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## FUTURESHOCK AND CONTINUOUS DEVELOPMENT: EXPANDING THE SPACE OF EDUCATION AND MOBILITY OF THE PERSON

### ABSTRACT

**Aim.** The purpose of the work is to consider the concept of “personality mobility” as a concept of education that is significant in the context of a permanent futureshock.

**Methodology.** The following methods were used: a) analysis of theoretical ideas about lifelong education, personal mobility, transdisciplinarity and continuity of education of a professional of the future; b) analysis of pedagogical and research experience in the field of modern education; c) local expert survey; d) content analysis of respondents’ answers to open-ended questions.

**Results.** Based on the study, the article presents a look at the purpose of education and knowledge in the life of a modern person acting in the information society. It is proved that continuous education is no longer an arbitrary choice of a person, but an imperative, not only social and economic, but physical, emotional, cultural.

**Research implications.** Conclusions are drawn about the need in the context of “educational impact” to diagnose the temporal properties of the subject of learning, for example, in order to assess the appropriateness of a particular learning step, assess a person’s readiness to present his level of learning, assess a particular stage of individual development in terms of sensitivity to the next portion knowledge, assessment of motivation, desire for the next “reset” and resumption of learning.

### KEYWORDS

education, concepts of continuous education, personal mobility, self-education, permanent education, development, futureshock

### СТРУКТУРА

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## ФУТУРОШОК И НЕПРЕРЫВНОЕ РАЗВИТИЕ: РАСШИРЕНИЕ ПРОСТРАНСТВА ОБРАЗОВАНИЯ И МОБИЛЬНОСТЬ ЛИЧНОСТИ

### АННОТАЦИЯ

**Цель.** Рассмотреть понятие «мобильность личности» как значимый в условиях перманентного футурошока концепт образования.

**Процедура и методы.** Использованы методы: а) анализ теоретических представлений о непрерывном образовании, мобильности личности, трансдисциплинарности и непрерывности обучения профессионала будущего; б) анализ педагогического и исследовательского опыта в сфере современного образования; в) локальный экспертный опрос; г) контент-анализ ответов респондентов на открытые вопросы.

**Результаты.** В статье на основании исследования представлен взгляд на предназначение образования и знаний в жизни современного человека, действующего в информационном обществе. Доказывается, что непрерывное образование – это уже не произвольный выбор человека, а императив, не только социальный и экономический, но физический, эмоциональный, культурный.

**Теоретическая и/или практическая значимость.** Сделаны выводы о необходимости в контексте «образовательного воздействия» диагностировать темпоральные свойства субъекта учения, например, с целью оценки уместности того или иного обучающего шага, оценки готовности человека предъявлять свой уровень обученности, оценки того или иного этапа индивидуального развития с точки зрения сензитивности к очередной порции знания, оценки мотивации, стремления к очередной «перезагрузке» и возобновлению обучения.

### КЛЮЧЕВЫЕ СЛОВА

образование, концепты непрерывного образования, мобильность личности, самообразование, перманентное обучение, развитие, футурошок

### INTRODUCTION

Today's subject of activity is a person who is forced not only to quickly and efficiently adapt to exponential transformations, but also to change the world around him in an innovative way, which neither the cognitive paradigm of pedagogy of the 20<sup>th</sup> century, nor the level of world scientific and technological progress of the last century assumed [9]. Education, given and received "once and for all", did not require personal mobility, it honestly provided the opportunity to perform professional functions at the required level [5].

Now, speaking of mobility, most often they mean two aspects of this phenomenon in psychology and pedagogy – mobility as a process, and mobility as a special quality of a person.

Considering mobility as a process in education, they usually mean the means and conditions of education that make it possible to form socially important qual-

ities at different age stages. Speaking of mobility as an integrative quality of a person, in this way they designate the ultimate goal, the result of educational and upbringing activities. In both cases, signs of mobility are singled out: high activity, rapid adaptability, personal interest in each action performed by the subject, enchanting creativity, unlimited openness, meaningful orientation in the information space, etc. [7].

