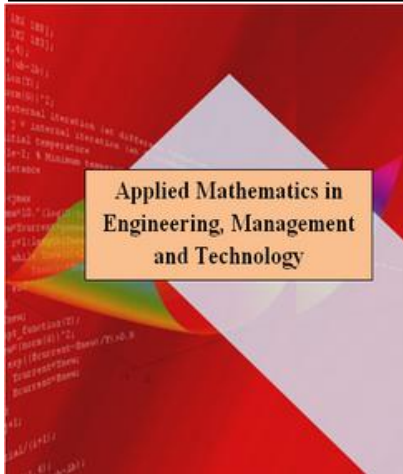


## Globalization and Its Role in Iran Educational System

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### Abstract

Globalization seems to be all communities moving towards a united world, in which everything is touched and regarded in a global scale. To this end, reference can be made to economic consequences of globalization for the educational system, including more attention to the technical and vocational education and further utilization of the information technology.

On the one hand, establishment of more cultural links and identification of other cultures can be regarded as opportunities in the disposal of training and education. So, globalization poses opportunities and challenges ahead of the educational system in general and of Iran in particular. Using the opportunities and better acquaintance with challenges would help preserve cultural heritage and upgrade the educational system in line with globalization of payment. Definition and analysis of the opportunities is among goals of this article.

**Key Words:** Globalization; Educational System; Globalization of Education

### 1. Prelude

Globalization is a new and undeniable phenomenon in global developments of present age, amazingly affecting all dimensions of mankind living beyond political, economic and cultural borders. Regarding extent of globalization, our community also has no other option but accepting its consequences. (Golmohammadi, 2012) Globalization is a concept with a specific background in the political and international literature. Certain group of people believes that globalization is as back as about 400 years and it has come to existence with start of modernism. Modernism is an ideology beginning in the West and we did see how it affected the world and universalized. Certain other groups of people hold other views.

Globalization is among concepts on which there is the least consensus on its definition. The main reason for difficulty to define the word globalization might be the freshness of the concept and its precedence in the scientific circles for less than 20 years. (Riazi, 2000; Abdolhamid, 2000)

Malcom Waters (2000) believes that globalization is a social process in which the geographic constraints overshadowing the social and cultural relationships are removed and people increasingly become aware of the reduced constraints.

Ray Kiely (1998) refers to globalization as "...a world in which societies, cultures, politics and economics have, in some sense, come closer together."

Martin Albrow (1996) defines globalization as "...all those processes by which the peoples of the world are incorporated into a single world society."

Considering all the afore-mentioned points of view, it should be said that globalization is a process affecting all dimensions of living of human beings as well as social systems and countries, posing challenges to them, needing comprehensive planning. The process and change in any part of it will rapidly affect all communities, bringing about important results in all other parts of the universe. Among serious, important and inevitable necessities for active and dynamic presence of the country in the speedy and developing scenes of the world today are fundamental planning and infrastructural changes.

### Globalization and Education

A group of thinkers believe that education in the 21<sup>st</sup> century has been facing enormous challenges as any educational system is exposed to them. The main pivot of the issue can be the quality of training the world citizens.

To maintain its national identity and train a good citizen, educational system in Iran should take the culture and civilization of Iran into consideration so as to train individuals, thus bringing about a new approach in all the dimensions. The change will prepare students for life and new global conditions so as to make logical and constructive decisions to allay human needs through proper education.

All dimensions of living in the contemporary age are more or less affected by the globalization process and the requisite for moving in the path of globalization is raising efficiency and quality of the educational system and the learners, enabling them to face challenges and the globalization crisis, making some reconsiderations in the components of the educational system.

The general goal of education in any society is training any individual in accordance with the models of cultural, religious, social and political beliefs and values, presenting a qualified person to society. On this basis, any society has an image of its ideal person and considers a meaning and definite future for education. So, it tries to train its learners based on the image and sense.

Regarding the definition, there is a direct and coordinated link between society and education. So, it should be said that alongside changes in the worldviews, cultures and different beliefs of human beings, the goals of education also change.

However, globalization has affected communities in different ways, causing a sort of change in their religious, cultural, economic and political ideology, which is on the one hand in proportion to time and place and on the other hand, beyond it.

So, it can be asserted that presently with regards to globalization of time and place, the goals of education have changed in accordance with the following principles:

### **Decentralization**

Since the past few decades, western countries have turned to decentralization; in fact, due to lack of any concentration, they dealt with giving more authorities, making their staff further self-ruled. On the one hand, this encouraged growth in personal identity and expansion of a kind of group affiliation among the staff because human relations have special position in discussions relating to the neoclassic management. It has been proved that due to their tight convergence, the staff in small organizations will be more influential and efficient.

In light of such managerial and organizational changes, the educational system moved towards regional, local and school decisions and number of big schools also decreased. To this end, the idea of school management was raised. Of course, this is not against regional organization because a regional has always been successful to maintain its position for guiding schools and coordinating their work.

### **Technology**

Using such technology as computer, satellite and other information systems such as internet in the education also proved effective. Using computers, the teachers get further engaged with students rather than focusing on the content and the syllabus; subsequently the teachers manage to upgrade learning among students.

### **Participation**

Staff participation will lead to improvement of the spirit and productivity. In fact, in light of partnership, the organizational commitment of the staff will increase. This will entail proper education and syllabus and curriculum for the schools to the extent that in a monitoring and control process, the managers will undergo change and trust in participation of the staff.

