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RESEARCH ARTICLE

THE EFFICIENCY OF PROSPECTIVE EDUCATION IN A CHANGING SOCIETY

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Abstract

The article proposes an analysis of prospective education as a specialized science in the study of education, perspective that requires: defining prospective education, approaches from a philosophical, social, psychological and pedagogical perspectives in the formation of prospective personality, highlighting the role of prospective thinking, prediction and modeling future actions, critical thinking, which involves continuously assessing the relevance of available data, sought answers, find alternatives in solving the problems of 21st century society, to deal with them now and in the future. In this sense, the critical thinking test was applied to future students of pedagogy, from different years of study (I, II, III), where is observed an increase of the level of critical thinking of the subjects involved in the finding experiment with the year of studies. These results guide us to emphasize the need to form prospective thinking among students, results that will be reflected in another article. Thus, being highlighted the critical thinking - competence of the future, emphasizes the importance of prospective education in preparing the personality for the future, by focusing on identifying alternatives in solving or reducing problems in the XXI century, marked by economic, technological, social changes etc.

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Introduction:-

The process of globalization launches new challenges for education, where the need to adjust traditional values to global ones is imposed, which determines changes in the educational paradigm, adjusted to political, social, economic innovations, etc.

At the same time, a post-industrial society not only transforms the economy but changes society as a whole. Thus, in the opinion of the Romanian researcher L. Ciolan, the new type of economy based on knowledge and competitiveness, which works in contemporary society, produces important changes of perspective both in terms of demands on the labor market, requiring people to have more skills. Relevant and at a higher level, as well as in terms of educational approaches, and trends shape the emergence of a new way of producing knowledge, in which it is created in broader socio-economic contexts, transdisciplinary [7] but also prospective ones.

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It is observed that the social-historical determination of education aims implies the acceptance of the fact that they can be modified and restructured, depending on the immediate or prospective requests of the society in which the action is carried out.

The connection between education and society is mentioned by the researcher V. Cojocaru since the twentieth century, stating that an advanced society is inconceivable outside of an evolved education. [apud 18] but prospective thinking is the basis of education.

The value of education is growing in a world where change has accelerated significantly, in a society of multiple individual and social options, marked by a multitude of transitions, of different natures. Education is called upon to meet the challenges of present and future societies.

Rethinking, resizing and transforming educational paradigms, as well as the more organic correlation of educational, social, economic and cultural policies at the level of the whole society is already a topical task. It is already clear that the foundations of a cognitive society – the human's capacity to create and use efficiently and intelligently the skills and behaviors acquired today, tomorrow could be overcome. This aspect is emphasized more and more obviously by the tendencies of the socio-economic, technological and scientific progress, the informational progress emphasizes. And innovation is currently one of the top strategic pillars of economic and social development. Along with the growing interest in innovation of organizations in all industrial sectors, the need for people to lead and enable innovation is growing significantly in all sectors and organizational departments. The real source of prosperity and capital at present is not material goods, but human thinking, knowledge, innovation, says M. Popescu [24].

In this sense, the specialists in the field of prognosis continue to claim that the machine will not be able to completely replace the man. People with critical thinking will be needed, those who can analyze information from different perspectives and can be trained throughout life.

Critical thinking appears as a key competence in the educational systems of different countries, being presented in the criterion of learning and innovation competences. [23]

Education, in this treatment, claims N. Silistraru, is inseparable from social evolution, being one of the powers that causes this evolution. Therefore, the goals, content and methods of education must be dynamic and correspond to the changing needs of society. This treatment of education as interaction is more modern than influential education. [26]

Thus, education, says researcher V. Panico, is the determining factor in the development of personality for the following reasons:

- education orients the process of development and self-development of the personality towards a well determined goal, towards the achievement of those objectives, determined / elaborated by the educational agents;
- education accelerates the process of personality development. Depending on the concrete goals and pursued objectives, education can form an imbalance in personality development (between consciousness and behavior; knowledge and abilities; abilities and attitudes; interests of various kinds; thinking and memory; physical and mental aspects). [22]

Education must assimilate the direction, content and rhythm of social development, prefigure its content according to the demands of tomorrow's society, prepare man for adaptation to change, applying a series of strategies:

