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**EDUCATION DEVELOPMENT TRENDS IN GLOBAL
DIMENSION**

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Abstract

The article is devoted to the consideration of global trends in education, which today determine the direction of educational strategies in most countries of the world. The authors proceed from the fact that the trend is a relatively stable direction of development of a certain phenomenon and that today global trends in the development of education are forming in the context of the historical, cultural, social and economic development of a globalizing society. The team of authors of the article draws attention to the fact that the awareness of trends in the development of education abroad is taking place today within the framework of social constructivism and post-constructivism. The article draws attention to the desire of all countries to meet the educational needs of all students, to provide them equal opportunities in education, respect for the principle of social justice. Among the most important trends in world education, the authors also include: providing quality and inclusive education for all, technological development of education and the democratic potential of modern digital devices, developing quality and inclusive education for all, overcoming the crisis in technical, mathematical and natural science education, ensuring free access to information and knowledge about sustainable development, promotion of gender equality, etc.

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1. Introduction

Studying global trends in education development two main formats should be distinguished: socio-economic and psychological-pedagogical. When examining the first format, scientists focus on social and economic issues, namely social justice and the educational needs of students, who are still, despite the presence of democratic changes, not considered by influential groups of society as problems of paramount importance. Social injustice in the education system, according to many foreign scientists, is a global trend in the development of education in many countries. The roots of this problem, in the first place, lie in the existence of schools characterized by different levels of quality of education, and in the methods of students' allocation to secondary schools. The situation here is such that the educational policy continues to develop in favor of children from wealthy families (Whitty, 2012). Other sources of social injustice include the transfer of responsibility for improving the quality of education from the state to citizens. Scientists see the solution of the problem not only in the declaration, but also in the actual implementation of universal human rights, which are so much spoken of in the political documents of almost all countries. For the practical implementation of social justice, it is necessary, according to scientists, to develop a broader cosmopolitan concept of a citizen, based on differences and contexts of modern society that would be incorporated and taken into account (Brooks, McCormack, & Bhopal, 2012).

2. Problem Statement

Other significant trends in the development of education in the socio-economic format are determined by the processes of globalization, which, as experts note, have both positive and negative effects on education. In particular, the trend that carries, according to a number of foreign researchers, a negative charge, is the commodification of knowledge production, strengthening of state and market control over what is studied in educational institutions. They refer to another trend developing in the context of globalization – the formation of a policy in the field of education at the supranational level and, as a result, the development of the international market of compulsory schooling (Hayden, 2011). Many researchers consider the use of technology as an important positive trend in the development of education in the context of globalization. They highlight the democratic potential of modern digital devices. They regard technological development of education as one of the key factors for development in the 21st century (Brooks, McCormack, & Bhopal, 2012).

3. Research Questions

All modern international education documents of the UN, UNESCO, the EU, the International Bank for Reconstruction, SCO, ASEAN, BRICS and other international organizations are permeated with the pursuit of social justice, meeting the modern needs of all students and concern with the problems of globalization. For example, at the 70th session of the General Assembly of the United Nations in 2015 in New York, heads of governments, representatives of UN agencies and civil society leaders formulated goals for sustainable development of education. Among them: (1) the development of high-quality and inclusive education for all (the concept of “inclusive education” in the new UN edition was significantly expanded); (2) overcoming the crisis in the field of technical, mathematical and science education; (3)

ensuring free access to information and knowledge about sustainable development; (4) promoting gender equality, women's empowerment for sustainable development (UNESCO at the 70th session of the UN general assembly and the adoption of the Post-2015 Development Agenda, 2015).

In 2015, the Incheon Declaration was adopted at the UNESCO World Forum, which reaffirmed the idea of a worldwide movement for education for all. The declaration states that justice, social integration and recognition of gender equality should be the foundation of education. The main thought of the Incheon Declaration is to change people's lives through education; consideration of education as the main driving force for the development of society. The conditions for its implementation are the implementation of inclusive and equitable quality education, as well as the creation of conditions for the implementation of a lifelong learning process for all. The key word here is “for all” (Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all, 2015).

4. Purpose of the Study

The research has the goal to study the current state and problems of ensuring equal education for all, the idea of social justice in education, multiplied by the concept of human capital, the economic efficiency of an educated person made imperceptible at first glance, but significant in consequences for the development of education systems, changes in the paradigm of education. The paradigm axiom, as before, says: “the education system is built around the student”. However, the understanding of what this means in the new conditions has changed. The renewed education paradigm focuses not on the development of a single individual, but on the development of all together. In the rethought paradigm, emphasis is placed on the development of the uniqueness of each individual, and not on the development of rigid individualism; communicativeness; mutual support, help, empathy and participation, not competitiveness. At the core of its ideology there is a strategy for the sustainable development of society. The search for a solution to social issues is transferred to education. Education must cope with the problem of reducing occupations and jobs. In education, ways and means of bringing a person into new conditions of production and life must be found. No man should be thrown away.

