

CONSOLIDATION OF PROSPECTIVE VALUES WITHIN THE UNIVERSITY OF THE REPUBLIC OF MOLDOVA

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ABSTRACT

The consolidation of prospective values in the university has become a perspective in the training of future specialists, when we are constrained by the accelerated pace of changes, technological development, innovations, globalization with its effects, etc. The global crisis increasingly highlights the need to carry out the analysis of prospective values, when the risks that arise in various fields present evidence that prospective values are not only a prerogative of the educational system, but also draw attention to the need to combine the efforts of social entities. For these reasons, our research identifies and reveals contributions regarding the connection of prospective education through its values to educational policies, advocating for it to become decisive in the activity of educational institutions in the Republic of Moldova. And, the directed correlation of the evolution of the higher education system with the socio-economic environment at the national and global levels claims the need to consolidate the prospective values of education.

Thus, the purpose of the research is focused on the consolidation of prospective values in the university setting, which has become one of the key issues of contemporary pedagogy, achieved through the analysis of the specialized literature in the sense of identifying prospective values, the analysis of the National Qualifications Framework for the fields of university training, and the substantiation of prospective axiology as a need in initial university training in the Republic of Moldova. As a result, the prospective axiological referential was consolidated and substantiated, which will lead to the formation of the prospective personality in the university setting in the Republic of Moldova. By developing the values of the prospective personality, we have a chance to rely on the sustainable development of the 21st-century society and promote planned change, instead of being able to quickly adapt to chaotic change in society.

Keywords: *anticipation, finality prospective personality, prospective value, value, value category*

Introduction

The need to strengthen the prospective referential is an indispensable requirement for the process of professional training for the present and the future when we are constrained by the accelerated pace of changes, technological development, innovations, etc.

In this regard, UNESCO highlights sociological, ecological, and technological trends that change education systems that must adapt, noting that education has the greatest potential for transformation to shape a just and sustainable future, coming up with the recommendation “to build a new social contract for education, which will meet the future needs of humanity (Future of education. UNESCO, 2021). As a solution, policy documents such as the “*Education 2030*” *Strategy of the Republic of Moldova* emphasize that the cultural and mentality component is essential for any change/development process but also stipulate the need to “rethink the role of education, learning, and knowledge in light of the challenges and opportunities, of the anticipated, possible and preferred future” (Lungu & Silistraru, 2021). The document stipulates the need for factors that determine the formation of a strategic vision and the value axes on which this document is based: quality sustainability, accessibility, adaptability, and prospective (Education 2030 Development Strategy). At the same time, the *Education Code of the Republic of Moldova* (2014) provides for the promotion of general human values, as a strategy for humanizing the human. We note that, although different formulations are used, all the policy documents examined highlight the importance of prospective values in the accelerated pace of changes.

The global crisis increasingly highlights the need to analyze prospective values, when the risks that arise in various fields, provide evidence that prospective values are not only a prerogative of the educational system, but also draw attention to the need to combine the efforts of social entities. For these reasons, our research identifies and reveals contributions regarding the connection of prospective education through its values to educational policies, advocating for it to become decisive in the activity of educational institutions in the Republic of Moldova. And, the directed correlation of the evolution of the higher education system with the socio-economic environment at the national and global levels claims the need to consolidate the prospective direction of education. Thus, we *assume* that the consolidation of prospective values in the university framework is possible if their efficiency for the present and future is proven.

By the research hypothesis, was set ourselves the goal of the research, which is focused on the consolidation of prospective values in the university setting, which has become one of the key issues of contemporary pedagogy. To achieve the research goal, was set ourselves several objectives:

- analysis of the specialized literature in terms of identifying prospective values;
- analysis of the National Qualifications Framework for the fields of university training, and;
- prospective axiological substantiation as a need in initial university training in the Republic of Moldova.

Literature analysis

The literature consulted highlights the central role of **prospective values** in shaping higher education and professional training in the Republic of Moldova. Values, defined as symbolic systems guiding human behavior (Marcoci & Silistraru, 2020), have cognitive,

affective, and behavioral components that can be educated (Paladi, 2013). Prospective axiology emphasizes anticipation and adaptation to future challenges (Danaher, 2021), while recognizing that values are subject to transformation (Van de Poel, 2021).

