
DEVELOPMENT OF THE EDUCATION PROCESS AND NOWADAYS SCIENTIFIC KNOWLEDGE AGAINST THE GLOBALIZATION PROCESS

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Abstract: This paper aims at reviewing the current situation of two fundamental issues directly related to education. First, it focuses on the process of globalization and, secondly, on the problems of the global science-driven knowledge that are needed to education and society as a whole.

The term globalization is neither new nor casual in the last two decades. The development of human society has brought a lot of changes in the sphere of education. Increasingly, education systems are being transformed from their past role and content. Starting from the developments, recently, they are beginning to take new roles and functions as a function of the need to be confident in a global society and economy. Starting from the developments, recently, they are beginning to take new definitions and roles in the function of need to be more competitive in a global society and economy.

The process of education itself cannot be seen or imagined disconnected from the social development. They have already become determinative of each other's development and performance, at a time when the impact of globalization directly affects the quality of education.

Many researchers have tried to explain the way of changing the education process is going through, by examining the key factors associated with globalization.

Likewise, the problems and challenges faced by education and research as part of it, around the world, are many. This, according to researchers, is explained by the complex nature of globalization itself.

Keywords: Globalization, education, education system, scientific knowledge.

1. THEORETICAL REVIEW OF THE CHALLENGES OF SOCIAL DEVELOPMENT AND THE NEED FOR NEW SKILLS

Concerning the term globalization, it is hardly possible to find a single definition that would be able to represent everything that this term contains. This is because by considering it from different social, economic and political perspectives, the definitions will be different.

All we can say is that despite its definitions, by being in relation to education, it has a major goal: the commitment to create a universal education.

While education systems tend to expand and develop, the sphere of challenges also expand. The more complex the society is, the more it needs the periodic treatment of problems and the recommendation of alternatives.

Basically, the prospect of engaging in creating an education for everyone looks like a mission, by taking into account the social heterogeneity. This heterogeneity depends precisely on some factors such as demography, urbanism, health, politics, migration, etc., which seem to be related to one another. So that, any change in each field will be significantly reflected in education systems (Unesco, 2008, p. 17).

In fact, today's society is making us acquainted with facts which shows its daily development, as well as with the problems and challenges that education and research work face nowadays. Despite the concerns of scholars around the world, they still cannot find a solution. The researchers and specialists of education have tried to reveal the major problems through their research work in order to examine and propose the appropriate solutions.

When dealing with issues related to today's appearances, scholars are divided in terms of their attitudes. So that, the greatest challenges education is facing nowadays are classified in 4 groups by Resnik (2008). He pays a great attention to the preliminary review of the concepts.

According to him, we must first have a clear idea of the concept of de-nationalization of education. Secondly, the identification of key factors influencing the globalization of education. Thirdly, a review of the implications of international education and international curricula in different disciplines is needed. Fourthly, the recognition of non-Western education and its integration with Western knowledge. Resnik thinks that it is difficult to discuss the problems, the challenges of globalization and its impact on education, if the above-mentioned issues are not solved. (Resnik, 2008, p.1).

Other scholars also think that analyzing the conditions in which today's education takes place, greatly influences the main factors of this process. So that, they mostly consider the educational leaders and the ability they demonstrate in managing human resources, general and scientific knowledge management as well.

The quality of education development in a society will be precisely affected by these expectations about leaders (Litz, 2011, p. 50). He thinks that the leaders, who are leading the education systems around the world, have a significant impact on the quality of education through decisions they make. According to Litz, the meaning of

today's globalization can only be achieved through economic, political, socio-cultural, demographic, linguistic and technological interpretations.

She thinks, it is important to be precisely studied the effects of these new aspects of the globalization process: educational systems, school leaders and development programs leaders depending on various disputes (ibid. p.58).

Other scholars believe that there are needed concrete measures to cope with education challenges on the one hand and the galloping technology development on the other hand, as it is the only way to understand the needs and expectations.

The process of globalization has positive effects as well as negative effects. It should not only be considered one direction by leaving behind the other direction's costs.

The greatest influence of globalization on educational systems is noticed in leadership paradigms in educational systems. The positive effects of globalization are the following: economic growth, further development of technology, political and social integration, knowledge dissemination, increasing opportunities for learning, etc. However, the development of these processes is inevitably associated with some negative activities for society as a whole. Such can be considered: creating feelings of disregard, inequality, exclusion, etc. (Litz, 2011, p. 58).

Other scholars share the same attitude: the effects of globalization can be positive and negative at the same time. According to (Bakhtiari, February, 2011, p.96-97), the impact of globalization on culture in general and on the education system in particular is expected to be different for different countries, (Bakhtiari p. 96-97).

Among the positive impacts of the globalization process in society he mentions: the dissemination of knowledge, skills and intellectual tools needed for multiple developments; support; complement and benefit to produce synergy for the development of countries, communities and different individuals; creating values and increasing efficiency which can be achieved through mutual support in function of the needs and local growth, communication facilities, and so on.

As for the negative effects, among others Bakhtiari mentions: the creation of technological gaps and digital divisions between advanced countries and other developing or underdeveloped countries; increasing inequalities and conflicts between areas and cultures, etc. (Ibid. 96-97).

