

Influence of Globalization on Modern Education

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Abstract — The article discusses the impact of globalization on modern educational processes. The authors study general issues of education, review contradictions in education which are characteristic of the new era of globalization, and argue that globalization can have positive and negative effects on education. Education is a human activity susceptible to changes occurring in the world. It reflects and demonstrates the quality of modern transformations and undergoes enormous historical changes caused by socio-economic and cultural transformations, development of Internet technologies, spirit of the modern era of globalization. Global changes have a huge impact on education.

Keywords — globalization; education; structure; problems; prospects; modern pedagogy.

I. INTRODUCTION

Almost all spheres of human culture and human activities depend on education, on the level of education, knowledge and professional skills achieved by politicians, teachers, parents, and the society as a whole. Education influences world processes through conceptualization, development and implementation of innovative and educational programs. On the contrary, education as a stable and important aspect and part of the entire socio-political infrastructure, depends on socio-political and economic changes. Changes and reorganization in the socio-political and economic spheres can reorient methods and principles of education, teaching management, teacher-student and student-student interaction styles which speaks for the influence of globalization and democratic principles on the Russian education system. Democratic restructuring of the 1990s was a new phenomenon that influenced educational methodology, organization, curricula, language planning, international and multicultural education [1]. The need for humanization and democratization became apparent. The educational process (from kindergartens to distance learning for adults) is more focused on children and students. Under the influence of modern integration processes and democracy, two significant changes occurred: decentralization and creation of alternative educational cities, recreation of home education. Significant changes influenced curriculum planning. The use of three components of the curriculum - federal, regional and local - helped develop programs, choose knowledge and create didactic methods and strategies in accordance with the ethnocultural identity, learning style of students, and popular training traditions.

As for the language planning and language policy, the multicultural and multilingual environment represented by non-Russian ethnic groups has changed. In schools where

representatives of the Tatar, Bashkir, Mari, Udmurt and Chuvash nationalities study, the number of academic hours for teaching the native language and culture increased significantly. The quality of teaching native and foreign languages has improved over the past two decades due to modern intensive teaching methods. Democratic reforms contributed to multicultural and global education and expansion of international exchanges of students, professors and researchers.

II. RESULTS AND DISCUSSIONS

The modern unifying and information-saturated era requires and creates opportunities for lifelong education. This is another important issue and a serious task to be solved in the new century. The vital goal is expansion of rights and opportunities for all people. Providing everyone with an opportunity to get basic education and combat illiteracy is still the main priority that requires constant energy mobilization. Recent surveys show that from one-tenth to one-fifth of the population experience functional illiteracy. Due to rapid spread of new technologies and various scientific innovations, traditional forms of education do not meet requirements of education and adult literacy [2].

Although not all people can have high-quality primary and secondary education, and some do not have access to education at all, the secondary or primary education plays a huge role throughout life. In addition, secondary education should be strong and fundamental. Primary vocational education and training should provide all young people with knowledge and skills combined with the ability to learn to learn [3]. Efficient learning should be based on the close partnership with parents and local communities. Important goals must be set to meet multiple learning needs of young people. A flexible education system covering both public and private sectors should be available. Vocational education and training should be improved to increase the level and base of relevant knowledge and skills. Higher education should be improved and supplemented by more professionally oriented qualifications.

Finally, lifelong teaching strategies cannot be effective unless they represent efforts within the formal education system and are not related to other conditions of education and staff training, development of skills at enterprises. The focus of these strategies is adult workers whose skills should be constantly improved due to technological changes. Particular attention should be paid to women wanting to continue their

work and retraining of the unemployed. It is necessary to develop cooperation of universities and enterprises, train staff at enterprises, increase the quality of teaching quality, make courses and curricula relevant [4].

Education should teach people who are able to study on their own, who have learned to study. It is important since most experts predict significant "volatility" in the labor market; it is impossible to know exactly what jobs will be in demand in 10 or 20 years. The distinction between the process of learning and its professional application has become impossible in the society where scientific discoveries and practical applications of these discoveries follow each other at an ever faster pace and are much shorter than the lifespan or career of a person. That is why the university should offer the ability to change a specialization teach to cope with economic and social changes. That is why education should be interdisciplinary, provide a vital minimum of scientific knowledge and prepare for civil, cultural, social and family life.