The American sociologist and culturologist, a native of Russia, P. Sorokin, proposing the term “mobility” in the first third of the 20<sup>th</sup> century, spoke of moving from one social position to another [11]. There was a significant division into horizontal and vertical mobility. This meant, first of all, a change in status (both individual and group). Subsequent, already European, sociological studies affected the mobility of citizens and student students, discussed the rapid personal growth of the moving subject, the strengthening of human potential, guaranteed employment as a result of the emergence of powerful intercultural experience in the exchange of knowledge, enrichment of the inner world, the development of language skills, individual cultural progress. In the Soviet years, the term “mobility”, most often understood as geographical movement, was avoided and condemned the phenomenon behind it, while practically not affecting the personal structure of a mobile person, his positive features, development processes. The weakening of the ideological spring, the explosion of interest in the topic of “movements” led to the active scientific development of mobility issues [2]. In most cases, the researchers considered the youth contingent, seeing in it the embodiment of the idea of speed, the courage to search and discover, the desire for novelty, craving for travel and road adventures. Mobility channels have become another focus of scientists’ attention. Downward social mobility has been studied in conjunction with social inequality in post-Soviet societies.

For pedagogical science, research became landmark at the beginning of the 21<sup>st</sup> century. The terms “professional mobility”, “academic mobility” appear. The interest in this issue was influenced by the integration processes in education, in particular, the adoption of the Bologna Declaration in 1999. Parallel study at another, usually foreign university (as a sign of academic mobility), according to this document, is an essential part of the educational process. And university professors are subjects of professional mobility. Mobility is seen as one of the forms of training planning, which implies unhindered education, conducting high-quality scientific research [6]. One way or another, mobility is still a movement, according to P. Sorokin, from one social position to another, even if the physical position of the subject remains the same.

Further, there are studies emphasizing the possibility of influencing mobility in order to activate other processes in the life and activity of the subject. In particular, the impact of mobility on the quality of education is considered.

Mobility as an integrative property of a person is being actively developed by sociologists, psychologists, teachers, and economists. The terms “cognitive

mobility", "communicative mobility", "information mobility", "innovative mobility", "cultural mobility" appear. The reason for the surge of interest in this topic is in the processes of the world order, in the steady development of scientific and technological progress, in the transition from the knowledge paradigm in education to the developing one [12].

Personal mobility in the educational context is interpreted as the ability to realize the goals of the action, to calculate the probability of their achievement under certain conditions and methods, setting on the "mobilization" of diverse external capabilities, individual abilities and internal resources, the ability to analyze the results, formed and maintained at the working level of educational motivation, plasticity, flexibility, vigor, high speed of decision-making, efficiency of actions, unlimited openness to new experience. These qualities are an attribute of a mobile personality, they are part of a person and manifest themselves constantly, and not only in certain situations. Mobility within the framework of continuing education is developing and forming, and the cultivation of mobility is possible in all age categories. True, each age is sensitive to a certain type of mobility. Adults, despite the established mental stereotypes, models of social and professional behavior, experience discomfort from the feeling of their incompetence, worry about their authority. The mobility of people in adulthood is poorly understood, but there are many examples of the education of older people. The accumulated life experience and wisdom do not leave them and give them the strength to improve their educational level, the courage to learn from talented young people. Mobility is essential for them to feel needed, in demand, useful. In order to navigate the world around them, people of the third age master information and communication technologies, applied sciences, and learn foreign languages [1].

Social values that accompany the development of society in a historical and cultural context are constantly undergoing transformational processes, which, although proceeding slowly, are quite tangible. The dynamics of these changes is set by the course of sociocultural development.

The educational space of a person is also being transformed, and clearly in the direction of increasing the mobility of the individual. Personal mobility provides a person with the ability to quickly change their status or position in the sociocultural environment. The formation and development of this personal quality is a reflection of the requirements of the development of society and the individual. Change the pace, speed, efficiency, intensity, efficiency.

In the modern information and innovative society, we see signs of the realization of the idea of K. D. Ushinsky that the main goal of human education should be only the person himself, and not the state, people, culture, humanity – they must exist primarily for the person.

Education, understood as an institution of socialization, can ensure the continuity of positive experience, the creative growth of the individual. The formation

of mobility is one of the serious tasks of lifelong education, which is responsible for the development of the individual throughout life.

## MATERIALS AND METHODS OF RESEARCH

As a methodological basis for the analysis of the theoretical and practical aspects of modern education and the proposed conclusions, the scientific content of the official websites of Russian and foreign organizations offering educational services was used. The presence in the content of their educational activities of the terms “sustainable development”, “personal mobility”, “transdisciplinarity”, “continuous education” was significant. Of research interest were the opinions of experts (mainly teachers of higher educational institutions and secondary school teachers), who daily face the problems and opportunities of the modern learning space in their educational activities. The author’s research uses such methods as: a) analysis of theoretical ideas about permanent education, personal mobility, transdisciplinarity and continuity of education of a professional of the future; b) analysis of pedagogical and research experience in the field of modern education; c) a local expert survey conducted in October 2021 in an online format – during the quarantine period, acute problems of permanent learning manifested themselves clearly; d) content analysis of answers to open questions offered to respondents. Sixty-four survey participants answered a number of such questions:

1. What, in your opinion, is the essence of personal mobility?
2. How does modern education, understood as an institution of socialization, ensure the mobility of the individual?
3. Designate the directions of self-education that are important for the future, in your opinion?
4. What are the difficulties along the way?

