

The Impact Of Globalization On Educational Activities In The Modern World

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Summary

The article analyzes the Bologna educational space, it is revealed that it can have negative consequences for any national educational system. It is noted that using the Bologna process, the development of education will be preserved, while maintaining national achievements and traditions. This will make higher education more competitive. The need to develop international integration is determined, keeping the best of our own experience. The object of the article is globalization processes in the world. The subject of the article is the impact of globalization on the educational process. The purpose of the article is to reveal how globalization contributes to the unification of educational standards in the world. The goal can be achieved by solving the following tasks: consider the essence of the globalization process, its properties; identify the impact of the globalization process on education in the modern world; analyze the Bologna process as an example of the globalization of education; identify the advantages and disadvantages of the Bologna process.

Keywords:

Innovative teaching, Higher education, Teaching technology, Information Technology.

1. Introduction

The relevance of the chosen topic is due to the fact that globalization, today, is an important problem for higher education, because, in essence, the very model of the future education system, or in other words, the level of qualification of labor resources, depends on the adequate introduction of the constituent elements of globalization and internationalization into the education process.

In all developed countries, there are similar trends in higher education, so some of the urgent changes objectively coincide with the recommendations of the Bologna Declaration. The problems stimulating the Bologna process are also typical for Ukraine in many respects.

It is also obvious that self-isolation from the global educational space can have negative consequences for any national educational system.

In this regard, efforts should be combined to develop

education, while maintaining national achievements and traditions. This will make higher education more competitive. It is necessary to develop international integration, keeping the best of our own experience. The object of research is globalization processes in the world. The subject of the research is the impact of globalization on the educational process.

In the XX century. Humanity has entered under the sign of globalization. The process of globalization has affected a very wide range of phenomena and processes in the sphere of economics, politics, sociology, education, etc. This term has acquired an interdisciplinary content and very contradictory interpretations. Today there are different and even opposite points of view on the essence, causes and consequences of this process.

The topic of globalization was first raised in 1981 by the American sociologist J. McLean. Already in the mid-1980s, the concept of globalization was widely recognized. The British researcher R. Robertson noted that the concept of globalization refers both to the compression of the world and to the intensification of awareness of the world as a whole ... to a specific global dependence ..., of the global whole in the twentieth century. M. Waters defined globalization as a social progress in which geographical and cultural restrictions are weakening and in which people feel this weakening.

Globalization is a process of worldwide economic, political and cultural integration and unification. Globalization is the process of drawing the world economy, most recently understood as a set of national economies connected to each other by a system of international division of labor, economic and political relations, into the market and the close interweaving of their economies on the basis of transnationalization and regionalization. On this basis, the formation of a unified world network market economy - geo-economics and its infrastructure, the destruction of the national sovereignty of states that have been the main actors in international relations for many centuries. The process of

globalization is a consequence of the evolution of state-formed market systems [1]. The main consequence of this is the global division of labor, migration (and, as a rule, concentration) on a global scale of capital, labor, production resources, standardization of legislation, economic and technological processes, as well as convergence and merging of cultures of different countries. This is an objective process that is systemic in nature, that is, it covers all spheres of society. As a result of globalization, the world is becoming more connected and more dependent on all its subjects. There is both an increase in the number of problems common to a group of states, and an increase in the number and types of integrating subjects[1].

Views on the origins of globalization are debatable. Historians consider this process as one of the stages in the development of capitalism. Economists are counting from the transnationalization of financial markets. Political scientists emphasize the spread of democratic organizations. Culturologists associate the manifestation of globalization with the Westernization of culture, including American economic expansion. There are information technology approaches to explaining the processes of globalization. There is a difference between political and economic globalization. The subject of globalization is regionalization, which gives a powerful cumulative effect in the formation of world poles of economic and technological development. Globalization in its modern manifestation appears as a multilevel and multilateral system of various integration manifestations. The main ones, in our opinion, are: global communication, global economy, global politics, global culture, global science, global language, global way of life.

Global communication. New means of communication in interaction with improved old ones (jet aircraft, television, radio, Internet, mobile phone) connect people on different continents. Geographic barriers and interstate borders are receding. Space and time are shrinking, people and nations are drawing closer [5].