An effective goal, strategy and method of continuing education is distance learning which is being developed in industrialized countries. Distance learning and education is an important result of digital technologies. In modern distance education, the Internet and e-mailing replace traditional methods used for delivering educational materials and providing feedback to students.. Distance education is the most vivid illustration of this potential. It complements technical progress and the need for obligatory basic education [5].

There are many institutions providing continuing education, and one of the most famous is the Open University in the United Kingdom. Enrolling more than 200,000 students of different ages, the university offers "virtual courses", group discussion and homework correction via the Internet. Distance learning is of particular interest in eastern and southern countries. Such densely populated countries as Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan are interested in this method.

Globalization can accelerate destruction of national education systems and local traditions of folk education, supplant languages and affect rural education.

Many people involved in education see globalization as a "crushing force" that can destroy national educational traditions and canons and oust the country from the system of national education. New experimental and globalization ideas destroy national canons.

In the Russian education system, there were powerful forces that opposed globalization, and rejected the need to join the global educational space. It is due to this "hatred" that the national educational canons, despite the significant influence of new and experimental trends, were followed by educational institutions. The worst situation was in the Atlantic countries, where the structure and content of education were polished in accordance with the norms of common Western standards; the even worse situation was in some African and Asian countries with rapid westernization and globalization of educational canons to the detriment of national values and educational

traditions. If the concept of westernization is a "root, original education" for Atlantic countries, for other civilizations, westernization and globalization are alien phenomena. Globalization is associated with westernization. However, globalization is not identical to westernization [6].

By facilitating the influx of English as a mega-giant language into the world educational space, globalization is seeking to oust other world languages. Until the 1960s and 1970s, in many non-English-speaking countries, high schools, colleges, and universities included various foreign languages in their curricula. English was one of many foreign languages. In the Soviet Union, four foreign languages — English, German, French, and Spanish — were studied.

By reducing the motivation to learn German, French and Spanish, globalization contributed to the reverse process - the growth of learning non-traditional foreign languages, such as Chinese, Arabic and Turkish. This feature is characteristic of the Islamic regions of Russia, especially Tatarstan and Bashkortostan. Teaching these foreign languages can be due to the growth of socio-economic, cultural and educational ties between these autonomous republics and the countries of the Middle East and Asia.

Globalization caused unprecedented growth and spread of information and digital technologies, favorable and easy access to knowledge and information for millions of students. The educational systems of industrialized countries of Europe, North America and Asia have benefited from modern technologies. They managed to provide their primary and secondary schools, both urban and rural, with equipment. They continued to allocate funds for educational purposes. Most of the developed countries managed to preserve the agrarian sector of the economy in favorable conditions. Therefore, most of the rural settlements and farms, as well as rural schools were preserved. Although rural-to-urban migration is now a global trend, rural residents rarely move to metropolitan areas from rich agricultural areas, and many graduates replace their parents and grandparents in agricultural professions.

In addition to the negative aspects of globalization, it is necessary to emphasize their positive trends. Globalization contributes to the integration of national educational structures into the world educational space, enriching the educational process with democratic principles and canons, introducing English as an important education and communication tool, implementing concepts of multicultural and global education.

Integration of various educational systems may cause negative consequences. An anti-globalist, ethnocentric or vehement patriot can immediately reject this idea arguing that "this monster of integration" or "terrifying creature" will "crush" ethnic, cultural and educational traditions of small nations. This threat exists, and the globalizing vortex "nibbles and sweeps away" national, folk, and classical educational traditions [7].

