

THE IMPACT OF GLOBALIZATION ON EDUCATION AND THE RESPECT FOR THE NATIONAL CULTURE

Professional paper

Ivan Malcev¹, Zorica Stankovska², Marjan Malcev²

¹ Faculty of Physical Education, Sport and Health, University Ss. Cyril and Methodius - Skopje, Skopje, North Macedonia

² Faculty of Pedagogy St. Kliment Ohridski, University Ss. Cyril and Methodius - Skopje, Skopje, North Macedonia

Abstract

Globalization has a strong and deep impact on the economic and political trends in modern society but to the same extent on changes in the field of education and culture in general. The interdependence of education and globalization is multifaceted and can be considered from multiple perspectives. Thus, its perception through the prism of finances implies a reduction of state expenses intended for education, which should be supplemented by various private funds. The most profound and far-reaching consequences of globalization can be observed in the structure and organization of modern educational systems, which change their role in accordance with the new circumstances.

Keywords: physical education, culture, globalization, impact

INTRODUCTION

Globalization as a term is used in all spheres of human life, it obviously associates with the meaning and influence of global processes in modern society. This is demonstrated by a huge number of literature and scientific texts that try to define globalization, explain its origin and explain the complex economic, political, cultural and social aspects of globalization.

Authors from Western Europe note that globalization, although economically oriented and motivated, transforms people, states, societies, cultures and civilizations. They state that globalization is felt on a geographical, cultural, urban, legal, and religious level, which further explains the essence of global processes in the modern world.

All of this is made possible by the global information system that affects relations in certain societies.

Some Russian authors (Levyash, 2004) associate economic globalization with the decisive influence of the United States in the world economy. Such a tendency is present even today, which in turn causes mistrust and concern in other parts of the world. This is followed by the collapse of the USSR, which for its part guaranteed the bipolar world. In the newly created circumstances, the United States increased its economic and political influence and significantly contributed to the economic asymmetry in the world.

From here comes the emergence of transnational companies, that is, the possibility of the emergence of newly composed state systems. In such circumstances, globalization easily takes the form of neo-colonialism, which offers nation-states only the production of raw materials.

The seriousness of this problem is pointed out by the Russian author (Wuljfon, 25), who notes that in many countries in Africa, Asia and Latin America, "local elites" are formed that impose Western lifestyles on the local population. These elites are mostly educated in Western universities, which makes it easier for them to identify the interests of multinational companies with their own interests for a peaceful life. On the other hand, the population in those countries lives in poor environments and they experience globalization as a threat to the usual way of life and ethnic identity.

Globalization inevitably includes a certain unification of lifestyle, stereotypes, and behavior patterns. Such tendencies are stimulated primarily by the USA and Great Britain, which strive for the orientation of the whole world towards its political, socio-cultural and spiritual values. Such cosmopolitanization of culture leads to the inevitable national oppression of the traditions of people, and this must not be the goal of another - a certain culture.

A synthesis of global and multinational culture and education is needed to prevent the cultural universalization and homogenization of nations.

PRIVATIZATION IN EDUCATION

Various aspects of the interdependence of globalization and education have attracted increasing attention in recent years. A large number of authors indicate that globalization processes in the modern world cannot be fully understood without a comprehensive and in-depth insight and analysis of their impact and consequences in the field of education and upbringing.

When it comes to the understanding of globalization in education from the perspective of finance, it should be emphasized that today many governments are under pressure to reduce the costs

allocated to financing education, that is, to find new ways of financing. Such practice is encouraged by some international organizations, especially those who want to influence the international monetary flows of certain countries.

There is less and less money for public spending, especially in countries in transition, so the IMF and the World Bank are trying to redirect part of the education expenditures to the private sector. That process has a different scope and intensity, depending on the region and the possibilities of private capital in a certain country. The World Bank recommends the following strategies in its documents:

- Transfer of funds intended for higher education to "lower levels of education",
- Expansion of secondary and higher education through the inclusion of the private sector,
- Reduction of public consumption in a situation where there is a smaller number of students,
- Increasing the quality of education, through some reforms, such as, for example, decentralization.

It is not difficult to conclude that the World Bank pays particular attention to the inclusion of private capital in the financing of almost all levels of education. Today there is a tendency of privatization and decentralization of primary and secondary education, which was once unimaginable. In the Netherlands, for example, 71% of young people attend schools that are funded by "non-governmental groups". Privately funded schools in Scandinavian countries are not particularly popular. Their attractiveness can be seen in some countries from Central and Eastern Europe. This method of financing is also observed in higher education institutions - faculties, which commercializes education, and there are also some other harmful phenomena.

NATIONAL EDUCATION

In order to explain and understand the global processes that are present in all spheres of social life, we start from the thoughts that celebrate national culture and define identity. The modern approach to the phenomenon of globalization reveals the researchers' aspirations to find the challenges that the society of the 21st-century offers, to find ways in which man is revealed in the infinity of changes, in the interweaving of cultures, language and ancient experiences. All this depends on the goals towards which the global information society aims, which acquire scientific and technological knowledge in the various educational systems of the countries of Europe.

The effort of the major world powers to include their scientific resources in the system of changing countries burdened with multidisciplinary is an absolute reality today. Let's ask ourselves: How was it in the past? Have we been in a situation to defend the national identity, language and culture with physical strength or with the mind? Based on the available scientific facts, numerous researches, and revisions of history, we can say that in the past, Macedonia gave an image of a country from which top minds emerged. Let us recall only the emergence of Glagolitic and

Cyrillic as the primary script of the Slavic peoples (St. Cyril and Methodius, St. Kliment Ohridski, etc.).

The multi-layered structures of the national needs require a serious approach to the society that learns and respects the standards of the Balkan, European and world integrations. At the same time, ethics in science and culture play a significant role in the global system. And here the preservation of national being and consciousness should be synchronized with freedom bordering on humanism, freedom of opinion and work through action and creativity.

The programs of the institutions dealing with upbringing and education, especially in developing countries, are increasingly imbued with environmental awareness, gender differences and of course the redefinition of identity. The global world is increasingly moving away from basic human values such as humanism, family values, national histories, tradition, religion, etc.

The lack of appropriateness of curricula and programs with the national being often leads to an increase in violence in schools, disharmony in the teacher-student, parent-child relationship, minimization of social relations, etc. The question arises whether with such liberal social and educational tendencies there is a risk that man will be separated from his roots, will his history, national traditions and tradition, and national mentality be a "victim"? The globalization of culture and education is perceived as promoting the "American way of life" imposed on the Anglophone world, which may be an overstatement, but it is assumed.

INSTEAD OF A CONCLUSION

The situation in Macedonia is close to catastrophic in all fields of educational work. Although the universities react to the disadvantages and inadequacy of the curricula, the state institutions do not react and do not seek opinions from the universities. I wouldn't go further, I'll just mention that our history is being revised, there are no textbooks for students in primary education, the universities work with minimal funds, and not to go any further.

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CORRESPONDENCE

Ivan Malcev,
University Ss. Cyril and Methodius - Skopje
Faculty of Physical Education, Sport and Health,
Dimce Mitrev 2,
1000 Skopje
North Macedonia
mmalcev@yahoo.com