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Impact of Globalization on Education: Pros and Cons

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Abstract: *All in all, globalization processes have definitely changed the world and different aspects of our life including education. Information and communication technologies are especially attractive for young people but people of all ages need to use them if they want to survive in the contemporary world. Globalization brings a lot of advantages for education but also has destructive impact on school as institution, teacher's authority and students' behaviour.*

Keywords: *globalization, education, media, global teenager, mass culture, phubbing*

Globalization and education

In 1962 Marshall McLuhan introduced the term of "global village" to the theory of media and culture to emphasize shrinking of the world (McLuhan, 1962, p. 31). Robertson is an early pioneer in globalization theory and provided the most widely accepted theory of globalization as a concept which refers both to the compression of the world and the intensification of consciousness of the world (Robertson, 1992, p. 8). Globalization is a worldwide process which means the integration of economies through movements of capitals, ideas, labour and goods. Countries have reduced barriers allowing greater capital mobility. Advances in information and communication technologies caused acceleration of knowledge flow and cultural and social interdependence.

In the globalized world, education has become more important than ever. Globalization has emphasized the importance of knowledge as nowadays economy is based on services. As David A. Bloom notices "education plays a crucial role in

determining the winners and losers of globalization" (Bloom, 2006, p. 65). Both processes are connected. Education enables people to develop their capabilities and make use of their potential, which will be helpful in the job market. As far as society is concerned, education help people to become more tolerant, which is a very useful feature in the globalised world. The movement of labour means the necessity of assimilation in the new environment. Education also brings the economic benefits to societies through raising national labour productivity by strengthening human capital and adoption of new technologies (Bloom, 2006, p. 65).

Young generation and globalization

Students living in contemporary word need to be prepared for making continuous choices. Their success in adult life will depend on ability to accommodate to changing economic and social conditions. Moreover, young people have to be able to make right choices. Transferring appropriate values by family and school is very important for young generation because young people living in globalised world have too many choices and may feel confused if they don't have guidance from parents and teachers. However, it is not easy for school, as an educational institution, to bring up young generation in the present-day world. School is a kind of boring place for a young person. Teenagers and young children are tempted by pleasures of modern world presented by media. Young people all around the world are becoming similar to each other, creating the generation of "global teenagers". These people have "cool" attitude towards life, without engaging in serious social issues and concentrating on having fun in their everyday life. Global teenagers are not school enthusiasts, they go to school just to avoid problems and treat school as a place of social meetings and not educational institution. The main subjects of interest for a typical global teenager are: one's own appearance, fashion, music and chatting with friends. These young people are familiar with new technologies and like to be surrounded by electronic gadgets, they also speak foreign languages, especially English without any problems (Melosik, 2008, p. 140). This social phenomenon is caused by cultural global trends created and transferred by media which encourage consumerism in every aspect of life, creating new society of "homo ludens" and "homo economicus". The new society is concentrated on collecting pleasures and exchanging everything for the newest model without thinking about morality and values (Żuk, 2013, p. 118–121).

One of the most influential media is the internet, which is broadly used especially by children and young people. The internet has become a very powerful tool to influence and steer the whole society. Children and young people are specially

threatened because they cannot differentiate between good and evil and do not have stable views about life and world. Children and young people spend a lot of time in front of computer in the virtual world playing games, chatting with friends and visiting social networking sites. Playing computer games, young people get used to scenes of violence because most of games involve shooting and killing opponents. Both children and teenagers prefer entertainment in front of computer to reading books or meeting real people. This kind of behaviour has its psycho-logical and physical consequences for young generation. Young people become insensitive to cruel and violent behaviour because they are accustomed to it by playing computer games and that it as something normal and indifferent. A lot of time on-line means that children and young people spend little time with their parents, they do not talk to them. There are no social meetings going to the the-atre or reading books because popular culture is transmitted via the internet and offering instant pleasure and easy culture (Sitarczyk, 2013, p. 133–134). In physical aspect, children are becoming more unhealthy, sitting in front of computer, they have problems with sight, spine, they become obese and nervous. It happens that teenagers play computer games until late or even stay awake until morning and are unable to function normally at school the next day.