At the **international level**, UNESCO (2021) calls for a “new social contract for education,” underlining anticipation and adaptability as essential for sustainable futures. Similarly, the OECD (2018) advances the Anticipation–Action–Reflection cycle, emphasizing critical thinking, creativity, and innovation. The EURYDICE Survey (1999) also stresses planning and adaptation to change, while Godet (1994) defines strategic foresight as anticipation and action.

At the **national level**, the *Education Code of the Republic of Moldova* (2014), the *National Qualifications Framework* (2017), and the *Education 2030 Development Strategy* (2023) promote prospective competences such as planning, decision-making, innovation, and adaptability (Lungu & Silistraru, 2021). However, gaps remain: for instance, *risk management* and *time management* are insufficiently integrated, despite their recognition as crucial prospective values (Kahneman & Tversky, 1979; Cuznețov, 2010).

Pedagogical literature reinforces these values. Dator (2002) and Hideg (2007) stress anticipation as a future-oriented skill; Antonese (2005) and Antoci & Borozan (2023) highlight planning and forecasting; Cojocariu (2003) and Cristea (2017) emphasize adaptation and innovation; Silistraru (2006) associates education with creativity and design; and Ojovanu (2020) identifies information as a determinant of value orientations in contemporary society. In economics, Cuciureanu (2013) and Vărzaru & Bocean (2024) underline innovation as a driver of development.

Information and knowledge management are widely recognized as prospective imperatives. Ciolan (2008) distinguishes between the “information society” and the “knowledge society,” while Ghicov (2021) highlights the use-value of information in educational contexts. Time management, viewed as both resource and value, is considered fundamental in accelerated change (Cuznețov, 2010).

The literature converges on the idea that **prospective values – anticipation, adaptability, innovation, information and time management, risk management, and decision – making – constitute the foundation of prospective education and professional training** (UNESCO, 2021; OECD, 2018; Lungu, 2021). While Moldovan policies formally recognize these dimensions, their curricular and institutional integration remains incomplete, requiring alignment between international foresight frameworks and national higher education strategies (Guidance Note, 2015; Employment Strategy 2017 – 2021).

Methodology

The study was focused on the theoretical analysis of the National Qualifications Framework of the Republic of Moldova (2017), centered on the prospective values developed by the institutions of advanced higher education in the Republic of Moldova. We also examined two major documents from the legislative system of the Republic of Moldova regarding the Education Strategy 2030.

The research methodology corresponds to the object, purpose, and sources mentioned and consists of theoretical methods: scientific documentation, theoretical synthesis, systematization, and comparison.

To substantiate the prospective axiological referential, the specialized literature was analyzed to identify prospective values and argue their need and value in university professional training in the Republic of Moldova.

Results

The prospective axiological foundation involves understanding the values and principles that underlie future orientation in various areas of human life and activity. Prospective axiology refers to the evaluation and prioritization of educational values in the context of anticipating and shaping the future.

Values are evaluative criteria and standards of judgment to be able to value things, and ideas with their quality of being or not desirable, of representing what is beautiful, just, true, etc., they refer to what is significant for the meaning of human life. The value category is still defined today as an element of a symbolic system that serves as a criterion for choosing between the orientation alternatives open in a given situation (Marcoci & Silistraru, 2020).

Values are not “directly observable, contain cognitive, affective and conative elements, do not operate independently of the individual and the social field, refer to standards of the desirable, hierarchically organized in the personality system and relevant to real behavior. Similar to any other type of belief, value has three components: cognitive, affective, and behavioral” (Paladi, 2013) that can be educated.

If we accept the idea of values as standards of conduct, then values are natural psychological realities whose realization is based on human development and external social realities, which the individual must internalize.

Opting for an education focused on prospective availability, the creative adaptation of the personality to the constantly changing social and professional context, is most effectively achieved through the prism of values. However, investigation efforts, in which a diversity of sources is used, allow the outline of several issues of the trends of the evolution of contemporary axiology, and “axiological futurism” (Danaher, 2021), which have a certain importance both immediately and in perspective, because we should take into account the possibility of value change (Van de Poel, 2021).

