeds increasing. Man will control and direct his behavior, adapt in conditions of rapidly changing standards of behavior and action. In the society, the significance of man in the system of social relationships will especially increase. Man will have to possess philosophical knowledge for forming his humanitarian world view. His capacity for reflection, for understanding of the meaning of events taking place, for his place and role in the world around him gains a great importance. Total digitization and the Internet will require from man to form the capacities for reflection, for wording queries for the Internet resources and for processing the information obtained. The increasing competition will promote a situation when the demand that grows first is one for a man having the maximum flexibility and high creativity, being prepared both for acting independently and working in a team, being able to work in various cultures and with different technological media. Globalization of education will lead to man's having to be able to work in multilingual and multicultural environments taking part in communication with partners from all over the world. The abilities to put oneself in another's place and to look at the situation with his eyes will be needed. And it is communication bonds between people that will become especially important in the super-industrial society. As A. Toffler wrote, «...the people who must live in super-industrial societies will need new skills in three crucial areas: learning, relating and choosing» (Toffler, 1970, p. 450). It will be important for man to be able to work in a team, to perceive social, cultural and personal distinctions of people in a tolerant way. According to P.O. Luksha (2015), he will have to «have competences for working in an international context, understanding other cultures and global rules of the game, for «partnering».

In the super-industrial society, many traditional professions will disappear or lose their significance while others will emerge and gain a greater weight. So, the occupations that are easily automatable or robotizable will lose their importance and popularity (such jobs as accountant, assembly fitter, taxi driver, translator etc. can be referred to them). In the future, for example, such new professions as emotions designer (a specialist creating the emotional background of the content using the



new information delivery channels who manages the action on the sensory organs in order to evoke the required feelings and emotions in users), the “image of the future” expert for children (a specialist forming a possible way of life and development paths of a person based on the parents’ wishes and abilities and ideas of the child; he selects educational programs and games helping the child to master new skills within the path selected), virtuality architect, video games artist, IT-preacher, digital linguist etc. will be relevant. By 2030, employers will be hiring people according to the total of competences they possess. It is not someone’s profession that will come to the foreground but one’s capacities (or readiness) to do something in a high quality manner. Man will have to master a set of professional competences that keep changing – first of all, including the competences of integrator, translator, adapter and standardizer (Luksha, 2013; Peskov, 2016).

All the above requirements of the rising super-industrial (post-industrial) society have to be taken into account by the contemporary social and humanitarian education. By 2030, social and humanitarian education has to take a most important place in the system of general education alongside with the professional education. Its social status and role have to grow at the expense of establishing a reasonable balance with the professional and technocratic education and its own content-related and structural reforming. It has to completely fulfill its worldview and methodological functions, develop the general culture of a learning person. By 2030, social and humanitarian education has to form new competences in a learning person. This was paid attention to by the Symposium of the European Council which was convened in 1996. They pointed to the importance of forming of a certain complex of general cultural competences in the learning person and they considered as such the following key competences: to Study, to Search, to Think, to Cooperate, to Tackle, and to Adapt (Symposium of Europe, 1996). Later, many specialists also highlighted this necessity. So, J. Botkin (USA), M. Elmandjra (Morocco) and M. Malitza (Romania) said that learning has to encompass «acquisition and use of the new methods, new skills, new attitudes, and new values that are essential for living in a changing world» (Botkin, Elmandjra, Malitza, 1979, p. 8). Similar thoughts were also voiced by P.O. Luksha (2013) and A. Peccei (1969). So, P.O. Luksha (2013) believed that social and humanitarian education 2030 had to be oriented to forming and development of such important competences as a skill of working in an international context, an ability to understand other cultures and global rules of the game, an ability to “partner”, an ability to communicate, a readiness to be a part of a creative team, to work with large volumes of information, a capacity for systemic and algorithmic thinking, an ability to learn quickly, and skills of self-development and self-regulation (Ivanova, 2013, Luksha, 2013; Peskov, 2016). In his turn, A. Peccei (1969) noted that education had to form in a learning person a feeling of global character of any man’s destiny (the connection of man with all people), a feeling of justice (interactions of people on the basis of social solidarity, partnership,

rational distribution) and intolerance to violence (upbringing of tolerance, admitting the dissenting views, and respect for people) (Peccei, 1969, p. 183).

