

GLOBALISATION INFLUENCES ON EDUCATIONAL GOALS

Abstract: In this work we will present the most important aspects of globalization in the modern world and its influences on the educational goals. The educational goal is one of the most essential issues, not only in pedagogical context, but also in the context of the society as a whole. Its complexity arises from the numerous determinants which define the educational goals, e.g.: society, sets of values, the development of the pedagogical science, globalization, ideological and political views, social traditions, and invariably the personal interests. All of these factors affect the defining of the educational goals. The globalization with its integrative processes puts its stamp on the educational goals. In this contexts for example, in the UNESCO publications, special significance is given to the following aspects: humanism, social justice, solidarity, tolerance and the position of the person in the society. These aspects can be taken as major determinants in the defining of the educational goal. The „Life in the global world“ teaching expresses the influence of globalisation on the educational goal. Still, the question remains, to what degree the globalisation is a threat to the tradition?

Key words: globalization, goals, education, integrative processes

1. Introduction

The globalization processes are a typical characteristic of the world today. They express the global interdependence and the connectedness between people, i.e. life in the „Global Village“. The most evident is the influence of the USA and the most developed countries of the world. So, it is not accidental that the globalisation processes are identified with this countries' influence. In fact, it appears that everything is subordinated to the globalization, since its influence can be experienced in all areas of man's life and work. The globalization has a considerable influence in the educational processes. In the context of that influence, our considerations are directed towards the globalization as a determinant of the educational goals. The globalization phenomenon challenges the formulating of the educational goals, as an essential and a particularly significant, as well as a very complex issue. The complexity arises from the futurological dimension of the educational goals. It is

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not easy to determine which of the competencies that are to be achieved through the education process, will the person need for future life and work. They can only be presumed. In this context, the indicators of development and progress, as well as the directions they will take, including the unavoidable influence of the globalization are of a special meaning. We must not forget another very important element, namely the tradition. Regarding this, the author Z. Avramovic poses these essential questions: How much does the globalization push away tradition? Is the Euro-American man the end goal to be achieved by education? (Аврамовиќ, 2003:101)

2. The educational goals in their historic context

The educational goals are continually the focus of attention of the educational systems in the socio-historic contexts. Through the educational goals, each society manifests its interest about what type of a person it strives to form, with which characteristics, capabilities, competences, values etc. That is where the importance of this issue stems from. Looking back through the historic eras, during the slave society, the ancient city-states Athens and Sparta had different educational goals. While Athens was trying to achieve a harmonious development of body and spirit (*kalokagatia*), in accordance to the strivings of the state of Athens to develop its merchandise, seafaring and financial prosperity, in Sparta, which was in war with multiple states, the educational goal was to develop a strong and resilient soldier. In ancient Rome, the educational goal was to produce good orators. During the early feudalism, the aristocracy's goal was the breeding of a good knight, or a chevalier. J. Lock states the educational goal as the „education of the young gentleman“ (Попова-Коскарова, 2011: 211).

Towards the end of XIX century, the first reformist, Kerschensteiner, posed before the German society the demand for a „hard-working and useful citizen“, although the work education was primarily intended for the working classes. For Émile Durkheim, the goal of the education is to enable the person for an active and social life. For the Pragmatists, the goal is the gain of practical and useful knowledge, i.e. personal self-realization. For the Existentialists, the goal is to provide opportunities for a development of the free person; therefore the education must nurture the affective side of the person.

In the USA, at the beginning of XX century, the expectation was that of a businessman, capable to easily find his way in a variety of new situations. Later on, around the middle of XX century, the American discussions on education feature the following aspects: personal self-realization, humanity, financial efficiency, civil responsibility, successful family life, as well as understanding of the scientific methods and facts.

For the contemporary Japanese person, the goal is to be enabled for „high organization and work discipline“ (Trnavac, Gorgevic, 1998:30).

In former Yugoslavia, during the socialist society, the educational goal was that of a „universal knowledge“. For example, the general educational goal, from which

the goals and tasks of the elementary education arose, was in 1973 formulated as: „to develop a universal, free and humane person, capable of achieving their functions in the complex conditions of life and work“ (Основно образование, наставна програма, 1973: 11). Viewed from today's aspect, such an educational goal represented quite a static determinant. This resulted in a great amount of criticism, which led to its eventual decline, after the independence of the former Republics and their transformation into separate states. However, the educational goal manifested during that period through the syntagma „universal knowledge“, can be understood as a democratic determination to offer an opportunity to every person to be developed in every area. The period of transition, which lasted about ten years, breathed a new air into the formulation of the educational goal, although it was not easy to define the exact model or a type of person that the education was to produce. During that period, the countries in transition, including Macedonia, followed the model of the developed countries, while aspiring to come closer to their developed systems, through the syntagmas: efficient education, efficient school, practical knowledge, life skills (Адамческа, 2005: 17). In following those trends, Macedonia was not an exception. The large number of projects that were entering and were beginning to be realized through the educational process were aiming to primarily stimulate the student activity and to enhance the efficiency of education. The elementary education in this period (1997), felt a need „to allow the individual development of the students, in accordance with their predispositions and age characteristics, to gain knowledge and skills in relation to nature, society and man, and apply them in life and further education“ (Основно образование, наставна програма, 1997: 7).

