

## Education in the Era of Globalization

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#### Abstract

*Over the last ten years a number of contradictions arose in educational systems, which were mentioned and stated in Report of the International Education Committee for XXI century called "Education: concealed treasure". As far as stated contradictions have become a subject matter of large-scale international consent, the necessity of their settlement on the international and national level appears as a form of determination of modern education system content and arrangement. This involves: First, contradictions between global and local education systems, solution of which allows becoming of cosmopolitan, without losing own roots, serve to active participation in life of its nation. Second are contradictions between versatility and distinctiveness of present-day education. Third are contradictions between existing education traditions and their current trends. The fourth is the contradiction between long-term and short-term objectives of educational attainment. The pointed contradiction is everlasting, like dynamism, flexibility and variability of the educational process. Fifthly, it is the contradiction between spirituality and education essence and material aspect as means of its provision. On the one hand, mankind needs ideals and moral values, upgrading spirituality and culture level.*

Formation of personality in XXI century - the epoch of electronic communication development and computer automation – has become a universal challenge of paramount importance. For solution of such a problem the society has to upgrade economics, policy, culture, spirituality, and, naturally, new educational system.

Mankind existence conditions in XXI century require moving to a new society development strategy on basis of knowledge, advanced education system, suitable for this purpose, information and high technology. Therefore, its formation is one of the topmost aspects of worldwide social development. Settlement of this issue - isn't a spontaneous process, but socially determined and controlled phenomenon, the primary role wherein belongs to the government, its legislative authority, executive and judicial authorities.

Modern education system is characterized by typical problems, which, in the opinion of international experts, are of high priority. They involve the whole complex of issues, which upgrade present-day education, develop it up to modern standard requirements, problems, born by bottom-line education orientation in prejudice of personality development, problems, which arise as a result of insufficient education availability for great masses of population.

As far as noted problems have a systematic nature, then their solution is possible via means, generally valid and of nationwide nature. It is a question of the influence upon educational system of such social power, as political power in all its forms - governmental, civil, social, and political. If we remember that special target area (education system) dictates and predetermines equally specific influence, then the item of education

system management, the necessity of real educational policy formation becomes clear.

Unfortunately, connection between educational status and nation well-being standard, the possibility of its further socio-economic development currently is realized not by everybody, nor to the full extent. Insufficient care towards education in many countries of world community proves it. The tendency of government role weakening in determination of the content, forms and realization of needs in education sphere causes particular conferment.

Insufficient level of educational system funding becomes a direct cause, which deepens socioeconomic crisis, worsens even without that disastrous state of people. Millions of children, thrown into the streets as a consequence of social crisis, join the ranks of criminal environment - source of social and political instability. Spirituality, education and culture - the topmost constituents of present-day governments' national safety, fall down.

Over the last ten years a number of contradictions arose in educational systems, which were mentioned and stated in the Report of the International Education Committee for XXI century called “Education: concealed treasure”. As far as stated contradictions have become a subject matter of large-scale international consent, the necessity of their settlement on the international and national level appears as a form of determination of modern education system content and arrangement.

This involves, primarily, the following contradictions:

1) Contradictions between global and local education systems, solution of which allows becoming of cosmopolitan, without losing own roots, serve to active participation in life of its nation.

2) Contradictions between versatility and distinctiveness of present-day education. Correlation between versatility and distinctiveness of present-day education technologies and systems is achieved by various means, principal of which are: “Rational definition of government intervention limits in the sphere of education, in accordance with authorized and socially significant standard”; “Assured and truly exercisable right of personality to select form and the content of education in accordance with its reasons and abilities”; “Compliance with the requirements of Universal Declaration of Human Rights in sphere of education; realization of availability, openness and publicity principles in arrangement and performance of national educational system, etc”.

3) Contradictions between existing education traditions and their current trends. Adaptation of education to new terms and reality should not involve tearing-off roots, from existing cultural and educational norms and ideals. In the given terms there is stated rather high degree of developed educational system conservatism and necessity of careful interference in their updating and particularly in reforming. Under the assumption of above mentioned, there should be noted the importance of this contradiction solution in countries with transient conditions of social development, with critical and conflict circumstances, with initial period of statehood formation and advance. Such conditions generally involve reforming not only socio-economic system, but also foundation of new educational system and upbringing. Relationship of traditions and innovations within transition governments quite differs relative to stable developing countries. Change of educational process trends, peculiar to transition social systems, require radically new educational policy from the government. The fact should be considered, that education system stability and balance are inevitably violated.

4) The contradiction between long-term and short-term objectives of educational attainment. Strategic, long-term objectives and tasks of education are always realized in government's educational policy principles, education system operation principles, and legal acts of educational process control. Generally they manifest themselves in so-called concept of continuous education, component parts of which are short-term forms of educational process. Contradictions between long-term and short-term objectives of education are



solved through updating of governmental educational policy, adaptive management of the educational system, variety of educational process entities and their ability adequately respond to current situation variation. The pointed contradiction is everlasting, like dynamism, flexibility and variability of the educational process.

5) It is the contradiction between the necessity of contest and conation to equal opportunity of the personality in the course of knowledge, skills and ability acquirement. As applied to education, rather obvious is the conclusion that education concept should be renewed and brought in balance with today standards. Thesis "education for term of life" is presently out-of-date. It should be changed onto: education throughout life", "education as way of life".

6) It is the contradiction between unprecedented advance of knowledge and possibility of its acquirement by a man. Priorities of basic schooling elements' keeping represent comprehensive basis of governmental educational policy, the sphere, specified, kept unchanged and defended exactly due to government intervention in educational system.

Professional directivity causes concern of free and self-selection of a personality, its initiatives, which are guaranteed by international and national legislations.

