

## GLOBAL AND REGIONAL ISSUES OF EDUCATIONAL SPACE FORMATION

### PROBLEME GLOBALE ȘI REGIONALE ALE FORMĂRII SPAȚIULUI EDUCAȚIONAL

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**Abstract.** The article deals with theoretical and practical issues of educational space formation in the conditions of globalization. The author considers globalization as an objective-historical process of integration of the socio-planetary space and at the same time a process of multiplication of new differentiations and contradictions in the economy, politics, culture, education, which take place at the regional level. In this process, special attention is paid to education, which hasn't responded to globalization changes and remained a passive-balanced, inertial-stable system for a long time, but now it has begun to respond actively to the key challenges of globalization. The answer became the development of open education and noospheric thinking as a civilizational basis for resolving contradictions between the processes of globalization and regionalization of the educational space. Regionalism is considered as a kind of variety, a local variant of globalism. Globalization and regionalization interact as two dialectically opposite sides of a single civilizational process, on the one hand they act as sharp opponents and competitors, and on the other – allies and partners. The author also reveals the specifics of the formation of the globalized educational space, which has become a consequence of the formation of interstate unions and international organizations based on the interests of cooperation in the fields of economy, politics, security, ecology, etc. At the beginning, cooperation in the field of education, science, culture, and information was far from the main type of interaction between the member states of these associations, but over time, the formation of an interstate global educational and intellectual space became a real fact, which is now fully functioning and actively influences all other directions of cooperation. It has been proven that education is intended to develop the universally essential characteristics of a person, to form its individual and personal traits. At the same time, education acts as a powerful cultural factor, an important means of preserving and transmitting the identity of a particular nation. Therefore, all modernization projects carried out in the field of education should first of all take into account the individual-regional and integral-global aspects of this process. Both aspects are dialectically interconnected and are two sides of a single process, therefore giving preference to one of them leads to extreme forms of manifestation of this dependence, i.e. to simple reproduction and repetition of one's regional experience in the first case, or to complete renewal and entire borrowing of someone else's global standards – in the second.

**Keywords:** globalization, regionalism, education, modernization, educational space.

Today, the process of forming educational space in the context of globalization is an important theoretical and practical problem. Globalization is viewed by many foreign scholars and statesmen as an objective and inevitable process of the world's historical development, a fundamental socio-cultural phenomenon, and an inevitable path of civilization's progress. Specifically, A. Giddens, John Paul II, and others [2; 3] analyze globalization issues in the

context of forming public consciousness and society culture, developing social cognition and education of the globalized society, developing the foundations of civil society and social anthropology, the concept of sustainable development, ethics, cultural studies, theology, and pedagogy. Ukrainian scholars (V. Andrushchenko, V. Kremen, V. Kravets, etc.) have shown particular attention to relevant problems [1; 4; 5]. Their efforts outlined the main contours of globalism and global studies in relation to Ukrainian realities, identified the main dimensions of human life in the context of global values, highlighting the positive and negative consequences of global interventions by various entities on humanity as a whole, raising the globalization-education issues to the level of philosophy of education.

Nowadays, the idea that globalization only brings integration and unification of all spheres of human society's life no longer dominates in science. In fact, globalization represents an objectively historical process of integrating social-planetary space and, at the same time a process of proliferating new differentiations and contradictions in the economy, politics, culture, and education, which occur at the regional level. This is particularly evident in the field of education, which for a long time did not respond to globalization processes and remained a balanced, inertially stable system but has now become the main response to the key challenges of globalization. The modernization processes that have begun in the educational systems are not oriented towards random examples and template changes but simultaneously consider the significant interests and needs of regions and the requirements and trends of globalization. Thanks to such an approach, both universally global and specifically regional factors of social development are taken into account. This makes it possible to determine the role of ethnocultural priorities in the development of globalization and to retain the relative socio-cultural autonomy of different regions. The development of open education and noospheric thinking as a civilizational basis for resolving the contradictions between the processes of globalization and regionalization of the educational space has become a response to these challenges.