However, the idea of integration must be understood dialectically: integration into one educational space implies parallel support and development of national educational canons. In fact, this dialectical idea is related to the "universal-

national” dyad which means that properly organized education should concentrate on both global (universal) and national values. The need for integration arises not from the fact that national educational systems in different countries are lagging or need updating and modernization. Integration is required to meet the generally accepted educational standards of the new millennium. Integration is required to solve common problems based on mutual understanding and cooperation. Every country, ethnic, cultural and religious group have something to offer and add to the global educational melting pot. We can learn from each other something rational and useful to improve educational trends and canons. Governments and teachers should understand that, along with unique pedagogical traditions, human society should have some universal standards and principles that are understandable to all students and teachers. For educators, unity of the planet is determined by the need and desire to create a global educational space - an home for students – without rejecting or ridiculing unique national methods for educating children and adolescents. Our main goal is to use globalization to create a global educational space, integrate into it and extract profits from it, in order to improve the quality of school and university education and living standards.

Globalization has greatly contributed to the principles of democracy and freedom. The idea of democracy is not new in education, but until the 1990s, it was a prerogative of Western education. Only since the 1990s, this idea began to penetrate into the wider fabric of human society [8].

The ideas and principles of democratic education generated by recent global changes have affected all countries. The educational process has become more humane, more child-centered and less authoritarian. Democratic ideas are parallel to the phenomenon of humanization which has acquired a noticeable form in the audiences of Eurasia, the South-East and the Middle East, as well as in university classrooms. Humanization caused the need for new educational strategies and technologies to create a favorable environment for self-development of teachers and students. Teachers consider students as subjects of the educational process capable of expressing their views on any problem. In the non-Western countries, teachers and students understand that democracy teaches people to be responsible rather than free. It is a service to humanity rather than chaos. Violation of laws and corruption are the main enemies of democracy.

The concepts of globalization and democratization enrich and help each other. In one case, globalization improves and strengthens conceptualization and implementation of democratic canons and foundations of freedom and human rights; democracy provides the educational process with global and humanistic values, deprived of authoritarian principles in the teacher-student and parent-child relations.

Globalization has brought English to the global agenda as the main language of the global educational space and global communication. This means that globalization, by expanding the global functions of the English language, has made it easier for students, teachers, parents and people to communicate with each other, conceptualize vital ideas, develop plans and solve problems. On the one hand, English is

a “killer” sweeping away other international and national languages; on the other hand, it is a huge crystal that provides light and energy and promotes intercultural communication throughout the educational space.

The differences between multicultural and global education are as follows: multicultural education addresses ethno-cultural, linguistic, religious, gender and social problems within national boundaries, while global education is associated with a similar and wider spectrum of other social and educational variables that go beyond national borders. Educational institutions began to introduce multicultural and global values and ethnicity into the educational process. Educators understand that young people need to be aware of other cultures and civilizations, other ways of living and mentality, be tolerant of an alien lifestyle and have knowledge and skills to interact with people from different ethnic, racial and cultural traditions. In fact, this world is a “miniature” due to efficient global and long-distance communication tools [9, 10].

Multicultural education is determined by concepts of democracy, freedom and human rights. Despite racial, ethnic, cultural and gender characteristics, all people have equal rights to quality education.

Multicultural education is characterized by content integration, knowledge building, prejudice elimination, equal pedagogy and expansion of school culture and social structures. Two main approaches are used for multiculturalization of the curriculum: multicultural education for all people and private multicultural education. The first one is aimed at meeting ethnocultural needs of all students and can be used in any educational institution. The second one is also aimed at meeting ethno-cultural interests of all students. However, it meets needs and expectations of a particular group. In linguistic minority communities, it is easier to implement multicultural education strategies through bilingual education. When implementing a multicultural curriculum, it is important for the teacher to take into account the nature of each discipline. For example, in teaching social studies, the teacher must possess the required level of humanitarian and sociological competence. In teaching health education, the teacher is obliged to present ideas of healthy person in different cultures, tell about treatment and prevention methods used in different cultures.

III. CONCLUSION

It is high time to understand and appreciate the era of transformations which cause outstanding and destructive changes. We are witnessing an era of global integration, and its slogans evoke global unification, like yesterday slogans called for integration at the national levels.

We believe that many countries have benefited from joining the world educational space and exchanging views and experience with other educational structures. For example, unification of Russian educational traditions with classical and avant-garde Western ones helped Russian and Western teachers solve vital problems in educating the young generation of children and students.

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