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MODERN EDUCATION IN THE GLOBALIZED WORLD

Summary. Globalization is an important development that changed the world. It has a lot of different meanings and is not well defined. As globalization has a close relation with education and they are highly interrelated from a historical view, we will try to deal with the impact of it on the last one. The primary focus of this article is the changing values and new education paradigm in the information society and globalizing world.

Key words: modern education, globalization, importance education, communication technology.

Globalization is an important development that changed the world. It comes into our society new concepts and values and carries new problems and perspectives for the nations. Globalization is a relatively recent concept in scholarly research, becoming popular in public, academic, and educational discourse in the 1980s. However, many leading scholars of globalization have argued that the major causes or shapers of globalization, particularly the movement and mixing of elements beyond a local or national level, is at least many centuries old; others frame globalization as representing processes inherent to the human experience, within a 5,000–10,000-year time frame.

Globalization has a lot of different meanings and is not well defined. One can designate it as a process of integration of local characteristics into global flows which are mostly done by means of new communication and information technology. The term also refers to the movement of people (labor) and knowledge (technology) across international borders (Giddings, 1990). It may mean the end of the nation state which brings a new way of life and individuals in global world. Globalization was developed on the foundation of Western Civilization, which oversaw the rise of modern science and the modern secular state. The negative impact of these developments included, Western colonialism, World Wars, and the decline of the traditional values. The human suffering caused by the world wars led to the creation of the United Nations, whose values are enshrined in the UN International Declaration of Human Rights, drafted under the supervision of Eleanor Roosevelt [10].

In ukrainian language we can find such description of globalization as «*Глобалізація (від лат. globus – куля) – перетворення певного явища на світове, планетарне, такого, що стосується всієї планети Земля. У суспільному значенні – процес всесвітньої економічної, політичної та культурної інтеграції та уніфікації*» [7].

Globalization can be defined as a process or condition of the cultural, political, economic, and technological meeting and mixing of people, ideas, and resources, across local, national, and regional borders, which has been largely perceived to have increased in intensity and scale during the late 20th and early 21st centuries [14]. The characteristics of globalization contain the internationalizing (the process of planning and implementing products and services so that they can easily be adapted to specific local languages and cultures, a process called localization) of production, the new international division of labor, new migratory movement, the new competitive environment that generates this procedure, and the internationalizing of state. Many institutions now include the term "global" in their mission statement; most aspire to prepare "globally competent graduates".

So, globalization is a vast concept that this article is not able to cover all its aspects. The aim of this work is to analyze a small part of globalization. As globalization has a close relation with education and we will try to deal with the impact of it on the last one. We should add that globalization and education are highly interrelated from a historical view. The first educational scholarship with a global character from a historical point of view would thus be research related to colonial educational projects, such as in India, Africa, and East Asia, which served to create elite local communities to serve colonial officials, train local people to work in economic industries benefiting the colony, and for preservation of the status quo. Most today would describe this education as not part of an overall development project belonging to local communities, but as a foreign intervention for global empire maintenance or social control. As postcolonial educational theorists such as Paulo Freire have seen it, this education sought to remove and dismiss local culture as inferior, and deny local community needs for the sake of power consolidation of elites, and it ultimately served as a system of oppression on psychological, cultural, and material levels [4]. It has been associated by diverse cultural theorists within and outside the educational field with the loss of indigenous language and knowledge production, with moral and political inculcation, and with the spread of English as an elite language of communication across the globe [1]. The first modern global educational research was that conducted by bodies affiliated with or housed under UNESCO, such as the International Bureau of Education, the UNESCO Institute for Statistics, and the International Institute of Educational Planning, which are regarded as foundational bodies sponsoring international and comparative research. In the 21st century, the systems of education face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world.

Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalized world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues. There are many definitions of global education. The Maastricht global education declaration (2002) states: *"Global education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring*

about a world of greater justice, equity and Human Rights for all". "Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship" [5, p. 10].

In global world, information society is an important concept, it needs creative individuals, and governments should only train in school the individuals to adopt the new values and developing student's ability to acquire, and use knowledge gains importance in the process of globalization. However, learners can develop their critical thinking skills, obtain democratic values and ethics and apply their knowledge independently in an effectively designed teaching-learning environment. Future universities and other institutions are not thought only for the young, they are expected to become more open to people of all ages who wish to further their education, this is inevitable in the globalized world.

As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world [11]. In the field of education a lot of changes are expected. Duties of schools are to ameliorate the individual's appropriateness with the concept of globalization that changes traditional structure of education, which is one of the main rapid changes today in universities and other institutions that are redoubling their efforts to respond to social change. They have to implement society's expectations [2]. Universities and different institutions will be opened to anyone who has acquired the motivation to learn and the ability to notice issues through social experience or involvement in volunteer and other activities. The increase in the number of student, both part-time and full-time, with greater depth is expected and this is thought to lead to the formation of an academic environment. As higher education is an investment in human progress and prosperity, during fast social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from abroad long-term perspective [6]. The task of higher education must include the examination of and reflection on globalization as a force shaping the world in which we live. Global education, as a distinct construct from globalization, does what higher education has traditionally aimed to do: extend students' awareness of the world in which they live by opening them to the diverse heritage of human thought, action, and creativity.

