ENVISIONING PERSPECTIVE SKILLS FOR CURRICULUM UPDATING

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After the 2008-2009 crisis perspective skills envisioning is on the OECD member-states agenda since the governments want to be sure if the perspective skills expenditures are effective enough [OECD, 2011]. In this concern many of the OECD states have developed national strategies on skills development and currently are increasingly implementing these strategies. In 2011 an overall OECD report entitled «Towards skills strategy» [OECD, 2011] provided authoritative recommendations for the member-states. Among the research methods widely implemented for perspective skills envisioning in the OECD are foresight method [I.Miles, 2010], employers' and experts' surveys (including interview) as well as desk research [Cedefop, 2009; Hendry, 1999]., qualification sociological analysis [Rasmussen, 2006], projection model for knowledge demand in occupations Baronetti [Consoli et al., 2009] etc.

Russia continues undertaking curriculum renewal processes, it is evident that there is a heightened importance attributed to ensuring that students develop graduate capabilities or skills that will enable them to be more productive and engaged citizens. Complying with the existed curriculum not revisited timely, it remains unanswered how to meet the challenge of advanced training and occupation skills development. The point is that curricula are to be oriented for the future, not for the past, i.e. what perspective skills and competences should be expected from graduates. This paper explores various methods applied in perspective skills qualitative projection (employers' and experts' surveys, foresight results). 'Established best practice' can and should be implemented in Russian contexts. Following a preliminary consideration of the origins of 'best practices', we address approaches aimed at re-modeling and reconceptualizing skills (for example, famous tuning-model).

The article deals with the perspective skills models for prioritized hi-tech industries in science, technique, and technology in Russia; it includes both the methodology description and the skills lists themselves. The developed approach is based upon the best Russian and foreign practices, it embraces both the results of experts' and employers' surveys as well as foresight sessions results. The methodology implementation resulted in structured models for both soft and hard skills and became the main predictor for the successful achieving the "future goals". These new skills are to help specialists to overcome new challenges effectively, bring in innovative decisions, and reach out technological results.

The obtained results on structured skills models for prioritized hi-tech industries will contribute to new demands formulated for the vocational education system taking into account the development

perspectives of technological innovations. This will contribute to education flexibility, in-demand specialists training, career development backup, labour market complimenting with vacant job places.