- ensuring an optimal balance between the informative and the formative dimension;
- focusing on innovative learning;
- implementation of the principles and contents of anticipatory learning;
- extending the educational act throughout the life of the individual;
- global and coherent approach to content;
- adaptability to change. [17]

Education, meant to contribute to the building of a personality capable of „anticipating in order to prevent”, to trigger positive change both at the level of one's own self and outside it can be conceived as a permanent

reconstruction of future existence and experience, which makes the man of the third millennium to correspond, at a higher level, to the social expectations of renewal and cultural enrichment, but also able to solve problems. [18]

We find that both in the past and in the present, the prospective approach through the proposed finalities is indirectly glimpsed [20].

Research addressing various prospective issues has been conducted in the field of planning, business, environmental studies and economics. These refer to an analysis of the current situation in these areas and an attempt to anticipate future consequences. We find that prospective research trends (especially in the field of technology) are present in the paper „The Future of the Future”, published in 1969, which makes predictions about the development of information technologies (1975-1980 – the possibility of typing written information on computer, digital television; 1981-1990 – internet communication, three-dimensional television, digital telephony). This paper promoted the preparation for a future that is constantly changing and, respectively, in continuous development, [18] with an emphasis on prospective education.

We want to make clear that the third millennium requires a different personality profile, due to the emphasized rhythm of change. We cannot predict exactly what kind of activity people will have after a few years of graduation. Training according to specialization becomes unnecessary, so “education must take precedence over instruction”, thus educating in the young generation a prospective thinking and with an emphasis on critical thinking, thus forming a prospective personality.

Approaching this topic from the perspective of prospective education, involves solving the following problems:

- 1) Defining the prospective, the prospective education at the level of operational pedagogical concept;
- 2) Approaching prospective education through a philosophical, social, psychological and pedagogical prism;
- 3) The analysis of the prospective pedagogical reality reflected in the prospective thinking and the critical thinking as entities of the prospective education;
- 4) Establishing the level of application / pedagogical training of critical thinking concepts at university level.

Conceptual delimitations

For a clear understanding of our position, it is appropriate to present the meaning of the term prospective, introduced by a French philosopher G. Berger [ap 18] towards the end of the XXth century, which initially meant an attitude, characterized by a need to make informed decisions, taking into account not only the consequences of the past situation or the demands of the present situation, but also the implications of these decisions in time and in the future.

According to G. Berger, the term prospective provides “a forward, broad and deep vision; thinking about humanity and risks” [apud 14].

The term „prospective” is explained as a project on the future, consisting in the study of technical, scientific, economic, social factors, etc., in establishing their influence on the evolution of the modern world (from fr. Prospective). The meaning presented by the English dictionary characterizes the term prospective as a research on the future, on the future evolution of society by analyzing current factors and trends, prospective dimension. In the same vein, the term prospective in English implies anticipation (pre or pro-activity) to clarify actions present in the possible light and the desired future [14].

This term is necessary in our research both by presenting its participatory, decisional and strategic role in order to insert ourselves effectively in the analysis of prospective education. Thus, we believe that education, through the knowledge it offers about the environment in which it is practiced, can help society to become aware of its own problems, thus contributing to the transformation and humanization of society.

In this sense, Mușata-Dacia Bocoș argues that education is a complex component of socio-human existence, which ensures not only adaptation to the present and training in the paradigms of the present, but training to adapt to the spirit of the future. Prospecting the evolution of society, anticipating the future from various scientific perspectives and studying it complex is today an objective need manifested in all areas of human activity and even more in education [4].

Prospective education is the type that has as its explicit goal the transformation and the future, we reach the core of the same antinomy that shakes the field of education: tradition or modernity, adaptation for maintenance [8] or an innovation for overcoming.

Prospective education in a wide meaning includes any futuristic research and construction, and in a narrow meaning it refers to research and studies on the possible future in this field. [19]

Thus, prospective education proposes to educate new objectives based on a new content structure, because the old content no longer corresponds to multiple social, economic and political demands, at the same time there is the incompatibility between the education strategy aimed at increasing the educational flow and the current economic strategy. It can still absorb a large part of university graduates.

