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GLOBAL EDUCATION AS A NEW CONCEPT OF THE LEARNING PROCESS

EDUKACJA GLOBALNA JAKO NOWA KONCEPCJA PROCESU UCZENIA SIĘ

Abstract

This study aims to explore a theoretical basis of global education. The author notes that it is sensible to motivate and equip pupils and students with the knowledge, skills, abilities needed to create a positive global attitude. A key condition is to create a system-wide view of the world.
Keywords: *Teacher, Global Education, Teaching, Pupil*

Streszczenie

Niniejszy artykuł ma na celu zbadanie teoretycznych podstaw edukacji globalnej. Autor zauważa, że rozsądne jest motywowanie i wyposażanie uczniów i studentów w wiedzę, umiejętności, zdolności potrzebne do stworzenia pozytywnej postawy globalnej. Kluczowym warunkiem jest stworzenie ogólnosystemowego obrazu świata.
Słowa kluczowe: *Edukacja globalna, Nauczanie, Uczeń*

Statement of the problem in general outlook and its connection with important scientific and practical tasks.

It is sometimes possible to ponder how wonderfully are life, men's activities and abilities integrated into the functioning of the whole world. Also, inner world boundaries grow on a global scale. But what is there to be done for the benefit of all people? How is it possible to enhance the society? Where to seek the resources to implement the modern plans aimed at the development of society? And how to lead the

new generation to ensure that this generation would be in good hands?

The answer is a study which presumes the responsibility for collaborative integration into global education thinking. Hopefully, it will at least to some extent contribute to the development and enhancement of civilization.

Analysis of latest research where the solution of the problem was initiated.

The problem specified in the title was studied in the Czech and Slovak Republics by such researchers as, among others: J. Kotásek (2003); V. Hoffmanová (2003); B. Kosová (1996); G. Pike and D. Selby (1994).

Aims of paper. Methods

The aim of the research is positive resolving global problems and the necessary shift of values.

A descriptive methodology and obvious manifest content of textual communication which explicitly expresses the nature of the researched text were used.

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

Globalization of the society, learning society

Globalization is a phenomenon considered to be part of the most modern history of mankind. At the same time as the number of activities and fields of study influenced by the global world has been growing, more and more people have become a part of the globalization process. People have become accustomed to living in a global world and subconsciously count on the globalization process, because of its influence on environment, employment, inflation, taxes, prices, survival of extinct species, multimedia, magazine, book and film topics, changing role of women and men, lifestyle, wellbeing and visions about future. The modern image reduced the world in size. Various travel connections reduced the time and distance separating countries from an economic, social and political point of view (Hoffmanová V., 2003, p. 3).

New technologies have reached the outermost regions of the world. The basic conditions for today's movement of goods, capital, and services have been based on the distance reduction and movement of people. The connectedness of the contemporary world is felt by young people through the environment, fashion and modern culture, spread of drugs, electronic media. Undoubtedly, those aspects seem to place the whole world in the "common denominator".

Nevertheless, globalization is an inevitable and indisputable process. Even though there are certain threats entailed, they are more linked to the human's willingness to copy foreign patterns instead of creating own and unique values (Hoffmanová V., 2003, p. 4). It is known that science despite the progress will never be able to clarify everything. It seems as even with bearing

the best intentions, it is impossible to estimate man's limits. Globalization is too fast and it is necessary to be cautious.

It applies to all of the processes by means of which all people are integrated into one global society. Globalization is evident mainly in the following four dimensions:

1. the spatial dimension – economic, social, ecological, tourist connectedness of the world
2. the temporal dimension – represents the worldwide speed of communication, acceleration of changes, demands on the global decision-making process and their consequences. "Act locally, think globally" has become a slogan of global education.
3. the human-potential dimension – on one hand, everyone is everyone's "neighbor", on the other hand, a feeling of helplessness when it comes to changing the direction of the world or handling the load of information is present. Therefore, the global education is needed to ensure the balance between a man and the world, use the opportunities brought by the globalization, minimize the negative influences and to make sure that the planet's needs and rights are the needs and rights of every individual.
4. the issues dimension – the problems of the Earth are systematic, represent a threat to people, and some even are a threat to life on the Earth as a whole, for instance, global pollution, poverty, wars, international crime, drugs, unemployment, nutrition, etc. (Zelina M., 2000, p. 100).

