

Modern Educational Environment: The Impact of Globalization

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Abstract—The impact of globalization on educational activities in general and on universities in particular is analyzed in this paper. At the same time the two most important aspects of manifestations of globalization in the educational environment are considered, namely toughening competition among national education systems and universities, which demonstrates itself in the struggle for high performance and positions in the international rankings and virtualization of education making the on-line accessible to virtually any educational resources and transforms competition in this environment from the sphere of excellence in the content of educational services in to the sphere of excellence in the methods of its delivery to the individual.

Keywords—globalization, the education system, lifelong learning, the Internet (remote) education, educational technology, international rankings

I. INTRODUCTION

One of the most important manifestations of globalization became education virtualization at both international level and at the level of individual national educational systems and their constituent institutions. The new requirements of the labor market the change of business models and business environment under the influence of information and communication technologies, promote a new approach to building of the educational process. New generation of students and trainees carries a number of other motivational impulses, based on the other methods of work, communication and technical skills in the habit of social networks and unlimited access to the Internet, interactivity and dialogue by 24 hours 7 days a week, by request video and audio materials (evolution of publishers and textbooks), with cross-cultural ("global") skills and prefer to self-development. The answer to these challenges should be the formation of a new type of teachers, change of forms and methods of teaching and the convergence of the traditional full-time study and on-line education.

II. GLOBALIZATION AND EDUCATION

A. Globalization and the national education system

In each country at the national level its own system of education is set up and operated. It has its own unique features,

and supported by the state policy of the country.

Globalization affects each country in different ways due to the national characteristics, traditions, cultures and priorities. Therefore globalization is positioned as a multi-faceted phenomenon, a direct impact on education. "... Globalization of educational environment is structural and functional change in national educational systems with a view to their better involvement in the global reduction of social risks, and transaction costs of interaction of economic agents, the humanization of knowledge, standardization of assessment of quality of life (goods and services), the intensification of socio-economic dynamics and expanded reproduction of social intellectual capital on a global scale" [1].

Today the main problem of national education system was defined – how do the countries and the universities maintain their academic independence in the world where they have a minimum of legal control over the import or export of higher education?

At first glance the governments continue to have the freedom to define the nature of the functioning of education systems in their countries. However, over the past decade the nature of public policy in the world has been reduced to international "generally established" requirements that must be fulfilled if the national economy is focused on the growth and competitiveness on the world stage.

The unification and market-based features are assigned to the education system.

According to Colin Leys "...politics everywhere are now market-driven. It is not just that governments can no longer 'manage' their national economies; to survive in office they must increasingly "manage" national politics in such a way as to adapt them to the pressures of transnational market forces" [2].

Thus, globalization of education makes the formation processes of competition in this field on the international level, that is, the educational institutions from different countries are involved in the competition for the best teachers, students, post-graduate students. The role of the educational institutions in the struggle for leadership in the global education system is being increased for providing a strategic competitive

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advantage in the education market, and the national education systems lose their dignity, achievements, and priorities.

B. Globalization and educational activities

Globalization has not only changed the political context in which today there is a system of education, but also had a significant change in the educational activity.

Firstly, qualitative changes underwent presenting educational material format. The traditional form between teacher and student interaction in Russia had lecture and seminary form, the essence of which was to explain, understand and memorize. Now the learning process is focused on getting the experience and therefore such interactive forms of learning as a debate, the case-method, game, training, method of projects and the others in the model or the real situations of professional activities, which are focused on meditation and the search for real solutions are significant.

Secondly, in the education process becomes stronger the new technologies.

During globalization the purpose of training is not only acquired the assimilation of knowledge, but also the mastering of the research methods, exchange, use of information as a basic material for the production of new knowledge, as well as the creation of an image of the world. Appropriative user's skills are required in order to use effectively all the possibilities offered by computer telecommunications. Today every Russian student (or student from another country) can be at home or institution and choose (read) the literature on the interesting topic in the catalog of the Library of USA Congress or any other virtual library accessible to him. The problem existed before of access to the information was replaced by the problem of finding relevant information in arrays of information.

It is necessary to agree with Manuel Castells that at the beginning of the twenty-first century a new capitalist economy with a feature is based not only on the domination of information but the conversion of options for its use. The leading role in society is acquired by the global network structures, displacing traditional forms of relationships [3].

