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THE PHENOMENON OF "GLOBAL EDUCATION SPACE" AS AN OBJECT OF SCIENTIFIC-PEDAGOGICAL RESEARCH

ABSTRACT

The characteristics of global education space as a social idea of creating a system of measures to ensure the right for education to any individual as well as its converting, that is recognition regardless of the nationality and country of study; and as a specific area of human activity, which forms the internal and external environment for individual development; and as a product of a developing educational thought, the semantic side of which contains the universal interests in education, have been represented. Global education space has been defined as a part of the global social space that brings together business and education facilities within the Earth coordinates to represent the institutional forms of education and informal structures that are directly or indirectly involved in this process and, secondly, educational products (concepts, educational standards, teaching of traditional and innovative type), reflecting the goals, values, principles, content and other information about education, and examines the interaction and influence on education rights. Global education space is developed in parallel with the development of the world economy and has center-peripheral structure. To our mind, Australia, UK, Canada and the United States which we selected to make a detailed analysis in the study of trends in transnational higher education on a number of key features, belong to the "center" of global education space.

Key words: space, social space, education space, the global education space, the global space of higher education, globalization, transnational activities of universities.

INTRODUCTION

At the present stage of pedagogical science development the global education space (GES) is characterized by scientists as a social idea of a system of measures to ensure the human right to education and its conversion, i.e. recognition, regardless of the person's nationality and country studies (Безрукова, 2000) and as a specific sphere of humanity livelihoods, in which under the social control emerging external and internal conditions for personal development (Лиферов, 1999), as well as a product of developing educational semantic sphere of which contains global interests in education (Селиванов, 2004). In other words, it is in essence the education without borders when receiving an education in one country ensures its continuation in another, when the diploma entitlement to employment or further education in any country of the world. For this purpose, various countries and geopolitical regions work on the harmonization of educational structures, goals, standards, financial and legal support, curriculum, certification documentation etc. Since GES is the union of national education systems of different levels and typologies that are significantly different by cultural traditions, philosophical foundation, quality indicators, fundamental objectives etc. That is why we consider the GES as a holistic developing body with global trends in each diverse educational system. Contently GES



manifested in international educational studies, international education projects, global trends of common educational standards development. A characteristic feature of GES is its heterogeneity, manifested in different conditions and capabilities of individual societies to enhance access to education, particularly higher.

THE AIM OF THE STUDY

To analyze the definition and characteristics of “global educational space” phenomenon usage in teaching science and practice, its essential differences from other notions of similar meaning.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

It is important to note that the complexity of GES as a system includes a plurality of the phenomenon aspects and considers the options available in the various components of its structuring. Study the GES in the time interval will allow us to distinguish certain stages of its development, and determination of structural components consider the context of the analysis. The systems approach will facilitate structural and functional analysis of GES as the basis for determining its nature.

Nowadays we are witnessing the global community and international organizations revitalization of attention to the education not only as a set of national education systems, but as a complex phenomenon, a global value due to the formation of “planetary paradigm of global society self-identification” (Селиванов, 2004, p. 2). We can state the increased interest in the study of GES phenomenon in scientific investigations of Ukrainian and foreign scientists. In particular, the educational space in globalized world is justified by V. Kremen, the President of the National Academy of Pedagogical Sciences of Ukraine (Кремень, 2011). He examines the educational space as a philosophy of education category that reflects the characteristics of structure and intellectual life and characterizes society by the synthesis of new cultural, spiritual, scientific being, leading to new social, economic and political configuration of society. The main criterion for the selection of educational space, according to the academician, is a wide range of educational and pedagogical activity – theoretical, scientific, and practical – in education and research structures, in administrative management of educational activities within the planetary system of intellectual and cognitive relations.

Analyzing GES interpretation, we note that the definition of “global educational space” as a category of pedagogical science is consonant with the definition of “international educational reality”, which is found in M. Leshchenko’s investigations. According to her articles, educational reality in global coordinates, i.e. international educational reality can be interpreted as a set of functionally related national education systems and transnational educational corporations (Лещенко, 2008, p. 321). Dynamic changes occurring in every national education system, states M. Leshchenko, allowing admission of modern international educational reality sustainable development.

Obviously, the formation of GES occurs in the context of globalization. Russian researcher L. Lahotniuk explains these processes within the theory of synergy in which all sectors of dynamically developing society send pulses of a certain frequency to open educational systems, which perceive it and react accordingly. Hence, societies with similar economic, social and cultural levels send the same impulses to their education systems (Лажотнюк, 2007). Globalization increasing in political and economic sphere strengthens impulses to educational systems, which would entail the emergence of new GES as detached national systems cannot meet the needs of an integrated economy in specialist training that affect the formation of a global labor market. So, L. Lahotniuk treats GES not



just as the sum of national educational spaces, but as a system of educational institutions and relevant governing bodies (including supranational), in which operate the specific connections and relationships between the educational systems of different states.

