MULTICULTURAL VALUES IN THE CONDITIONS OF GLOBALIZATION OF EDUCATION

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Abstract: *The influence of world political, economic, social, educational and cultural processes accelerates the mutual influence and interaction of countries and peoples. The role of education in the era of globalization of politics, economics and culture is also important. In the process of globalization in the field of education, there is a competition between civilization models that make changes in the development of world pedagogy and culture, and also individual and group consciousness is changing. In the context of globalization under the influence of the leading world civilizations of the East, the West and Eurasia, education takes on certain features. Globalization has an impact on education, thereby making important changes both in education and in the culture of every nation.*
Keywords: *Globalization, education, national values, culture, multiculturalism.*

JEL Classification: I25, Z13

The general overview of the globalisation

At the end of the 20th century, globalization processes brought with them global changes. The realities of the economy and social life, as well as the main trends, reflect the development of economic globalization. These trends include the competition of manufacturers, market tightening, and forced competition for access to limited types of resources. Researchers divide the globalization process into two inextricably linked parties: 1) economic globalization, which includes the development of transnational relations from an economic point of view; 2) cultural globalization, including the formation of a unified global culture of consciousness, devoid of ethnic, national, religious identity. The threats of globalization affect not only national education systems, but also cause a number of problems: a population explosion, social disasters, a clash of civilizations, economic threats, economic disintegration and etc.

The role of education system in promote the national values

In the process of the information revolution, the traditional mechanisms of government are devalued. In order to maintain statehood, new governance structures are being created. As a result, small nations lose some of the functions of an ethnic state. To preserve their statehood, nations are forced to change state policies and management, as a result of which changes in national values, goals and priorities occur. The information network of the world promotes the unification, contact and confusion of various traditions, worldviews and cultures, thereby exacerbating conflicts between them.

Cultural expansion is a threat to the cultural identity of many peoples. It provokes religious fundamentalism, xenophobia, extremism, ethnic separatism, terror, and also increases social and political tension. The loss of national identity strengthens the role of civilizational identity, thereby causing a clash of civilizations.

Education has always been a factor in the growth of competitiveness of the economy and sustainable development. Today, the state of the education system is one of the main links in modern society, which is recognized by the international community. The development and modernization of education is a prerequisite for the modernization of the world. Countries that have chosen the democratic path of development pay particular attention to the development of various spheres of society, such as: the economy, health care and, above all, education. A key condition for economic development and growth is education. Education is the level of economic and social well-being of the country, a strategic source of the dynamic and sustainable development of the nation. The future of this state depends on the level of education of a country.

The priority direction of modernization of education is the creation of conditions for the development of potential student opportunities. Content development is implemented in accordance with the competency-based approach. Competence is understood as a certain sphere of reality and activity, where a person must be competent, who can mobilize his abilities. Competence is a characteristic of students' skills, knowledge and abilities, which make it possible to adequately assess a certain situation in the surrounding world, express an authoritative opinion and make a decision. According to the current trend in the development of pedagogical systems, an educated competent specialist is a cultural person. The concept of culture is understood as a respectful, conscious attitude to the customs and traditions of other peoples, to the heritage of the past, as well as the ability to transform and understand reality in a certain area of relations and activities.

The process of globalization leads to the integration of national countries, regions, communities and their active interactions. Globalization is accompanied by migration processes and ethnic conflicts, which affect

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the social and ethno cultural life of society. Attempts to solve the social and educational problems of migrant families have led many countries to realize the phenomenon of multiculturalism.

Multiculturalism serves to implement a policy of stability and harmony, to protect cultural diversity, and also promotes cultural pluralism. The principles of multiculturalism apply to cultural, political, social spheres, as well as to education, which is reflected in the educational legislation of the leading countries of the world. The supporting element of multicultural education is the Council of Europe.

Multicultural education is education that creates equal opportunities for the realization of cultural needs, which brings youth to the moral and cultural values of other peoples and countries for all ethnic groups. Multicultural education embodies the realization of interaction and dialogue of cultures. Multicultural education forms a multicultural personality that recognizes cultural pluralism and seeks to protect national cultural diversity.