From the educational goal thus formulated, the specific assignments of the elementary education can be drawn, such as: „to develop student independence, creativity, and to encourage their interest in gaining new knowledge and skills. To enable students to gain basic knowledge and skills about language, mathematics, science, humanities, human beings, technical means, informatics technology, arts, etc.“ (Основно образование, наставна програма, 1997).

With the introduction of the nine year education (as a result of the globalization), the educational goal is stated as „a harmonious student development (cognitive, social and psychomotor), in accordance with their individual abilities and developmental laws and personality development of the student, based on the principle of respect of basic human rights and freedom“ (Концепција, 2007: 74, цит според Попова-Коскарова, 2011: 89).

Therefore, an educational goal that is once and for all given and defined cannot exist.

It is evident that it is not easy to determine the educational goal in general, because the specific goals arise from it. The feeling is that we are on a cross-road between the traditional and the contemporary. Which direction do we take for the development of the person? How much can we anticipate the determination of a person's need for life and work in a new age, filled with economic, social, technical, and various other challenges? The education is expected to prepare the young people

for work and financial independence, to enable them to live constructively in a responsible community, as well as enabling them to live in a multicultural, varied, fast changing society. It is expected to help the young people to build a purposeful life in a future that can barely be predicted.

3. The globalisation and the conceptual changes

The beginnings of the influence of the globalisation on the education system, and more specifically on the educational goals can be found as early as 1988, in the European Council Resolution, through the tendency towards a „European dimension of education“, and even more so a few years later, in 1991, when there was request for forming a „European awareness“. The essence of the demand for a European dimension is the need of connecting, mutual understanding and integration of the people of the European Continent, introduction and understanding of European differences, as well as respect of personal and other cultures. In addition, it is stated that these demands must not in any case threaten the cultural identity of the person (Stojakov, Rodic, 2000).

The tendencies for a European dimension of the education can be seen as a basis for further demand for „global education“, where, besides the multicultural and intercultural education, special attention is given to the education for peace and to the ecological education. These aspects are beginning to dominate, so they are followed by redefining of the educational goals, both the general and the specific goals. All of this leads to changes in the conceptual basis, i.e. in the education plans and programmes, in the organization of teaching, as well as in the initial teacher education and their professional development. For example, during the 1990s, the elementary education was dominated by studying the English language, while the other languages (mainly the German, and to a smaller degree the French), were offered as a second language, starting from sixth grade. The Russian language was almost completely pushed out of schools since the 1980s, as a result of the breakthrough of globalization (Education plans, 1989). From a didactical aspect, these changes mark the beginning of a new approach in the education, moving towards gradual abandoning of the traditional teaching style which focuses on the teacher and his activities, while the students are seen as passive listeners, merely carrying out the tasks assigned by the teacher. Such concept (although initially met with much scepticism and some resistance by the teachers, mainly from the old generation), is slowly but surely being replaced by the project-based, active teaching, planning activities for the pupil, who can then gain knowledge and skills through various research-based activities and sources. Such changes come as a result of the early projects, which during the 1990s entered the Macedonian education system, such as: *Step By Step, Active Teaching – Interactive Learning*, and *Through reading and writing to critical thinking*. Further projects followed: *Civil Education, Green Pack* and *Green Pack Junior*, and dozens more. Most of the projects received grants

from the American Government's programme for aiding the developing countries, namely USAID, OBSCE and UNICEF.

With the introduction of the 9-year primary education, English became compulsory language starting from first grade. In addition, the *Life Skills Education Programme* was also introduced.

The spreading of the European dimension of the education, and globalization, is also manifested through the extra-curricular activities, which adopt a new form and content. Examples are: project activities, debates, research activities, student exchange, European week etc. The two largest programmes for student exchange: SOCRATES and LEONARDO DA VINCI – European programme for vocational education, are also worthy of a mention.

Thus, the globalisation has led us to a broad spectrum of changes in all areas of education, mainly in the primary and secondary education. All this is being reflected in the formulation of the educational goals.

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UTICAJI GLOBALIZACIJE NA OBRAZOVNE CILJEVE

Rezime: U ovom radu ćemo predstaviti najvažnije aspekte globalizacije u savremenom svetu i njene uticaje na obrazovne ciljeve. Obrazovni cilj jedan je od suštinskih pitanja, ne samo u kontekstu pedagogije, već u kontekstu samoga društva. Njegova složenost proističe iz brojnih determinacija koje definišu obrazovne ciljeve, kakvi su:

društvo, skup vrednosti, razvoj pedagoške nauke, globalizacija, ideološki i politički stavovi, društvena tradicija, ali i lični interes. Svi ovi faktori utiču na definisanje obrazovnih ciljeva. Globalizacija sa svojim integrativnim procesima daje svojevrsni pečat obrazovnim ciljevima. U ovom kontekstu, na primer, u publikacijama Uneska, poseban značaj dat je sledećim aspektima: humanizacija, socijalna pravda, solidarnost, tolerancija i položaj pojedinca u društvu. Ovi aspekti se mogu uzeti kao glavne determinante u definisanju obrazovnog cilja. U izrazu „živeti u globalnom selu“ ispoljava se uticaj globalizacije na obrazovni cilj. Ipak, ostaje pitanje u kojoj meri je globalizacija pretnja za tradiciju?