Investigating The Teaching Methods Based On The Development Of Future Studies In The Higher Education In Afghanistan

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ABSTRACT: Universities play have a key role in the sustainable development of countries and one of the most important responsibilities of them is the empowerment of students in different fields, including the identification of the future or future studies. The enhanced capacity of student futures can be advanced through education during the years of study, so one can claim that one of the important variables that can be the ability of future student studies to influence students is the quality of teaching and learning techniques. The purpose of this study was to investigate teaching methods based on the improvement of future studies in higher education in Afghanistan. This aim was conducted employing qualitative research methodology and using a strategy based on the data theory of the phenomena. In this regard, semi-structured interviews with 20 faculty members in the field of Humannities in public and private universities of Kabul were carried out using a purposeful approach and application of theoretical saturation criterion. To obtain the reliability and validity of the data from the participants, the review method and review of non-participating experts in the research were used. Then some concepts through three stages, open source coding, theoretical coding and selective coding were obtained. The used software were SPSS and LISREL and finally, 16 general categories were obtained. This article presents the findings of the study in the framework of the paradigmatic model including: causal conditions (4 categories), pivotal phenomenon (futures studies as a general approach to teaching), strategies (3 categories), fields (4 categories), interventional conditions (2 categories) and outcomes (2 categories).

Keywords: Higher education, Futures Studies, Curriculum, teaching.

1. Introduction

The effectiveness of the educational system with the growth of research in each country is considered as an indicator of developmental development. Since the new century has faced rapid and massive changes in various fields; the educational systems of any country, including the higher education system, should be able to identify and plan to face these challenges in order to achieve their goals properly. Students also have the knowledge and skills that can identify and prepare for future developments and issues, because the first and most important task of the educational system is to prepare students for future needs, challenges and demands (Sardar, 2010). Therefore, one of the duties of universities is the ability of students in various fields, including the recognition of the future or the study of the future can be found on ancient wood carvings on wood, bone, rocks and pottery that was aimed at transferring information or maintaining records (Maleki et al. , 2007: 19). The ability to predict the future at the same time as life itself; in fact, as soon as it is understood by the infant who cries for the reaction of others, the future prediction is possible; therefore, it should It's said that thinking about the future is not new, it's a universal phenomenon that can be rooted in prehistoric times (Pedram, 2014). Future studies include a set of endeavours that, by analyzing resources, patterns, and factors of change or stability, portrays potential prospects and plans for them. Future studies show how the "Today" changes or changes are made, the reality is "tomorrow" (Bell, 2011). Futures studies have come up with futures studies equivalent to the Latin word for futures studies. The term "futures" has been used because, using a wide range of methodologies, rather than just "one future", systematic and rational speculation, about not only "a future" but also "multiple" Future Future "(Fateh Rad et al., 2013) Generally speaking, in the current situation of the world, that changes in all fields

are done quickly, the prognostication and organization of scientific activities are indispensable for predicting the future. In this regard, it can be explained that, if the educational system of each country is not based on a perspective and does not increase its members' prospect's ability, it will not be able to provide a very valuable outcome because without utilizing the principle of future studies, many it loses its opportunity to produce a deliverable achievement (Marzoughi et al., 2013). McLaughlin (2011) believes that students should develop the skills of thinking about the future and recognize it; that is, students should be able to imagine the future of the desired discipline, probable issues and beliefs, and their ability to respond to It is expected that students, while studying at the university, can learn, in spite of their field of study, in addition to having a proper conceptual understanding of the future, to familiarize themselves with some of the methods of future studies and, in addition to being able to Performing the calculations necessary for future prediction also has a good future perspective and these abilities Students will be raised. (Masini, 2011). Because futures research helps them to test their imagination of the future, thereby strengthening the quality of decisiveness that come to the future, so as not to be inactive towards the future and can be active in the future (Parsa et al ., 2011) Researches on the subject of futures studies in the curriculum of higher education are rare. In some of these studies, the positive relationship between the quality of the skills and competencies of the professors and the educational environment (McLaughlin and Freed, 2011) and (Mozaffari, 2010), the quality of curricula, and the quality and teaching of the students, Masini (2011); believes that the growth of students' futures ability can be improved through education throughout their years of study; therefore, it can be claimed that one of the important variables that can influence the growth of student futures ability, The quality of their learning experiences. Several studies have also been