A few decades ago a concept of the learning society was created (Husén, T: The Learning Society, London, Methuen, 1974). The idea appealed to many individuals in top positions, politicians, and industrialists. It reasoned that learning could be the key to solving contemporary economic, political and social problems. At first, Husén's definition did not provide a new understanding of similar approaches. It was originally presumed that the learning society would become the type of civilization in 2000. Some of the traits of this society include:

- "ability" to learn is the main tool to receive any status, and not the inheritance or social factor,
- technologies contribute to the progress regarding the knowledge transfer,
- equal rights for all especially using extending formal education facilities,
- generation gap diminishes by giving access to young people to decision-making powers,
- the role of professional experience and knowledge grows in the way that society becomes self-aware.

These ideas were interpreted as a positive utopia, modern myth and a new model of education (Hoffmanová V., 2003, p. 27).

The basis of the learning society is to create a better world. The working society tends to become the learning society meaning that work is being replaced by learning as a predominant value (mainly because of working time reduction, aging, long-term unemployment). In contrast to other utopias focusing on manipulation and social control, the learning society is the first utopia taking into account the learning potential. From this point of view, lifelong learning is considered as a binding concept, main principle, and ideology.

The idea of the learning society is supported and substantiated by many authors. The arguments are the following:

- importance and methods of teaching are in the center of politics,
- existence of various forms of education including unconventional programs established by unofficial institutions and informal education,

- people grow into the massive learning society united by shared moral and civic values,
- learning represents the only criterion for social and professional advancement,
- an individual is perceived as an agent of self-development and active participation in the public sphere,
- a learner, concerning others, guarantees shared citizenship, responsibility, mutual understanding, cooperation and decision-making based on mutual agreement.

For this reason, three models have been included:

1. The learning society lies in the social organization favorable to learning and self-development. The learning society = social capital + human capital = economic prosperity.
2. The learning society brings a new social meaning where the collective goals are in tune with individual goals.
3. The learning society attempts to extend informal education, especially regarding the middle class. The emphasis is being shifted from education and training towards the learning of individuals and organizations without a big involvement of the state.

The learning society represents a new type of society where the education of citizenship and coexistence plays the biggest role (Hoffmanová V., 2003, p. 28).

Global education

Global education is a very new concept of the education process. Its general aim is to prepare learners for life in the 21st century. It might be implemented by:

1. Developing the personality of learners as a whole (not only intellectual, but also motivational, emotional, psychological, physical aspect)
2. Understanding the global nature of the world and the role of learners in it. The

mass media development causes the world to become a global place.

The role of global education is to motivate and equip learners with knowledge, abilities, skills, and attitudes necessary for creative global problem-solving. The key is to create a systematic view of the world.

If global problems of mankind are positively solved, the shift of values is crucial:

From the promotion of quantity (more) to promotion of quality (better),

from the principle of independence to the principle of connectedness,

from the control over nature to live in harmony with nature

from competitiveness to cooperation,

from technology domination to social justice and equality,

from the perception of work as a necessity, duty and something hard to the perception of it as self-realization, self-satisfaction and added value (Pike G., Selby D., 1994, p. 34).

The shifts in the value system are considered as aims of global education. Authors Pike and Selby provide the following global education aims.

Students should:

- acquire the ability to think in a system´s mode,
- acquire an understanding of the systematic nature of the world,
- acquire a holistic conception of their capacities and potential,
- recognize that they have a worldview that is not universally shared,
- develop receptivity to other perspectives,
- acquire an awareness and understanding of the global condition and global developments and trends,
- develop an informed understanding of the concepts of justice, human rights, and responsibilities,

- develop a future orientation in their reflection upon the health of the planet,
- develop social and political action skills,
- learn that learning and personal development are continuous journeys with no fixed or final destination,
- learn those new ways of seeing the world are revitalizing but risky (Pike G., Selby D., 1994, pp. 301-303).