Other scholars have also studied issues of inequality in education systems due to globalization. However, the major problem at this point, according to researchers, remains the inequality between developed and developing, or underdeveloped countries

Likewise, there are others who think that globalization has affected almost all the education systems around the world, but what concerns them is the higher education. So that, (Cloete, Massen, Fehnel, Moja, Gibbon, & Helene Perold, 2006), when examining the dynamics and transformations in higher education, have preliminarily made a detailed parenthesis of social, economic, and especially political reasons and factors in society.

The economic, socio-cultural and especially the political transition of the various countries in the world, predominantly of developing countries, seemed to be significant in every link in the education system, including higher education. Likewise, the rapid development of technology and tools, to disseminate information, transformed classical and traditional ways of learning. According to the researchers above, a considerable influence was also the creation of international organizations as a result of free trade agreements between peoples (ibid p.7).

Many other scholars argue that the globalization process has had a significant impact on educational systems and that social-cultural changes do not disappear without leaving any distinct marks on it.

According to (Harrison & Kachur, 1999), the general meaning of the term globalization is more understandable than used. In this way, it is created the impression that everyone will speak the same language. But the most accurate definition would be the one that includes a combination of economic, cultural, political, and technological elements worldwide. According to them, the basic rules of education are also changing because of the technological development, which is influencing the ways of human interaction worldwide.

However, (Harrison & Kachur, 1999), even during this review, they expressed the emergence of a social paradox related to the emergence of extremist movements in the world. This, according to them, does not go hand in hand with the development of society or with the rapid development of technology, yet they are the product of the globalization process.

Other scholars have focused their attention and studies on the positive changes that globalization brings to education. It is about online education which seems to be widespread in the last two decades. They try to argue that online education is possible and in this point they mention the higher education.

So that, Kelli and Keith, believe that the means, which enables the knowledge transmission, should be based on a constructive pedagogy. In this way the expected result will be the following: obtaining a qualitative education. According to them, the main responsible people to enable this are the programmers, the specialists who develop these programs and administrators, (Kelli & Keith, 2005).

Online education is not only in the interest of businesses or companies that have the potential to expand. The same interest is shown even by many other people all over the world, who can demonstrate their presence by respecting every rule defined by an educational institution, even if they are not physically present there for any reason, (ibid). Other scholars think that globalization of education is inevitable and has several advantages because of the following reasons:

- ✚ allows participation in the educational process to acquire skills for new cultures;
- ✚ develops the ability of distinguishing within the intercultural diversity;
- ✚ helps people to judge events from a global perspective;
- ✚ explains how different cultures affect the activities of organizations;
- ✚ helps students understand how attitudes are formed and how they affect the behavior;
- ✚ develop the linguistic and harmonic skills of those who would like to work in different cultures;
- ✚ provides the ability to work together with people coming from different cultures;
- ✚ develops the ability of multi-minded thinking by making them gain cultural sensitivity;
- ✚ teaches people how to behave according to cultural differences;
- ✚ teaches how to manage multinational groups;
- ✚ develops the way of thinking from individuality to globalism (cit. Çelik, V; Nuri Gomleksiz M, p.140, Deniz, 1999).

Other scholars also think that changes in education are natural and inevitable nowadays. (Fullan, 2002) talks about some change agents who have a certain responsibility and a certain role in the field of education. *“I define change agents as self-conscious people about the nature of change and the process of change. Those who are capable of changing know well his half-unexpected and changeable nature and they follow the ideas and abilities required to cope and influence as many aspects of the process towards reaching the objectives.”* (Fullan, 2002, p. 14).

In essence, globalization itself must create appropriate spaces and visions for the further development of educational systems. Changes in this case will be fellow travelers of this process, within the framework in which it takes place.

The main focus of globalization should and may be specific. So that, according to (Kraja, 2012), the process of globalization has to be institutionally supported as well. According to him, this will bring specific results such as: further improvement of the technology of learning; the progress of students, providing a basic level for all citizens; improvement of school curricula in a general plan and in certain areas to prepare people with a suitable economic culture for the market economy; further deepening of democratic processes at school etc. (Kraja, 2012, pp. 342-343).

Globalization in education can only have the expected results if we as individuals and citizens of a particular society do not consider this process as inhibitor and loss of national identity but as a catalyst which assist on the progress of educational processes in the country.

Only in this way, globalization will develop the best national, regional and global indicators, by giving priority to achievements in the field of education and empowering it continually.

CONCLUSIONS

There are different approaches to globalization in general and the globalization of education in particular.

More and more people around the world are becoming aware of the of global developments' importance and impact on the society.

Rather than an accurate definition of the term globalization, interest lies in the great impact it has in all spheres of social, economic, political, social, cultural, etc. life.

The process of globalization is no longer a new concept that can make sense in a near future. It is a concept that is developing now, and may include even the past to build a better future.

Various international organizations such as UNESCO etc. are undertaking initiatives to enable "an education for all" that goes hand in hand with the universal goal of the globalization of education: the creation of a universal education.

Even though the education scholars share their ideas about methods and ways to apply for improving education, they all agree when it comes to the positive role that globalization should have, in recognizing and accepting the cultural, economic change etc.

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