conducted on the factors affecting teaching-learning process; for example, the impact of space and educational environment (Wilson & Fowler, 2005), studying the relationship between learning styles (Nazemi and et al, 2017), the impact of evaluation practices) Leung, Mok & Wong, 2008), the study of students' use of learning and learning skills and their relationship with their academic status (Torkzadeh et al., 2015), the relationship between motivational orientation and learning strategies in explaining future academic achievement. Samadi, 2012), self-preparedness-learning pathways and learning styles (Safavi, Shushtar Zadeh and Yarmohammadian, 2010), and the role of information and communication technology in the evolution of learning-learning process (Najafi,2010), meaningful learning (Haqqani, 2005), life-long learning and learning how to learn(Asarzadgan, 2005), also has a positive relationship to the ability of future studies to affect academic achievement, and that among all dimensions, the highest average for future morale Negri is also noticed (Parsa et al, 2011). Teaching-learning research focused on the frameworks, styles, skills, and learning strategies, and is more oriented to the past and present, but in none of the research in the learning process-learning, futures studies and Perspectives have not been studied. Therefore, a futuristic approach and a new method for getting to learn in the form of a dynamic learning system is necessary. In the search for the creation of such a learning system, learning dynamics and learning based on the development of future studies in higher education were not found. This research has been done with the same purpose and has been attempted to theorize the views of the specialist in the field of curriculum planning and Education to address the barriers, appropriate strategies and consequences of developing teaching methods based on the development of future studies in the higher education in Afghanistan.Research questions include:

Main question: What are the features of a proper model in promoting teaching methods based on the improvement of future studies in higher education?

Secondary question: What are the main factors and determinants in developing teaching methods based on the development of higher education futures studies?

2. Research Method

This research was a qualitative research in which using the data theory approach, the method of teaching based on the development of future studies in higher education was presented and a conceptual model was introduced. The data theory approach is a method of exploratory and inductive research that allows researchers in a variety of areas to work in the formulation of theory and proposition rather than relying on existing and predetermined theories. These theories and propositions are structured systematically and based on real data (Corbin & Strauss, 2014) (Strauss & Corbin, 1990). In fact, the approach to data theory is a methodology for understanding the subject matter And the subject or issues that are not followed up by large-scale research and current knowledge is limited. The participants of the research include the faculty members of the Department of Education at the public universities in Kabul. In order to select the participants, theoretical sampling was used in a targeted way. The researcher's aim was to select the subjects that, according to the purpose of the research head,

has been given and helped the researcher to shape the theoretical model and this continued until the classification of the saturation data. The theory was described in detail. The data were analyzed by using the open, axial and selective coding process, and qualitative data were analyzed using the MAXQDA12 professional software.

3. Research Findings

The main question of the research was that what is the appropriate model for developing teaching methods based on the development of future studies in higher education in Afghanistan? To answer this question, it was first necessary to consider the following questions: What are the main factors and indicators for developing teaching methods based on the development of future studies in higher education in Afghanistan? To answer this question, semi-structured interviews were conducted. During the interview, participants asked questions such as: What do you think about the future of the educational system? Why do you consider futurism and its methods useful? What are the barriers and challenges facing future studies in higher education? What methods should be used to conduct futures studies? What are the consequences of developing futures study teaching methods? And responded. Post-implementation interviews were identified in a row in terms of review, conceptualization, categorization, and on the basis of similarity, conceptual relation and common characteristics between open codes, concepts, and categories. In this study, the data were carefully considered and the main categories and subcategories related to them were determined, dimensions and characteristics were determined and patterns were examined. For this, the analytical methods proposed by Strauss & Corbin (2008) were used. When analyzing data, coding concepts were directly transcribed from the transcripts of the participants in the research (living code) in according to common cases, their application was created. The transcripts of the interviews were examined regularly to find the main categories, categories, features and dimensions of these categories. First, the responses divided to smaller units. The analysis was carried out after reviewing the transcripts of the interviewers at the level of the sentence or paragraph, then the concepts were placed within the framework of larger categories. And after this step, we tried to classify the categories within the framework of larger conceptual categories. Considering that many open source codes were obtained, after each step, the classification and re-examination of the data, the elimination of the repetitive concepts, and Similar concepts were merged, repeated several times to achieve the rational saturation for the main categories, categories and their features. The analysis and coding of the interviews included 11 subcategories and 107 open codes were obtained from the data analysis process. Accordingly, relations between the main categories and the paradigmatic model were formed. Finally, the categories disclosed in the form of the six dimensions of the paradigm model, with the relationships that exist between them, are presented as the causal conditions (4 categories), the main category (futures studies as a general approach to teaching), strategies (3categories), context (4 categories), interventional conditions (2 categories) and outcomes (2 categories).