In our opinion, the starting point of the formation of the student’s personality must be the prospective value referential, represented by the system of values on which his behavior in life, in general, and in professional activity, in particular, is based.

Our attempt to constitute a prospective value referential was based on the analysis of normative documents and various researchers in the field. This essentially led to the extraction of prospective values, which we realized were not a result of the conceptualization of the prospective value referential.

Prospective values signify the estimation of future benefits offered by a project, action, or decisions, reflected by the person's current expectations and awareness based on available data, specific to the context, grounded in the referential of future requirements, manifested through the cognitive, affective and psychomotor domain of the person, oriented towards the evaluation of their long-term consequences.

Essentially, prospective values are evident in the vision of both researchers in the field and national and international educational policies.

Table 1 Prospective value referential

Area	Authors	Values
International politics	UE Commission. EURYDICE Survey (1999)	anticipation, planning, adaptation to change, and decision – important in the prospective;
	OECD (2018)	anticipation, design, reflection, action;
National politics	National Qualifications Framework (2017)	decision-making, planning, and anticipation in preparing the future personality;
	Employment Strategy for 2017–2021	anticipation and adaptability as a necessity in qualification;
Pedagogy	J. Dator (2002)	anticipation;
	V.M. Cojocariu (2003)	change;
	I. Antonese (2005)	planning, forecasting, and adapting to change;
	N. Silistraru (2006)	change, design, creativity;
	E. Hideg (2007)	anticipation;
	D. Antoci & Boroza (2023)	planning;
	M. Bocoş (2016)	anticipation, adapting to change;
	S. Cristea (2017)	adaptation, innovation-creation ;
	L. Cuzneţov (2010)	time;
	V. Cojocaru (2010)	innovation for the future of education ;
Psihology	V. Ojovanu (2020)	information;
	D. Gilbert & T. Wilson (2007)	anticipation;
	A. Tarnovschi & I. Racu (2017)	
	D. Kahneman & A. Tversky, (1979)	risk management, decision making;
Economics	M. Godet (1994)	anticipation, planning, strategic orientation or direction towards the future;
	Gh. Cuciureanu (2013)	inovation.

From Table 1, we conclude that both policy documents and the labor market implicitly require the presence of prospective values in employee behavior, but the concept of professional training does not reflect this behavioral dimension.

Thus, the following prospective values were identified: information management, time management, value for change, innovation, anticipation, design, direction, risk management, and decision-making.

Analysis of the National Qualifications Framework from the perspective of the development of prospective values

To determine which prospective values identified in Table 1 are designed to be formed in the university setting, the National Qualifications Framework (2017) was analyzed. The ranking of general competencies is presented, which essentially highlights prospective values. Following the analysis of the aforementioned document, Table 2 was synthesized and developed.

Table 2 Identification of prospective values by areas of professional training

Prospective Values	General domain	Domain
Planning	I. Antonese (2005)	planning, forecasting, and adapting to change;
	N. Silistraru (2006)	change, design, creativity;
	E. Hideg (2007)	anticipation;
	D. Antoci & Borozan (2023)	planning;
	M. Bocoș (2016)	• anticipation, adapting to change
	S. Cristea (2017)	• adaptation, innovation-creation
Adaptation	L. Cuznețov (2010)	• time
	Humanities Science	History
	Political Science	Political Science
	Natural Sciences	Ecology
	Social Sciences	Sociology
Creation and innovation	Social Welfare	Social Welfare
	Humanities Science	Modern and Classical Languages, History
	Political Science	International Relations
	Communication Sciences	Information Sciences
	Natural Sciences	Meteorology, Environmental Protection, Soil Sciences
	Exact Sciences	Physics, Chemistry, Informatics
	Chemical Technology and Biotechnology	Chemical Technology