Global Politics. A global politics is emerging, and the community of developed Western states, led by the United States, has become its most influential and powerful subject. The Western powers, relying on their economic and military might, either directly form their most influential international organizations (NATO, the G7) or subjugate them (World Tariff and Trade Agreement, the World Bank, the International Monetary Fund, the International Bank for Reconstruction and development)[4].

global culture. A global culture is emerging that unites the whole world.

Global Science. A global science is being formed, which is facilitated by international academic exchanges, the development of the world academic infrastructure (international forums, journals, publishing houses). Sociology, among other sciences, both as a system of theoretical knowledge and as a public institution, is becoming global[4].

global language. A global language has emerged - English, in which communication takes place between different countries and peoples. It connects people of different nationalities and skin colors, but at the same time, its increased spread threatens the positions of even very developed languages in a number of sectors of public life (politics, business, science) - Chinese, German, French, Spanish and other languages. The scope of the latter is shrinking even in their national territories. National languages are littered with English cosmopolitan slang, syntactic tracing papers, national languages are degraded to the level of a mixture with English.

Global lifestyle. There is a steady trend towards global unification of lifestyles: on different ends of the earth people consume the same food, wear the same clothes, listen to the same music, watch the same films, receive information from the hands of the same mass media. Such global unification destroys national identity, local identity in all spheres of life. The purpose of the article is to reveal how globalization contributes to the unification of educational standards in the world.

The goal can be achieved by solving the following tasks:

- consider the essence of the globalization process, its properties;
- identify the impact of the globalization process on education in the modern world;
- analyze the Bologna process as an example of the globalization of education;
- identify the advantages and disadvantages of the Bologna process.

2. Theoretical Consideration

The impact of globalization on education is due to the following factors:

- The transfer to the social sphere in general and to education in particular of the neoliberal ideology that is characteristic of the global economy;
- Development of scientific and technical progress and information technologies, which objectively determine the possibility of integration processes in educational systems of the regional and global level;
- The desire of the world community to form in modern conditions new global values - the values of universal culture, among which the leading ones should not be the power of the strong and rich, but humanism, tolerance, respect for representatives of other cultures, nations, races, religions, the tendency to cooperate with them , in cross-fertilization of crops;
- Westernization (Americanization) of spiritual values associated with the dominant position of Western

civilization in the economic, scientific, technical and political life of mankind [8].

World science is polystructural: it is characterized by spatial (territorial) and organizational structures. The processes of globalization in education can be considered in several aspects: institutional, conceptual, procedural.

institutional aspect. These include UNESCO, the World Bank, the Council of Europe, the Organization for Economic Cooperation and Development, etc. UNESCO carries out organizational regulation of the process of development of the world educational space. This organization develops for all countries international legal acts of both global and regional character [6].

Actively contributing to the development of integration processes in the field of education, UNESCO's standard-setting activities are focused on:

- Creation of conditions for expanding cooperation between peoples in the field of education, science and culture;
- Ensuring universal respect for the rule of law and human rights;
- Involving more countries in the process of preparing the legal framework for international integration in the field of education;
- Study of the state of education in the world, including individual regions and countries;
- Forecasting effective ways of development and integration;
- Promotion of adopted conventions and recommendations;
- Collection and systematization of state reports on the state of education for each year.

UNESCO today remains the main institution with the greatest influence on education. It carries out its activities in the educational sphere through a number of institutions, the main of which are: the International Bureau of Education (IBO), which since 1969 officially became part of UNESCO. Its headquarters is in Geneva.

The institution is a leader in the field of comparative pedagogical research, the subject of which is: the content of education, principles and methods of teaching, pedagogical innovations, etc. The International Institute for Educational Planning (IIEP) was established in 1963 in Paris. In 1998 an office of the Institute was opened in Buenos Aires.

Topical problems of the theory and practice of forecasting and planning education are considered. The leading function of the IIEP is to promote the improvement of the quality of educational policy, education development planning and educational management in different countries of the world by improving the skills of managerial personnel, studying the problems and prospects of its activities.

In 1951, the UNESCO Institute for Education (IOE) was founded in Hamburg. He deals with the problems of adult

education, lifelong education, overcoming illiteracy among adults [7].