New media play important role also at school. Students are inseparable with their smartphones. During the lesson, students usually do not pay attention to what the teaches says but they find some more entertaining information online or use social networking sites. During tests, smartphones are useful tools for sending information and coping. The position of a teacher has also changed thanks to ad-vances in modern technologies. Students having access to the internet all the time can verify what the teacher says so the position of the teacher has also changed from the person who has vast knowledge to a person who is a kind of advisor or even sometimes learns from one's students. The authority of a teacher has changed a lot these days, they are more like partners than teacher and student. Informal communication between teachers and students has become a fact (Filiciak et al., 2010, p. 115–125). Young people feel free to do at school what they want, which is sometimes defined as violent behaviour (Mikołajczuk, 2008, p. 177–180). It happens not only in relation between student and student but also between stu-dents and teacher. The second form of attack is the most shocking because it signalizes lack of respect to the authority of a teacher and destructive attitude towards norms and values. Students behave inappropriate putting the teacher in a difficult situation, which is not normal and not typical because students are not allowed to use vulgar language in class or make silly jokes. Young people's behaviour like following latest trends and breaking all rules of well – mannered behaviour are caused by media and global popular culture creating vision of the

world where everything is allowed and there are no rules. Spreading globalisation of culture and lack of boundaries in time and space caused that young people feel anonymous and lost. For this reason, young people want to register everything they do using their smartphones. Young people try to stand out from the crowd, gain popularity and acceptance of their peers. Young people have specific attitude towards life called "fiesta" which means that they have ignorant attitude towards live and they concentrate only on having great fun in everyday life. These type of students are called "Loud aggressive teenagers". They always work in a group, never alone, they like evoking fear, anger and amazement. These type of teenagers like: breaking social rules and norms, offending, provoking and shocking (Mikołajczuk, 2008, p. 177–180).

Positive aspects of globalization

Advanced technology and fast flow of information help people who want to educate and develop their skills and abilities. Explosion of knowledge in the age of information technology has helped the globalization of education. The introduction of computers, internet and other technology – mediated learning have revolutionized the teaching and learning process. For instance, a researcher can get materials from the other part of the world without having the need to travel. Although this scientific and innovative way of learning has made modern man to get access to information fast and efficient, the downside of this means of getting knowledge has made people learn in a more personalized way which cuts off much of their interaction with the community and society and drive them more towards material gains (Razak, 2011, p. 62). The consumers of education have to face new challenges. Old and traditional ways of teaching and schooling are changing deeply. Students have different choices in maintaining learning activities and can learn independent of time and space. Communications technologies enable a shift toward learning experiences that are asynchronous rather than synchronous, making learning available seven days a week, 24 hours a day. Learners are using networks to interact with their peers, their instructors, external experts, and information sources. They are doing it when it is convenient, not just during scheduled class times (Celik & Gomleksiz, 2000, p. 139–140).

In the 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 involvement in volunteer and other activities. Besides, an increase in the number of students, both part-time and full-time, is expected and this is thought to lead to the formation of an academic environment with greater depth. Graduate study is also likely to become more available to non-academic members

of society. As higher education is an investment in human progress and prosperity, during rapid social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from a broad, long-term perspective. Education consumers need preparation and practice for lifelong learning: the skills for continuous, self-directed learning: an awareness of learning opportunities; methods for managing their own learning and awareness of their rights and responsibilities as consumer of education and training services. Consumers want a system that is a system of coherent, coordinated systems of resources, processes and outcomes for learning opportunities and recognition of all form of learning (Celik & Gomleksiz, 2000, p. 138–139).

New technologies make it possible to communicate more effectively across cultural boundaries by providing options that are effective and efficient. Sharing information and connecting with others has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions. They're finding each other on their own networking sites, on their blogs, on schools' sites, and of course on Facebook and Twitter. Though Facebook is problematic when it comes to school policy. Some schools have threatened to fire teachers who friend students on Facebook, and educators are split over whether tweeting in class is disruptive or helpful, teachers know they can grab students' attention where they naturally live outside the classroom – the online social world, whether or not it's Facebook. Forward-thinking educators are finding other interactive tools to attract their students' attention. School programs are built around teaching how to create video games. Teachers are using Guitar Hero, geo-caching (high-tech scavenger hunt), Google maps for teaching literature, different programmes to communicate and learn global languages with native speakers, other programmes to create avatars of characters in stories, and Skype to communicate with peers from all over the world. Creating media is another noteworthy tech-driven initiative in education. Media permeates our lives, and the better able students are to create and communicate with media, the better connected they'll be to global events and to the working world. Finally, programs like Digital Youth Network focus on teaching students to create podcasts, videos, and record music; and Adobe Youth Voices teaches students how to make and edit films and connects them to documentary filmmakers. Tech-savvy teachers are threading media-making tools into the curriculum with free (or cheap) tools. Students in high school and college are using digital portfolios to showcase the course of events in their work on websites that link to their assignments, achievements, and course of study, using photos, graphics, spreadsheets and web pages. Another thing is blended learning, which is combining computers with traditional teaching. As

I observe, in Polish reality, teachers usually use interactive white board and specially adjust software. Knowing that today's learners are wired at all times, teachers are directing students' natural online proclivity towards schoolwork. It is referred to as different things — reverse teaching, flip teaching, backwards classroom, or reverse instruction. But it all means the same thing: students conduct research, watch videos, and participate in collaborative online discussions, and so on at home and at school (Berseghian, 2011).