The ideology of education itself changes accordingly, the policy in the field of education begins to transform. In the twentieth century, schools in most developed countries showed similar characteristics: standardized forms of organization, general classroom style, typical type of curriculum and learning objectives. In the 21st century, in a number of countries, these characteristics have changed dramatically – the entire landscape of school space has changed. Education offered a new approach: flexibility, mobility, accessibility of information, multi-age communication and joint training of students, orientation of the learning process to multiple intelligence, and most importantly, understanding the effectiveness of the learning process in terms of humanism (Jordman, Kiili, Lonka, Schneiz, & Vauras, 2015; Koyama & Kania, 2014).

5. Research Methods

Authors identify trends in the education development by analyzing the work of scholars from various fields of knowledge, studying international and national documents on education, educational

standards, considering the positions and opinions of practitioners well-known in the field of education through the accounts of bloggers who are professionals in pedagogy, and also during the interpretation of research results of large international projects.

The above provisions are confirmed in the psychological and pedagogical format. Installations in education are beginning to acquire new meanings. Thus, the concept of “Ecology of education and child development” begins to play a special role in the direction of the main changes in didactics. It focuses on the personality of the student, his learning process and reflects his connections and interactions in society and his family in particular (Bornstein & Bradley, 2002).

The ideology of education within the framework of this concept begins to unfold to the positions of M. Seligman’s positive psychology, which is based on three basic principles: the emphasis on positive, not negative, emotions; using positive personality traits, strengths and abilities, and finally, turning to positive social institutions, such as democracy and a strong family, which contribute to the positive development of each person and society as a whole (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009).

In the context of updated attitudes in education, new forms of partnership between school actors, government organizations and private actors are being developed. All are involved in updating curricula and rethinking the organization of education and the learning process. In particular, the emergence of peer-to-peer platforms allows people from very different backgrounds and different countries to interact and learn from each other (Kretchmar, Sondel, & Ferrare, 2014).

Inclusive education ceases to be reduced only to children with physical health problems, now it applies to all groups of students with problems (Bacon, 2015).

Attitudes towards lesser students are changing dramatically. Teachers look at students as different people with different needs (the concept of “ability” is no longer used; it is believed that everything can be developed, improved, adjusted in time). Installation in the learning process is done on the fact that each student must achieve the maximum level of achievement; the teacher is obliged to exert maximum efforts to ensure that none of the students is lagged behind, solving urgent problems in time and paying personal attention to each.

The approaches to multiculturalism are changing. The realization of the need to take into account the national diversity of students has come, to stop reshaping all under Western values. The importance of bilingual education is increasing, since today the majority of the world’s population is bilingual or multilingual, and not monolingual. In addition to facilitating intercultural communication, this situation has a positive effect on cognitive abilities (Special Eurobarometer, 2006). Researchers have shown that bilingual brains, unlike monolinguals, have a greater ability to focus and switch in the process of solving problems due to their developed ability to suppress one language when using another (Marian & Shook, 2012).

Reconsidered ideas about the benefits of one-age socialization: the school landscape is changing in the direction of the learning process of different age groups of students. Uneven-age group of students changes the attitude to the process of their interaction. In the work of the group, emphasis is placed on the formation of leadership qualities of all students, on equality. At the same time, the approach to understanding leadership is changed. Today, the leader is a humanist, a person who is eager to help, solve his and other people’s problems, who does not leave anyone without attention. The leader focuses on

ensuring that each team member comes to fruition (Christensen, Marx, & Stevenson, 2006; Stewart, 2006).

To help each student to find himself in the profession, to develop, to facilitate the learning process helps an interdisciplinary approach to the development of learning content that is widely developed and used in curricula and programs. Subjects of disciplines are built in the logic of one time period; thematic training modules are combined on problems and concepts, thereby providing contextual training in several disciplines. In many countries, STEM (science, technology, engineering, and mathematics) has been introduced in order to increase the level of achievement in the mathematical field of knowledge (Kuenzi, 2008). An interdisciplinary approach to learning is considered as the main factor in the development of functional and reading literacy.

The strengthening trend in education – the development of the self-realization of each student – is expressed in the building of modern psychological and pedagogical knowledge in the context of three main goals: the development of critical, creative, group thinking. The important tasks of training in the twenty-first century include: the formation of skills for evaluating information and the development of media literacy (10 Trends transforming education as we know, 2017). Western scholars attribute the development of the skill of arguing their statements to the main method of developing critical thinking (Driver, Newton, & Osborne, 2000).