In particular, we agree with scholars (Marginson, 2008; Marginson & Rhoades, 2002; Valimaa, 2004) who view the global space of higher education as a relational environment that is global, national and local simultaneously. It has international educational agencies, management structures and national educational systems, educational institutions, disciplines, professions, companies with e-learning and so on. Although most educational and research activities in the field of higher education are nationally grounded, a clear global dimension is becoming increasingly important, connecting with each national system of higher education is both external to them all. Thus, global space of higher education we define as outlined by certain margins area / field, including the institutions of transnational educational activities in the field.

RESULTS

Within GES scientists (Горчакова-Сибирская, 2013) distinguish four types of regions according to the criteria of convergence and interaction of educational systems, as well as attitudes towards the integration process. These include:

1) *regions – generators of integration processes*, which have a financial education as a priority, establishing a high level of citizenship and national identity, high demands for quality education and training (Western Europe, North America (USA and Canada), Pacific Asia (Japan, South Korea, Taiwan, Singapore, Hong Kong, Malaysia, Thailand, Philippines, Indonesia));

2) *regions that respond to integration processes*, which are characterized by predominantly extensive nature of education development and territorial, historical and cultural communion (Latin America (Brazil, Argentina – focused on the American model of education; Mexico, Colombia, Chile – focused on the European model of education and develop cultural cooperation with Japan));

3) *regions, which are inert to the integration process*, in which there are no preconditions for the establishment of viable educational systems and the sole focus in integration is sending students to study abroad (Africa, except South Africa, South and South-East Asia);

4) *regions, in which the sequence of integration processes in education is broken*, particularly in the Arab countries there is the formation of four sub-regions, tending to domestic educational integration (the Maghreb countries, the Middle East countries, Persian Gulf countries). In Eastern Europe and the former Soviet Union, the strengthening of educational cooperation with Western European and North American educational systems is appeared.

In the context of the presented regional typology the view of Russian researchers A. Liferov and O. Selivanov (Селиванов, 2004) concerning the classification of countries and regions within the GES concepts is becoming interesting. They built their research on the idea of center-periphery structuring of global education space, where the “center” is a system of social production models and standards as well as formation of national human potential and “periphery”. Thus, the periphery is divided into two groups: 1) “inert periphery”, which includes countries with weakly positive or zero dynamics of the educational system; 2) “periphery of positive dynamics”, which is showing positive dynamics of national education systems development. According to them, due to constant changes in regional and global economic and social indicators it is impossible to rank unambiguously countries and regions by category “center” and “periphery”, that is highlighted its dynamic learning.

Hence, based on a comprehensive study of statistical and country reports on education, researchers usually include to the GES “center” Western Europe, USA, Japan,



Australia and New Zealand, to the “inert periphery” Sub-Saharan Africa, partly South-East Asia and South America, except Brazil and Argentina, to the “periphery of positive dynamics” include countries of Central and Eastern Europe, the Middle East and the Persian Gulf countries, China, South Korea.

Criteria on which the country belongs to the “center” or “periphery” of GES are defined as follows:

- level of economic development, degree of postindustrial economy development, place of a state in the international financial organizations as a condition of adequate cooperation between the countries in the field of international education, the intensity of the country's participation in the processes of economic and cultural globalization as the internationalization of education, which is an essential indicator of position on the international arena;

- ICT usage in education, mastery of information literacy, the presence of an effective information infrastructure and the degree of its accessibility to the public;

- integration potential and actively participation in the process of internationalization of the country in the space of the global economic community, which creating conditions for integration of the national education system in the global system of education services.

It should be emphasized that the set of criteria represents only the basic features, but in the case of each education system from a definite region such criteria will evolve.

V. Kremen, A. Liferov, O. Selivanov and others justify the existence of rigid center-peripheral differentiation of GES, which began as a result of economic globalization and the process of knowledge and skills dissemination associated with increasing technological and knowledge-intensive production and professional activities in the industrial age. All this has led to increased competitiveness of training qualified specialists in the global division of labor. However, in the early twenty-first century basic unit of GES has been defined human intellectual capital, and therefore not only developed countries but also developing one become providers of such capital.