Prospective education (PE) approaches

The PE approach is made from a multidisciplinary perspective – philosophical, social, psychological and pedagogical and allows us to identify how existing theories manifest at the institutional level and everyday practices in the education system.

The philosophical approach is focused on arguing that every society has realized that in order to survive, to develop, education is needed. Although education has the role of preparing for the future, of preparing prospectively, only certain elements of implementation of prospective education in the educational process have been materialized.

In this sense, the efforts to anticipate the socio-cultural conditions of existence, involve projecting the society of the future and expressing the need for a connection of today's education to tomorrow's world, a fact noted since ancient times in the works of philosophers [1].

The future model of education referred to Im. Kant when he argued that the educational process must be prefigured not according to the present state, but according to the ideal state of mankind, so that each of the future generations is one step ahead towards the perfection of mankind. Thus, Im. Kant argues that, “a principle that must be taken into account by those who make education plans is that we must not raise our children according to the present state of the human species, but according to a state that can be better in the future. [apud 1]

We support W. Boyer's view, which suggests that in today's society there should be a shift from a non-sustainable present to a sustainable future. [apud 13] It is important to mention in this sense, the solution proposed by A. Tofler, to reform the education system in order to ensure training for the society of the future, an essential aspect, in this sense, being the development of creativity in educational institutions. [apud 18]

Of major importance for our research is the concept of education for the future, argued by J. Dewey, where „education must prepare for the future” [apud 1]. Thus, the educational process must be prospectively oriented, with the beneficiaries' warning about the changes produced in the society and ensuring the education for the future. And as a training method, learning by solving problems is proposed.

Prospective education (PE) is also highlighted in the paper „Philosophy and axiology of education” [11]. Where Socratic thinking is focused on one of the principles of „he who cannot afford to think, will not be able to complete himself sufficiently.” [apud 6]

Based on the study and the philosophical approach, we can outline as a specific way of knowledge and prospective thinking of man to the present social reality, as well as the future PE highlights a human projection on reality, a supreme assertion of human self-awareness.

The social approach analyzes the educational process as an activity that leaves its mark on the individual's behavior in social life. Education is a means of transferring values between society and the individual and provides favorable conditions for the assimilation of these values. Pursuing the integration of the individual in society, education deals with the formation of personality, whose features will allow the assimilation of social values, while contributing to their overcoming and development in correlation with the general meaning of social development.

E. Faure insists on the existence of four conceptions of the education-society relation: the idealist conception, the voluntarist conception, the conception of mechanistic determinism, the determinism-idealism-voluntarism conception [ap 19].

The connection between education and society is also mentioned by the researcher V. Cojocaru, who states that an advanced society is inconceivable outside of an evolved education. Essentially, education has the role of methodical socialization of the individual, it is the one that makes possible the internalization of social facts, the one that leads to the construction of the social self. [at 18]

The psychological approach refers to the development of the personality from a psychic point of view, as a process of modifying the intellectual structures of the personality. The formation of a personality, in accordance with the prospective educational ideal, presupposes the conscious engagement of the theories of personality development depending on the development tendencies of education, which would allow the adaptation to changing conditions both in the school and social environment. The elimination of stress, experienced as a result of the accelerated rhythm of changes, as well as the anticipation of risks, contributes to the decrease of crises, to the increase of the psycho-social comfort of the prospective personality. Consequently, the change in education „anticipates the leap from the pedagogical ideal of industrialized society, which aims to form a multilateral personality, adaptable to complex but repeatable social requirements, to the pedagogical ideal of post-industrial society, which aims to form creative personality, adaptable to social conditions constantly changing „, says S. Cristea [9]. Thus, in psychology some paradigms are synthesized dependent on:

- its present and past;
- the conception of man will also shape the future of psychology;
- the future of psychology will be influenced by the future of society [31];
- the progress made by other sciences will be shaped by economic progress [25].

