

UDC 31

The world political system as a factor in the regional development of education: the example of urban and rural territories

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Abstract

The process of social development is inextricably linked with its transformational changes, the manifestation of which can be traced in all spheres of human existence. Today, there is no

consensus in the scientific community about the nature and consequences of modern transformational changes, but most scientists associate the current stage of social development with globalization processes. Most scientists have now agreed that most of the effects of globalization on society remain positive. The latter, of course, include overcoming environmental challenges, problems of poverty and unemployment, illiteracy, information closure, and, as a prospect, the desire for mutual understanding between peoples and States on the basis of universal principles and values. There are many problems that one state cannot solve, which is why globalization changes can make a positive difference. "Globalization is the overcoming and even elimination of traditional borders between States through the formation of a single technological, trade, economic and information space. Thanks to globalization, the implementation of projects impossible for the budget of one country with multibillion-dollar investments has begun."

At the same time, there are also scientific views, the content of which is the Declaration of the negative consequences of globalization. Opponents of globalization ("anti-globalists") pay attention to the deformation of the power of mega-powers, in particular the United States, the lack of control of transnational corporations and supranational elite, also note the extinction of traditional moral values. At the same time, of course, a significant indicator will be the decrease in the last decades of opponents of globalization.

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Policy, sphere, education, development, formation.

Introduction

The priority globalization problems that require careful analytical attention, researchers attribute such as globalization of transformational change; ensuring financial and economic security in the face of increasing business integration and flow of capital; ensuring optimum balance in the globalization process of the global and the national; the development of international policy, transformation of the environment in conditions of global challenges and the like. At the same time, according to scientists, there are a number of problems that require not only their solutions, but also identification and definition, because today they have a latent nature [Masuda, & Yamauchi, 2020].

To study the impact of globalization processes on the development of jurisprudence turn such scientists as from. Bauman, N. P. Bortnik, G. M. Biryukov, L. A. Vasechko, I. M. Zharovskaya and others. at the same time, the range of globalization problems not covered by the research remains quite wide.

Main content

Globalization affects all spheres of society. When implementing a legal political strategy, the state must coordinate it with the challenges of our time. This applies to any sphere, in particular in education [Han, Scull, Nganga, & Kambutu, 2020].

M. Kelman notes that " reforms are components of deep geopolitical changes, in particular socio-political systems, which gives rise to a range of problems that have not received at this time a satisfactory theoretical and methodological solutions in the context of globalization. The peculiarity of the current stage of development of modern civilization is manifested not only in the transition of post-industrialism in the era of superinformational technologies. The process of these changes, in addition to economic, also covered the political, socio-cultural and spiritual spheres." [Tourbier, 2020]

The consequence of globalization of the educational sphere is the uncertainty of future trends. The legal educational policy is determined by ambiguity and uncertainty: on the one hand, global challenges require the implementation of common international standards, and on the other-these standards can enter into a radical confrontation with national values and educational principles.

Education is a powerful element of socialization, cultural and social phenomenon, so opposed to the expansion of globalization with the national education system, trying to compete in the globalization space, education risks losing a significant part of its own identity.

Resolution No. 66/161, adopted by the General Assembly on 19 December 2011, notes that each culture has its own dignity and value that deserves respect, recognition and preservation, stresses that it is through the diversity and interaction of different cultures that they become part of the heritage of all mankind and highlights the danger of globalization affecting cultural diversity if the developing world remains poor and marginalized [Muir, Prang, Sheppard, & Newnam, 2020].

Giving unambiguous advantages to a national or global paradigm is, in our view, wrong. The rejection of international standards leads to the loss of opportunities in the labor market not only for citizens, but also entails economic problems of the whole state. The introduction of information innovations in the technology of the educational space causes a number of positive consequences. Among them, experts highlight the following [Kettell, 2020]:

- the growth of the competitiveness of the state, due to the introduction into practice of the results of scientific achievements and innovative technologies, as well as improving the quality of human resources in the leading sectors of the economy and production, and especially high-tech. Almost all of these aspects are solved exclusively in the educational space;

- economic growth of the national economy, in turn, provides improvement of quality standards and indicators as a social and individual citizens because of rising living standards, improve social protection and medical support, expansion of the labor market, and hence employment opportunities, enriching the quality of access to sources of information and quality of educational services. We draw attention to the last factors, the provision of which actually generates a "chain reaction" improvement of living standards: economic growth provides an improvement in the quality of education and Informatization of society, which, in turn, stimulates the further development of the national economy;

- ensuring the formation, formation and development of a society built on the standards and ideals of democracy and openness, promoting the formation of an open democratic society in which the constitutional rights and freedoms of citizens are respected.