Among the international projects of the integration activity of UNESCO institutes, the network of UNESCO Associated Schools (ASP-pet) existing since 1953 stands out. Its activity is an example of globalization in the educational sphere - an example of cooperation in enhancing the role of education in asserting the values of peace, culture and tolerance. The providential center that creates and tests the most forms and methods of integration in various spheres of public life is the Council of Europe (CoE), established on May 5, 1949. In recent years, the CoE has been especially concerned with the problems of researching secondary education. The European Union (EU) plays a primary role in developing the directions of the socio-economic and political strategy of the Western European states. It was founded in 1951 and received its current name in 1994.

The priority goals of the EU are the development of a pan-European dimension of education, the promotion of mobility and the establishment of links between universities and schools in Europe [8]. The World Bank remains quite influential in relation to the development of globalization processes in the educational sphere. According to the Bank's specialists, the most important factors that will affect the development of education at the present stage are democratization, market economy, globalization, significant technological innovations, the evolution of public and private factors. proper level of quality; appropriate skills for life in the global economy; enjoying the benefits that education creates in public life; enrichment with a positive experience of spiritual relationships. So, the World Bank today considers the leading goal of its educational policy to be the promotion of improving the quality of education by:

- Transition from traditional methods, aimed at the reproductive assimilation of knowledge, to innovative ones, providing for the individualization of the educational process, giving it the form of active creative cooperation of all participants;
- Emphasis on the development of fundamental learning skills, which include: reading, writing, numeracy, thinking skills, social skills;
- Providing the opportunity to study at any age, which is essential for obtaining professional mobility;
- Optimization of the educational infrastructure [10].

Conceptual aspect. The consequences of globalization in the educational sphere, its purpose, principles, methods formed the basis of a number of concepts, were widely discussed by teachers at the IX and X World Congresses on Comparative Pedagogy. In particular, the well-known Brazilian comparativist Jasira da Silva Comara proposed to unite the whole range of educational globalization concepts into three

groups depending on the type of interaction of different cultures within the framework of the school curriculum:

- Assimilation, providing for the provision of priority cultural and educational development of one dominant nation and the decline of others through unification;
- Multicultural, defining the autonomous development of various cultural groups, which emphasize their specificity, uniqueness. Such an approach does not create preconditions for interaction and mutual enrichment of these cultures.
- Intercultural, aimed at mutual and mutual enrichment of different cultures by establishing a wide range of contacts.

procedural aspect. Examples of global educational transformations, i.e. procedural aspects are: introduction throughout the civilized world in the seventeenth century. classroom system, the transition from the monopoly of classical secondary education to the coexistence of classical and real at the beginning of the 20th century, the introduction of compulsory primary, and then basic (incomplete secondary) education, the development and introduction of education quality standards.

Strengths of the Bologna process: increasing access to higher education, further improving the quality and attractiveness of European higher education, increasing the mobility of students and teachers, and ensuring successful employment of university graduates by ensuring that all academic degrees and other qualifications should be oriented to the labor market. The accession of Ukraine to the Bologna process gave a new impetus to the modernization of higher professional education, opens up additional opportunities for the participation of universities in projects funded by the European Commission, and for students and teachers of higher educational institutions in academic exchanges with universities in European countries [7].

The United States not only observes the process of European educational integration, but also actively participates in it. In 1992, a working group was established at UNESCO to develop a regulatory framework to ensure the possibility of mutual recognition of documents on education in Europe and America. However, in two years it was not possible to reach a consensus, it turned out that one of the main problems on the way of convergence of the two educational systems is the problem of comparing the European system of mutual recognition of credits (ECTS) with the American system of credits. In the United States, a more diverse and flexible system of accounting for academic workload is used, consisting of a system of credits (credits), calculation of total marks according to the criteria of quantity (GPA) and quality (QPA), as well as additional points for successful academic and scientific work (Honors). According to experts in the field of education, joining the Bologna Process may lead to temporary confusion with curricula. Employers who studied during the Soviet era

should be informed that all modern degrees of higher education are full-fledged, but some degrees are more intended for scientific and pedagogical activities in a university, for example, a master's degree and a doctor of philosophy. There is no specialist degree in the EU and most of the countries that participate in the Bologna process. The Bologna process gave a lot to the development of education in Ukraine, in particular, it made us seriously and critically consider what we have, and outlined certain steps to move and change this system [8].