The authors' research has shown that of the total of the competences listed, it is the following competences that social and humanitarian education 2030 will have to form and develop in a learning person first of all.

1. The competence of communicator. Social and humanitarian education 2030 will have to teach a learning person the principles of optimum interaction and cooperation with the teachers, other learners, administration of the educational institutions, parents of learners, with the public, and with representatives of other cultures and civilizations. It will have to teach the learning person the ability to work in an international context, understanding of other cultures and the global rules of the game.
2. The competence of innovator. Social and humanitarian education 2030 will have to teach a learning person to be ready for continuous designing of their educational programs and technologies of learning. It will have to teach the learning person an ability to work with large volumes of information, to think in a systemic and algorithmic way, and an ability to resolve non-standard creative tasks.
3. The competence of self-regulator. Social and humanitarian education 2030 will have to teach a learning person to control and direct the person's behavior, to adapt in conditions of rapidly changing standards of behavior and actions, to realize the ways, methods, and mechanisms of their professional growth, and to be capable of self-development and self-regulation, to quick learning and retraining.
4. The competence of philosopher. Social and humanitarian education 2030 will have to teach a learning person to understand the main laws of being, the meaning of events occurring, the person's place and role in the surrounding world. The learning person will have to be taught philosophical knowledge for forming of their humanitarian world view, the capacity for reflection, for understanding of the meaning of events occurring, the person's place and role in the surrounding world, an ability to invest in oneself and to be responsible for building the strategy of one's life.

Forming and development of the new competences has to be performed by teaching both basic and special social and humanitarian subjects at educational institutions. Among the basic subjects, the following should be mentioned first – "History", "Culturology", "Philosophy" while the special subjects include "Logics", "Economics", "Sociology", "Politology", "Law", "Conflict resolution studies", "Aesthetics", "Ethics", "Religion studies", "Theology" etc. Social and humanitarian subjects have to be taught with the profile of the educational institution borne in mind. At the first level of social and humanitarian education by 2030, basic subjects

featuring a quite certain character have to be studied – “History” and “Culturology”. When mastering the former subject, a learning person has to form the abilities of analyzing the main stages and regularities of the historical development for forming patriotism and civic stance and after mastering the latter – the ability to work in a team and a tolerant attitude to representatives of other cultures and civilizations. At the second level of social and humanitarian education by 2030, basic subject of an abstract character, “Philosophy”, has to be taught; after mastering the subject, the learning person has to form (on the basis of previously learned competences in “History” and “Culturology” courses) the abilities to use the foundations of philosophical, social and humanitarian knowledge for making one’s scientific world view wider and more profound. At the third level, special subjects featuring a high practice orientation have to be studied – “Logics”, “Economics”, “Sociology”, “Politology”, “Law”, “Conflict resolution studies”, “Aesthetics”, “Ethics”, “Religion studies” and so on.

By 2030, the main paradigm of social and humanitarian education has to be the new one: “man ↔ world ↔ “I” of man”. According to this paradigm, man is to become the main subject matter of studies in all social and humanitarian subjects. The world around people has to be viewed as a real environment where people live and act, and the main task of all the social and humanitarian subjects has to be teaching the people an understanding of their place and role in the world around them, the meaning of their lives and organization of life up to this understanding. So, for instance, “History” subject should be oriented to studying the man in the world’s cultural and historical space while “Culturology” – to studying the man in the world’s cultural diversity, “Philosophy” – to studying the man in the super-industrial, information world. “Logics”, “Economics”, “Sociology”, “Politology”, “Law”, “Conflict resolution studies”, “Aesthetics”, “Ethics”, “Religion studies” and others have to be dedicated to studying the place and role of man in the relevant sphere of society or human life activity.