According to the researcher L. Cuznetsov, until recently education and learning focused on behavior and external factors, on receiving information, on reactions to them, on the accumulated culture, in the sociological sense, but with the cognitive revolution (sf 60s of the twentieth century), the rise of information technology development and the emergence of cognitive psychology in pedagogy strengthens the theory of cognitive education. [10] Thus, the author further argues, learning begins to actively capitalize on the cognitive-constructivist paradigm, focused on the development of scientific thinking and the principles of humanistic education, which facilitates the development of thinking, metacognition, creativity, and student responsibility for self-development. [10]

These paradigms promote change in education, which implicitly places the university at the center of social transition, which depends directly on the economic, political and cultural quality of the personality of the future. Condition confirmed by the need to integrate universities in the real, economic and social world.

The pedagogical approach as a process of formation and development of student's personality, contextualized in the education system, the researchers from Romania, I. Jinga, C. Cucos, M. Stoica [ap 18], M. Bocoş [4] analyze the PE by reporting it to the current and perspective requirements of the society, by orienting the school towards a new way of education, which will ensure the individual the possibility to face the unforeseen events, through anticipation and participation.

In one of the research and development projects of education, it is also highlighted by the Russian researcher A. Vilman, who proposes several strategies in this regard, including:

- adequate and timely reactions to changes in society;
- improving the qualification level of teachers, the emphasis being on strategic thinking and the formation of new skills [33];

In this sense, the Russian researcher V. Danilchenko believes that these trends in the development of contemporary education lead to new approaches, to teach the beneficiary to think and act in new circumstances. Thus, the author mentions that a new theory of learning is needed, which would lead in the future to the formation of a new way of thinking and a new lifestyle of future generations. Such a theory, writes B. Danilchenko is a theory of critical thinking, a theory developed and used successfully in the United States, but still little known in the Russian education system.

In the Republic of Moldova, the importance of education for social and economic development, etc. Is increasingly emphasized.

One of the important elements of personality development and effective preparation for life is intellectual development, at the center of the intellect is thinking, which orients, leads and capitalizes on all other mental processes and functions. For these reasons, there is a need to develop this higher cognitive process from an early age. [21]

Analyzing the educational process in parallel with that of thinking, Dewey appreciates that the two processes are similar, the development of the educational act follows the same stages as the research act. Dewey considers thinking both as a goal and as a method of education; it is the method of intelligent learning; thinking is in itself the method of educational experience [apud 5].

The whole world opts for an education that would focus on prospective and continuous availability for knowledge and action, for the creative adaptation of man to the ever-changing social context, for the cultural perfection of the human personality, for reflection, active and critical spirit [18], where prospective thinking would be important in this regard.

Prospective thinking

Prospective thinking is presented as meaning with the role of forecasting, deepening and modeling future actions. I. Hohan-Renar argues that prospective thinking involves:

- to act instead of reacting, to foresee and consequently to control the process, thus avoiding unpleasant surprises;
- prepare all actions as a whole, solve the problems identified in order to save time and have the means to solve problems that are still unknown;
- increased interest in the process, more than in the result, as the result is the consequence of the previous process [16].

Related to the above-mentioned aspects is reflection, which is manifested in three main forms: retrospective, situational and prospective - subject to future events. These are plans, objectives, or as Aristotle defines reflection as "thought-oriented thinking." [30]

In general, prospective analysis means thinking globally about all the interconnections that exist in the dynamics of the process under analysis, action-oriented thinking and decision-making, long-term thinking, in order to be able to make decisions as quickly as possible. [19]

Of particular interest for the prospective dimension is problematization, which allows the use in the educational process of mental strategies and activities that stimulate thinking operations: analysis, synthesis, comparison, abstraction, etc., judgments and reasoning of educational beneficiaries, giving them the opportunity to think prospectively. In the same vein, we agree with the opinion of the researcher T. Repida, that the problematic lecture that is practiced in university education contributes to the formation of the thinking competence in students. [apud 19]

It is important to mention that solving the problem is one of the functions of reflection, as a means of overcoming obstacles. [6]

In the sense of developing the professional reflection of future specialists, validated by the researcher Borisova L. N. incubates the following steps: developing students' tendencies towards reflective professional activity (formation of motivations, needs, value orientations), the tendency to achieve didactic transposition of innovations, willingness to act in situations with a high level of uncertainty;

- inclusion of students in solving non-standard pedagogical situations;
- training skills to reshape personal and professional stereotypes, adequate self-assessment, self-analysis of professional growth. [apud 6]

The training of future specialists emphasizes the need to focus in education on the formation of the prospective personality - an efficient personality, with critical thinking and success in actions. [19]

One of the roles of education is to train the thinking and acquisition of knowledge and skills necessary to be a citizen of his time. One of the approaches of the "prospective" concept is presented by M. Godet's theory. The author proposes as components of the "prospective" concept anticipation (prospective thinking), strategic action and destination (individual and collective mobilization) [15] (fig.1).

