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Edukacja - Technika - Informatyka nr 3(25), 84-89

2018

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.



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The Aspects of Educational Globalization in the Context of System Globalization*

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Abstract

The article is devoted to the study of the processes in the modern world educational system in the conditions of globalization. An effort of systematically analysis of the characteristics of the institutional dimension of internationalization and transformation of the educational system in a globalized world. It is proposed to use globalization and the informational and technological revolution to rebuild education in the direction of its democratization and progressive social changes radically. In order to solve these problems there exist a necessity in the education to become a social institution in the interests of the social majority, as it proposed by representatives of modern pedagogy.

Keywords: globalization, education, values, social development, pedagogical paradigm

Introduction

In the result of increased interconnection in all countries of the world the process of globalization has intensified in the period of the last decade. The state of commodity and money exchange allows us to suggest that the monetary and commodity market has become planetary. It has consequences for the labor market and the ways of consumption. Therefore, the sociological analysis can not be left aside of this phenomenon (Kessous, Metzger, 2005, p. 102).

Having become a dominant trend in the development of the world economy, the globalization performs a transformative impact on national systems of higher education. We observe a number of evolutionary processes common to many societies, which form the general social effect, especially in the form of globalization of education.

* This paper is published in its original submitted version.

Famous researcher of higher school problems, vice-chancellor of Kensington University P. Scott (Scott, 2000, p. 3) states that „globalization is one of the greatest fundamental challenges experienced by a higher school for more than a thousand years of its existence”. He is convinced that this challenge has also directly relation to universities, because it has particular emphasis on the task of spreading national cultures, contributes to the standardization of training under the influence of modern information technologies and the appearance of global research networks, limits the budget opportunities of developed countries even through partial funding of university education.

The globalization of education is characterized as an irreversible phenomenon (Cole, 2008), and in the field of finance – nonmaterial. The novelty of this phenomenon manifests itself in the application of the educational process of the continuously increasing progress of telecommunication and information technologies. (Lis, 2015). It is a movement towards a more integrated world, the increasing of commodity exchange, the formation of multinational companies and supranational companies, and the increasing of cultural homogeneity.

The manifestations of globalization in the educational space

The tendencies of globalization of higher education in European countries are (Ogienko, 2012, p. 104):

- international academic and scientific mobility,
- convergence of qualification structures, internationalized curriculums and programs,
- export of educational services and results of scientific activity,
- diversification of sources and channels of financing,
- increasing the competitiveness on national and international markets.

It is necessary to distinguish the phenomenon itself, the subject of globalization from the concepts which are used to describe it. To analyze the globalization and globalization of education as its important component it should be done in three separate and complementary directions:

1) the reflection of the social reality of the planetary scale, when the whole of society is considered to be as entity, and supranational formations are in the centre of analysis;

2) the analysis of social changes in different societies through the evaluation of transformations of different dimensions, especially in culture, economy, politics, education, etc.;

3) an assessment of the impact of macro-social transformations on these spheres (Cole, 2008, p. 329).

Analyzing the works of globalists, educators, philosophers of education and education sociologists according to the globalization of evaluation as an ideological phenomenon, two central ideas can be distinguished: “First, the globaliza-

tion of education is not an unheard of or recurrent global catastrophe, as many people imagine. Secondly, it is also not a simple ideology in the sense of a deformed image of reality in public relations, although it is based on a certain system of values which has been influencing on the certain system of realities that can not be ignored since the 1970s, but which are not irreversible” (Martin, Metzger, Pierre, 1998, p. 59).

At the same time, the globalization of education is not only a social, public or economic dimension, because it is manifested by technological, political, geopolitical and cultural changes. However, the globalization combines both positive and negative aspects, especially in the educational space. Its significant positive potential is in the following:

- reduction of inequalities between people,
- strengthening of cross-cultural, economic, educational and other contacts,
- ensuring the international quality of education,
- promotion of the development of information and communication technologies and their dissemination in education, in particular in the form of virtual educational establishments.

Globalization manifestations of ensuring the quality of education are:

- training of a specialist of innovative type,
- mutual recognition by countries of qualifications in order to slot into a job of specialists from other countries,
- international mobility of skilled labor,
- rapid response to the development of the modern economy by training new qualifications with the knowledge of new technologies,
- increasing the number of foreign students,
- increasing the number of students who are studying on a paid form, who consider quality education as an important investment,
- maintaining the level of competitiveness of the country in the world export educational market.

In the conditions of globalization, education is a combination of common to mankind and professional knowledge and technologies, and their using in the public practice with the aim of harmonizing of social relations and the pleasure of different needs. The education was transformed into an integrated system of educational structures, relationships, consciousness and activity. This system provides reproduction and development of the intellectual potential of a global (planetary) society at all levels of government (Bebik, 2004).