Prospective Values	General domain	Domain
	Engineering	Industrial Engineering and Technologies, Transportation Engineering and Management, Mechanical Engineering, Energy, Electrical Engineering, Electronics and Communications, Systems and Computer Engineering, Transportation Engineering and Technology, Food Technology, Textiles, Architecture and Urbanism, Construction, Cadastre, Biotechnologies, Transport Services
Provision	Political Science	International Relations
	Social Sciences	Humanities Anthropology, Sociology
	Natural Sciences	Ecology, Geology, Biology, Meteorology
	Economics	Statistics and Economic Forecasting, Cybernetics and Informatics
Information management	Social and human sciences	Modern and classical languages, History
	Political sciences	International relations
	Communication sciences	Information sciences
	Natural sciences	Geology, Ecology, Meteorology, Environmental protection
	Exact sciences	Informatics, Chemistry
	Engineering	Services Transport
	Economics	Business and Administration, Cybernetics and Informatics, Mercology and Trade
Decision making	Humanities science	Philosophy, Anthropology
	Social Sciences	Sociology
	Political Sciences	Political Sciences, Public Administration
	Natural Sciences	Geology, Biology
	Economics	Business and Administration, Statistics and Economic Forecasting
Risk anticipation	Natural Sciences	Biology Tourism
Time management	Engineering	Chemical Technology and Biotechnologies

Table 2 summarizes the analysis of the Republic of Moldova's National Qualifications Framework (NQF) and identifies the presence of prospective values focused on *planning/design, problem-solving, adaptation to change, decision-making, and information selection* in several specialties.

In several specialties (International Relations) anticipation/forecasting and (Meteorology, Physics, Chemistry, Chemical Technology, and Environmental Protection) *creativity, and innovation* were identified, although the value of *time management, and risk management* was not identified in any specialty.

Table 2. reflects the fact that in NQF we identify the emphasis placed on the consistency of student training according to the requirements of the labor market. The specialties related to the economic field are oriented toward some values (design, innovation, information management, decision-making) and the specialties in the technical field towards others (design, creation, and innovation). The fact that several specialties focus on the formation of the design value, formulated under various aspects (planning, project development, etc.) is appreciable, but less often is *risk anticipation* identified as an example in the specialty of Biology, the field of natural sciences, fields that are mentioned with a high level of risk from a prospective perspective.

At the same time, was noted that the aforementioned document highlights the knowledge necessary for obtaining the qualification, which in the current conception of higher education in the Republic of Moldova is perceived as a prospective system. Therefore, the course of the process of internalizing values must be operationalized in a descending line, from the delimitation of prospective values to the value-supported vocational training competencies described in the NQF, transposed curricularly and operationalized at the process level.

The finding of some prospective values in the NQF, but also the lack of others, highlights the confirmation only of the prospective character emphasized in vocational training (competencies that will be applied in the future). The NQF analysis also highlights the aspect that confirms the fact that “professional and research activity is centered according to the current requirements” (Guidance Note, 2015), a fact that claims the need to include prospective competence in the NQF. The same situation was identified in the information note of the Education 2030 Strategy of the Republic of Moldova (which, in essence, focuses on objectives related to improving the infrastructure of educational institutions (Objective 6), etc.

Although there is a sense of dissonance between the skills projected in the NQF and the National Employment Strategy, we note that no strategies are provided to manage this situation, either by establishing the specialty of Labor Market Analyst or by establishing within the university strategic directions for anticipating skills, specialties, etc.

In this vein, we consider that forming a personality endowed with prospective values is necessary regardless of the social context and the level of economic development.

Discussion

To confirm the effectiveness of prospective values, we consider it important to highlight their need for the present and the future.

With the development of information technologies, access to information has become open, but a lot of information has also appeared that needs to be analyzed, structured,

managed, etc. From this, we deduce that *information* is a prospective value in terms of quality and quantity. Therefore, a special role in the evolution of contemporary value processes, a fact that has been extremely emphasized since the second half of the 20th century, belongs to information. At the same time, the acceleration of the issuance and perception of information and communication at the interpersonal and civilizational levels dominates “the conditioning of today’s value orientations. The frequent and intense exchange of information determines the behavior of the individual in society, placing it predominantly in the field of utilitarianism, of the moment or perspective, to the detriment of the ponderable spiritual evolution of spiritual-sacred and even aesthetic-artistic experiences and re-experiences” (Ojovanu, 2020).

Because the curricula are characterized by high informational diversity, with traditional, exclusively inherited issues and problems generally imposed by some changes or innovations, the emphasis is on *selecting information*.