Regionalism emerged as a unique variant, a local version of globalism. Globalization and regionalization interact as two dialectically opposing sides of the same civilizational process, where, on the one hand, they act as fierce opponents and competitors and, on the other, as allies and partners. A specific alternative to globalization, which dictates the interdependence of distinct identified spaces and creates conditions for their integration, is systematic regionalization, aimed at reducing regional disparities and aligning growth rates and development levels of different territories. The growth and strengthening of regions create preconditions for their efficient integration.

On a global scale, the formation of a common educational space has been the result of the establishment of interstate alliances and international organizations based on interests in cooperation in economy, politics, security, environment, and so forth. Cooperation in the fields of education, science, culture, and information was far from the main type of interaction among the member states of these unions, but over time, the formation of an interstate global educational-intellectual space became a reality, now fully operational and actively influencing all other directions of cooperation. Now, contacts in education and science are not seen as derivatives of political-economic collaboration but as an independent process with its own laws, characteristics, properties, global and regional contradictions, and advantages.

The processes of interpenetration of pedagogical ideas and paradigms create new connections and interdependencies at various sociocultural levels, which simultaneously promote both unity and differentiation of the educational space. Meanwhile, in the context of widespread telecommunications, information technologies, and the Internet, new forms of unification and standardization in the education sector emerge, blurring previous perceptions of the uniqueness of culture, education, upbringing, school, personality, and so on.

Education is meant to develop the universally essential characteristics of a person, shaping their individual and personal traits. At the same time, education acts as a powerful cultural-creating factor, an important means of preserving and transmitting the identity of a particular nation. Therefore, all modernization projects carried out in the field of education should primarily take into account both the individual-regional and integral-global aspects of this process. Both aspects are dialectically connected to each other and are two sides of a single process, hence favoring one over the other leads to extreme forms of this dependency's manifestation, that is, to a simple reproduction and repetition of one's regional experience in the first case, or to complete renewal and total adoption of foreign global standards in the second.

Educational and intellectual integration within the European continent occurs at two levels – national and university. On one side, the regionalization of education is an integration union of the educational systems of European states, declared by the Bologna Convention, and on the other – the voluntary cooperation of institutions of higher education and scientific institutions in various fields. Globalization demands investments in education, which forms the human capital upon which the intellectual potential not only of the region but also of the state as a whole is based, as knowledge allows for the creation of modern technologies and their skilled application in practice. Education helps every region to preserve its national identity, to select only the positive aspects from the globalization process and to discard imperfect examples of mass culture. Therefore, Ukrainian pedagogical science needs to actively participate in the global educational process, conducting equal and mutually beneficial cooperation with its Western partners based on its own regional and national educational priorities.

The choice of a model for globalization-regional development and its implementation depends not on leaders and ruling political elites but on the education of the people, the collective intellectual potential of the nation. Education reflects the level of cultural development of society, its interests, needs, and perspectives, realized through the activities of each individual representative of a specific society in any historical era. The content of education always concentrates on what is the most relevant at the time, facilitating the formation of a type of person who in individual activities can most fully realize the main interests of the society in which they were educated. Only education can provide individuals with guidelines for achieving harmony with the natural and social environment, avoiding political, social, ecological, and other contradictions, assisting in understanding and adherence to the principle that satisfying the needs of one generation should not be achieved at the expense of worsening opportunities for future generations. An educated person will always remember the words of Antoine de Saint-Exupéry, that we have not inherited the Earth from our ancestors, but we have borrowed it from our descendants.

**Conclusions.** Thus, all socioeconomic and political integration processes occurring within the European space were accompanied by systematic integration in the fields of education, science, culture, information, technology, etc. In this context, regionalization processes were not merely separate elements of a single global integration but a unique counter-trend – protecting local systems from being absorbed by the global market. Integration that takes into account the specifics of regions has a dialectical nature, as it gains a dual opportunity: on one hand, to protect itself from global trends and absorption by the worldwide continuum, and on the other hand, to become an actual component of global integration and go through a preparatory, transitional stage before fully entering the global world space.

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