## RESEARCH RESULTS

The following can be seen from the responses of the respondents. Our working contemporary fears hateful exploitation to a lesser extent than worries about the fact that tomorrow he will simply not be needed. When working overtime, a person, at least with secret pride, feels his own need. Today, the release of the labor force is no longer a nightmare, but a merciless reality. Of course, this fear is removed by the fact that we are witnessing the emergence of new professions, previously unfamiliar forms of employment and self-employment. The question is whether people will be able to “restart” themselves in order to fill vacancies and find a use for themselves in “free flight”. The cascade of technical and technological transformations involves an individual “reboot” every 5–7 years – this is quite often and energy-intensive for one human life – there is a serious

reason to worry. This is the opinion of the vast majority of respondents (93%). The adaptation of the labor market and the education system to technical and technological progress is inevitable, the question is how painless this adaptation will be for each individual. Responsive adaptation is required – one's own knowledge, skills, behaviors – to the rapidly changing needs of the world and the labor market [8].

The common sayings “maturity is wise”, “young-green” are not 100% relevant today – as a rule, the helm of successful startups is daring, agile, flexible youth, who have something to learn from the older generation as well. Learning new skills is becoming the norm, and the need for people who can learn on their own and continuously is increasing. Although there is another regularity: there is an abundance of books, online courses, webinars, workshops, podcasts, educational programs, speeches by interesting speakers, entertaining and useful tabs and other educational materials, and there are not very many workers who take the initiative in self-development [3].

There is a conscious understanding of the need to learn, but the global problem of self-discipline prevents self-education (from the answers of 74% of respondents). And this problem has its roots in the education system itself: at school and university, we are taught to know, not to learn. There is another “thin spot” (according to 54% of respondents): there is a shortage of diagnostic tools for tracking and measuring one's own knowledge and skills, which make it possible to understand which competencies already exist and which ones need to be formed, which a non-professional psychologist could use, and the layman. On-line platforms have now begun to appear on the market (for example, as part of the Degreed startup), serving the needs of self-diagnosis. This tool, in addition to everything else, makes it possible to identify “gaps” and motivate yourself, it stimulates you to develop further, build up competencies, and not hold on to old diplomas and certificates.

Respondents identify several areas of self-education.

First, it makes sense to keep abreast of innovative development constantly and with a great deal of responsibility for one's own existential and professional future (67% of responses). New technologies create niches for businesses. What will people want tomorrow? What can be offered in response to their desires? How to transform a market need into a business solution? These questions should be answered not only by futurological predictors, trend forecasters, and strategy developers, but by every responsible person who is interested in non-standard and promising solutions.

Secondly, the time is not far off when genetic engineering, the development of biotechnology and artificial intelligence, joining hands, will present the long-awaited results to the world: slowing down the aging process and extending life (ideally, immortality, in which case the singularity will change course of history); strengthening and expanding the functionality of the brain, up to wire-

less telepathy, transmission of thoughts at a distance, recording “volatile” ideas, multiplication of sensory, cognitive capabilities, memory; circulation of medical nanorobots in the circulatory system to restore cells, nourish and remove waste, which radically changes the idea of habitual food intake; use of new methods of fertilization and scanning of embryos for ultra-early diagnostics; victory over many diseases that were considered incurable; the emergence of “human bodies 2.0”; the creation of such nanotechnology that could fully explain the work of the human brain; accurate computer modeling of the organs of the human body, even parts of the brain; the formation of an artificial reality that is indistinguishable from the real one, where it is quite possible to “upload the mind”, projecting bodies – in fact, you won’t even need special equipment for immersion in virtual reality – implanting nanocells in the brain will save a person from this concern (56% of answers).

If we accept all of the above as desirable, possible, necessary and useful technologies for mankind, exhausted by problems, then it is still not entirely clear what to do with such predictable novelties: “human bodies 3.0” will appear without the usual bodily form, with a custom-made appearance – cybernetically super-improved and “loaded” people will become commonplace, they will spend most of their time in virtual reality, in the “matrix”; self-organizing nanorobots capable of “producing” any objects will be widely distributed. The head is spinning, but there is also a “comforting” prediction: the extermination of mankind by machines is unlikely ... Maybe because the essential differences between man and machine will disappear?