One of the serious problems of integrating the education system into the Bologna Process is the lack of awareness among officials about both the current state of affairs in European education and the goals of the Bologna Process.

There are two points of view regarding the current situation among experts. Some experts are pessimistic about the prospects for the Bologna Process in Ukraine. They express fears that the process will not be completed and gradually, after the involvement of a small advanced part of universities, will be abandoned.

Experts who adhere to this position believe that by joining international multilateral institutions, organizations and processes, Ukraine is actually trying to circumvent their rules, interpret and adapt them to suit itself, to fit its national specifics. An example of this is the preservation of specialty. Another part of the experts is close to the neo-functional approach formulated in the late 90s. E. Haas and who focuses on the dynamics of the process and the self-multiplier effect [10].

Its essence is as follows: once started, the process sets a trend, creates impulses and incentives for its subsequent self-realization, continuation and intensification, which ultimately leads to qualitative changes.

The Bologna process has firmly entered the political and expert discourse on education; national legislation is being amended to integrate these norms; working groups have been created; regular meetings of experts are held; action plans are adopted; a schedule is introduced and deadlines are set; national reports are prepared every two years; monitoring of the quality of training, attracting students, etc. is carried out. [7].

Like any process that has its own schedule and reporting, the Bologna process is a dragging mechanism for the participating countries. The question is no longer whether for or against the Bologna instruments and principles, but how best to apply them. Even if the recommendations are not legally binding documents and their application depends on the goodwill of the participating States, they have a certain moral weight and require compliance with the agreements reached.

First, an additional external stimulus for internal reforms has been received.

For Ukraine, the Bologna process is an incentive to introduce quality control, independent and external audit, transparency and combating the shadow economy in the field of education. The need to find solutions to such problems as teaching in English, modernizing teacher training, improving the link between higher education and science will result in a positive internal effect [11].

Secondly, there is also an external positive effect, which concerns the relations between the EU. Although the Bologna Process is not strictly part of the *acquis communautaire*, it can be seen as a process for the adoption of European rules that are developed at a higher level than the national level. According to some expert economists, not being integrated, Ukraine is already living in the economic sphere according to European clocks, having adopted the rules and norms corresponding to this direction.

Conclusions

Globalization, today, is an important problem for higher education, because, in essence, the very model of the future education system, or otherwise, the level of qualification of labor resources, depends on the adequate introduction of the constituent elements of globalization and internationalization into the education process.

Let us single out the key problems, the solution of which forms the area of the joint fruitful existence of globalization and education:

- internationalization strategies;
- transnational education;
- ensuring international quality;
- regional and interregional cooperation;
- information and communication technologies and virtual universities;
- problems of equality and accessibility of education.

The reasons for the emergence of these problems in the context of the globalization process are proposed to be the following characteristic features of today's education process:

- applied knowledge production process;
- a wide range of interdisciplinary knowledge, the production process of which is achieved by establishing a consensus of experts in different fields. In modern science, on this occasion, the term transdisciplinarity of knowledge has been introduced, which implies a clear but flexible framework for managing the process of finding a solution to a problem. It is important to note that these frameworks are created and saved in the context of their application, but are not brought in ready-made;
- increasing social responsibility and accountability for the knowledge produced, which is a consequence of the growing participation of social groups in solving global problems;

- expanding the base of quality control systems (meaning new criteria invading the production of knowledge through the context of its application), which implies an increase in internal contradictions between diverse intellectual, social, economic and political interests.

When resolving the problems posed, it would be acceptable to first determine the degree and structure of the introduction of the proposed educational innovations. The process of turning universities into institutions operating on the basis of complex information networks (which, in fact, implies the globalization of education) includes, in addition to the introduction of new technologies, also inevitable changes in mentality. If it is possible to resolve the contradictions between new technologies and existing humanitarian pedagogical principles, as well as neo-humanistic values between different groups of the population, information and communication networks will become the most important zone and tool where the process of constructing the creative abilities of a new social order will take place.

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