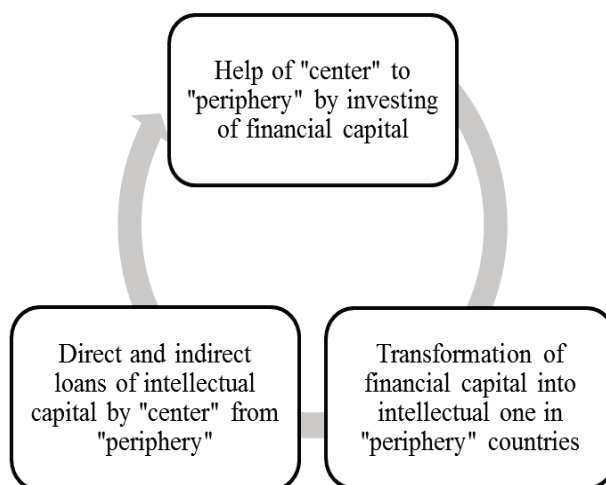


Figure 1. Stages of GES center-peripheral development
(Created by the author based on Selivanov, 2004)



The mentioned process has historically developed by the “pendulum law”, according to which firstly developed countries from the “center” supplied technologies and intellectual capital to developing countries with economies in transition, and after the “periphery” countries have built their effective economic, technological and educational system, felt the need to attract qualitative human capital. The process of GES center-peripheral differentiation began in the second half of the XX century after the World War II, when some countries of traditional “periphery”, in particular from the Asia-Pacific region, determined its development to create high-tech industries with high capital and requirements to workforce skills. They secured a strong self-positioning in the international arena by raising the level of general and vocational training of young people according to modern standards of foreign countries. Many students from these countries, graduating universities in the USA and Western Europe began to adopt best practices for creating at home techno-parks and techno-cities as well as improving national education systems. Thus, export-oriented production and the inclusion of education into the global information context provided rapidly economically developing countries entering the GES as “periphery of positive dynamics”. Graphically, we present the main stages of the process in Figure 1.

The whole historical process of GES center-peripheral differentiation is divided into three stages:

1) *first stage* – the end of the 15th century (start of the Great Geographical Discovery) – the middle of the 19th century (the beginning of the industrial revolution), the interaction of the “center” and “periphery” mainly characterized by one-way traffic from the first to the second;

2) *second stage* – the middle of the 19th – the middle of the 20th (the end of the World War II), when the interaction of “center” and “periphery” is characterized by the export of educational models and services from the developed countries to undeveloped and developing one. In “periphery” classical education institutions were built and began the establishment and development of national education systems of the modern type;

3) *third stage* – the middle of the 20th – until now, is characterized by interregional and interstate integration in educational and cultural development (Селиванов, 2004; Вульфсон, 1999).

Within the third i.e. current stage of GES center-peripheral differentiation, particularly in higher education scientists (M. Gorchakova-Sibirskaja, L. Lakhotniuk, T. Tkach and others) identified a number of important trends that were the most acute precisely at the turn of the 20th and 21st centuries, namely:

1) democratization of higher education, i.e. the orientation of most countries in the transition from elite higher education to quality education for all, succession stages and levels of higher education, autonomy and independence of higher education institutions;

2) internationalization of higher education, i.e. deepening of international cooperation in higher education. The activity of this process depends on capacity of each national higher education system as well as equality of partners and participants;

3) humanization of higher education, providing a significant increase of humanitarian component within global education due to introduction of scientific and academic disciplines, focused on human development, namely: political science, psychology, sociology, culture, ecology, economics, ergonomics etc.;

4) innovative development of higher education, i.e. a significant spread of innovation while maintaining national traditions and national identity of countries and regions. That is why GES is multicultural, focused on human development and civilization in general, more open to forming an international educational community, supranational by knowledge creating and involving human to global values;



5) fundamental deepening of higher education that aims at creating a solid synthesis of knowledge, combined into a single ideological system based on a modern methodology of interdisciplinary approach to learning, since the study of different subjects without relationship is not conducive to the formation of a coherent world view. Another methodological approach should be projective one for education and training in instability and uncertainty of the modern world.

CONCLUSIONS

Analysis of local and foreign researchers' works on the phenomenon of "global education space" showed that the priority attention they focused on learning of objectives, content and mechanisms for the integration of national education systems in the context of globalization. Based on the implementation of scientific-theoretical and methodological analysis of GES we can summarize the conclusions that:

– global education space is a part of the global social space that brings together business and education facilities within the Earth coordinates, which represent, first, the institutional educational forms and informal structures that directly or indirectly involved in this process and, secondly, educational products (concepts, educational standards, teaching and methodical tools of traditional and innovative types), reflecting the goals, values, principles, content and influencing on education development;

– GES is developing in parallel with the world economy and has center-periphery structure; the interaction of GES members occurs within the subject-objective relationship, where the subject is the "center" countries, as well as object – the "periphery" countries;

– countries selected by us to make a detailed analysis of transnational higher education development trends, i.e. Australia, UK, Canada and the USA on a number of key features belong to the GES "center".

Introduction into scientific use the term "global education space" involves the development of world education policy for the establishment of international relations in the education field, major trends and structural components of which we discover in our further studies.

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