Thirdly, career coaches predict that at the peak of demand there will be a multipotential – a person who quickly, without painful self-determining searches, abstracts from the basic specialty, rebuilds his attitudes with lightning speed and adapts to changes and new conditions of activity, boldly plunges into new areas. Of course, a subject so rare today should not be a loner. It is extremely important for him to understand the inner world of colleagues, the emotional state of the same people with superpowers. Empathy is not given to everyone, but it is still a competitive advantage of people over robots, which means it is worth developing. The true vocation of the multipotential is to remain oneself, not to selflessly hold on to that specialty that may disappear tomorrow. Having chosen such a difficult path, a person must realize the power of his scale and versatility, learn how to integrate the useful from different areas of activity, plunge headlong into the unknown, “throw overboard” the load of standards and professional stamps without pity (37% of respondents discuss this problem).

Fourthly, there is one more direction of movement (34% of respondents). Since innovation is the brainchild of teamwork, the world will value leaders who are able not only to perform the basic functions of management with high quality, but also to build a competitive organizational culture of the company, create a

creative working atmosphere. These managers must have the skills to professionally solve the psychological problems of human capital management, know how to optimize organizational interaction, integrate the interests of the participants in this interaction and coordinate their activities. To know the basics of general and social psychology, sociology and psychology of work, the psychological characteristics of managerial activity, managerial thinking, the personality of a manager, the psychological aspects of the main functions of management (planning, organization, control, regulation, coordination, activation, research), accompany the connecting processes of management (communication and managerial decision-making), understand group dynamics and problems of subordinates and leaders, manage intergroup relations, prevent and resolve conflicts using different styles, inspire people to work – in a word, clearly understand how the human capital of an organization is formed, and do it confidently. He needs to be able to analyze the level of general development and professional qualifications of the staff, to know the methods for determining and evaluating personal and professional competencies, to accompany the processes of development and change in the organization.

#### DISCUSSION OF THE RESULTS OF THE STUDY

Respondents discuss the issue that self-education should be “launched” through different channels. It is impossible to limit oneself only to work, one must “remember the spirit and soul”, and they are nourished and healed by music, literature, painting, architecture, sculpture, theater, cinema. The human uniqueness, inherited from culture, is not yet able to be replaced by a machine. Communication with objects of art forms human qualities in a person, and here the computer is still powerless [10].

Now it becomes clear: continuous education is no longer an arbitrary choice of a person, but an imperative, and not only social and economic, but physical, emotional, cultural. A person gains momentum not only when he is under threat of dismissal, but also when he suddenly realizes that the more he knows and learns, the more he needs to know and learn [4].

And one more thing: for “self-winding” to constant learning and for regulating the individual practice of self-development, it is necessary to remember: the higher the level of intermediate action, the higher the quality of the final work; with the advent of a “critical mass” of knowledge on a specific issue in a particular person, a period of understanding of a broader context, sparkling ideas, insights, and bright discoveries begins. The saying “the road will be mastered by the one who walks” illustrates another law of self-development: the meager improvements and transformations made by a person today can lead to rewards and long-awaited success tomorrow. And in order to maintain enthusiasm, you can use achievement charts, where individual progress is obvious.



## CONCLUSION

So, returning to the topic of personal mobility and continuous self-education, it should be clarified. Living and acting in the informational and educational spheres at the same time, every time a person has to “rediscover” himself anew. And this is not a psychological and pedagogical metaphor. In the context of “educational impact”, it becomes necessary to diagnose the temporal properties of the subject of learning, for example, in order to assess the appropriateness of a particular learning step, assess a person’s readiness to “externalize” his level of learning, assess a particular stage of individual development in terms of sensitivity to the next portion knowledge, assessment of motivation, desire for the next “reset” and resumption of learning. After all, while the possibilities of the brain and body of a person are not unlimited.

In order to take the first steps towards increasing the volume and quality of knowledge and skills suitable for all times, in order to avoid a “future shock”, a person must first become a little more curious, and then accustom himself to continuous self-education. If we discuss the problem on the scale of the educational space of a person, then it is also being transformed, and clearly in the direction of increasing the mobility of the individual. Personal mobility provides a person with the ability to quickly change their status or position in the sociocultural sphere. Change the pace, speed, efficiency, intensity, efficiency of activities. The formation and development of these personal qualities is a reflection of the requirements of the development of society and the individual.

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