

## A Matter of the Influence of Globalization on Art Education

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**Abstract:** *Anotation:* The article considers the influence of globalization on art education, which plays a significant role in the development of modern art. *In* today's globalized world, the aesthetic intervention in the education system in particular art form goes to the direct role of not only intellectual capacity but also the formation and development of the moral and aesthetic culture of young people as a condition for effective adaptation to rapidly changing cultural and aesthetic world of reality. The mission of art is defined as the aesthetic impact of defining the cultural assimilation of the environment, only the process of globalization, which manifests itself in a new personal identity [1]. *The* globalization of art is a reflection of reality in images and serves as one of the most important ways of aesthetic development of the world. *In* the changing world of personal aesthetic values of modern man resist mass culture. The globalization of arts education-this process of change and acceptance of new values. Art education in this process has a significant role, not basic, but no less significant [2]. *In* a broad sense, the system of art education necessary to develop a system of aesthetic intervention in the mass consciousness [3]. *In* a narrow sense, the system of art education should be developed as a system of aesthetic intervention at the highest professional level of creative achievement.

**Key words:** Globalization • Global education • Art education • Culture • "Our world has changed • Unserer Welt hat eine Anderung • (German) "

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### INTRODUCTION

The end of the second and the beginning of the third millennium has surprisingly seen the global transformation of society and transformation of the existing world order. The new world order is of high interest to politicians and scientists, the evaluations made before (e.g. "new industrial society", "postindustrial society", "communism", "global village", "informational society", etc.) being rather vulnerable from the point of real course of events. The last decades of the XX century has been evaluated as "social postmodern", "a new world order" and "globalism". These are also partially vulnerable and are deeply criticized.

These days "globalization" is one of the most common notions in scientific literature, fiction and publicist. Typically, authors give various definitions to this process, let alone the variety of its evaluations and predictions concerning the results of its development [4].

The most common definition of globalization is that "it is a universal and versatile process of cultural, ideological and economic integration of nations, national associations, national and ethnical unities, which represents a concurrent phenomenon of the modern civilization. Countries and nations of the whole world exist under growing interaction. The accelerated speed of development of civilization and historic processes have led to a matter of necessity in global interaction, its deepening, strengthening and elimination of the countries and nations' isolation.

Eventually, saving riches has led to the idea of a selected passing from separate individuals to the whole nations, including the thought of ontological impunity.

Isolation from the world, isolation in one's own framework was an ideal of society of the agrarian type, for modern society is characterized by the person who always oversteps the limits and gets a new look, who primarily moves along with the motives of renovation

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and change. The subsequent historical processes have predetermined the increasing rapprochement of nations and countries. Similar processes have covered more and more space and have caused the general historical progress and a new stage of internationalization.

The term "culture" is a complex whole which in modern understanding includes knowledge, art, laws, morals, customs acquired by the person in the course of social development. Culture unites people in society [5].

Considering the achievements of native and foreign scientific thought related to art education it is possible to rely on scientific searches of the modern scientists.

Modernization of art education results from activity of people and owing to this fact it is a product of functioning of globalization and development of modernization as a system. Changing, it keeps regional problems, succession upon transition from one stage of development of art education to another. The process of globalization of art education is very complex and contradictory. In the course of interaction of various education systems such situations as non-equivalent exchange of values leading to mutual enrichment and suppression of culture happens quite often. The interrelation and interaction has existed so far, however today the interaction of cultures has gained some specific features with an information space, with the newest information exchange technologies available due to new computer means and with international scientific organizations.

The problem of preservation of the cultural identity, which advanced to the forefront art education, has become intensified.

Art education in a globalized society is a complex system, where different cultures act as elements: ethnic, national, mass, elite...

Modernization of art education is only possible when there is a succession of art values and ways of art and creative activities. In case the link between the past and present state of art education is missing, it is impossible to speak of artistic progress, for its indispensable condition is the presence of "time link".

Succession keeps the most valuable and the most significant of the art legacy of our predecessors, which is important for the new generation.

Globalization is one of the hallmarks of the current stage in the modernization of art education and development. This fact has been underlined by almost all researchers, who have emphasized that historical epoch at the turn of the century is primarily characterized by the expansion and deepening of global processes.

The phenomenon of globalization is interpreted by both popular and new authors who have devoted their works to clarifying the nature and characteristics of this process. J. Soros, I. Vallerstein and others have written about globalization.

Globalization increases the density of the "information flow", gives a chance to different cultures to go beyond their ethnic or national limitations and get the dynamics of their own development. At the same time, globalization leads to changes not only in the art development as a science, education and upbringing, but also affects the processes of economics, politics, or law society in the most unpredictable way [6].

Globalization clearly contributes to the acceleration of the modernization process of art education. The time cycle of the production and consumption of cultural values is sharply reduced, which increases the volume of information received by an individual, expands his horizons and enhances his intellectual level.

Due to new information technologies people as the part of global society have an opportunity to get acquainted with the whole set of artifacts which were inaccessible to people of industrial and post-industrial society because most of them didn't have an opportunity to go on excursions, scientific trips to various countries, to travel all over the world, to use the services provided by well-known storages of cultural values with a considerable part of the world heritage.

Virtual museums, libraries, art galleries, concert halls in "a world wide web" allow people to get acquainted with all that was created by the genius of a certain artist, architect, composer irrespective of the location of these or those masterpieces: Brussels, Washington or Istanbul. Storages of the largest libraries of the world, including the Congress of the USA, the British museum, the Russian state library and many other libraries whose funds for centuries had been used by a narrow circle of people engaged in teaching or scientific activity have become available [7].

