

GLOBALIZATION IN THE CONTEXT OF THE EDUCATIONAL ENVIRONMENT IN INSTITUTIONS OF HIGHER EDUCATION

A GLOBALIZAÇÃO NO CONTEXTO DO AMBIENTE EDUCACIONAL NAS INSTITUIÇÕES DE ENSINO SUPERIOR

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ABSTRACT

Objective: The object of the article is analyze the features of the transformation of the national higher education system in modern conditions of globalization and European integration, identifying the main perspectives and challenges of this process; focus special attention on the national direction of education as an important factor in preserving national identity Ukrainians in the global world; to consider the normative and legal framework, which is the basis for the educational state policy of Ukraine in the modern conditions of globalization and European integration.

Methods: Methods of pedagogical research: general theoretical – analysis of



psychological-pedagogical, scientific-methodological, reference and encyclopedic literature, normative documentation on the topic of research; interpretation, comparison, hypothesis building, pedagogical modeling; empirical – study and generalization of pedagogical experience, pedagogical observation, conversation, analysis of students' activities, self-assessment, mutual assessment, expert assessment, diagnostics of the level of formation of students' communicative self-efficacy; questioning, testing, survey; statistical – descriptive statistics, Fisher's F-test, Student's t-test and Fisher's angular transformation (φ^* – criterion).

The practical significance of the study lies in the testing of evaluative diagnostic tools for studying the development of students' communicative self-efficacy, including pedagogical diagnostics, supplemented with standardized psychological techniques; creating methodological recommendations for teachers on the design of professionally oriented tasks of a communicative nature, methodological development of professionally oriented tasks in a foreign language; cases for solving communication situations related to upcoming professional activities; development of a structural-functional model for the formation of students' communicative self-efficacy; using forms of work and means: master class, project, social competition, elements of technology for the development of critical thinking and others.

Results: As a result of the analysis of scientific research, it is worth noting that the pedagogical category innovative activity is characterized by a complex and multifaceted phenomenon, which in its content includes: systemic activity regarding the creation, development and application of new means; the process of interaction of individuals aimed at the development, transformation of the object and its transfer to a qualitatively new state; a special type of creative activity that combines various operations and actions aimed at acquiring new knowledge, creating technologies, systems.

Conclusion: The article analyzes generally accepted and innovative approaches to managing the quality of training in professional (vocational and technical) education institutions, reveals the essence of the concept of competitiveness as a socio-economic phenomenon. It has been proven the effectiveness of the structural-functional model of quality management of specialist training, the issue of involving business and the board of stakeholders in quality management, innovative views in ensuring the quality of professional training by bringing the content of state standards of professional (professional-technical) education closer to the requirements of employers is considered; systematic work on increasing the prestige of working professions (introduction of innovative technologies of professional orientation, professional development and career planning); development of elements of dual and mixed education systems; effective management and control of the educational and production process. Offered effective areas such as mentoring, creation of educational clusters, application of hub technologies, digitization). The quality management mechanisms of professional education and training in countries are substantiated, the quality assessment system, the European framework of qualifications and the issue of standardization are analyzed.

Keywords: Socioeconomic Phenomenon; Educational System, Educational Institutions, Technology, Educational Process

RESUMO

Objetivo: O objecto do artigo é analisar as características da transformação do sistema de ensino superior nacional nas condições modernas de globalização e integração europeia, identificando as principais perspectivas e desafios deste processo; concentrar especial atenção na direção nacional da educação como um fator importante na preservação da identidade nacional dos ucranianos no mundo global; considerar o quadro normativo e jurídico que constitui a base da política estatal educacional da Ucrânia nas condições modernas de globalização e integração europeia.

Métodos: Métodos de investigação pedagógica: teórico geral – análise da literatura psicológico-pedagógica, científico-metodológica, de referência e enciclopédica, documentação normativa sobre o tema da investigação;

interpretação, comparação, construção de hipóteses, modelagem pedagógica;

empírico – estudo e generalização da experiência pedagógica, observação pedagógica, conversação, análise das atividades dos alunos, autoavaliação, avaliação mútua, avaliação pericial, diagnóstico do nível de formação da autoeficácia comunicativa dos alunos; questionamento, teste, pesquisa; estatística – estatística descritiva, teste F de Fisher, teste t de Student e transformação angular de Fisher (ϕ^* – critério).