3.1. Discussing the components of the axis coding paradigm and explaining the components of the qualitative research model

3.1.1 Causal Conditions

Conditions are a set of events and situations that create circumstances and issues related to the phenomenon and, to a certain extent, explain how and why the responses of individuals and groups to those circumstances are explained. The "conditions" are raised under the heading of causal, interferential, and underlying causes (Strauss and Corbin, 2011) In the analysis of the interviews, the causal factors influencing the teaching methods based on the development of future studies in higher education are: lack of research work, the activities of faculty members, leaving too much time to teach, focusing on students' to professors, the low motivation of teachers to improve the quality of teaching and development of skills, the importance of not teaching professors to teach new perspectives. Lack of familiarity with specialized software, lack of attention to knowledge questions, lack of emotional and psycho-emotional domains, use of low levels of the cognitive domain, use of questions at the knowledge level, incorrect use of a teaching method. The problem of the difference between the approach of faculty futurists to one another, the unanimity of the faculty approach with futurist studies, the lack of attention to the creative mind leads to a superficial look, the lack of contemplative thinking about students about the future, the lack of the power of analyzing the affairs, the lack of motivation of the students.

3.1.2 Pivotal phenomenon

The experience of research collaborators showed that the main focus of the phenomenon of teaching methods based on the future development of research in higher education is the use of futures studies as a general approach to teaching. This axis is important when it comes to most of the participants in the research of futures studies as a general approach. Future studies as a teaching approach, futures studies as an approach, in the light of past and present, futures studies The title of an approach is to provide motivation for the effectiveness of future teaching as one of the top priorities of future studies as a general approach to teaching. Almost all participants referred to high or similar cases and complained about the lack of attention to future studies in teaching. In the most important issue in the process of teaching methods based on the development of futures studies, it was to develop a comprehensive plan with their participation.

3.1.3 Strategies

According to Strauss and Corbin (2011), strategies are behaviours, actions, interactions, actions that are used in the normal way and how people manage positions in dealing with issues and for solving them, and by the emergence of these phenomena are a special phenomenon. The three main strategies to implement teaching methods based on the development of future studies in higher education are based on interview data: One of the important strategies was to pay attention to the philosophical foundations of future studies such as "Attention to the relative affairs, the orientation of ontology, epistemology and the value of future studies". Another important strategy is the use of critical futures research methods such as text mining, text-mining, Delphi method, environmental scanning, brainstorming, normative

method. The last strategy is the use of various teaching methods according to the existing conditions such as: distance learning, e-learning, metacognitive strategies, self-interest and motivation, asking questions, emphasis on analytic questions, combination, learning interactions, combination learning, learner-centered , Emphasis on academic circulation, the use of different teaching methods, the use of methods based on existing conditions, constructivist, collaborative methods, group methods, quantitative and qualitative methods, lecture and seminar methods in higher education, methodology Creative methods, problem solving methods, grouping method, project method, clinical approach in teaching, exploratory method.