Global education places particular emphasis on the changes in communication and relationships among people throughout the world, highlighting such issues as human conflict, economic systems, human rights and social justice, human commonality and diversity, literatures and cultures, and the impact of the technological revolution. While it continues to depend on the traditional branches of specialist knowledge, global education seeks to weaken the boundaries between disciplines and encourages emphasis on what interdisciplinary and multidisciplinary studies can bring to the understanding and solution of human problems. Global education also implies, and our students should be taught, that not everyone around the world views global education with indifference. Some people may see it as a vehicle for development of globalization,

which might itself be seen as the western effort to destabilize fragile balances in world economic and political systems. Global education places on the ability to think critically and ethically. Globalization is an inter-national and intra-national force, while global education is a teaching/learning paradigm. Thus, their areas of emphasis are in different fields. The main duty of a government in the field of education is to design the educational activities that have been developed according to strategic aims and to direct them with policies suitable for the aims. Besides education is a major area of government expenditure and is a significant potential target for human resources. The local authorities of each country can state the local goal of education. Their aims can change according to the local needs and necessities and may show differences from each other. But the global education has many goals in common for every country.

The aims and importance of global education can be sated as follows: let those who participates in educational process obtains skills of new cultures; develop the ability of distinguishing intercultural differences; aiding the people for criticizing events from global perspective; explain how different cultures impact the activities of organizations; help students realize how attitudes are shaped and how they influence the behaviour; the language and harmony skills of the managers who will work in different cultures should be developed; provide the ability of working together with the people coming from different cultures; develop the skill of multi-sided thinking by causing them gain the cultural sensitivity and experience; teach how to behave according to cultural differences; teach how to manage multinational groups; develop the way of thinking from individuality to [12, p. 140].

Under the effects of globalization, education is driven to important changes. It gives quick developments in technology and communications. The nature of delivering education to students is being changed by the introduction of technology into the classroom, is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form. Video projection screens, books with storage device servers and CD ROMs as well as the rise of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available by electronic means and notebooks are starting to give way to laptops. Students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in classroom. Such developments in education portray that there has been a shift from industrialization to information-based societies. Hence, technology is predicting in the education environment towards a reliance on electronic sources to deliver material. With such changes and the emergence of video conferencing and the Internet, the barriers of distance are being broken down at a fast rate, due to the key aspect of globalization. People can learn in a variety of ways and no longer have to be physically presented in an education institution in order to learn a definite advantage of flexible delivery systems. It allows for exploration of new areas of learning and thinking. The rapid growth of television services, with their immense influence as media of mass communication, has very relevant in the technological shift. Other large contributions to this shift contain the transistor and space satellites. Communication and information technology based over the years in Internet, which is a massive network of computers located throughout the world. These computers maintain libraries of text, images, computer software, and other forms of information that anyone can access it, anywhere,

at any time. This implementation of technology and communication to be successful and to educate a society, both the students and teachers need to be technologically literate.

Communication technology is offering new challenges for students of all abilities as they can discuss problems of concern with their fellow students from around the world. Thus, advanced communication and interpersonal skills, fostering a mutual understanding across countries and cultures. Developments in the delivery of education is allowing for individuals to explore new areas of learning and thinking that could not be done with pen and paper. Knowledge is being discovered through inquiry and experimentation rather than memorizing facts in a teacher dominated classroom setting. Indeed, students no longer need to be physically present to learn as education material is becoming readily available over the Internet, by video conferencing, and tape recordings. Institutions are now turning towards the use of the Internet to deliver courses to students. Just because of technology and communication seems to be creating in human life between the "haves" and the "have not's", resulting in a bifurcated society of those who can afford such information technology and those who cannot, so does globalization. While education institutions in Western societies are adopting technology, less developed countries are once again left behind, very weak and fragile to implement development programs for education. While less developed countries motivate their citizens to seek more education, severe limitations in delivering basic services are a problem. A lack of infrastructure and funding makes it difficult to implement any technological and communication development.

Differences in economy, politics, culture and society, developed and less developed countries have adopted educational ideals from western thought and are anxious to rise modern and therefore promote education as a symbol of modernity and development to their own population and the foreign countries. The spread of education internationally, as a result of globalization, has effects on cultures worldwide. Educational institution obviously has become more market oriented, focusing their energy on creating capitals rather than providing sufficient education for students [2]. Each country makes new rules in order to educate the students according to the necessities of global world.

So globalization has a lot of effects on educational systems. Education cannot stand aside from the overall integration, standardization and convergence between the different countries of the world. It challenges us to rethink not only how much education is needed but also its final goal to train highly skilled professionals to solve the world's problems. Education in a global society is a real challenge because education is culture specific. It involves teaching the knowledge, values, and skills known to a particular society. Today students can choose their supervisors in researches the professor from another city or even country. There is active development of various methods of teaching through the Internet. Developing international cooperation, secondary and higher education institutions provide for exchanges of students and teachers. Specialized centers that are engaged in training for a particular profile, for example, computer science, management, etc., are created.

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Васильєва А. М. Сучасна освіта у глобалізованому світі

Анотація. Статтю присвячено описові глобалізації – це важлива подія, яка змінила світ. У цього поняття багато різних значень. Оскільки глобалізація тісно пов'язана з освітою з історичного погляду, ми розглянемо її вплив на освіту. Основна увага в статті приділяється зміні цінностей і нової освітньої парадигми в інформаційному суспільстві і світі, що глобалізується.

Ключові слова: сучасна освіта, глобалізація, значимість освіти, комунікаційні технології.

Васильева А. Н. Современное образование в глобализирующемся мире

Аннотация. Статья посвящена описанию глобализации – это важное событие, которое изменило мир. У этого понятия много различных значений. Поскольку глобализация тесно связана с образованием с исторической точки зрения, мы рассмотрим ее влияние на образование. Основное внимание в статье уделяется изменению ценностей и новой образовательной парадигмы в информационном обществе и глобализирующемся мире.

Ключевые слова: современное образование, глобализация, значимость образования, коммуникационные технологии.