O significado prático do estudo reside no teste de ferramentas de diagnóstico avaliativo para estudar o desenvolvimento da autoeficácia comunicativa dos alunos, incluindo diagnósticos pedagógicos, complementados com técnicas psicológicas padronizadas; criação de recomendações metodológicas para professores sobre a concepção de tarefas de orientação profissional e de natureza comunicativa, desenvolvimento metodológico de tarefas de orientação profissional em língua estrangeira; casos para resolução de situações de comunicação relacionadas às próximas atividades profissionais; desenvolvimento de um modelo estrutural-funcional para a formação da autoeficácia comunicativa dos alunos; utilizando formas e meios de trabalho: master class, projeto, competição social, elementos de tecnologia para o desenvolvimento do pensamento crítico e outros.

Resultados: Como resultado da análise das pesquisas científicas, vale destacar que a categoria pedagógica atividade inovadora se caracteriza por um fenômeno complexo e multifacetado, que em seu conteúdo inclui: atividade sistêmica de criação, desenvolvimento e aplicação de novos meios; o processo de interação dos indivíduos visando o desenvolvimento, transformação do objeto e sua transferência para um estado qualitativamente novo; um tipo especial de atividade criativa que combina diversas operações e ações destinadas a adquirir novos conhecimentos, criando tecnologias, sistemas.

Conclusão: O artigo analisa abordagens geralmente aceitas e inovadoras para a gestão da qualidade da formação em instituições de ensino profissional (profissional e técnico), revela a essência do conceito de competitividade como fenômeno socioeconómico. Está comprovada a eficácia do modelo estrutural-funcional de gestão da qualidade da formação especializada, a questão do envolvimento das empresas e do conselho de stakeholders na gestão da qualidade, visões inovadoras na garantia da qualidade da formação profissional ao trazer o conteúdo das normas estaduais de considera-se a formação profissional (técnico-profissional) mais próxima das exigências dos

empregadores; trabalho sistemático para aumentar o prestígio das profissões activas (introdução de tecnologias inovadoras de orientação profissional, desenvolvimento profissional e planeamento de carreira); desenvolvimento de elementos de sistemas educativos duais e mistos; gestão e controle eficazes do processo educacional e produtivo. Ofereceu áreas eficazes como mentoria, criação de clusters educacionais, aplicação de tecnologias de hub, digitalização). São fundamentados os mecanismos de gestão da qualidade da educação e formação profissional nos países, são analisados o sistema de avaliação da qualidade, o quadro europeu de qualificações e a questão da normalização.

Palavras-chave: Fenômeno Socioeconômico; Sistema Educacional, Instituições Educacionais, Tecnologia, Processo Educacional

1 INTRODUCTION

The deepening globalization of the world market, which became characteristic of the beginning of the 21st century, disturbed a number of negative phenomena, which until recently were considered to be completely overcome by introducing in the leading countries of the world models of social oriented market economy. The sharp differentiation of the incomes of the population of most countries, the reduction of the role of the state in the social security system and even the leveling of the middle category of the population, which is traditionally considered the basis, have become relevant again socio-economic stability of modern society. As a result, globalization became the reason for the disappearance of entire branches of the economy and its individual objects, which in turn caused an unprecedented level of population impoverishment, marginalization and criminalization of broad social strata.

Thus, globalization is not only a progressive, but also an extremely contradictory process in some places, and its negative (Jiang, Du, & Dong, 2017), the consequences become clearer every year. However, no matter what contradictions globalization is characterized by, it still remains a reality to which it is necessary to adapt, taking into account the specifics of one or another country, region or even a settlement (Reynolds, M. 2020). At the same time, it is necessary to understand that globalization necessarily affects the characteristics and structure of national economies, which in turn causes changes in the educational system. Future specialists should be socialized, taking into account the objective realities of life (Grant, A.M. 2013). This factor is especially relevant for Ukraine,



the educational sphere of which is traditionally characterized by inertia, conservatism and even certain isolation.

Instead, such an inevitable, objectively and subjectively determined factor as globalization sets as a priority not so much the formation of post-industrial economies of society, but the total renewal of all spheres of life of world civilization (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019).

Recently, many analysts have begun to pay attention to the fact that globalization stimulates the formation of new paradigms social development, which in turn creates the problem of finding ways of optimal socialization of the individual, revealing his creative potential, self-improvement and professional development (Maslach, C., Schaufeli, W.B., & Leiter, M.P. 2001).

In the conditions of constant challenges and changes that accompany the world market, availability is becoming more and more important qualified labor resources capable of quickly responding to permanent economic transformations. Consequently - at least half of specialists are forced to change the profile of their professions during their work, which in turn determines the development and implementation of new approaches to the training of specialists, taking into account the dynamics of the labor market (Mojsa-Kaja et al., 2015).