Globalization of a certain cultural standard, according to which a person of the information society has to know several foreign languages, to be able to use a personal computer to communicate with representatives of different cultural worlds, to understand the trends of modern art, literature, philosophy, science, etc. Globalization has increased the intensity of scientific exchanges, talents, removed the practical limitations of moving from country to country of scientific and artistic professions.

In the end, in the context of globalization the results of creativity cease to be the property of a nation and become the property of all mankind. Globalization creates prerequisites for the release of art education beyond the regional and local territorial entities [8].

Thanks to new information technology, ideas, symbols, knowledge and studies accumulated by one or another ethnic group, are widely distributed, contributing to the formation of a more precise idea about what one or another culture is in the minds of various nationalities.

In fact there are two understandings of globalization: globalization as a objective process, which is hand in hand with regionalization and dialogue of cultures (two sides of a single externally contradictory phenomenon) and globalization as unification, which is a process imposed to the world as allegedly objective to subjective group interests of multinational corporations.

The modern civilization has very deep impact on little children if only parents consciously don't create other forms of activity; it gives too many unilateral external impressions and information, but absolutely few impulses for "motility", will and vital feelings. The industrialized school with its flow of information and a lack of communication highly promotes distribution of this dangerous tendency. The feeling of estrangement and isolation at such schools is felt more sharply. The part of an "observer" and "controller" instead of "the creator of human souls" is even more often assigned to the teacher.

It is obvious that modern attempts to create a new humanitarian environment in education are natural reaction of society to the steady neglect to the personality, which has taken roots in mass consciousness, its rejection from moral values and classical culture. Humanitarization of native education is urged to help to carry out a rather necessary turn in the thinking nature of a person: a turn from the fragmentary to complete perception of the world in a wide cultural context. One of the possible ways of implementation of this task is a global entity, whose main task is formation of a creative personality capable of making careful decisions, feeling responsible for the present and future of the world.

#### **Global Education Focuses on the Following:**

- Actualization of a person, his rights, freedoms and ideals to the conditions of existence and norms of interaction in the community;
- Overcoming the youth nihilism and disbelief, the declining interest in education;

- Search for the most effective methods and techniques of selection and translation of knowledge in the course of information revolution, the rapid accumulation, aging and renewal of knowledge, a sharp reduction of terms for application of the latest science and technology achievements into the educational practices;
- Development of a new stage of illiteracy elimination, since a change in the criteria of literacy-a requirement to be able to understand, other than the ability to read and write has sharply increased the number of illiterates in all countries of the world;
- creation of an effective system of lifelong learning as one of the conditions for full usage of labor force.

The world, keeping the full range of nationals, is becoming more and more common and interdependent. It is possible and necessary to argue about the correctness of the definition "global education" itself, but continuing to argue about the necessity of the fullest account for the modern pedagogical theory and practice of explosive dynamism of the world socioeconomic processes, continuously growing interdependence of the certain countries and nations, more and more close interpenetration of their cultures and also requirements to prepare the person for life in the conditions of global crises is either senseless or harmful [9].

The aim of global education is to overcome the following:

- The division of the world into rival factions, as well as social, ethnic and other antagonisms that lead to armed conflicts in different regions;
- A rift between a man and nature, threatening an environmental disaster;
- Splitting of the human mind and soul.

The similar purposes are set by the integrative training, which is based on the central problems of a survival of the person and cooperation of various communities and members of one community and also civilization development as a totality of private cultures. Global education substitutes or ejects nothing from the native and world pedagogics. It is not an ideal, but one of the possible options of preparation of the person to life in modern conditions. It is possible to claim, that it acts as objectively necessary addition to any good education.

In our opinion, global education can be defined as one of the directions of development of the modern pedagogical theory and the practice, based on the need

of preparation of the person to life in quickly changing conditions, more and more integrated world, accruing global problems and crises.

In a joint activity of children and adults, the principle of "think globally-act locally", which claims a constructive position in interaction with the world and the environment against a background of universal problems affecting the livelihoods of everyone, is relevant in the work in these areas.

Global education is based on the concept according to which information in the world has to be presented as essential to a survival of the person in a community of people and in the nature and the formation of an impartial view of the world depends on the selection of the facts from different fields of knowledge, knowledge strategy, involvement of various mental processes causing processing and exchange of information.

Having chosen the concept of global education, the school should focus its development on a holistic knowledge of the world, understanding the state of the planet Earth, awareness of the processes occurring in the world, a study of different cultures of the world and problems faced by the world community at the beginning of the XXI century [10].

One of the phenomena promoting the birth of the direction of global education in the pedagogical theory is modern global problems of mankind. It is connected with the origin of concern for destiny of the terrestrial civilization in public consciousness, understanding the need in formation of a view of the world as a diverse, but a single whole, where wellbeing of all depends on actions of everyone.

Nowadays global education is one of the most perspective directions of development of the pedagogical theory and practice, which allows teaching the students to adapt in the difficult and constantly changing modern world with its numerous political, economic, environmental, social and other problems. Efficiency of self-identification of the personality and his development as a full member of the world community are mainly determined by education level, education being understood not only as acquisition of knowledge, but

also as formation of outlook, spirituality and increase of cross-cultural literacy. The permanent nature of socio-cultural changes, which reduces the possibilities of traditional forms of culture translation, unclaimed state of moral potential of society in the course of scientific and technical revolution, dominance of technocratic and scientism representations in the science, which leads to the fragmentary perception of reality, actualize the search for a new strategy and content of education of the person of the third millennium. The goal can be achieved only when another system for reality acquisition is formed, that promotes the formation of a conceptual, complete picture of the world in students' consciousness. At the same time, identification and perception of cultural universals, which provide for the global perspective of the teaching process, are well connected with humanization and education humanitarization, which serve as a base of a new pedagogical thinking.

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