At the same time, the negative effects of globalization are manifested in the increased conditions of:

- interdependence of countries and their educational systems,
- political tempests,

- inequalities in access to education,
- the influence of market relations on the educational sphere,
- imposition of a unified system of values,
- labor and educational migration to more developed countries.

An assessment of the impact of educational globalization on changes in culture shows that social change does not completely destroy the identity, beliefs, and prior aspirations. At the same time, the expansion of market principles to cultural activities leads to the actualization of identity, ethics, cultural and religious values (Martin, Metzger, Pierre, 1998, p. 83). The assessment of the political problem of borders between countries lets point out (Cole, 2008), that now a crisis of integration has appeared in advanced developed countries, there is a feeling of ethnic belonging, religious feelings are restored, migratory flows are increasing. It has led to the fact that the territory only by chance coincides with social spaces in the world (Bernstein, 2015).

One of the problems which is caused by globalization is the increasing of unemployment, which, on the one hand is growing under the impact of financial and trade globalization, and on the other hand, the introduction of globalization by numerous political leaders under the pressure of large multinational companies. A peculiarity of the first is that the Ford model, based on full employment and integration through the labor, and in the field of consumption was aimed at the creation of standardized industrial goods. Today, it is replaced by the variety of economy, which is associated with the growing demand for differentiation and rapid updating of consumer goods. It changes the way of consumption, which involves the restructuring of production structures.

To the risks of globalization, the professor Kremen (2003) refers to the intensification of competition between traditional higher educational establishments and young educational providers that distribute their training, usually distance, programs, trainings. According to the point of view of a scientist, the most priority sectors in the XXI century is “science as a sphere that produces new knowledge and education as a sphere of knowledge” (Kremen, 2003, p. 9). And only countries are capable of multiplying their intellectual property in the conditions of a globalized world and they will be able to be competitive.

Financial globalization of education

Globalization suggests looking at education as a commercial service: education as an educational market. Often, the term “the establishment of higher education is an enterprise” or “entrepreneurial type of establishment of higher education” is used. This concept covers both economic and scientific, academic aspects of educational activity of the establishment. Because the establishments of higher education function on the one hand according to traditional laws, however, on the other hand, they are made to take into account new laws of competi-

tion, the need to preserve and develop prestige, and image for getting of economic profit. However, “the processes of commercialization of education can lead to the irreversible transformation of the same phenomenon of the educational process which was formed during the millennial history of university education” (Scotland, 2011, p. 13).

Financial globalization in general and the financial globalization of education in the form of its commercialization destabilize the system more (Debes, Miaret, 2004). The old system, the regulations of which were made on the correspondence between mass production (and the production of knowledge, educational achievements), social consumption and socio-economic development within the state and national frameworks is collapsed. “A fantastic hit of economic interests at the global level, strengthened by the commercialization of enterprises, educational establishments, research institutions, quickly reduces the rate of a single law the rapid return on invested capital and outlines new boundaries between, on the one hand there the rich, capable of benefiting from the new system and, on the other hand, a group of the poor who are excluded from the new system” (Debes, Miaret, 2004, p. 206).

The revolution of new technologies, including educational ones is the path to the information and global economy, global education, in which productivity and competitiveness increasingly depend on the ability to produce, process and apply effective knowledge-based and science-based information (Kessous, Metzger, 2005, p. 41). The contours of the information economy are outlined as global because of the global capital, which in a few seconds can throw billions of dollars from one place of the planet to another. Enterprises can instantly invest anywhere, hiring skilled workers far abroad. Due to the rapid expansion of innovation, science, technology and information are also globalized.

It contributes to the formation of networked enterprises and educational establishments, when there is a transition from mass production to a flexible specialization of a large volume combined with the advantages of mass production and production systems, “for order”. In a similar way training of specialists is “ordered”.

Globalization challenges to pedagogical education

The main task of modern education is in the forming of a new type of person: – an active competitive subject of the information society – and at the same time “the attraction of man to the cultural values of science, art, morality, law, economy” (Hesse, 1998). Therefore, the role of pedagogical education, which produces specialized labor resources for the educational sector, is growing. Globalization factors change the priorities of modern pedagogical education from traditional to innovative. Though, the modern teacher, lecturer, with the help of the latest information technologies must disseminate new knowledge,

form a new outlook for education, and educate “an innovator and citizen who is able to make responsible decisions and adhere to human rights”. (Concept “New Ukrainian School”, 2018). New requirements for pedagogical education cause a continuous improvement of its normative and methodological basis, namely: educational programs, curriculum, methodological literature, pedagogical technologies, methods of formation of professional competencies.

Conclusion

The processes of globalization influence on educational systems, transforming their structure and priority tasks and methods of their implementation. In the field of work, in the context of the globalization of education, an information economy and an information economy of education, or in a broad sense, an information society (Kessous, Metzger, 2005, p. 61).

The paradigm of pedagogical education, which is the main source of labor resources in the educational sector needs a particular attention to be paid to.

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