Introduction of new technologies entails the establishment of a new educational system which can ensure the provision of educational services for millions of people in reducing spending on education. The Internet education (distance learning) is directed on the achievement of these goals. Remote education can be defined as the formation of the general population, obtained with the help of information of educational resources on the Internet (Fig. 1).

Introduction of Internet technology and as a consequence of the transition to obtain mass higher distant education demonstrates the growth of all levels of education.

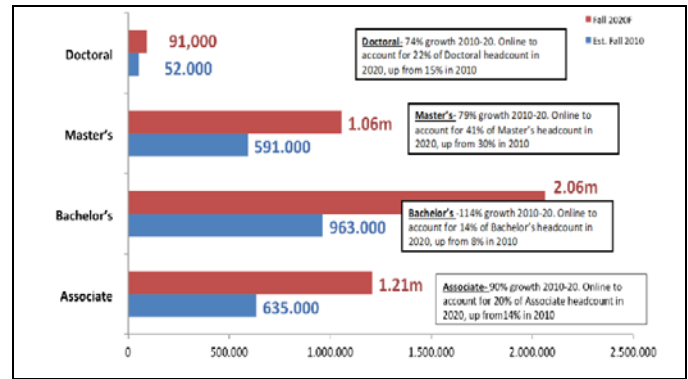


Fig. 1. Development of Online Higher Education (2010-2020)

Source: IPEDS/NCES, SEC filings, school data, Sloan-C and Eduventures analysis

Now the leaders in distance education are the United States and Canada. This countries occupy more than 50% of the market for Internet Education [4] (Fig. 2).

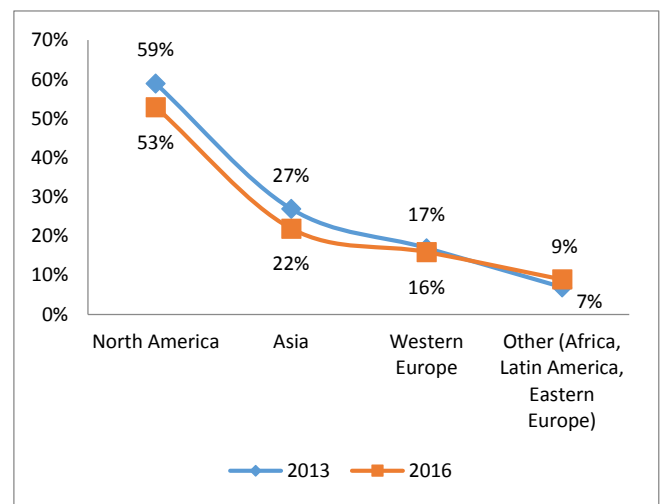


Fig. 2. The global structure of the Internet education market (2013-2016)

Source: Dosebo, J'son and Partners Consulting

According to the study of Ambient Insight the governments in many countries have a significant impact on the high schools to implement Internet Education. In other countries, such as Brazil, Indonesia, China, Ethiopia on the contrary the introduction of Internet Education met with resistance from the authorities. [5]

Nevertheless, the rapid development of distance education market and its availability ensured the rapid growth of students receiving education through Internet. In 2005, the number of students using the educational process in Internet technology is equal to the number of students enrolled in the traditional form. According to the forecast the number of students in distance form can be reached 650 million people by 2025 (Fig. 3).

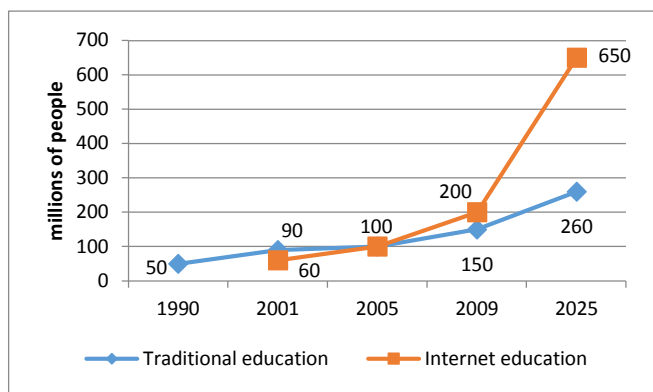


Fig. 3. Comparative analysis of the number of students enrolled in traditional and Internet learning (1990-2025)

Source: Aleksey Bataev. Analysis of the world of distance education market

Improvement of effectiveness of Internet education is associated with the organization perfection of the learning environment. The traditional training takes place in a traditional classical classroom. The remote training based on the computer and telecommunication technologies can take place not only in specific equipped classrooms, but also in the workplace, at home or in any other medium.