Social and humanitarian education will have to gain the optimum balance between the maintenance and innovation education, between the knowledge-oriented and practice-oriented approaches in teaching by 2030. Social and humanitarian education must apply both maintenance and innovation teaching, with, however, a certain priority given to the latter. It is this point that was made by Botkin J., Elmandjra M., and Malitza M. (1979). According to them, “Maintenance learning is the acquisition of fixed outlooks, methods, and rules for dealing with known and recurring situations. It enhances our problem-solving ability for problems that are given. It is the type of learning designed to maintain an existing system or an established way of life. Maintenance learning is, and will continue to be, indispensable to the functioning and stability of every society. But for long-term survival, particularly in times of turbulence, change, or discontinuity, another type of learning is even more essential. It is the type of learning that can bring change,

renewal, restructuring, and problem reformulation...” (Botkin, Elmandjra & Malitza, 1979, p. 10). Social and humanitarian education has also to involve both knowledge-oriented and practice-oriented approaches to teaching. This has been confirmed by the data of surveys conducted by the authors on school graduates and higher education institution students in Nizhnekamsk industrial region of Russia in 2014-2016. In particular, the surveys have shown that 52 % of the respondents questioned expect forming and development of practical abilities and skills of using the theoretical knowledge obtained in their future professional activity from the general cultural subjects (with only 44 % of them thinking that general cultural subjects have to give them mainly theoretical knowledge about the society and man, 4 % being not sure to answer). The data correlate with the data of the RPORC on the condition of humanitarian education in Russia (the survey was conducted on July 13, 2016). So, according to RPORC data, 56 % of the young professionals said they would like to learn practical skills of using the knowledge obtained by studying the general cultural subjects (43 % of higher education institution graduates voiced their wish to get mainly theoretical knowledge in the general cultural subjects) (Higher education. Survey of the RPORC, 2016). Knowledge-oriented approach should be aimed at the learning person obtaining the information in a certain list of subjects for the most part. Meanwhile, practice-oriented approach should be mainly targeted at the person gaining abilities and skills of using the obtained knowledge in humanitarian and economic subjects in the person’s life activity. During teaching the social and humanitarian subjects, the teachers will have to proceed from the fact that the crucial point in education is to give learners the fundamental knowledge while simultaneously teaching them to use the knowledge in their life practice.

The authors consider the main conclusions of the research to be quite justified.

## CONCLUSION

The results obtain allow understanding the condition of social and humanitarian education, determining the directions for its improvement by 2030, launching the practical work on improvement of the way social and humanitarian subjects are taught at schools and higher education institutions. Alongside with that, some of the obtained results are not completely evident. So, the model of social and humanitarian education 2030 presented here is the probability and descriptive one. The general cultural competences described by the authors are not complete and final; the list of general cultural subjects taught at schools and higher education institutions is not exhaustive and does not take into account possible requirements for the social and humanitarian education put forward by the society by 2030. This conditions the necessity of continuation of the commenced research. By 2030, the following directions for further research of social and humanitarian education development process may form: the elaboration of a special technique for forecasting the development of social and humanitarian education 2030, compiling a completer

model of its future; identification of mechanisms for managing the process of reforming of today's social and humanitarian education, identification of new competences one will need in the rising super-industrial society.

The necessity of a foresight of social and humanitarian education 2030 is conditioned by the requirements of the rising super-industrial society in the super-industrial man's forming and development. Social and humanitarian education 2030 has to be based on the new "man ↔ world ↔ "I" of man" paradigm that will allow focusing on studying the surrounding society in the human measurement, on studying the place, role and purpose of man in the social world. Social and humanitarian education 2030 has to be oriented to forming and developing the basic communicator, innovator, self-fulfiller and philosophizer competences in the learning person. Forming of the competences will allow social and humanitarian education 2030 to ensure quality professional and general cultural development of the learning person in super-industrial society. The results obtained by the authors have confirmed the hypothesis previously worded by them about having to reform today's social and humanitarian education on the basis of the new paradigm and to orient it to forming of communicator, innovator, self-fulfiller and philosophizer competences in the learning person. The importance of the results obtained consists in the fact they allow making more precise the model of social and humanitarian education that is to be implemented in practice by 2030 as well as supplementing it.

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