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Project of The Foresight Competency Development Model

Hasanova Sumanbar Hamroqulovna

PhD, Associate Professor, Department of Informatics, Finnish Pedagogical Institute of Uzbekistan, Uzbekistan

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Abstract: In the context of rapid digital transformation, globalization, and accelerated technological development, fostering foresight competencies among students is becoming a strategic priority in modern education. Foresight competency refers to the ability to anticipate future trends, model possible scenarios, and make informed decisions in conditions of uncertainty. This paper presents a systematic and practice-oriented model for developing foresight competencies in students, integrating strategic thinking, scenario modeling, and reflective decision-making skills. The model is based on modern pedagogical approaches, including problem-based learning, project-based learning, scenario thinking, and the application of innovative technologies such as AR/VR and foresight platforms. The proposed model emphasizes motivational, technological, reflective, and communicative components to build future-oriented, adaptable, and innovative learners.

Keywords: Foresight, foresight competency, strategic thinking, scenario modeling, decision-making under uncertainty, future-oriented education, AR/VR technologies, reflective learning, innovative pedagogy, digital transformation.

Introduction: In today's rapidly evolving world, driven by digital transformation, globalization, and technological acceleration, education systems face new challenges that demand more than the mere transmission of knowledge. Modern education must prepare individuals to anticipate future trends, plan strategically, and make informed decisions in conditions of uncertainty. Foresight competency — the ability to predict, model, and respond to potential future scenarios — has become an essential skill for students to thrive in increasingly complex social, economic, and technological environments.

Developing foresight competency enables individuals to think critically about the future, create alternative scenarios, and strategically position themselves to address emerging challenges. Scholars such as Havas (2003) and Miles (2008) emphasize the integration of foresight tools with strategic thinking, innovation, and decision-making processes in education. Moreover, new pedagogical approaches advocate for combining immersive technologies, scenario modeling, and reflective learning to cultivate future-oriented mindsets among students.

This paper presents a project for the Foresight Competency Development Model designed to systematically integrate these approaches into the educational process. The model emphasizes strategic thinking, scenario analysis, and decision-making skills, supported by digital tools such as AR/VR, simulations, and foresight platforms. The aim is to empower students with the ability to consciously anticipate the future, adapt to uncertainty, and actively participate in shaping sustainable development.

In the modern education system, due to digital transformation, globalization, and the acceleration of technological processes, it is essential to develop not only knowledge in students but also foresight competencies—the ability to anticipate the future and engage in strategic planning. Today's education process is no longer limited to acquiring current knowledge but requires fostering future-oriented thinking, proactive planning, adaptability to future needs, and the ability to act wisely in uncertain situations [Anderson, 2017].

Numerous international and local scholars have conducted research on the development of foresight competencies. For example, G. Havas believes that foresight is not only forecasting but also a tool for strategic direction, decision-making based on scenario

development, and building a culture of proactive choices [Havas, 2003]. I. Miles emphasizes the importance of integrating foresight into education as a critical tool for promoting innovative thinking and strategic decision-making competencies [Miles, 2008].

In Uzbekistan, initial methodological approaches to fostering foresight competencies are also being developed. For instance, B. Tursunov proposes using immersive technologies, project-based methods, and reflective teaching approaches to enhance students' future-oriented thinking under conditions of digital transformation [Tursunov, 2023].

The Foresight Competency Development Model includes:

- A systematic pedagogical approach based on the concept of foresight;
- A set of skills taught through practical and reflective exercises during the third stage of the educational process;
- The integration of strategic thinking, scenario modeling, and decision-making under uncertainty;
- A learning environment enhanced by technological tools such as AR/VR, foresight platforms, and simulations.

Scientific and Theoretical Foundations

The model is based on the following methodological principles:

- Systematic Approach: Foresight is a complex system with interdependent elements working in harmony [Gustavsson, 2012];
- Competency-Based Approach: Integration of an individual's functional and reflective abilities [Zeer, 2003];
- Sociocultural Approach: Decision-making and future modeling are formed within a social context [Vygotsky, 1978];
- Innovative Technologies: AR, VR, big data, and artificial intelligence are used to develop visual, statistical, and emotional future scenarios [Radianti et al., 2020].

Structural Components of the Model

1. Goal-Oriented Component: Defines the general aim and internal tasks of developing foresight competencies;
2. Knowledge-Competency Component: Includes fundamentals of foresight, scenario analysis, strategic planning, and developing alternative decisions;
3. Technological Component: Utilizes digital learning tools, simulations, foresight laboratories, educational programs, and platforms;
4. Motivational-Emotional Component: Stimulates interest in future thinking and builds confidence in decision-making;
5. Reflective-Communicative Component: Promotes group thinking, discussions based on scenarios, analysis, and evaluation of decisions.