Negative aspects of globalization

The greater usage of English in the underdeveloped and developing countries in the world has created lucrative business for the publishing houses in the United Kingdom and United States. These publishing houses in these countries are the feeder and provider of the relevant books, software and other materials needed by those countries that want to use English as a medium in disseminating knowledge and information. Once again, in looking into who are the real gainers if English becomes that dominant language, surely without any doubt one would say that it is the West. Not only the coming of globalization has made English as a dominant language of the world but it has also marginalized many local languages. Consciously or unconsciously, the learning of English language as an international language has brought foreign culture and way of living to most countries in the East and to other parts of the world in general. This invasion of foreign culture and way of life can obviously be seen in the way the young ones (the third generation of citizens) talk and dress in the countries that have attained independence from the West. The establishment of foreign universities, and the use of software developed in the Western countries, the Internet and other technology-mediated learning have made the learning and mastering of English as an inevitable thing for the people in the developing and underdeveloped countries. For instance, in Malaysia in the year 2003, to meet the challenges of globalization, the government introduced the teaching of mathematics and science using English as a medium of instruction. This ruling by the Ministry of Education in the country, made teachers teaching the subjects to get a mastery of English, the use of internet, computer software and skills (Razak, 2011, p. 63).

Digital technologies can be also distracting to learning and social life. Nowadays, young people exist in the world dominated by mass media and digital culture, it is very hard for them to fight with the flow of information and select the right piece of information that would shape the reality. Social life has become reflection of fiction presented and shaped by media. Mass culture shaped by media is reflected in people's attitudes towards life, hierarchy of values and opinions about

life. Young people influenced by digital media and global culture become genera-
tion of global teenagers, concentrated on collecting experiences and pleasures, not
interested in political or social matters. Young people concentrate on themselves
and their everyday matters. Appearance is more important than character. The
most important thing for present day teenager is to look attractive, being thin
means being attractive and able to achieve success in life. Nobody thinks about
serious matters and values, teenagers are skeptical about social and political issues
and they don't want to get involved. Postmodern culture of global age is some-
thing natural for young generation. This is instant culture which is dominated
by instant pleasure and satisfaction: fast car, fast food, fast sex. Instant culture is
especially visible among middle class teenagers in big cities all around the world
because global culture works across borders. Teenagers around the world have
the same tastes, the same clothes, listen to similar kinds of music, spend their free
time in a similar way. Access to global mass culture is possible thanks to devel-
opment of new technologies. Teenagers are accustomed to digital media and new
technologies, they are teenagers' natural environment. Mass culture popularizes
new examples of behavior, and mass consumption in every aspect of life. School
education is not essential any more, new technologies enable access to informa-
tion anytime and anywhere, so young people are bored at school. Educational
function of school as the institution has collapsed in the global age, school is not
fun and teenagers live to have fun and entertain, they usually go to school to meet
their friends, not to educate or expand their knowledge. Global mass culture is
expanding faster and faster, new technologies are becoming more advanced and
changing our everyday life. Young generation growing up in present day world
does not think about the past and history but tries to survive in constantly chang-
ing world. It is a huge challenge for educational institutions to bring up sensible
young people who will create our future society. In 2013 I did my own research in
secondary schools in Podkarpacie. I surveyed 631 young people from countryside,
small towns and cities. The survey paper consisted of 50 questions concerning
their values, attitude towards life and interpersonal relations. I wanted to check to
what extend young people are influenced by global trends and mass culture. The
subject is more interesting if you take into consideration, that this part of Poland
is famous for traditional culture and values. Below, I present only a few examples
from my research, which reflect changes in young people's mentality, attitude to-
wards life and which are connected with school.