6. Findings

The basic principle of studying in a foreign school is still considered to be activity-based learning. Students are invited to contribute to the learning process by participating in various events, for example, speaking at forums, taking part in sports or thematic quizzes, or playing legal proceedings in legal classes; Role-playing games, case studies, projects, presentations and some other similar tools are used. Particular attention is paid to the development of skills to ask different questions (Bye, 2015). The development of self-reflection is also important in this aspect. The data obtained in the research of scientists shows the self-reflection of how students learn and contributes to an improvement in academic performance (Lew & Schmidt, 2014).

A new trend in the development of education is the transformation of the learning process into the process of innovation design (Nevalainen, Kimonen, & Alsbury, 2017; Kaplan & Owings, 2013). Even when students work with digital teaching aids, it is assumed that they are not users of technology, but become their developers: they offer new approaches, improve programs, etc. (Shoemaker & Reese, 2014).

The focus of the learning process on getting creative innovative solutions from students in working with digital learning tools completely changes the design of school premises. In particular, the digital dominant of the learning process sets the task of schools to rethink the library as an open, accessible space, or as the creation of training centers conducive to leisure, independent learning and creativity. Libraries become the local technology center of education. In schools, technologies of augmented reality are beginning to be actively applied, as a rule, in 3D. Technology promotes classroom interaction, helps students maintain a positive attitude towards learning, improves classroom collaboration, and motivates students to achieve learning (Morpus, 2017).

Teachers in their work are increasingly using the Internet and online courses. Moreover, the assessment of knowledge is increasingly carried out using computer assessment of students. New trends in education radically change the role and place of the teacher in the educational process. Today, in the work of the teacher, special attention is gained in mentoring skills and leadership skills. To form these skills, new training and retraining programs for teachers have been developed (in particular, the “New Teacher” program). Crucial to the provision of quality education in modern school today is given to the training of “paraprofessionals” (school personnel who help teachers; they do not have a license to work as a teacher, and they are not qualified professionals in pedagogical activity) who work with teachers in classrooms. Paraprofessionals work with the most marginalized groups of students in the classroom (Schoen, 2013; Holbrook, Rannikmäe, & Waldmann, 2014).

Much attention is paid to improving the ways of working with children with health problems. Methods should be aimed at ensuring that the student is not only involved in the general education program, but also achieves high achievements in education. Methods of working with children who find themselves in traumatic situations are important (Boler, 2004). The importance of turning to techniques for the development of emotional interest is increasing. There are special schools for the rehabilitation of such children.

Global and specific goals set for education predetermined an appeal to educational issues not only from the social sciences and humanities, but also to neuroscience. For the past two decades, the neuroscience of learning has become the basis on which approaches to student learning are being developed. Information on the results of research on how the brain develops has become a new paradigm for educational reform (Patrinos, 2018). It has been found that even small changes in the classroom can positively contribute to improving the quality of students' work, for example, welcoming students at the doors of the classroom has both psychological and academic advantages: students are more involved in the learning process and students' behavior improves (Tarada, 2018).

It is revealed that a beautiful, modern landscape and design of the educational space has a positive effect on the level of student achievement and on the attitude of teachers to their teaching activities (Current Trends in Education Categories, 2019); that walls with lots of ornaments suppress students, weaken their attention and memory; a combination of textbooks, inspirational posters and the work of the students themselves, on the contrary, has a positive effect on the learning process; that the student's behavior is a much more serious indicator of his further success in achieving high results than the test results (Tarada, 2018).

7. Conclusion

1. In the twenty-first century, educational systems do not develop, but change radically. Education seeks to work in advance; its task is to provide a path to the sustainable development of society. Education becomes an investment that increases the economic value of people and, thereby, increases the country's overall productivity and economic competitiveness. The ideology of modern world trends in the development of education – ensuring social justice in the field of education (the availability of quality education for all), striving for the sustainable development of society.

2. The key actors that provide global goals for education are materials for the work of politicians, school administrators and teachers, research teachers, and international research on the quality of education, research in neuroscience, and research in the field of architecture and design.

3. Trends in the development of education are formed in the process of understanding the problems of education and the pressing needs of society in science, state and international organizations. The degree of adherence to world trends in education depends on the civil and economic level of a country's development.

4. The reform of education systems in the context of global trends in the development of education is driven by the realization of social goals and the economic needs of states: growing competition in education, caused, in particular, by the economic efficiency of the international market for compulsory schooling.

5. Global trends in the development of education reflect the paradigm of education known to us in the new branch of its understanding. Not only philosophy, but also the ideology of education is changing dramatically. Today, in countries showing high quality education, social well-being of society and economic growth of the state, the school focuses on providing mobility to all members of society.

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