The key principles of the global education are: harmony of a content and form, implementation of various perspectives, balance of emotional and rational components of the education process, orientation towards long-term results of the education process, positive attitude towards oneself and others, dynamic and creative cognitive learning process, cooperative approach of experience-based learning. (Pike G., Selby D., 1994, p. 53).

The content consists of self-awareness, systems, progress, environment, peace and conflicts, rights and responsibility, alternative visions, work with information, personality development, human relations, feedback, creativity, positive self-esteem, appreciation of others, respect towards law and rights, attitude towards the world. (Pike G., Selby D., 1994, pp. 305-312).

The content and global education as a whole should be implemented in all subjects.

The global education should be mainly enacted through teaching and learning methods, such as didactic games, situation-based learning, role plays, case studies, heuristic and exploring methods. The most effective learning happens when the methods are used in the cooperative education process. It is crucial to positively motivate students and create a trustworthy and nurturing environment where learners experience safety and security, are not afraid to express their opinions (sometimes even wrong opinions), cooperate, take ownership of the shared work.

The important component of global education is so-called direct experiences including practicum, field trips and involvement in projects.

The normative assessment is preferred. Besides, various learners' skills are evaluated with oral assessment domination. Self and peer-assessment are widely used.

Within the framework of global education, teachers are expected to meet new requirements:

1. Teachers should tackle the problems from the global and not ethnic or national points of view.
2. Teachers should introduce learners to the diversity of various cultures.
3. Teachers perceive themselves as those who allow learners to reach the conclusions and individual approaches on their own.
4. Teachers emphasize a balanced development of all components of learners' personality.
5. Teachers believe in the potential of their learners.
6. Teachers use different methods, approaches and material resources for the education process.
7. Teachers perceive learning as a lifelong process.
8. Teachers respect the rights of others. In the classroom, ownership for the decision-making is evenly distributed.
9. Teachers show learners the connection between various subjects.
10. Teachers try to involve every learner in the life of the local community.

In the current modern and fast world, there has been a greater demand for abilities related to the personality of an individual. Their actions are tested on every corner.

Therefore, there has been an ongoing debate about how an education process can effectively prepare a learner for a new reality. The role of a teacher is crucial for the education process – this profession is more than just a job; it is a mission. The real learning can take place only through a holistic, global approach of a teacher. This approach is defined by healthy self-esteem, belief in the potential of others to learn and think independently, tolerance, awareness of one's mistakes and ability to learn from them. Consequently, the teacher develops the confidence of the learners in a relaxed, creative atmosphere, establishes an open relationship with the learners, acutely reflects on the learners' emotions. Creativity and critical thinking are much more important than facts and the ability to memorize in a real-life setting. By teaching, teachers communicate a life message.

The future development of education

Based on the analysis of OECD the future of education is presented in the form of models that are supported by parallel trend analyses of technology and economic progress, changes in society and life-management principles. The scenarios are based on the premise that not one but more and diverse pathways lead to the future. To make it possible to think about them, it was necessary to focus on a few foundational models. The role of the education policy is to find ways how to combine what is feasible and desirable together so that the wishes of the society are fulfilled (Pike G., Selby D., 1994, pp. 107-110).

Schools of future: scenarios and models

Scenarios are based on the three basic visions of future education which correspond to the fundamental logic of individuals and society: to preserve, develop, and reduce. The first vision assumes a continuation of the current state. The second vision is based on the premise that political, economic, social and cultural circumstances will lead to reinforcement of education as an irreplaceable institution in society. The third vision presupposes education's weakening and eventual decline.

The scenarios have not been based on the specific schools but rather on a predominant school model in a developing education system (Kotásek, J., 2003, pp. 9-18).

Scenario 1: Maintaining strong bureaucratically-managed education systems and preserving a traditional school model

This scenario is based on an assumption that current education systems are characterized by strong features of bureaucracy and pressure to conformity. The mandatory schooling is extended and more certificates are needed for the next phase of life. The great emphasis is placed on the improvement of educational programs. Regarding the internal organization of schools, more learners are part of a class led by one teacher. The educational policies and decision-making are in the hands of government bodies. It can be assumed here that teachers continue to have the status of a public servant.