For example, the USA experience shows widespread Internet technologies introduced in the educational process of higher educational institutions. In particular, every the first-year student of the Princeton University (USA) on the first day of his study is pumping free application iPrinceton in his smartphone. And at the Abilene Christian University (USA) provides each student the iPhone or the iPod Touch since 2009, at the same time University conducts there intensive training in the use of the Apple application among teachers. The University of Virginia (USA) has developed a mobile application on the basis of Willow Tree apps (allows virtually present on the campus). There is an application to search for books in the library of the Ohio State University (USA), as well as a directory with all the phone numbers and addresses of teachers. An interesting fact is the development of students' Penn State University (USA) mobile video application for ethnographers scientists to record videos during fieldwork at the site for video processing and for brief annotation.

Expansion of international contacts in all areas of human activity, greater access to information, the rapid development of telecommunications technology create entirely new conditions for education.

Thirdly, the transformation of understanding of the necessity of education and the duration of its lifetime.

The Memorandum of Continuing Education of the European Union, adopted in Lisbon, said: "Europe has already entered the" age of knowledge "... a successful transition to an economy and society based on knowledge, should be accompanied by a process of continuous education - lifelong learning" [6].

A system of lifelong learning is an algorithm "pre-school education - school - higher school - work - training." Thus, the

individual completes his studies and learns again (retrains) during all his life.

Therefore, education must guide all person's life and give him the opportunity to improve continuously his level. In turn, only those people who have the professional education and motivated for new competences are the main human resources of the economy.

C. Globalization and inequality between universities

The active discussions about widespread education rankings in the global research and education community are being conducted over the past two decades.

The first international ranking of universities was prepared in 1997, Asiaweek magazine which presented the classification of the largest universities in the Asia-Pacific region. But this ranking isn't global one.

In 2003 construction of a system of global university rankings is observed. At this time an annual academic ranking of world's leading universities "Academic Ranking of World Universities" (ARWU) is appeared [8].

In 2004 the British organization "TSL Education Ltd" has published its ranking in "The Times Higher Education". Later this ranking named THE [9]. At the same time the laboratory "Cybermetrics" - a member of the research group of the Information and Documentation Centre of the National Research Council of Spain offered the ranking Webometrics (Web) [10].

The next step in the development of the ranking of universities was the Council initiative for evaluation and accreditation of higher education of the Republic of Taiwan (Higher Education Evaluation and Accreditation Council of Taiwan). This organization began to publishate the ranking "Performance Ranking of Scientific Papers for World Universities" (NTU Ranking) in 2007 [11].

Later in 2009 the company Quacquarelli Symonds has developed a ranking QS (QS TOPUNIVERSITIES) [12].

The above global university rankings - ARWU, THE, QS, Web and PRSP - are universally recognized. All rankings are differed significantly by the set of the evaluated factors, and by the system of weighting factors.

This relatively short history of the existence of global university rankings shows that they become one of the most important tools of competition policy and education.

However, globalization has served as an impetus for the development of inter-university collaboration and academic mobility, and in conditions of inequality arising between universities-has particular importance of level matching issues and the quality of scientific and educational activities of universities all over the world.

The resulting competition has pushed leadership of the universities to management change, lobbying, other positioning itself at the global and national level, as high position in the rankings allow to establish long-term partnership, to attract talented students learning process, and to the work of highly qualified scientists.

In this study the authors used some methods such as a comparative analysis, synthesis, systematic approach and classification, historical method

III. CONCLUSION

The education sector is very sensitive to changes in the environment, adapt to changing needs and actively affect its condition. Education responds to the decision of both national and global problems. It should be understood that virtualization of educational environment dictates the need for the proper formation of the purposes and objectives of the underlying information system. And as a consequence the motivation of people and the formation of information culture.

Smart, interdisciplinary educational system focused on the students of lifelong learning (school, higher education, corporate training) in the formation of the global virtual educational environment dictate the need for adaptive educational programs, collaborative learning technologies - knowledge creation, individualization of learning on the next level and creation of the presence effect.

In general, we note that globalization trends in education, ultimately, linked directly to the availability and adoption of their national education systems.

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