The importance of the educational sphere in globalization processes is determined by a number of factors, including: rapid change of technologies, which causes moral aging of equipment and requires proper comprehensive training and retraining of specialists capable of quickly mastering new technologies; informatization, which leads to the automation of both physical and mental work and, as a result, to the growing importance of creative non-algorithmized activity and demand for specialists capable of performing such work; priorities of interdisciplinary scientific research, whose success depends on the level of integration of their knowledge; the growth of knowledge-intensive industries, the effective operation of which can be ensured only by highly qualified personnel; information integration, which leads to the doubling of scientific and technical information every 5-10 years, and accordingly - requires from specialists the ability and skills of self-education, inclusion in the system of continuous education and professional development, and the globalization of the economy is accompanied (Mancini et al., 2022).

So, comprehensive technological changes, a revolution in ICT, which in turn



accelerates the pace of labor and capital mobility.

These processes affect both the educational sector as a whole. At the same time, the latter acts as a driving force for rapid economic growth and increased efficiency competitiveness of the national economy.

At the same time, the system of institutions for the training of qualified personnel can be considered as a component of national security, a key factor in ensuring the well-being of every citizen and the state as a whole.

The results of the analysis of modern pedagogical research indicate a significant increase in interest in the problem of self-efficacy, both in general and in vocational education (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021), (Jarmas & Raed, 2018), (Keller & Kesberg, 2017), (Mojsa-Kaja et al., 2015), (Jiang, Du, & Dong, 2017), (Menghi et al., 2019). However, most studies focus on a person's general self-efficacy. In particular, some aspects of students' communicative self-efficacy are considered humanitarian specialties, in the field of engineering, medical education, in connection with the use of information technology (Mancini et al., 2022), (Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. 2021), (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019), (García-Carmona, M., Marín, M.D., & Aguayo, R. 2019), (Maslach, C., Schaufeli, W.B., & Leiter, M.P. 2001), (Grant, A.M. 2013), (Reynolds, M. 2020). From our point of view, there is a significant lack of research related to the identification, creation and implementation of pedagogical conditions formation of communicative self-efficacy as a meta-quality, characterizing universal, general professional and professional competencies.

2 METHODS

Methods of pedagogical research: general theoretical – analysis of psychological-pedagogical, scientific-methodological, reference and encyclopedic literature, normative documentation on the topic of research;

interpretation, comparison, hypothesis building, pedagogical modeling;

empirical – study and generalization of pedagogical experience, pedagogical observation, conversation, analysis of students' activities, self-assessment, mutual assessment, expert assessment, diagnostics of the level of formation of students' communicative self-efficacy; questioning, testing, survey; statistical – descriptive statistics,



Fisher's F-test, Student's t-test and Fisher's angular transformation (φ^* – criterion).

The practical significance of the study lies in the testing of evaluative diagnostic tools for studying the development of students' communicative self-efficacy, including pedagogical diagnostics, supplemented with standardized psychological techniques; creating methodological recommendations for teachers on the design of professionally oriented tasks of a communicative nature, methodological development of professionally oriented tasks in a foreign language; cases for solving communication situations related to upcoming professional activities; development of a structural-functional model for the formation of students' communicative self-efficacy; using forms of work and means: master class, project, social competition, elements of technology for the development of critical thinking and others.

3 RESULTS AND DISCUSSION

The traditional system of education at the beginning of the 21st century. is experiencing an all-encompassing crisis. Its deep reasons are primarily related to on the development of society. The generally accepted model was based primarily on the separation of the knowledge obtained supporting education. However, modern conditions require the introduction of such factors as prognostication and orientation towards future. Therefore, the way out of the educational crisis is possible only through educational-intellectual and educational-educational modernization of the content of education.

Among the main areas of education reform, experts single out the following:

- actualization of education quality management through the development of internal institutional structures;
- transformation of the financing model in the direction of private-public partnership;
- management modification through diversification of institutional structures.

At the same time, attention should be paid to the fact that a certain contradiction is inherent in the phenomenon of management of social systems between: the complexity of tasks, goals and methods of functioning of such systems and managerial abilities,



qualifications, professional competence and personal qualities of managers and other representatives of the authorities and the entire hierarchical management system.

Today is a component of the basis of society, because first of all, it ensures the preparation of citizens for the needs of the economy.

The success of the world's leading countries was largely determined by availability qualified personnel who received a quality education. It should be noted that the quality of education is precisely that category that reflects various aspects of the educational process - social, pedagogical, demographic, philosophical, economic and others. At for this, researchers distinguish external and internal factors of the quality of education.