Information management – the recognition, appreciation, and appropriate application of the information we have at our disposal at a given time, to solve problems and make optimal decisions, allows for the efficient exploitation of information: information identification/search skills; information evaluation and processing skills; information efficient use skills. In this context, “the information society or digital society is that society in which the creation, distribution, use of information and has a significant impact on the economic, political, social, cultural, etc. environment (Ciolan, 2008), at the same time the knowledge society is “fundamentally necessary to ensure an ecologically sustainable society, given that without scientific knowledge, technological knowledge and their management, these goods, organizations and technological and economic transformations necessary to save humanity from disaster in the 21st century will not be able to be produced” (Ciolan, 2008).

Considering that information is integrated into a knowledge base and is used to achieve certain goals, we find that the main value of information is that of use in achieving certain goals, and novelty, order, and significance are subsumed into it. (Ghicov, 2021). Here, *time management* is also seen as another prospective value.

The concept of *time* as a primordial substance has as its theoretical support the problem of time as a resource (Cuznetov, 2010). It is taken into account that time is a limited resource for both the individual and society. According to this concept, it is considered that economic goods will have an objective value given by working time. Therefore, *time represents the constituent of a very important element of the economic good*, namely the economic value, an idea that led to the identification of time as an important value in the accelerated pace of changes.

Approaching time as a resource is not only an economic theme but also has, in the same vision, connotations related to the level of mentalities, the level of opportunities offered by society, and the correct understanding of freedom – indestructible elements of education and its purpose.

Of the multitude of usable resources, time is the only one that has two incompatible qualities: it is an *inexhaustible resource*, but at the same time, *non-renewable*. Even though

it is a resource that is within everyone's reach, and access is unrestricted and equally distributed to everyone, time is still the most precious of resources. The nature and evolution of a society depend, to a large extent, on how it is used. Time is thus the catalyst for change so it requires being conceived in different stages of a certain factor. It can be chaotic or planned, and it can be positive or negative. Change always has two stages. One is the previous or old stage, and the other is the new scene (after the change). Knowing both stages is a prerequisite to confirming that a change has taken place, by evaluating the differences between the stages.

Value for change reflects the modification of a situation, a product, or a service while aiming at growth, development, or benefit, constituting value in itself.

Innovation as value. Product, process, marketing, and organizational innovation include information, creativity, and initiative to obtain economic value, and change/innovation. Innovation is presented through the ability to encompass economic value from the invention to capitalize on change and transform it into an opportunity (Vărzaru & Bocean, 2024).

Based on prospective axiology lies the process of objective evolution of the fields of education, manifested through differentiation and integration. We conclude that “the planned, oriented development of creativity, of the moral-spiritual education of the personality is necessary. Essential changes are necessary for human formation as a supreme value (Papuc, *et al.*, 2006).

Importantly, the OECD found that “future-ready students will need to apply their knowledge in unfamiliar and evolving circumstances. To do this, they will need a wide range of skills, including cognitive and meta-cognitive (critical and creative thinking, learning to learn, and self-regulation); social and emotional skills (empathy, collaboration); and practical and physical skills (using new information and communication technology devices)” (OECD future of education and skills 2030).

Approached from an educational perspective, the following **prospective values** were proposed as the purpose of the research for the formation or development of:

Anticipation, as a purpose, is a necessity of the contemporary personality to find concrete and rapid solutions in solving the multiple apparent problems in everyday life (anticipation of changes, risks, and consequences). Deepening the issues and probability in the contemporary economic, social, political, and cultural structure generates risks and a special receptivity to the respective problems. Anticipation includes responsibility in influencing and possibly controlling future events, respectively, it can be considered one of the components of prospective competence (Lungu, 2021). Today it is not enough just to anticipate and forecast the changes produced in one area or another of society, there is a need to intervene to cause desirable effects or to avoid undesirable ones, in the sense of avoiding risks.

Another value emerges from anticipation – *risk management*, which essentially constitutes: the possibility of receiving the expected result; the possibility of unexpected results; the possibility of being removed from the chosen goal; material, economic, moral losses, etc., depending on the choice of alternative; positive and negative consequences,

possible in performing certain actions in conditions of indecision for the subject at risk (Lungu & Silistraru, 2020). Risk identification is carried out continuously, and its reduction is achieved through scientific programming and redesign.

