

Globalization of educational system standards

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Annotation: Recently, a whole range of challenges have arisen in relation to education. This was influenced by the introduction of new technologies, the emergence of new professions and the departure of old professions, as well as the increasing influence of information flows, competition, the growth of the formation of lifestyles, as well as the very goals of education. That is, in this case, education has entered the position when it has ceased to suit everyone. For example, if under the Soviet Union everyone sought to educate their children and in the absence of a diploma of higher education it was practically impossible to work anywhere, then in the modern world it is very important to educate not an educated, but an independent person. And in most cases, we can observe how teenagers are already starting to earn a lot of money through social networks, without having any education yet. And in order to recreate the popularization of education, it is necessary to introduce globalization into education through modern methods.

Keywords: globalization; education modernization; pre-educational and educational policy; development of education.

When a student submits documents to a university of a higher educational institution, he initially tries to understand himself, understand what he wants, and choose the university by profession that a person wants to work in his future. However, even during all four years of undergraduate studies, the student continues to ask himself such questions as: "Who am I?".

So, it is globalization that allows a person to deal with this issue and help him find out who he really is.

The globalization of education as a whole is aimed at providing the right foundation for learning in a particular setting. It also includes:

- international competitions and competitions in educational activities;
- internationalization of education;
- world rankings.

And if he talks about education in general, then it should be borne in mind that this concept itself is divided into four main contexts:

- value.

Since, if we consider the entire education system from a broad understanding, and consider education as a means to achieve career goals, then it is the context of values that is the most important in this area. Because value is what puts a person in relation to the world, to people around him and to himself.

Unfortunately, in the modern world, the value of education is very often turned into a service sector, and teachers are viewed as the one who provides this service, who have an equivalent.

The problem of values is that different subjects involved in the field of education have a different understanding of values.

- the system.

In education, the interaction between different elements is very important (they can be determined depending on the level).

The main feature of the system: it is integral, but stable only when it consists of many elements connected to each other. Just the same, the construction of the entire education system depends on an understanding of values.

- the process.

This aspect includes interaction between teachers and students, as well as students with each other.

Education as a process accompanies him on all cycles of his life. And in the modern world, the concept of continuing education has already been well established both among young people and among the adult generation. And with the development of modern technologies, the process of education does not always take place in institutionalized forms.

The fact is that the process of mutual influence does not necessarily require people to enter the formal structures of education.

- the result.

Global changes are taking place in the way a person interprets the result of education.

Usually, in the literature it is believed that there are two different understandings of the value of education, how to achieve these values during the education process, how to line up for this education system, and what result should be achieved?

The first model of globalization of education is Anglo-American. Its model is that students are the main subject of education. That is, the student chooses what he needs, he also decides how to achieve the result, and he is responsible for the decision.

The peculiarity of this system is the absence of state forms of control: both over the education process and for the results.

The second model of education: the continental model.

Its peculiarity is that the main customer is the state. And as a rule, the state finances education. It also defines the types of standards: educational goals, sets the conditions for achieving certain fixed results, and also controls how a particular education system fulfills the necessary requirements, and how the goals are achieved.

However, it should also be borne in mind that the availability of standards plays a significant and necessary role in the education system. Because the standards are designed for:

- fixing the "social order" to education;
- preservation of the unity of the educational space of the country;
- ensuring the quality of education;
- evaluation of the activities of educational institutions implementing educational programs of the same level;
- recognition and establishment of equivalence of documents of foreign states on higher professional education.

The very concept of a standard is not only a concept inherent in the educational system of a certain country, but also a concept inherent in quite a few states. Sometimes the concept of "standard" can have a number of synonyms, for example, such as the concept of "norm." But the functions of all these documented requirements are approximately the same in all countries.

The previous generation of standards that were applied in the CIS countries were called "knowledge standards". It was said that the result of education should be the so-called zones of knowledge, skills and abilities. These three factors were interpreted as the results of education.

Today, this interpretation in the standards of education is being replaced by the fixation of expectations for the results of education, in a different paradigm. It is called competence-based.

The fact is that the very concept of "competence" has been used to analyze the field of education since the 20th century, but the content of this concept has undergone very big changes.

In the 60-70s, they usually talked about competence in the field of philology. Where it was about learning a different language. That's what they were called – language competencies. Or they talked about the individual's communicative competencies.

Then, at the end of the 70s-80s, the concept of competence began to be attributed to competencies in groups of specialties, or some special skills were meant by this. Such as:

- work in a team;
- interaction in groups.

And it is only since the 90s of the 20th century that the differentiation of ideas about what competence is as a result of education begins.