3.1.4 Context

In higher education, attention to the philosophical foundations of futures studies, the use of critical futuristic methods, the use of various teaching methods can be influenced by the four main areas of strategic intelligence use, the need for thinking about the future as an educational practice, The teachers 'attention to the students' needs and experiences was considered to be collaborative management in the classroom. For Strauss and Carbine, the background is a set of conditions that arise at a particular time and place to set up a set of situations and issues that individuals respond to with action and interactions. The use of strategic intelligence is one of the areas which is due to transnational intelligence, national intelligence, cultural intelligence, emotional intelligence, computer intelligence and technology, social intelligence skills. The necessity of thinking about the future as a pedagogical practice is another area under which "Critical Thinking, Creative Thinking, Independent Thinking, Divergent Thinking, Thinking, Reverse Thinking, Thinking, Thinking The question is instead of the answer." The third area is the attention of the professors to the needs and experiences of students who, under the conditions of the past, as the source of experience and knowledge, the gathering of experiences on each other, putting together solutions, paying attention to the student and teacher, paying attention to psychological aspects, giving Empowering graduates will focus on the needs and inclusive capacity. The latest field of futuristic study-based teaching methods is collaborative management in the classroom, where conditions such as the use of futures studies specifically in the classroom, the role of teachers as facilitators, the attention of faculty members to the future of teaching, faculty should not be as A powerful reference in the classroom, classroom management is not a classroom-specific teaching. "

3.1.5 interventional conditions

The analysis of qualitative research findings showed that various categories of intervening conditions can be categorized into two general categories of critical and interpretive skills of the future and familiarization of professors with prospective indicators. The critical and interpretive skills of the future are one of the intervening conditions in the teaching methods based on the development of future studies in higher education under conditions such as: "Emphasizing more general skills, individual capabilities in analysis, interpretation, thinking, learning How to learn, virtual and non-life skills, skills, communication skills, problem solving skills, computing skills, teaching skills,

social skills, learning skills." The second condition is the introduction of professors with prospective indicators under the conditions such as: "Emphasizing the similarity of the faculty approach with each other, reducing the lecturer's teaching ceiling, emphasizing the research approach, familiarity with futuristic software, the familiarity of professors with The concepts and principles of futures studies, the familiarity of faculty with information technology and the way of searching, the familiarity of professors with prospective indicators. "

3.1.6 Consequences

The consequences of developing teaching methods based on the development of future studies in higher education and their effective implementation can be categorized into two categories: considering students as social capital and establishing a learning center to assist in the study of the future. The first consequence of the teaching method based on the development of futures studies in higher education is to consider students as social capital under conditions such as "universal consideration as social capital for future success, the problem of bringing students' minds, the importance of future drawing for Students are placed.

4- Discussion and Conclusion

Research data on the conceptual scope, the study of the dimensions and components affecting the teaching methods based on the development of future studies in higher education, the related phenomena and its implications in this section, as well as the findings for methods Teaching based on the development of futures studies has been compared with the results of studies. The findings of this study indicate 16 general categories that reflect the dimensions of teaching methods based on the development of futures studies after the analysis of the findings during the open and axial coding process within the framework of the paradigm model. In this regard, the findings showed that, The focal and focal phenomenon in the process of teaching methods based on the use of futures studies is a general approach to teaching, that is, a desirable program designed and implemented with the participation of professors and students and paid attention to the past and present; therefore, it is likely that Professors did not use futures studies as an approach to teaching, and this caused it That future studies in teaching be the most important concern of teachers. Marzoogi et al. (2013) state that teaching methods directly affect future studies. Changing teaching methods can have a significant impact on students' futures studies, among elements of the program Teaching methods have the highest relationship with students and the concept of futures studies more than other components. (Parish, 2016) In a study, the topic and discussion of the day of higher education institutions, preparing students for future employment The goal is to achieve professional and personal goals and to respond to social responsibility and challenges of the 21st Century. To achieve this, Novels require the teaching of quality and student-centred and futuristic learning. (Hicks, 2008) states in his article that the nature of futures studies is unlikely to be well understood, and even if understood well, professors at universities It does not consider it necessary and useful.

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