However, excessive globalization can lead to neglect of national values, models and standards of educational paradigm. The weakening of the role of the national factor leads to a crisis of mentality, a decrease in the level of patriotism and culture of civil society [Sánchez González, Tejada Ponce, & Escribano Sotos, 2020].

Appreciates the importance of the national factor in law, state and politics. M. Zharovskaya, pointing out that the concept of "common spirit of the people" or the nation performs two functions: it allows you to group individuals under the auspices of one national ideology, in addition, makes it possible to regulate public life on the basis of the principles of justice, goodness, equality, freedom and other moral values recognized by all the people [Winter, & Mills, 2020]. The national spirit should

form the spirit of national law and state-power activity in General, that is, universally recognized values are indicators, vectors of development of the political and legal system of the state.

Therefore, an adequate combination, coordination and interaction of national and global in the legal educational policy should determine the paradigm of development of the educational space of our state.

The present state of globalization processes is characterized by the fact that "information becomes the main resource, and knowledge becomes The factor stimulating or limiting the development of society". Globalization changes fully affect the educational component of human life. Public policy must be consistent with global challenges, and therefore the study of variable determinants is important in practical and scientific terms [Brown, & Souto-Otero, 2020].

Education as a social phenomenon is certainly subject to historical changes. Modern conditions of civilizational development transform all phenomena of social life under the influence of globalization changes. Globalization is generated by economic determinants, but today is manifested in all areas of social life. UN Resolution 67/165 of 10 December 2012 defined that "globalization is not just an economic process, but also includes social, political, environmental, cultural and legal aspects that affect the full enjoyment of all human rights and fundamental freedoms" [Valentine, & Woodthorpe, 2020].

There is a need to analyze not only globalization changes in a broad sense, such as the global problems of terrorism, the deformation of the sovereignty of States, global power and the role of megapowers in the world. Globalization penetrates public and private relations of people, manifested in all spheres of human relations.

Education is no exception.

The legal policy of the state can not stand aside from the processes taking place in the international educational environment, so the study of the intentions of the development of the educational space under the influence of globalization is an urgent need of our time [Naqvi, Quddus, & Enoch, 2020].

The subject of scientific research in the first place are such problems of globalization as the geopolitical transformation of the modern world, international political, economic, social, public and personal security associated with globalization transformations, the state and prospects of international relations, the relationship, interdependence and mutual influence of global and national, the main trends of global transformation processes, international and interstate security. However, many issues are still open, quite controversial and require further solutions [Shaw, 2020].

International experience shows that an effective legal policy in the educational sphere ensures the development of the state. According to domestic and international researchers, the economic growth and social development of Korea is due to effective reforms in the field of education and a balanced policy of the government to mobilize human resources. Currently, the Republic of Korea has one of the highest rankings in terms of information and communication technology (ICT) and e-government, and is a world leader in e-education development through the introduction of world-class ICT infrastructure and the use of information services in every sector of the economy and society [Conkling, & Kaufman, 2020].

The improvement of education generates value components at the private and public levels. An educated person has ample opportunities in the labor market, is self-sufficient and harmoniously developed. For the state, the development of the educational sphere directly accompanies the economic development of the country.

Globalization and Informatization of education is the process of innovatisation, integration, mobility and universalization of education, mainly focused on the promotion of priority development of personal creativity, motivating self-development of an individual educational plan in the chosen field, the empowerment of self-realization in professional activity and competitiveness in the conditions

of information society development [Cavendish, Morris, Chapman, Ocasio-Stoutenburg, & Kibler, 2020].

Globalization forms a global education, which should be understood not just as the Informatization of the educational space, but as a special MEGASYSTEM, "where universal goals of educational policy are set and implemented, and international relations and relations in the field of education aimed at their achievement acquire a dominant importance".

I. F. Prokopenko proposes to identify the factors that will ensure the quality of education in the context of globalization. To these factors, the scientist includes such:

"- the competitiveness of States in the world market of education exports (and the need to maintain the already achieved positions in this market, demonstrating effective mechanisms to ensure the quality of education);

international labor mobility (the confidence that the graduates of national UNIVERSITIES can effectively work anywhere – as well as in other countries);

- striving to further develop agreements with other countries on mutual recognition of qualifications (in order to support our educational industry and provide employment opportunities for our graduates in other countries or in foreign firms that work);

- the increase in the number of domestic and foreign students indicates the need to assure students and other consumers of education in the relatively high quality of higher education (this aspect of the problem is becoming increasingly important, as domestic higher education institutions attract a large number of paid domestic and foreign students, for whom the cost and quality of a diploma,

Higher education is most affected by the globalizing climate in society. We fully share the position of P. Scott, who identifies universities as the main objects and subjects of globalization processes, which are capable of reproducing, spreading and developing national cultures, introducing advanced educational standards. Higher education needs to be aligned with the requirements of a globalized economy and a modern labor market [Baker, & Saari, 2020].