The main objectives of multicultural education are:

1. Understanding and accepting multicultural student identities;

2. The study of the psychology of xenophobia, racism, discrimination, mechanisms for creating stereotypes;

3. Study of the national-cultural atmosphere in the audience to determine the level of tolerance, national-cultural differences;

4. Affirmation and respect for cultural differences in the audience, creating an atmosphere of tolerance;

5. Creating relationships between students on the basis of mutual understanding and respect, thereby forming a mutual interest in each other's national culture;

6. Creative conflict resolution without violence.

A multicultural worldview is a constantly evolving system of value orientations, which manifests itself in the form of attitudes of educational activities from the perspective of multiculturalism.

Values are objectified in the mind of the teacher in the form of leading multicultural ideas, principles, patterns and concepts. The values - means are the values of folk culture (material objects - household items, labor, applied art; spiritual - mores, religion, folklore; socio-normative - norms, rites, etiquette).

The structural elements of multiculturalism are the following elements:

1. Cognitive, which includes knowledge, ideas about the essence of multiculturalism, its implementation in education, about the components of multiculturalism, the characteristics of the culture of peoples, as well as knowledge about the content, technology and goals of multicultural education.

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2. Emotional, which is associated with the development of the emotional-sensual sphere, manifested in feelings, beliefs, emotional-value attitude to customs, national-cultural characteristics, language, traditions, psychology, history of his people and other peoples of the world, country, republic.

3. Motivational-reflective, which represents a set of internal efforts aimed at mastering the skills, knowledge and skills of multicultural education, its assessment and analysis; manifested in the interests of the teacher for self-education, for the implementation of multicultural education and self-development.

4. The activity, which is manifested in the actions and actions of the teacher in relation to people of a different culture and nationality, as well as the ability to organize students' activities to form their culture of interethnic communication, tolerance.

The globalization trend of education is manifested in the desire to form a single educational space with the main criteria and approaches. Consideration of the national education system contributes to an increase in the openness of the education system, as well as its adaptation to the dynamics of the European and global labor market. Giving a competitive character to the activities of education and its commercialization can positively affect the quality of education.

The negative influence of the ideology of globalization manifests itself in changes in the quality of the educational process. The mentality causes a wide overhaul of motivations and value orientations of students and teachers. Focusing education on narrowly professional goals and its exclusion from the educational process, helps redirect the consciousness of students to meet consumer needs and unitary needs. G. Marcuse argued that consumer values are the basis of social integration and have the effect of losing his spiritual dimension and closure of the cultural space.

According to S. M. Mironov, from the point of view of national interests and national security interests, the ideal that education should strive for is a spiritual and moral person, citizen, patriot, and a good specialist. As A. Zapesotsky emphasizes (Zapesotsky, 2002), ignoring the spiritual foundations of national culture is a serious danger, because the weakening of the spiritual potential of society leads to the loss of the ability to maintain its important qualities.

K. D. Ushinsky argued that the orientation and nature of the upbringing of society is "a product of the long historical development of the nation, which cannot be borrowed from other peoples." (Ushinsky, 1998)

According to B. Gershunsky, the role of inertia of cultural processes and past cultural experience cannot be understated. In the mentality of society and the public mentality there are always those elements that are

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produced by past generations. At the same time, the mentality of today's people does not always reflect the priorities of the mentality of a society synchronously existing with these people. It is for this reason that the invasion of non-cultural educational models constitutes a serious danger to the effectiveness of sociocultural reproduction. (Gershunsky, 1998)

From the point of view of A. S. Zapesotsky, ignoring the national culture leads to a loss by society of the ability to maintain its parameters. (Zapesotsky, 2002). According to the results of surveys, among young people there is a decrease in the rank of labor values, humanism, justice and patriotism. According to statistics conducted among young people, 39% of respondents want to study abroad, considering their education system ineffective, which does not meet modern requirements. For 45%, the main problem in changing the place of study is finances and place of residence, for 35%, lack of knowledge of foreign languages, and for 60%, the level of knowledge acquired in high school is insufficient. In addition to these obstacles, there are also differences in sociocultural standards and problems in everyday communication. Thus, today's youth is not ready to implement their life strategies in the global educational process.