To develop and form the value of risk management, it is necessary to achieve several objectives: identifying potential risks in personal actions; determining methods for reducing/avoiding risk; planning actions to minimize risk and time management; deciding on actions to be taken as a result of awareness of the previously minimized risk; evaluating actions taken based on the minimized risk; establishing problems and planning solutions/solving them.

Another prospective value is *planning*, which has several stages. The first stage is anticipatory and involves the ability to develop prospective studies, forecasts, strategies and policies, plans, programs, and projects in order to establish well-determined tasks for carrying out the proposed activities.

Decision-making is another stage of planning that is determined by action. It is necessary both now and in the future to identify alternatives. Prospective decision-making is applied to the formulation of objectives, planning, scientific and technical research, and innovation functions (Lungu, 2021). Prospective decisions are strategic.

Intervention for change involves, to some extent, planning for change – clear objectives, goals, and realistic deadlines for developing solutions for crises in education and tomorrow's society, for decision-making, and for transferring strategy into action. Today, strategy requires not only acting on a process, or phenomenon, but for it to be action, for adapting behavior, for inventing and innovating, and for developing sectoral and national development policies and strategies.

Innovation is highlighted by the “Education 2030” Strategy, but it is placed in the category of transformative skills, meaning that together they address the growing need for young people to be innovative, responsible, and aware by creating new values, reconciling tensions and dilemmas, and assuming responsibility. Innovation can provide vital solutions to economic, social, and cultural dilemmas. To prepare for 2030, people should think creatively, and develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new sectors, new business models, and new social models. It is important to mention that innovation is based on creative, repetitive thinking, involving a change plan. Thus, it will facilitate the function of *anticipation, planning, innovation, and active involvement in social life* (Education 2030 Development Strategy, 2023)

Adaptability to change is characterized by rapid learning, this is because you know how to adapt, trying new things and thus stimulating the ability to solve problems in different circumstances (Lungu, 2021). For example, adaptability – a soft skill, relies on other soft skills to apply them without a doubt successfully. You must have the ability to learn and immediately apply in practice. In addition, you must remember what you have discovered so that you can identify trends and make decisions.

Depending on scientific, technological innovations, etc., the need for another value arises, namely *information management*. It is considered that the information age

generally includes three major periods: the information society, the knowledge society, and the society of consciousness. The knowledge society will provide the foundations of a future society. Information management (Lungu & Silistraru, 2021) represents the identification, evaluation, and appropriate use of the information that we have at our disposal at a given time, to solve problems and make optimal decisions. It includes the development of the following skills: identification of information, efficient exploitation of information, evaluation, processing, and efficient use of information.

In our opinion, criticism and permanent review of information are necessary for the safety of the curricular content to be appropriate to the destination and the time.

With the accelerated pace of changes, the need for the value of *time management* appears as a new resource resulting from the consequence of speed, which causes accelerated wear of knowledge, which justifies the need and training of young people for tasks that they cannot accurately predict, but which influence their decisions over time. For effective time management, it is necessary to focus on objectives, prioritization, or delegation, but also on work. It is very important to respect a balance between all elements for effective time management – a perspective related to the success of personality formation (Lungu, et al., 2022).

Direction is another prospective value that can be achieved in several aspects depending on both time – future and essence – personality development.

It is important to note that the list of prospective values can continue depending on society's evolution, the accelerated pace of change, and the labor market's demands.

Research in the field and our findings allow us to highlight the important role of value content in the structure of personality. The internalization of values is a progressive process, dependent on the development of the human psyche. In the context of professional training, students must understand that behavior must be manifested to certain principles and values assumed individually and that determine attitudes. Certainly, attitudes do not manifest themselves in behavior per se, but according to their moral value, and when attitudes come into contact with the laws of society, internalized, stable, and valorizing attitudes become values.

An anticipatory character is an attitude that can anticipate the social or actual life of the personality. It is important to understand that to change and develop the economy, politics, science and culture, technique and technologies, and human spirituality, it is necessary to change and develop the consciousness and behavior of the personality in a planned way. In the postmodern era, the change and development of society have accelerated, becoming almost uncontrollable. This endangers humanity's global destiny.

The given situation reveals a basic problem of our society: awareness of people's problems and behaviors, which, in essence, must orient us towards conscious change.