A. L. Sbrueva, classifying changes in the educational space, identifies such aspects of transformations:

"(1) lifelong education;

2) students acquire a new status-citizens of the knowledge society, which provides a supranational approach to ethnic, religious and other differences of people, global human ethics, tolerance, solidarity, human dignity, etc;

3) the knowledge society is changing the mission, role and field of activity of both educational institutions and teachers. The fundamentalization of knowledge is becoming very important again;

4) the relationship between those who teach and those who learn is changing. The teacher, being the main actor, enters into the role of "Navigator", interpreter of new knowledge for those who study, forming their individual educational trajectories. The pedagogical component and training of teachers on a new creative model instead of reproductive becomes the Central problem of educational policy".

It is necessary to agree with the cited scientist but note that this list is not exhaustive. About the variable properties of education can be said even depending on the field of knowledge and specialization of education.

Globalization transforms the human personality in terms of national, cultural and ethnic identity, intellectual development, information component and the like. From now on, education is transformed from the mechanical transfer of knowledge, skills and abilities to the formation of a creative personality, which is characterized by an appropriate moral and cultural level, capable of self-improvement, ready to act in the conditions of socio-economic changes and actively participate in these changes [Sato, 2020].

The rapid pace of economic relations, which are generated by the same globalization, requires the modernization of the level of knowledge of the specialist. At the same time, enterprises require specialists with creative thinking who can quickly perform tasks. It is not in the interest of the commercial market to spend money on the organization of training of specialists in practical skills that they should master in an educational institution. There is a need for specialists with a high level of knowledge, skills, relevant intellectual and educational potential, ability to work in a team and leadership abilities. Globalized education should ensure the formation of a new generation of qualified personnel [Bernard, 2020].

That is why the domestic educational policy should be primarily aimed at the formation of such a specialist. This requires not only intensive introduction of information and communication technologies in education, but also providing opportunities for learning a foreign language, the formation of students skills to independently acquire knowledge, targeting professionals in continuous education, skills soft skills, i.e. the ability to "sell" yourself, your team, ideas, results.

The main goal of globalized education is to form and develop a person as an intellectual, creative, moral, cultural, spiritual, independent person and a qualified specialist and the highest value of society [Testa, 2020].

Conclusion

Higher education institutions require changes in terms of competitive opportunities. The dynamic processes of modernity perceive universities not only as a subject of providing knowledge, but as a subject of entrepreneurial activity. This is primarily due to the inability of the state to fully finance universities at the expense of the budget. They must provide quality education in order to be able to promote themselves through the provision of educational services, and in addition, have the financial resources to invest in the scientific field.

National universities compete not only within the educational space. The openness of borders entails competition with foreign educational institutions. "In the future, system changes that need to take place in higher education should be based on a University-wide processes with the full implementation of new strategic technologies will provide different social groups and individual citizens to provide an effective and qualitatively noticeable educational services. It has also become obvious that higher education can no longer be provided only within the national borders of States – it has become truly global.

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Мировая политическая система как фактор регионального развития образования: на примере городских и сельских территорий

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Аннотация

Процесс общественного развития неразрывно связан с его трансформационными изменениями, проявление которых прослеживается во всех сферах человеческого существования. Сегодня в научном сообществе нет единого мнения о природе и последствиях современных трансформационных изменений, но большинство ученых связывают нынешнюю стадию общественного развития с процессами глобализации. Большинство ученых в настоящее время согласны с тем, что большинство последствий глобализации для общества остаются положительными. К последним, конечно, относятся преодоление экологических проблем, проблемы нищеты и безработицы, неграмотность, закрытие информации и, в перспективе, стремление к взаимопониманию между народами и государствами на основе универсальных принципов и ценностей. В работе показано, что много проблем, которые одно государство не может решить, поэтому изменения глобализации могут иметь положительное значение. «Глобализация - это преодоление и даже ликвидация традиционных границ между государствами путем формирования единого технологического, торгово-экономического и информационного пространства. Благодаря глобализации началась реализация проектов, невозможных для бюджета одной страны с многомиллиардными инвестициями. «.

В то же время существуют и научные взгляды, содержанием которых является декларация негативных последствий глобализации. Противники глобализации («антиглобалисты») обращают внимание на деформацию государственного управления, отсутствие контроля над транснациональными корпорациями и наднациональной элитой, также отмечают исчезновение традиционных моральных ценностей. В то же время, безусловно, значимым показателем станет уменьшение в последние десятилетия противников глобализации. Отметим, что дискуссия о положительных и отрицательных сторонах глобализации все еще может продолжаться бесконечно.

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Ключевые слова

Политика, сфера, образование, развитие, образование.

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