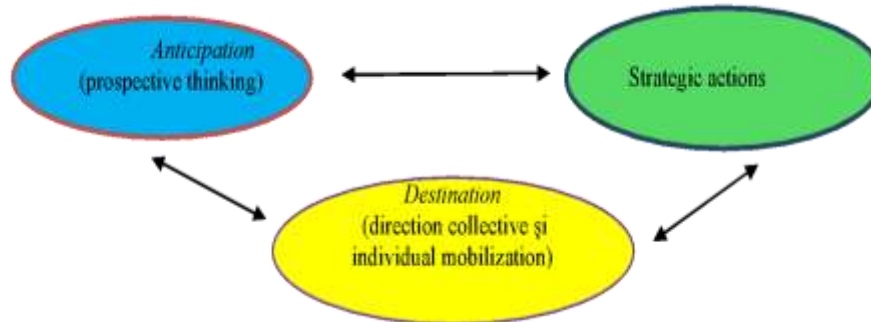


Fig. 1:- Prospective triangle: foresight gives content and direction to collective and individual mobilization (© M. Godet).

Intellectual and emotional attitude is a mandatory step, if anticipation seeks to crystallize into effective action. Thus, the three components of the prospective triangle act as follows: anticipation or prospective thinking creates premises for mobilization, supports motivation (reasons for action) and maintains strategy. These three can be compared to thought, desire, and action. At the same time, any action of thought that is not oriented towards a destination, will have difficulties in crystallizing the effective strategic action. On the other hand, there must be a "content" to be mastered. Individual and collective motivation and mobilization are stronger and much longer lasting when there is a desire to draw lines for a future project. Figure 1. illustrates this relationship: in order to ensure a balanced action, it is necessary to have the desire for action.

Interest presents the anticipation component, as a characteristic of education (known historically as "prediction" since the Middle Ages), is a study of the future, conducted by analyzing technical, scientific, economic, social factors that offer the possibility of shaping the present according to the requirements of the future. In the explanatory dictionaries as synonyms of anticipation are proposed the terms forecast and prognosis [12].

Anticipation is a special phenomenon of "throwing forward", projection, ie an anticipatory reflection, which can provide an opportunity for the subject to "look to the future". [2]

B. Lomov argued that "forward reflection" can occur in the form of forecasting (extrapolation, anticipation) and goal setting. Setting goals is what determines the reflection ahead, which is included in the activity of an individual. And the goal acts as a reflection on the future outcome of such an activity. Anticipation is seen as a guiding reflection of the actual course of the various circumstances taken without regard to the individual [18].

The concept of anticipation combines the manifestations of psychic abilities with anticipatory reflection. In a broad sense, anticipation is the ability to act and make different decisions, with a certain space-time, regarding the events expected in the future. [18]

Anticipation has the function of regulation, cognition and communication. The regulatory function is manifested by limiting the levels of freedom of the system depending on the temporal-spatial structure of the environment. The regulation of the activity cannot take place without building a model of the desired future or of an acceptor of the result of the actions, which makes possible the comparison of the obtained results of the actions with the parameters of the desired result. This aspect of the regulation is guaranteed by the anticipation process, because the result is a future event related to the act. The results of anticipation are included in the decision as necessary and essential components. Therefore, the role of the anticipation process in regulating the activity and behavior of the individual is very important. And Angheluță presents anticipation as one of the competencies of the 21st century.

Anticipation participates in the selection of information in the processes of memorization and perception. B. Lomov mentioned that the process of memorization is not a mechanical record of what at a given time affects an individual, due to the need to involve the selection of perceived information. The leading role in the process of taking

information for the memory process has plans and predictions, built by the individual in the process of his behavior [apud 3].

Prognosis is included in almost all cognitive processes therefore anticipation is considered a transversal mental process [3].