In conclusion, maintaining the current state of education could be understood as a way to protect it from the total decline due to the lack of public support and political will.

Scenario 2: The widespread application of the market model in the education

According to this scenario, the government supports private entities providing educational services and individual study programs. In conclusion, privatization leads to individual learning and extended homeschooling.

Scenario 3: Schools as the main centers of the social life of municipalities

In this scenario, schools are recognized as community institutions. The school of this type is highly dependent on the support of

groups with a higher level of education. Also, schools are autonomous institutions regarded as a tool to the goal-directed formation of social capital, partnership, and solidarity. The school becomes a strong and creative institution.

Scenario 4: Schools focused on learning management

This scenario presupposes the school's self-improvement, increased public funding using more resources. The bigger emphasis is placed on teamwork and management qualification of personnel. The country-wide structure remains firm. The central support system focusing on schools and communities with the weakest social resources stays strong as well. The scenario develops as highly desirable.

Scenario 5: Learning in the condition of information networks

According to this scenario, the pressure of social groups using the newest technology grows. Additionally, access to the internet widens. Learning does not take place in schools and it is not guided by teachers. As a result, the position of the school is weakened and childcare is in the center of attention. In this manner, the individualization of learning takes place. Regarding the scenario, the question arises to what extent it is feasible and sustainable. In conclusion, it recalls the return of the 18th and 19th centuries complemented by the internet.

Scenario 6: The decline of education due to the lack of interest in teaching

This scenario can become a reality as a result of 4 factors:

a) Critical aging of teachers
b) Long-term recruiting and retaining skilled teachers
c) Financial unbearability of wages increases and expansion of teaching staff due to the abundance of teachers
d) Despite the success of the actions taken, the visible improvement only comes after some time

Previous requirements on educational programs and standards will be loosened. This will mainly concern the schools and subjects affected by the lack of qualified teaching staff. Regarding schools as centers of the social life of municipalities, they are considered as an addition rather than an alternative. According to a survey looking at the demand of those school models, the market model and using information networks received little support. The survey aimed to link the catastrophic scenario of crisis in the teaching field to other scenarios and to warn against the dangerous education decline. The published scenarios of school education can be considered as one of the paths of so far underdeveloped perspective planning of education on the international and national scale (Kotásek, J., 2003, pp. 9-18).

In Poland in the new educational law, the implementation of educational and preventive relations is, apart from training functions, one of the basic training tasks at all levels. Upbringing is understood as "using a child in development towards full maturity in the sphere of activity, emotional, intellectual, spiritual and social, strengthening and complementary through action in the field of prevention of problems of children and adolescents (Łukjaniuk J., 2018, pp. 423-439).

The purpose of education for civilization survival

It is clear from the objectives of the global education that its main purpose is to become the education of the future. Therefore, it searches the things fundamental for people, prerequisites for their survival on the planet, the ability to solve global problems and the creation of a positive future (Kotásek, J., 2003, pp. 9-18). In the framework

of global education, the emphasis is on vital knowledge, skills, and attitudes. It is primarily a dynamic process directly developing and forming learner's attitudes via experiences. It is not an ordinary subject, but it "equips a learner with tools for discovering oneself and the world." (Kosová B., 1996, p. 92).

To conclude, if a school is considered to be not only a place where learners learn but a place where they live, the school has to educate for life. The link between education and life becomes evident in acquired skills, capabilities needed for everyday life and also for solving future problems and thus for the survival of civilization.