At the level of a fundamental pedagogical concept, the purpose reflects the prospective nature by anticipating the permanent evolution of education, confirmed in the short and long term, in the context of the permanent optimization of the relationships between the requirements of the present and especially future society (Cristea, 2016). From the above, we observe the prospective nature of the purposes of education which are

explained as predictions or anticipation of the projected result, or in other words “promoting the development of high-quality foresight work” (Hines, 2021). The purposes of education are also intended as predictions regarding the way of achieving education, in a certain time interval with a directing and regulating role for the educational action. They define the value orientations of education at all levels of the education system (Cristea, 2016).

In this sense, from the point of view of education’s functions, the prospective orientation obliges the remodeling and adaptation of the learning contents at the level of their psycho-pedagogical organization, transmission methods, etc. Student training must be carried out so that graduates are able to quickly integrate into a changing world and respond adequately to unpredictable situations.

Orientation towards values is a complicated factor in the personality structure, the main function being the regulatory one for the prognosis of behavior, from this perspective, it is necessary to orient it towards the formation of prospective purposes.

The variability of purposes is noted through a varied spectrum of discipline-specific acquisitions, structured according to knowledge, skills, and attitudes and formulated in specific terms, to develop a prospective personality which is conditioned by the fact that solving global problems and challenges (Global challenges, 2024), rapid changes, and solving professional problems are closely related to the need for prospective values and are oriented towards achieving the professional goal combined with AI (Huzina, Sheikh, 2024) with actively participatory and anticipatory methods, which are based on soft skills addressed as highly demanded in the future are communication skills, problem solving, creativity, critical thinking, teamwork, and lifelong learning (Polakova, et al., 2023).

The needs regarding prospective values are materialized in: the development of normative acts regarding the inclusion of prospective values in the basic curriculum of the educational system; and the development of methodological guidelines regarding the design of the curriculum for university education, which provides that the university graduate acquires prospective values.

The theoretical contributions and the applicability of value functioning in the conditions of interdisciplinarity constitute an important conceptual-existential basis in favor of the development of prospective axiology. Emerging from an “amalgam mass” of values (universal and specific to the educational sphere), prospective axiology, not at all finalized as an integral system, can nevertheless be a benchmark, as a structure, and as a value treasury, for other fields. Only through practical activity does the perception and conception of values, their objectification, and the realization of the axiological potential take place. This reasoning constitutes the starting point of our vision regarding initial professional training from a prospective perspective, developed and reflected in Figure 1.

Professional training. Essentially, each specialty is represented by a system of values that is interdependent with the system of professional competencies – the confirmed ability to use personal and social knowledge, skills, and attitudes in work or study situations and in professional and/or personal development.

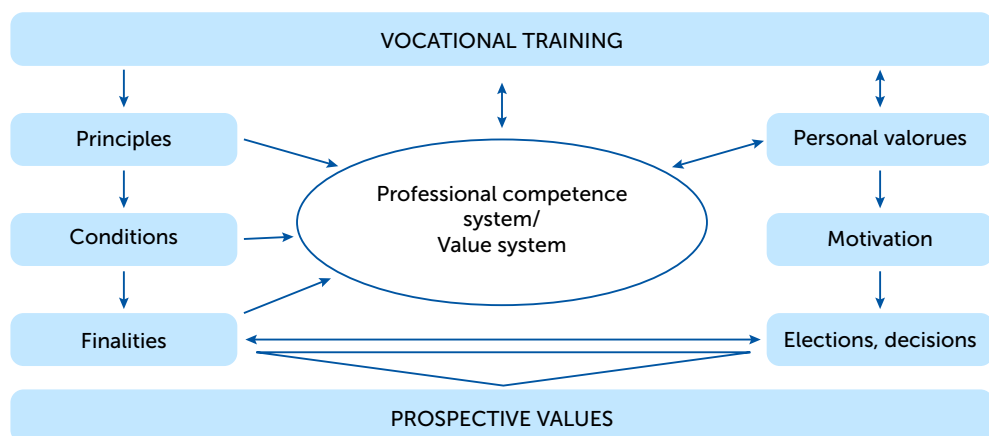


Figure 1 Formation of prospective values in the professional area

In essence, professional skills are formed by respecting certain principles and depending on certain conditions for achieving certain goals. However, to develop the values represented by professional skills, personal values are important, which are interdependent on interests and professional values.