The mechanism of memory can set in motion the mechanisms of anticipation - prediction and prediction.

In this sense, representation is a competence that develops learning [27], but it manifests itself in terms of anticipated mental preparation of actions - in the plan and program of actions oriented to external objects and situations, a mandatory component link is the image, which is realized in the form of representation. It will include the chain of action sequences and the corresponding information on the object-medium (tool), on the object-purpose (to be obtained after the action) and on the spatio-temporal coordinates of the context (environment) in which the action takes place. Image clarity and completeness determine the internal consistency of the program and plan. [29]

There is also an anticipatory imagination, inextricably linked internally to the composition of each individual activity. If the stimulation by one of the interchangeable mechanisms is insufficient, the activation of the imagination occurs. From the previously accumulated information there are an infinite number of new combinations, which are caused by active areas of our subconscious, with a thematic emphasis on the current moment of perception.

Gelllerstein designated manifestations of the processes of anticipating the actions of other individuals, which are based on conscious (or not always conscious) knowledge of emotions of logic and the activity that results from them. [apud 3]

At the same time, based on thinking, says A. Tarnovschi, J. Racu, man can mentally anticipate the unfolding of certain events and plan, according to them, future actions. Through the contribution it brings to the knowledge of reality, thinking gives human behavior the feature of rationality [29]. Next, the researchers argue anticipation as a mental process by analyzing thinking on the temporal axis that takes place between past, present and future. Sensory processes, especially sensation and perception, take place "here and now" today. Thinking, on the other hand, extracts its contents, to a large extent, from memory, from the past; updates, in relation to the requirements of the present, information, knowledge and experiences, elaborating anticipations and predictions on the future. The anticipatory approach of thinking also refers to the subject's orientations, to his action plans. With the help of thinking we plan our future and organize our existence. [apud 29]

Critical thinking - product and element of prospective education

Critical thinking is a product, an element of prospective education, a point where our thinking reaches the moment we think, as a natural way of interacting with ideas and held information. It is an active process, which occurs sometimes intentionally, sometimes spontaneously and which makes the learner have control over the information, questioning it, integrating it or rejecting it [28]. Thus, it is observed to be effective in critical thinking in identifying solutions through problematization, but it is also highlighted as a competence for the future.

Thus, applying the test of critical thinking - L. Starkey, to 151 first year students, future teachers, in order to determine critical thinking, the following results were established:

Tab.1:- Distribution of results on the level of critical thinking in first year students.

Group	Level of thinking				
	Higher	Above the average level	Average	Below the average level	Minimum
First year students, future teachers	7.7%	8.7%	10.6%	21.9%	51.1%

The data presented in table 1 show that the 7.7% of the tested subjects have a higher critical thinking, the 8.7% are above the average level, the 10.6% have an average level of critical thinking, the 21.9% of the students have critical thinking developed below the average level and the 58.9% of total number of subjects have a minimum critical thinking. This convinces us that in the vast majority of students the level of critical thinking is poorly developed.

In order to determine changes or differences in critical thinking, we applied the same test to the 81 students in the second year, the results are presented in the following table:

Tab.2:- Distribution of results on the level of critical thinking in second year students.

Group	Level of thinking				
	Higher	Above the average level	Average	Below the average level	Minimum
Second year students, future teachers	8.6%	12.3%	11.1%	16%	52%

In Table 2 we can see small changes, compared to first year students, with an average level - 10.6% to higher - 7.7%, in the sense of an increase at the level of critical thinking from an average level of 12.35 to higher - 8.6%.

To determine changes or differences in critical thinking we applied the same test to the 79 third year students, the results are presented in the following table:

Tab.3:- Distribution of results on the level of critical thinking in third year students.