Man, technology, and education
Man and technology

The ever-increasing development of civilization can also be seen in terms of technology development. "Indeed, technology has always been part of civilization" and "has acted as a characteristic of social progress." (Duda E., 1986, p. 117). Throughout history, people must purposefully improve the way and conditions of their social life. "People's social consciousness is always determined by their social being, a way of practical liveliness." (Husen T., 1974). Each new generation adopts the technique of past periods, and at the same time this point is a stepping stone for technical progress and thus for solving other problems and tasks that have not been solved and By changing technology and adapting it to his needs, man embodies his universal creative abilities. Since the "pre-measures" the creative nature of man, he serves his self-realization or the goal of human development (Cako A., 1999, p. 105). By creating new technology, people change themselves, but its important effect is to enrich knowledge about the processes, objects and phenomena of outdoor nature, about nature itself, about social possibilities and needs. In a word, it is a great act of human intelligence, perseverance, and creativity. After all, man creates it not only to satisfy his material needs but also to reason, mind, will, and beauty.

Technology and education

The ever-increasing amount of technical, scientific and technological knowledge and the increasing dependence of everyday life on technology and new technologies make it necessary to respond to this phenomenon in the field of education.

It is thus necessary and even necessary for people of different professions to provide technical education. The same is true especially for the young generation, who, through school, should develop technical creativity and develop a positive attitude to technology. School and education would thus have the effect of developing technical thinking and helping the younger generation to recognize the possibilities and directions of the development of new millennium technologies.

Education must therefore "provide enough space for modern, rapidly developing disciplines, such as electronics, information technology, and biotechnology, which already have a significant impact on our lives." (Cako A., 1999, p. 105). Indeed, if education does not lose its duties, which is to adequately prepare the individual for life in society now and in the future, it is necessary that its content was focused on all factors of the modern world that globalization brings. So, in addition to the intercourse of different ethnicities and cultures, the environmental threat is also new technologies or technology at all.

Positives and negatives of the presence of technology in education

As a result of the development of science and technology, it is understandable and even necessary to use it not only within educational institutions but also outside them.

Especially computer technology in today's world plays an important role in streamlining and reviving educational processes. Although the effects of globalization have made the computer and especially the Internet a source of much information and a means of connecting and communicating with the world, the question of its undesirable effects on personality development also arises. Rastislav Šoltéz also commented on this issue, when he says that even though a person obtains "a lot of information through a computer, those values that develop his human dimension of personality may fall into the background". "Certainly working on the Internet" can help increase education, but a great deal of knowledge does not mean a great personality development, especially if he lacks a healthy loving relationship "with his loved ones. Excessive time spent behind computer technology isolates a person "in his room, attaching him to himself, and thus decreasing his communication with the people around him. Thus he becomes a being living in another world. " (Grécko-katolícke biskupstvo Prešov: Počítač a výchova v rodine, 2002). He creates his own world. Božena Baluchová responds similarly, pointing out the risk of a virtual world where, as a result of internet-related anonymity, one more quickly forgets education, education and basic moral principles. It should be remembered that "there are millions of users in the Internet world. We should treat each other in such a way that we can peacefully coexist: We want to exchange information and various files, offer interesting solutions, discuss politely and on the subject ... " (Baluchova B., 2007, p. 18).

Therefore, it should not be forgotten that although the rapid development of technology offers a wealth of information and possibilities, "it is not possible to educate well without personal contact" (Luscoň J., 2004, p. 25).

Conclusions.

Every person has a place and a mission in the world. In order to fulfill it and to benefit other people, we need to be aware of our possibilities and make full use of them. We are responsible for ourselves and each other. As long as we live in the world, we are to guide and enrich each other.

Humanity has been experiencing a dynamic development process for millions of years. Many witnessed deceitful ideas, devastating thoughts, and ruinous deeds. For a certain period, we have an influence in the hands of us now living. Let us try to benefit from the resources that are offered to us and consciously the world towards positive progress. Indeed, improving technology, accelerating the effect, shortening distances and improving quality should help us keep the world a true face, backed up by a deeply human mind. It is a reliable resource for the implementation of modern plans for the development of civilization.

Global education is a very young concept of the teaching process. The general aim of global education is to prepare pupils and students for life in the 21st century. This can be realized by:

1. Developing the global, the whole personality of the pupil and student (the not only intellectual but also motivational, emotional, voluntary and physical part of the pupil and student)

2. Understanding the global nature of the world and the role of the pupil, student. The development of mass media makes the world a global village.

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