However, the sources about competence have been translated many times, lost their original meaning and gathered a lot of controversy around them, especially about which classifications of competence to use, and which of them are the best. It is discussed how competence as a human

quality differs from competence. Doctoral dissertations on this topic are also being written, and any details on this subject are being discussed among them. As for the details, many still continue to argue on this score.

However, it was still possible to identify several main details, which will be discussed below. In clarifying these details, doctors of psychological and philosophical sciences managed to agree and come to a common opinion.

It is worth considering three main reasons for the introduction of the competence approach: the transition from knowledge, skills and abilities to competence. It is this approach that leads to the transition to an advanced education system, secondly, it is the spread of human capital, and thirdly, it is the trend of unification of the educational process, which in the European educational space was expressed in the Balonsky process.

First. What is the requirement for advanced education?

The education system always has a very clear social order. These may be questions raised about the ideas of "what should an ordinary person be like?". So, the result of education is provided in an industrial society in integration with science. And in the CIS countries, the connection of ideology with education is also being added to education. And there was some unity of goals in understanding what should be the result of education?

At the end of the 20th century, reliance on quality education changed its interpretation. The state began to evaluate the quality of education based on economic criteria, that is, figuratively speaking, "how much they invested, so much they received."

And of course, with such a system, the transfer of knowledge, skills and abilities turned out to be less and less connected with traditions. Because at that time there was a serious and abrupt change in social ideals. And this weight was superimposed on the fact that science itself, as the basis of education, has changed.

Therefore, the sphere of relativity of knowledge is changing very quickly. In addition, the same material can be approached from several different positions. As a consequence, a whole range of challenges in relation to education has arisen. This was influenced by the introduction of new technologies, the emergence of new professions and the departure of old professions, as well as the increasing influence of information flows, competition, the growth of the formation of lifestyles, as well as the very goals of education. That is, in this case, education has entered the position when it has ceased to suit everyone. For example, if under the Soviet Union everyone sought to educate their children and in the absence of a diploma of higher education it was practically impossible to work anywhere, then in the modern world it is very important to educate not an educated, but an independent person. And in most cases, we can observe how teenagers are already starting to earn a lot of money through social networks, without having any education yet.

However, despite such a rapid development of modernity, it is not necessary to perceive this as any unique situation. There has never been a single historical stage when there would be absolute satisfaction with the result of education and the process.

But, in all countries at the turn of the 21st century, the demands for the reformation of education began to sound very harsh. And, the demands to change education faced a very serious problem.

If the education system is based on a sufficiently well-described, understandable ideal, then this ideal can only be the ideal of the past. And if you focus on it, it means to slow down the development of social, economic and personal.

If education is to shape something in the future, or a person for the sake of life in the future, then the difficulty is twofold. Because, firstly, it is very difficult to imagine this ideal in detail, since the future is not defined in principle, the world is not stable and not predictable. And a person has to be prepared for an uncertain future in such a situation.

Secondly, then we do not have, focusing on the future, the opportunity to compare the results of education for a particular person achieved after a certain stage of education. And in this case, a person in the present will not be satisfied with a reference to the future, because the student acts in the concept of "here and now".

The way out of this difficulty was the situation when education, because it was impossible to focus on some externally formulated pattern, was faced with the need to formulate this pattern within the education system itself. Therefore, education raised the question:

-What requirements does the future device put forward for people, near and far?

And so, under the so-understood education system, requirements for the characteristics of people began to be built, which were called competence. And then, from this, all education began to transform, and all aspects that were considered.

How will the assessment of individual educational institutions change?

Any aspect taken will depend on the result generated.

Education began to try to move into a competence-based approach, tried to describe a similar approach.

The second reason that prompted the education system to switch to a different way of fixing results is the spread of a utilitarian approach to education, which is based on the so-called concept of human capital. This is a fairly well-known concept in economics, the origins of which come from the Chicago school, and it has very clear theses.

The concept of the Chicago school assumed that everything a person does, in terms of spending resources, is considered a personal investment in each individual, and all this allows the individual to capitalize on the labor market. That is, all human actions are aimed at results in his future. In the case of education, there is a focus on earning income in the future.

That is, investments in human capital are expected to have a higher level of not only earnings, but also a high assessment of various types of activities. Therefore, the product of the education process should be a qualitatively new workforce, with a new level of qualification and ability to work, and adapted to the great difficulties of life.

Attention economics believes that economic success in the future will depend on how much a structure or a person can hold attention. And people are willing to use services in exchange for attention. Therefore, in the future, a "struggle" may unfold for people's attention. The same should be done with regard to education. This is one of the main components.

Conclusion.

Education as a system will depend on how the results are recorded. The criteria for assessing the quality of education as a process will also depend on how the results will be formulated, as to the competence of the individual.

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