Methodological Approaches of the Model

- Problem-Based Learning;
- Project-Based Learning;
- Scenario Thinking;
- Digital Visualization Technologies (VR, AR);
- Teaching Delphi and SWOT analysis to cultivate forecasting culture;
- Reflective Analysis: understanding the consequences of each decision;
- Personal Planning and Development of Roadmaps.

Stages of the Model

1. Motivational Preparation Stage: Introduces foresight concepts, analyzes modern challenges, and examines future-related issues;
2. Practical Scenario Work Stage: Engages groups in scenario creation, strategic direction selection, and decision development;
3. Reflective Stage: Evaluates decision consequences, generates new proposals, and develops personal growth plans.

Effectiveness Criteria of the Model

- The student's ability to identify future trends;
- Competency in developing alternative scenarios;
- Reflective capacity in decision-making;
- Analytical skills utilizing digital tools.

The Foresight Competency Development Model emerges as a pedagogical system preparing students for social, professional, and cultural challenges of the modern world. This model ensures not only intellectual development but also enhances strategic thinking, responsible decision-making, and readiness to adopt modern technologies. Shaping foresight competency equates to cultivating a scientific approach to building the future.

The Foresight Competency Development Model is a structured, step-by-step teaching program aimed at enabling students to analyze future scenarios, develop

strategic directions, and make informed alternative decisions [Anderson, 2017].

Methodological Principles Applied in the Model Design

- The Principle of Systematicity;
- Competency-Based Approach;
- Axiological (Value-Based) Approach;
- Integration of Innovative and Interactive Educational Technologies.

The Model Comprises the Following Key Blocks

1. Goal Block: Defines the overall goal of fostering foresight competency and related pedagogical tasks. The primary objective is to cultivate the following skills in students:
   - o Strategic thinking;
   - o Future modeling;
   - o Scenario creation and analysis;
   - o Decision-making in uncertain situations;
   - o Metacognitive reflection [Havas, 2003].
2. Content Block: Contains knowledge, skills, and motivational components essential for foresight competency development, including:
   - o Foresight concepts, processes, and methods;
   - o Foundations of analytical thinking;
   - o Scenario analysis and Delphi technology;
   - o Roadmapping and trend analysis;
   - o Psychology of decision-making [Miles, 2008].
3. Technological Block: Defines the forms, methods, and tools for organizing the learning process:
   - o Interactive methods: case studies, gamification, role-playing;
   - o Simulation exercises: scenario modeling, strategic discussions;
   - o Digital tools: foresight platforms, AR/VR technologies;
   - o Reflective exercises: metacognitive questions, analytical writing.
4. Organizational Block: Specifies organizational and methodological activities, as well as the roles of students and teachers:
   - o Students act as active participants and project leaders;
   - o Teachers serve as mentors, facilitators, and observers;
   - o Communication methods include group discussions, individual research, and idea exchange [Popper, 2008].
5. Assessment Block: Involves multi-stage, activity-based, and reflective evaluation approaches:
   - o Diagnostics to determine students' initial level of foresight competency;
   - o Ongoing monitoring to assess progress at each stage;
   - o Final assessment based on scenario projects, justification of decisions, and reflective analysis [Inayatullah, 2015].
6. Reflection and Improvement Block: Involves gathering feedback from students and teachers during implementation, followed by updating methodological approaches accordingly.

Model Stages

1. Preparation Stage: Introduction to foresight concepts and core methods;
2. Practical Stage: Hands-on tasks in scenario analysis and strategic planning;
3. Reflection Stage: Analysis of activities and evaluation of alternative decisions.

Expected Outcomes of the Model

- Students develop sensitivity to global changes;
- Ability to independently create future scenarios;
- Competency in making sound decisions under uncertainty;
- Capacity for innovative thinking and development of adaptive strategies.

The Foresight Competency Development Model is a vital element of modern education, aimed at shaping students as individuals capable of consciously modeling the future and making corresponding decisions. This model contributes to digital transformation, strategic planning, and enhancing society's intellectual potential.

The development of foresight competency is essential for preparing students to effectively navigate the uncertainties and complexities of the modern world. The proposed model offers a structured, step-by-step approach that combines technological tools, interactive methods, and reflective practices to cultivate strategic thinking, scenario analysis, and responsible decision-making skills. By implementing this model, educational institutions can equip students with the ability to anticipate future challenges, design alternative development paths, and make sound decisions in dynamic and unpredictable environments. Ultimately, fostering foresight competency contributes

to building a future-ready generation capable of shaping sustainable development, innovation, and societal progress.

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