

THE IMPACT OF GLOBALIZATION ON EDUCATION AND DILEMMAS BETWEEN TRADITIONAL AND MODERN EDUCATION

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Abstract

Introduction. The dilemma of which type of education is best traditional or modern has begun since the implementation of the Bologna system. **Purpose.** The purpose of this study is to point out the impact of globalization on education and the dilemmas that appears between traditional and modern education. **Methods.** The literature review method was used for synthesizing and analyzing research findings. **Results and discussion.** Globalization is a complex, multifaceted and world-wide phenomenon. It is an unstoppable and irreversible process of international, economic, politic, education and culture integration. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. As the needs of people are changing, the education system also has change, and this change should be accepted by the people. Education system is a process that needs transformation and changes, it must be reformed and adapted to contemporary education in a globalized world. Modifying the role of teachers from traditional to modern education is a necessary but not an easy process. The experiences in various educational and social systems, age differences and opinions about the educational process, lack of foreign languages, lack of sophisticated conditions as well as lack of information and communication technologies, make this process more difficult. This makes the dilemmas of which type of education is better traditional or modern, especially in underdeveloped and developing countries. **Conclusion.** Therefore, reforms in the education towards contemporary education, the successful transition from traditional to modern education, youth protection from migration, expanding labor market and social security should be priorities of every educational institution.

Keywords: globalization, traditional and modern education, reforms

1. Introduction

The dilemma of which type of education is best traditional or modern has begun since the implementation of the Bologna system. Some argue that traditional education was more efficient, more sustainable, and more inclusive, especially for those who were educated with the traditional education and who saw difficulties in the new education system. Others argue that the educational process needs to be modernized to meet contemporary demands, these are the arguments that belong to younger generations of professors who have been educated under the new system and who do not recognize traditional education. But there are those who think that combining both types of traditional and modern education is the best solution. Many things point to the need for meaningful change in education. Many education systems are feeling challenged in having to prepare students for today's fast-changing world. People everywhere are grappling with how to

engage students in their learning. Students must develop the knowledge and skills for today and tomorrow's workplace, further education, or training. Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. Education grows as values. If you have the skills but don't have the values, then educated person become useless. In the traditional education the students are taught about traditions, customs, rituals, and religion. In the modern education, the students are taught about science, technology, language skills, and mathematics etc. The education which is taught in the schools today is the modern education. Modern education teaches about the skills required today that is the skills of science and technology, science of medical science etc. In addition to listening, the modern education includes writing, visualizing, imagining, and thinking skills. In the case of physical education this process depends on the "discipline's capacity and pedagogical responsibility to work on, effect changes in, develop and enhance the body's intelligent capacities for movement and expression in physical culture" (Evans, 2009). Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations. Globalization produces an increased quantity of scientifically and technically trained persons.

2. Purpose and Methods

The purpose of this study is to point out the impact of globalization on education and the dilemmas that appears between traditional and modern education. The literature review method was used for synthesizing and analyzing research findings.

3. Results and Discussion

3.1 Globalization and its impact on education

Globalization is integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance, and people. Globalization is a complex, multifaceted and world-wide phenomenon. It is an unstoppable and irreversible process of international, economic, politic, education and culture integration. It plays an important role in the formation of today's world. UNDP in Human Development Report (1999) describes globalization as the increasing interdependence of the world's inhabitants, on an economic, technological, cultural, as well as political level (Bakhtiari, S. 2006). The term "globalization" means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people (Srikant M., 2012). M. Carnoy from Stanford University distinguishes two main bases of globalization - information and innovation - which are highly knowledge intensive: "Today's massive movements of capital depend on information, communication and knowledge in global markets. And because knowledge is highly portable, it lends itself easily to globalization" (Carnoy M., 2005). The German sociologist Ulrich B. acknowledges, that Globalization is seen as a process of international, economic, political and cultural integration. Accordingly, globalization is not only something that will concern and threaten us in the future, but something that is taking place in the present and to which we must first open our eyes (*Ulrich Beck*). Globalization is not a new event in history. It can be traced

back to ancient civilizations when a certain civilization used to dominate others and lead the world (al-Hadithi, 2002). Leading the world means Control, Governing and Containment (Mohammed J. D., 2014). According to Hall (1990) globalization is not equal to the breaking down and substitution of cultures but it is a kind of minor renovation of conventional cultures (Hall, 1990). However, some other researchers see it as a kind of Americanization (Vinter, 2001). Besides the similarities in educational systems and curriculums, it is also seen that demographic, economic, and cultural powers at the global level have affected educational systems and policies in various ways in the last 20 to 25 years (Green A., 1999). Globalization is a long-term process that moves the world towards increasing similarities where people are increasingly interconnected and barriers between countries and ethnicities are removed. Outcomes include the fast and free flow of people, capital, goods and ideas (Naim S., 2014). On the other hand, global culture cause changes in students' mentality, lifestyle and interpersonal relations. We cannot stop the process of globalization and digitalization of the world, but we have to try to keep a healthy balance between real and virtual world. Educational institutions need to include modern technologies in the learning process because this is natural environment for students. Young people will not survive in constantly changing world without education (Bernadeta B., 2016).