As mentioned above, we are focused on various values, and the felt fact of the educational crisis both globally and nationally, orients today's universities to manage the challenges: the explosion of knowledge, the diversification of aspirations, and the needs arising from them, but also to institutionally highlight the need for prospective values. Sustainable development, economic growth, and employment achieve reforms, research, development, and innovation policies, actions following research and innovation policies: setting priorities and identifying balance in the use of available resources; involvement in the formulation and implementation of science policies, etc. (ERAWATCH).

In general, there has been an increasing focus on memorization and testing in education, including in the early years, which leaves no room for active exploration (Herodotou, et al., 2019). Many legislative frameworks detail specific competencies for future citizens (Stevenson, 2002). These refer to critical thinking, problem-solving, literacy skills, multilingualism, STEM, digital, social skills, etc. Thus, educational practitioners should identify and use certain ways of teaching and learning, while avoiding others. The relationship of pedagogy with the development of 21st-century skills, innovations, and adaptation is important because pedagogues are the ones who educate and will have to form these invaluable human qualities in their descendants (OECD, 2018).

Much of human literacy refers to "21st-century survival skills – including creativity, collaboration, communication, adaptability, and initiative. And the schools of the future will focus much more on future fluencies, new basic skills, 21st-century survival skills and habits of mind" (Skills anticipation, 2013).

At the value level, students represent the indicator of a society in transformation and disorganization, where the only way of life they know is based on change.

There is a connection between this major desire of 21st-century societies and the activity of training the student as a human being and as a future human resource, overcoming the crisis, and acquiring new conditions for further development, for these reasons, they must be trained prospectively.

The prospective personality of the student refers to a mental and behavioral orientation that looks to the future, involving prospective competence and prospective values. A person with a prospective personality tends to be concerned with long-term goals and how present decisions will influence the future.

The profile of the prospective personality, from a professional perspective, is understood as a set of technical skills interspersed with prospective transdisciplinary competence, which can anticipate future changes, but also propose development directions. This involves a series of specific traits and behaviors:

1. Planning: People with a forward-looking personality are often good planners. They set clear goals and develop detailed plans to achieve them.
2. Anticipation: These people can anticipate possible future problems and opportunities. They consider the long-term consequences of their actions and try to prepare for various scenarios.
3. Risk Management: People with a forward-looking personality are often good at managing risks. They evaluate the potential risks and benefits of different actions and take steps to minimize negative risks.
4. Perseverance in maintaining motivation and long-term focus, even in the face of difficulties or setbacks.
5. Ability to learn from experience: People with a forward-looking personality are often good at reflecting on past experiences and learning from them to improve their future decisions.
6. Flexibility: While they are future-oriented, these individuals are also able to adapt to unexpected changes and adjust their plans accordingly.

Examples of behaviors of a person with a forward-looking personality may include:

- Setting career goals and developing an action plan to achieve them.
- Investing in the future.
- Participating in personal and professional development programs to prepare for future opportunities.
- Constantly evaluating progress against established goals and adjusting plans according to changes in the environment.

A prospective personality involves a proactive and anticipatory approach to life, focused on planning, anticipation, and preparation for the future. This can be an important asset in career and personal life, helping individuals achieve their goals and adapt to inevitable changes.

The prospects for implementing prospective values in the university training framework becomes a key factor in the development of prospective personality, but also confirms the hypothesis: we assume that the consolidation of prospective values in

the university framework is possible if their effectiveness for the present and future is proven and the goals have been achieved.

Conclusion

There is a need for prospective personality training by integrating prospective values within university disciplines, targeting the development trends of all specialties. Rethinking educational paradigms is already a topical task, which needs to be related to the current and prospective requirements of society thus highlighting the importance of prospective education for focusing on the prospective values and prospective formation of the personality. These can

be achieved by orienting the university towards a new way of education, which will ensure the development of the prospective values to the personality and the possibility to face unforeseen events, through prospective thinking, strategic planning but also future orientation. Knowing the specifics of prospective personality formation, we have chances to rely on the 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 in society.

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