The spread of the tendency of "Europeanization" and "Americanization" to all spheres of social culture and life forms a unified, devoid of national features type of mentality. This modern type of mentality is a product of the globalization of culture and is primarily perceived by young people, who are most affected by the positive aspects of globalization.

As a result of this influence, young people, and especially students, form cosmopolitan worldviews that make them "citizens of the world" than citizens of their own country. This is due to the expansion of international relations in the field of education, the development of international student exchange programs, as well as an increase in the number of overseas internships, which in the future may create a risk of an increase in brain drain. In an era of high demands on the quality of human potential, turning it into a decisive factor in national development, the threat of losing an educated and talented part of the staff negatively affects the further development and security of the country. This threat has an objective reason and stems from the growing contradiction between the challenges of globalization and the need for maximum openness of the education system, on the one hand, and the need for spiritual and cultural self-preservation of the nation, on the other. As a result of cultural innovations associated with the globalization of the education system, the possibilities of reproducing the national cultural world and preserving national identity are significantly limited. Hence, the causes of the vulnerability of society to spiritual and cultural threats are formed, which lie in the spread of

examples of global mass culture, contributing to a decline in interest in national culture and the loss of the very ability to perceive it.

The only true way to resolve this contradiction is to continue the stages of modernization of education and approaches, taking into account national and cultural specifics, traditions of national education and upbringing, the need to strengthen patriotic values and revive the interest of young people in culture, history and spirituality. Spiritual values should become the main guideline of the educational process while maintaining the significance of values. Only then the acquired professional knowledge and skills will work to increase the economic and political status of the country.

The development of globalization trends in the field of education is the reason for increasing the competitiveness of the economy and human potential, which requires the modernization of the content and paradigm of education in the direction of compliance with European and world standards. The globalization of education focuses on the reproduction of unified models of global culture and further distance from the spiritual values of national culture, which is a threat not only of the loss of unique educational technologies of national culture, but also of a narrowing of the role of the educational system in the process of reproduction of cultural identity. The implementation of these positions allows us to predict the acceleration of further destabilization and disintegration of society.

The formation of a multicultural personality of a student in a higher educational institution is an educational process that relies on technologies and specific educational contents aimed at students acquiring skills, knowledge, values and skills of multicultural education, and their creative use as a professional specialist. Thus, the multicultural education of the student is presented as a focused educational process, the process of forming the conditions for the education of the multicultural student, as part of the process of socialization of the personality of the student-future specialist, which is the key to the spiritual development of society.

The main goal of multicultural education is to eliminate the contradictions between the systems and norms of education and upbringing of the dominant nations, on the one hand, and ethnic minorities, on the other hand, in the minds of students. Also, this includes the formation of ideas about the diversity of cultures and their relationship; understanding the importance of cultural diversity for self-realization of a person; fostering a positive attitude towards cultural differences; development of skills and interaction skills of carriers of different cultures.

The main indicator of the success of multicultural education is the person's openness to other cultural values; first of all, this is a respectful attitude to people of other behaviors and lifestyles, a vision of the source

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of the public good in cultural diversity. The economic process should be based on the reproduction ability of certain pre-existent economic factors, with limited length of use, implying also a limited stock of ecological capital (Balaceanu, Apostol, Penu, 2017).

Conclusion

The process of globalization is accompanied by the acceleration of migration processes and the growth of ethnic conflicts that affect the social and ethno-cultural life of societies. These processes and attempts to resolve the social and educational problems of migrants have become a reason for the awareness of the society of most countries of the phenomenon called "multiculturalism".

Multiculturalism is a policy and conditions under which stability and harmony are exercised, cultural diversity is protected, cultural pluralism is promoted, and equal rights are established for representatives of different nations, peoples and religions. In the modern world, the principles of multiculturalism apply not only to cultural, social and political spheres, but also to the field of education, being reflected in the educational legislation of the leading countries of the world, including the Republic of Azerbaijan.

With the development of globalization processes, the influence of various civilizations on all spheres of culture and social activity extends and thus becomes the reason for unifying national features. In this regard, in the context of globalization and multiculturalism, a number of proposals were developed to resolve the contradictions of cultures in the field of education.

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