Problems in the educational process arise as a result of inequality and the many differences between underdeveloped, developing and developed countries. Lack of political stability and a weak economy are the main causes that directly affect the development of education and science and cause insecurity among young people for employment forcing them to leave the country by migrating to developed countries. Underdeveloped and developing countries are unable to follow the global trend in both education and science. This is negatively reflected on university professors making them feel indifferent and frightened of contemporary education and science viewing them as impossible. Therefore, raising the willingness for responsible work and encouraging educators to reach the contemporary level as well as raising optimism for a healthier future for young people is a very difficult but an inevitable issue.

3.2 Dilemmas between traditional and modern education

The definition of traditional education varies greatly with geography and by historical period. Traditional education is also called customary education or conventional education. The main motive of traditional education is to pass on the values, manners skills and the social practice to the next generations which are necessary for their survival (Target study...). Physical education, also known as Phys Ed., PE, and in some commonwealth countries as Physical Training or PT (The Daily Telegraph, 2008), is an educational course related to maintaining the human body through physical exercises (Calisthenics, 2018). Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. As the needs of people are changing, the education system also has change, and this change should be accepted by the people. Education system is a process that needs transformation and changes, it must be reformed and adapted to contemporary education in a globalized world. Adapting education system to new requirements and responsibilities is one of the main goals of education institutions. The Bologna Declaration was adopted in 1999. The diversity of the region of South-Eastern Europe reflects on the differences and specifics in the Higher Educational Systems. Western Balkans region joined the Bologna process from the year 2003. Europe is not homogeneous region, still less is education homogeneous (Hans de Vit). Education is a core

element of society, and the foundation of democratic choice. The large differences in opportunities in education between countries are one of the basic causes of global inequality. Furthermore, international migration allows rich countries to benefit from the investments in human capital made in poor countries – giving them a responsibility to support the education systems where those investments are made (Bakhtiari, S. 2006).

Modifying the role of teachers from traditional to modern education is a necessary but not an easy process. Education and experience in various educational and social systems, age differences and opinions about the educational process, lack of foreign languages, lack of sophisticated conditions, and lack of information and communication technologies make this process more difficult. This makes the dilemmas of which type of education is better traditional or the modern one which is not easy to follow in underdeveloped and developing countries. On the other hand, the weak economy, the political influence on educational institutions and the feeling of insecurity in society cause the loss of confidence in the country and the mass flight of young people. Developing countries is facing a phenomenon called “brain drain” where youth are preferring developed countries than their own (Viplav M., 2016). The “brain drain”, the authors point out, does not depend largely on the quantity and quality of higher education institutions in developing countries and underdeveloped countries, but rather on the overall structure of markets in those countries. The return of students from abroad, which increases the national intellectual and, therefore, the economic potential (Marko F., 2011). UNESCO has provided the message to find adequate conditions for the professors to remain in their states and to influence the development of the country (UNESCO, 1997). UNESCO also makes a decision for a detailed analysis of the local, regional and global effects of globalization that provides a good basis for understanding the process and the necessary implementation of higher education reforms (UNESCO, 2004).

In post-Yugoslav countries physical education was similar, today we say that this type of education was traditional until the Bologna system started to be implemented. Professors who have been educated and worked in that period, today face difficulties with the new educational system and always seek the old system by claiming it was more efficient and stable. Professors who were educated and worked with the old education system, and now work with the new educational system or in other words have experienced two different state systems the socialist system with so-called traditional education, and in democratic system since the Bologna system began as modern or contemporary, are the most called upon to compare and evaluate the two educational systems. Of course, both systems have their advantages and disadvantages, so by not forgetting the educational values of the old system, incorporating the new educational system with new contemporary requirements is inevitable. In recent years there have been dilemmas and tendencies to return to the old education system, or the combination of two educational systems the old and the new system, this also happens at the Faculty of Physical Education University of Tetovo in Macedonia with the introducing old study programs but with the Bologna process. This may one day cause problems in the compatibility of courses during the exchange of academic staff and students, as courses in older study programs are two semesters while with the Bologna system all courses are one semester. Maybe it would be better if the two educational systems will be combined taking the good sides of both systems and the development of new, more successful education system.

4. Conclusion

Therefore, reforms in the education towards contemporary education, the successful transition from traditional to modern education, youth protection from migration, expanding labor market and social security should be priorities of every educational institution. As the needs of the people are changing, the education system also has to change, and this change should be accepted by the people. With the passing time, the things which were a luxury at that time have formed the basic needs now. As the needs grew, the education had to grow. Compared with traditional education, modern education is very different even it is just an evaluation of traditional education. Modern education teaches about the skills required today such as skills of science and technology. Also, the teaching methodology used in the Modern education is definitely better, it is more interesting and understandable. We cannot conclude that which education is better because both the types have their own importance. Both the types are similar to each and different to each other. The traditional education and the modern education, both should be given equal importance (Target study). PE as well education in general is in continuous development. Some people prefer traditional education, some modern and some combined. Undoubtedly, neither the traditional nor the modern educational process is perfect, both systems of education have their advantages and disadvantages. But one is certain that the education process is always changing and evolving. In recent years there have been dilemmas and tendencies to return to the old education system. Maybe it would be better if the two educational systems will be combined taking the good sides of both systems and the development a new contemporary and more successful system of education.

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