External indicators of the quality of education characterize it as a social institution that reflects the effectiveness of its functioning educational system, its impact on a person and social processes, meeting the needs of the individual, society and the state.

As practice shows, the quality of education is primarily influenced by economic and social transformations taking place in Ukrainian society and the world as a whole.

The internal characteristics of the quality of education should include:

1) the quality of the educational environment:

– features of the educational process management model and its resource provision;

– effectiveness of scientific and methodical work;

– personnel potential;

2) the quality of educational process implementation:

– scientificity and accessibility of the content of education;

– pedagogical skills of the teacher;

– effectiveness of training tools (in particular, technical ones);

– satisfaction of individual educational needs, etc.

3) the quality of the results of the educational process:

– the level of educational achievements of education seekers;

– development of their thinking;

– degree of social adaptation, culture and upbringing.

The fact that the quality of education cannot be the subject of interstate competition (competition) or a political argument in assessing the development of the state at a specific

stage of its formation. In the leading European countries, education is perceived only as an object of social unity and consolidation different national educational systems.

First of all, the training of competitive specialists requires constant updating of educational standards, introduction of the latest learning technologies, content in accordance with the necessary professional competencies, in which competence is considered as the planned goal of education. The core of the quality standard consists of:

– qualifications that combine the ratio of the range of knowledge and skills, the quality of knowledge and skills;

- ability to rationally plan and organize one's work;
- the ability to apply knowledge in atypical situations;
- adaptability in new production conditions.

Therefore, the components of the quality standard are the qualification structure, the list of professions and the nomenclature of specialties, professional characteristics, educational and program documentation, etc. The educational standard is not only the main tool for managing the quality of education, but also a social guarantee for the graduate, which allows him to be competitive in the labor market.

According to the standards generally accepted in European countries, the competencies inherent in the competence approach are:

– communication in native language;

– communication in a foreign language;

– information competence;

– mathematical literacy and basic subject competence in natural sciences and technologies;

- the ability to learn, or educational competence;
- interpersonal and civic competence;
- entrepreneurial competence;
- general cultural competence.

It should be emphasized that the following should be decisive for training a competitive professional school teacher features of professional competence as educational, production and research components.

This is explained by the fact that in the process of training future vocational school teachers, special attention must be paid to the didactic component of industrial training.

The latter is formed on the basis of a scientific generalization of the material of partial methods, work psychology, technical sciences and working out the scientific basis of training for professions related to the maintenance of new technological processes. Didactic the basics of industrial training are an important structural element of the teacher's methodological competence and determine his actions in accordance with modern goals.

Most researchers believe that the integrative indicator of a teacher's methodical competence is methodical culture formed in the process of professional creativity and development of methodical thinking.

The highest degree of professional creativity of an educational specialist is considered innovative pedagogical activity, his skill to create an innovative environment based on the communicative interaction of all subjects of the educational process. For a teacher of professional and technical training, methodical competence is a prerequisite for successful pedagogical activity.

It includes motivational, technical, cognitive, functional-activity, operational-activity, technological and subjective components.

Thus, the training system of future vocational school teachers should be adapted to needs as soon as possible market economy of Ukraine, as well as to modern socio-cultural and educational requirements. According to the results of international research (TALIS, McKinsey Foundation), the quality of modern education directly depends on the level of professional competence teachers, which in turn is formed in the process of formal and informal education. Opportunities for non-formal education (self-education) are increasing every year due to the opening of new educational resources.

4 CONCLUSION

As a result of the analysis of scientific research, it is worth noting that the pedagogical category innovative activity is characterized by a complex and multifaceted phenomenon, which in its content includes: systemic activity regarding the creation, development and application of new means; the process of interaction of individuals aimed at the development, transformation of the object and its transfer to a qualitatively new state; a special type of creative activity that combines various operations and actions aimed at acquiring new knowledge, creating technologies, systems.



World experience shows that only individuals with a high ability to social adaptation can become innovators, willingness to cooperate and a high level of communication.

Therefore, the strategic task of the domestic system should be the professional training of future specialists capable of effective work and study throughout life, protect and multiply the values of the national economy, culture and civil society, to develop and strengthen the state as an integral part of the world community. However, the most urgent challenges today are reproduction of intellectual highly qualified production personnel, growth of quality professional level of training of competitive specialists at the level world standards, which in the future will provide the Ukrainian economy with highly competent specialists who are able to work in the conditions of a constantly changing market.

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