For global teenager access to global culture means accepting values of this cul-
ture and replacing traditional education, school and upbringing with these values
(Melosik, 2001, p.39). According to Z. Melosik, there are some characteristic features
which can be distinguished to describe global culture and global teenager like: ni-

hilism, consumerism, desire of instant pleasure, lack of stability, lack of authorities, narcissism, lack of engaging in serious matters and concentrating on everyday life and hedonism, tolerance for paradoxes and disparity (Melosik, 2001, p. 33–45).
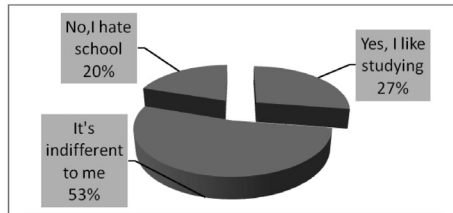
Diagram 1. Willingness of going to school

More than half of the students has indifferent attitude towards school, which is one of the characteristic features of global teenager.
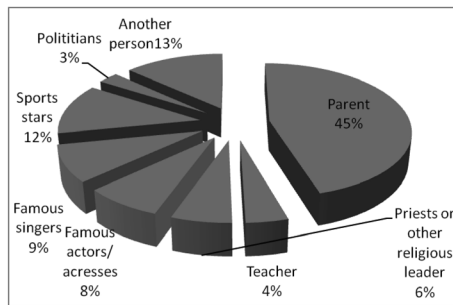
Diagram 2. Authorities

Nowadays teenagers do not treat teachers and religious leaders as authorities, it is clear that system of values has changed for young generation. Young people prefer to take examples from media and mass culture representatives.
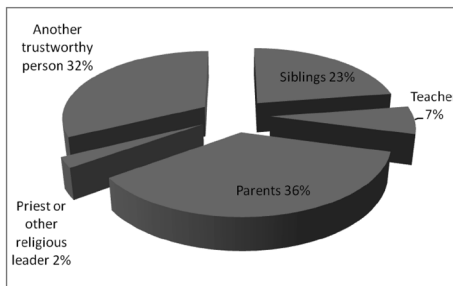
Diagram 3. Trustworthy people to talk to in case of trouble at school

A teacher is not seen as a partner to talk to in case of school problems, which may prove that teachers are not part of young people's lives, they are not familiar with their problems and unable to help, according to teenagers.

Young people prefer learning based on new technologies, which is something natural for them and unavoidable nowadays and in the future education. For this reason traditional school, in the form as it is now, might not survive. There are a lot of projects like for example Khan's Academy which compete with school in traditional format. Salman Khan established his academy offering the best educa-tion for people all around the world. As he claims, there is a huge gap between old and new methods of teaching. New technologies enable people individual access to knowledge and in their own pace. Contemporary model of education is based on passive knowledge while the fast changing world requires active processing of information (Khan, 2012, p. 1–2). Khan started his idea with a math lesson on you tube and hoped to pass to students not only the logic but the beauty of math and science. Moreover, he wanted to do this in a way that would be equally helpful to kids studying a subject for the first time and for adults who wanted to refresh their knowledge. To achieve his goals, Khan wanted to avoid rote memorization and plug-in formulas aimed at nothing more lasting or meaningful than a good grade on the next exam. The Academy has become the most used education platform on the Web, Bill Gates had paid the high compliment of publicly acknowledging that he used the site while working on math problems with his own kids (Khan, 2012, p. 7–8).

New technologies absorb young people completely, teenagers love their smart-phones and tablets to such an extent that surrounding world becomes unimpor-tant. In May 2012, Australia's *Macquarie Dictionary* and the McCann advertising agency assembled a group of language experts to define social activity common in the era of the smartphone. They called the phenomenon *phubbing*, and de-fined it as "the act of snubbing someone in a social setting by looking at your phone instead of paying attention" (http://www.merriam-webster.com/words-at-play/phubbing-words-we're-watching). A lot of young people do not talk to their friends even sitting next to them both in social situation and at school. During school brakes, teenagers sit on the bench with their smartphones instead of talking to each other and during classes young people prefer to follow their Facebook to listen to the teacher.

Conclusion

All in all, globalization processes have definitely changed the world and different aspects of our life including education. Information and communication tech-

nologies are especially attractive for young people but people of all ages need to use them if they want to survive in the contemporary world. New technologies enable easier access to gaining education independently of place and time. On the other hand, global culture cause changes in students' mentality, lifestyle and interpersonal relations. Position of a teacher has changed significantly within the last decade. This is not the person who is associated with authority and absolute knowledge any more. School and education face a huge challenge to live up to requirements of the changing world. Teachers need to change their methods of work with young people to encourage them to develop their skills and expand knowledge. School is not an interesting place for most of young people, they have other forms of entertainment provided by global culture and digital media.

We cannot stop the process of globalization and digitalization of the world but we have to try to keep a healthy balance between real and virtual world. Educational institutions need to include modern technologies in the learning process because this is natural environment for students. Young people will not survive in constantly changing world without education. However, students should realize that school and education are crucial values in their lives even though popular culture claims it is not.

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