Group	Level of thinking				
	Higher	Above the average level	Average	Below the average level	Minimum
Third year students, future teachers	10.2%	12.7%	11.4%	30.3%	35.4%

From the three tables there is an increase in the number of students from year to year, but also from the minimum level of critical thinking to a higher level. These statements can be highlighted in the following figure:

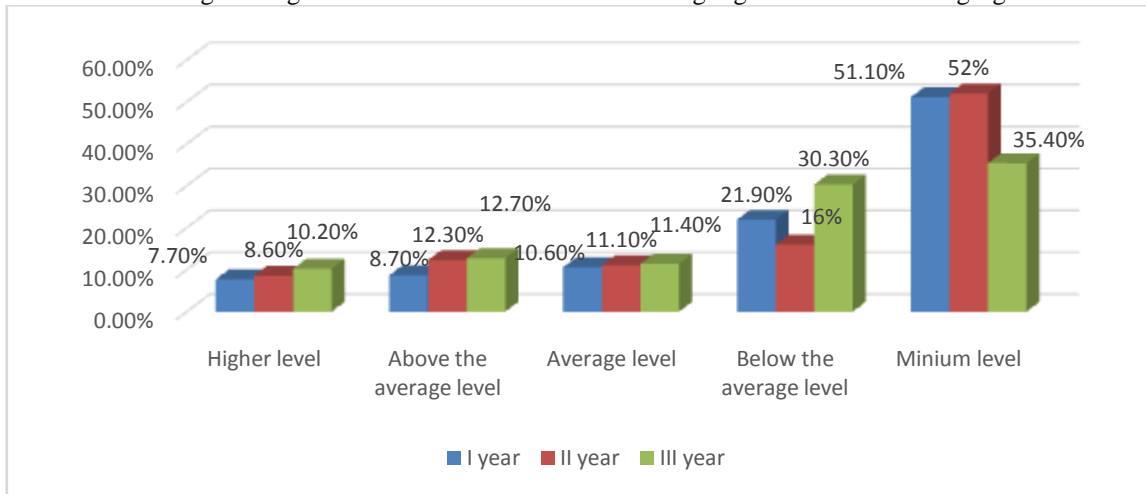


Fig. 1:- Distribution of data on the level of critical thinking in students by year of study (%).

The quantitative analysis of the data presented in figure 1 allows us to notice that a low level of critical thinking predominates in all subgroups. Thus, 35.4% of third year students, 52% are second year students and 51.1% - first year students presented a minimum level of critical thinking. Below the average level were placed 30.3% in the third year, 16% students in the second year and 21.9% students in the first year. An average level was accumulated by 11.4% of third year students, 11.1% of second year students and only 10.6% of 1st year students. 12.7% of third year students, 12.3% of second year students and 8.7% of first year students were above the average level. was reached only in 5.1% of third year students, 8.6% of second year students and 7.7% of first year students.

The low level of critical thinking, as a component of prospective thinking, is a disadvantage for the development of prospective thinking in students, regardless of the study cycle or profile, being established the relationship between critical thinking and prospective thinking. This fact confirms the presence of this problem in the entire university

environment, regardless of the directions of training. The need to form prospective thinking in students in this case is required to be extended and emphasized for all university education regardless of profile or specialty.

Conclusions:-

Rethinking, resizing and transforming educational paradigms, as well as the more organic correlation of educational, social, economic and cultural policies throughout society is already a topical task, thus highlighting the importance of prospective education. Any society opts for an education that would focus on prospective and continuous availability for knowledge and action, for the prospective formation of the human personality, for reflection, active and critical spirit, for the creative adaptation of man to the ever-changing social context.

The approach of prospective education from a philosophical, social, psychological and pedagogical perspective highlights the fact that the process of formation and development of the student's personality needs to be related to the current and prospective requirements of society. These can be achieved by orienting the school towards a new way of education, which will ensure the individual the possibility to face unforeseen events, through prospective thinking, strategic planning but also future orientation.

Prospective thinking is presented as meaning with the role of forecasting, deepening and modeling future actions, thus being an important reflection that essentially presents a deeper thinking on ideas, goals, actions, conditions, processes, methodology, results generated by a theoretical problem or practice, thus contributing to professional performance.

The quantitative analysis of the data presented in Figure 1 allows us to note that a low level of critical thinking predominates in both second and second- and third-year students, which highlights the need to focus on prospective personality formation.

Knowing the specifics of human personality formation, we have chances to rely on a sustainable development of 21st century society, through the optimal development of prospective thinking and intervening from the perspective of the future, to promote planned change, instead of being able to adapt quickly to change chaotic products in society.

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