7) Seventhly, it is the contradiction between spirituality and education essence and material aspect as means of its provision. On the one hand, mankind needs ideals and moral values, upgrading spirituality and culture level. The noble task, solved by education, is connected with awakening of national-patriotic and international mind in every man, up to realization of large-scale world versatility.

Analysis of higher education system state at the Republic of Azerbaijan over ten years of self-dependence allowed highlighting the following peculiarities:

"Institutional structure, program and forms of education have completely diversified, there has been implemented a university educational scheme. «Governmental education sector and private education sector have intensively been developed. An educational service market has developed in republic, where governmental and private higher education establishments operate on equal terms. An educational service market, like any other market, develops in accordance with competition law. Generally, higher education reform, held in Azerbaijan, led to such positive results, like:

- a) " higher education democratization and start-up of decentralizing control process;
- b) " foundation of new legislative and regulatory framework;
- c) " diversification of network and structure of higher education establishments;
- d) " development and introduction of new government standards for higher education;
- e) " switch to many-level education system.

Alongside with pointed advances in formation of educational policy, there should also be noted problems in higher education system. .

1. From the first days of independence of Azerbaijan two alternatives were denoted for state policy in the sphere of higher education: either country makes education the highest advance priority, by all means keeping its level and education "pulls out" economics, or education is leveled due to economic opportunities. Though the first alternative was declared, at least, within first years of self-dependence there was realized the second one.

2. Within the system of high professional development, breakup in cooperation of Institutions of Higher Education with academic science sector, production and experimental capabilities increases, this leads to loss of quality of academic activity and practical training of future specialists.

3. There is observed lack of proper teaching conditions in non-state Institutions of Higher Education,

which degrade teaching and training of specialists. Trend of a number of Institutions of Higher Education towards purely financial problems no more assures quality of higher educational practice, although comply with teachers' vital interests. The above mentioned refers not only to private Institutions of Higher Education, but also to state ones.

4. While college-bred personnel training «unprofitable specialties» are removed, in particular, natural-science and technology directions, without which scientific and technical development of society is impossible.

5. In professional development system the required attention is not paid to work skills education and their upgrading. There are no sufficient investigations of this aspect, providing flexibility, upgrading and efficiency of educational process, passing of necessary know-how, considering requirements of varying labor market.

6. Socioeconomic situation in republic aggravated a problem of teen-agers and youth. Unemployment, forced dependency results in social and labor degradation of this category population. And as a result - crime wave among teen-agers and youth, facts of alcoholism, the drug habit, prostitution and others negative developments.

7. The problem consists in fact, that while division of labour and specification of social functions, presently reserved to various departments in educational system, the most important link between overall education strategy and tactics of its execution often falls out.

8. Availability of doubling in training of personnel on a number of specialties, inefficient utilization of professional, financial-economic and material and technical potential of Higher Education Institutions, directivity on preparation of narrow-purpose specialists, neither actual nor competitive on the labour market, which ultimately do not provide high quality of higher education in the country.

These shortcomings determined the necessity of optimization process development and innovation of higher education establishments' network, which hold a prominent place in educational policy today. So, there is set a course for formation of multiple-discipline classic type universities on basis of integration and joining of branch and regional higher education establishments or reorganization of pedagogic and Technical Institutes into universities.

On the other hand, in higher education system of Azerbaijan, to our opinion, today we observe explicit, but many-valued contradictory tendencies: «The number of students, trained at the expense of republic budget means, steadily decreases, but the total number of student grows at the expense of increase of students' share, trained for a fee. «Steadily decreases share of Gross Domestic Product in the country, spent on higher education, while expenses of people for higher education acquisition increase.

All the indicated aspects and contradictions in republican higher education system determine, primarily, shortcomings or absence of funding. In the system of higher education there is a firm principle of two-way training costs funding: at the expense of republican budget means and at the expense of people's expenses. It should be noted, if the government does not work for the solution of these problems and contradictions in educational system, entropy may increase, and lead to inconvertible and destructive processes.

Currently, when about twenty years has passed since declaration of democratic development targets in Azerbaijan, it has become clear that the transition period for the republic passes into separate economic and social system of long-term prospect. To such a conclusion induce circumstances, uniqueness of which is typical exactly for Azerbaijan. First, Azerbaijan today – is a new geopolitical formation, national interests of which are yet expected to enter into existing international and regional geopolitical centre of forces, contention and influence.

Second, Azerbaijan has too many so-called transition lines, the principal of which are: transition to new statehood; transition to new political system; formation of civil society in its classic understanding. Democratization of educational system in the republic has been already identified, but, we think, it to a large degree carries managerial nature. The success of education system upgrading to a large extent depends on how people understand and correctly evaluate their rights and duties as citizens of the democratic society. Desire towards freedom can be inborn, but practice of democracy is necessary to be studied. As the evidence of educational system democratization may serve a new model formation government order for training of specialists in Institutions of Higher Education of the Republic of Azerbaijan. Democratic selection of future specialty, selection of Higher Education Institution is the positive development of democratization.

Currently separate items of educational institution control process decentralization appear in republic. However, decentralization will not automatically make control process more democratic. Actually, separate educational institutions' administrators still act due to authoritarian methods. At the same time, decentralization, at least, will create the opportunity for distribution of power and responsibility, introduction of more democratic forms of management, active participation of the society.

The analysis of abovementioned led to some conclusions.

1. Higher education system in Azerbaijan held out against challenges of transition period. Intellectual potential has been preserved.
2. Adaptation to market environment was realized. Non-state higher education sector has been formed.
3. Legal acts, focused on further development of higher education system, are adopted.
4. Integration of science and education is realized.
5. There is no effective planning system of specialists training according to need of economics, social sphere and social life of the country.