Teaching, learning and globalization

The most important component of the education system is the teaching-learning component. (Mehr Mohammadi, 1995)

So, any reform in or reconsideration of the education system should primarily focus on the teaching-learning process (Shariatmadari, 1995) because the component play an essential and direct role in the experience of learners and what actually happens or goes on in the educational environment.

In another words, major portion of the influence the education system has on the learners should be considered in what goes in the in the teaching-learning environment so as to incorporate them in programs, policies and guidelines. (Mehr Mohammadi, 1995)

Of course, this does not mean that other components of the educational system are not or are least influential in shaping the exterior specifications of it; rather, the main point is that other components of the education system have indirect influence and that through the teacher's filtering. (Samadi, 2012) Regarding globalization, the teaching-learning approach, should relay on sense and ration, rather than sticking to considerations and methods being based on it. Ways of thinking and justification should be taught to the learners, while leaving them free to think.

The education, affected by globalization, will have a structure in which any educational entity, ranging from the well-experienced and expert individuals to compiler of the educational material, trainer and self-learner as well as the executive educational staff will undertake his/her responsibility independently. At the same time, there will be mechanisms for coordination and links as well as monitoring of the activities.

Establishment of the distributed, teleworking and home working systems and even the limited systems of controlling educational activities of students at home worldwide and speedy use of them on a wide-scale all point to the fact that there will soon be the need for a tool that would handle educational affairs (ranging from designing to compiling and education) on a distributed level, at home or in the working environment. Such subjects as distributed compilation of book, teleconferencing, correspondence and problem solving with the teacher, questioning from the semi-automatic responding systems, searching for scientific materials and so on as well as extensive welcoming of majority of them all testify the feeling that the need should be addressed. There is only need to an environment that the sporadic tools are used for specific educational need on a collective (and not concentrated) way. (Majidi, 2011). So, the teaching-learning process and educational goals on the afore-mentioned principles are as follows:

1. There is no longer be unilateral rigid and passive teaching and learning from and the imagery and multi-faceted reaction form of education, involving trainees and trainers, is founded instead.
2. The learners have become more active in the learning process and have become more influential in deciding and incorporating the syllabus.
3. The complicated conceptual skills have been given considerable attention, and efforts are made to overcome inability of critical thinking, questioning, searching, individual thinking and assessing and training children and young adults through partnership and mental and practical engagement with them.
4. All existence of man has become the focal point of attention of the trainers and the emotional, rational, physical and moral dimensions are mixed with each other in a compatible way to address individual and social demands and needs. In another words, people are trained as an individual in their own age in general framework of educational atmosphere.
5. Learning is a means to serve life and tackle real problems, while upgrading joy and commitment. There will no longer be worn-out, old, and dead subjects irrelevant to life in the educational system.
6. The past, present and future will be linked with each other in a dynamic and meaningful way and through their constructive mixture, the way will be open to manifestation of right choices for the future.
7. The dimension of linkage of education and people will widen.
8. Eventually, the educational centers will get smaller in dimension and big problems will be minimized. As the educational centers get smaller, they will be filled with emotion and identification of each individual. So, the process is in the evolutionary process in certain countries. It seems that they are proper models for progress in the Third World countries.

### **Globalization and Decision in the Education System**

We need diversity so as to face our prospective diverse community. In a diversified atmosphere, there is no possibility for concentrated and single decision. The educational system should benefit from talents and decision making power of each of the individuals living in it, or better to say, from talents of each members of the society (including the individuals directly engaged with the educational system or other members of the community

such as experts and professionals and even self-educators). The educational system should be so that the people make decisions and bring about new decisions.

Majidi (2011) writes in the Book "Superior System": The future environment decides main structural elements of future decision making through two factors of need and specification: Firstly, diversity and second, change and development. Based on the two features, distribution of decision making, knowledge of the decision makers, information for decision making, creative decision making and decision making, using people and their ideas for decision making and eventually speed in decision making constitute pivotal factors for the decision making structure of the future educational system.

He believes that ideology of four groups of people is effective in education: Firstly, the view of major decision makers and statesmen; secondly, the view of the executive bodies, trainers and the educational staff; thirdly, the view of the learners and fourthly the view of the family of the learners.

In the future, the power of selection of textbook by the trainer and even trainee, the power of presentation of the educational materials by different people and freely, the power of presentation of completely different and non-standard educational courses and even such things as authority of the trainee in choosing questions (though seeming illogical) will be probably some obvious matters that we will face them. In fact, distribution of decision making and distribution of the educational activities will get times more extensive dimensions.

### **Future of Education Affected by Globalization**

Majidi (2011) names many features for future education in proportion with globalization:

The first feature of prospective educational age is that it does not consider science and knowledge with a tree-like opinion; rather, it envisages graph like structure for scientific issues and subjects. The graph can be looked into from any angle. In the future, no disciplinary course can consider itself the custodian of a scientific subject. There will be no border among branches of science and knowledge and scientific subjects rather than knowledge branches would be considered as pivots. As scientific subjects widen in scope and as the inter-disciplinary courses get more branches and as new subjects come on the surface, it is not clear the learner will have a chance to touch any of the subjects in all the basic sciences in the course of education or profession principally.

-Education of scientific subjects generally should be in the form of reasoning and justification so that it would be clear whether learning the subject is actually necessary with application. There should be a fully obvious, transparent and candid justification for teaching any scientific subject to the learner and the application of the subject should be made clear in the final goal of the learner.

-The education of the future course would rely on the power of analysis and composition as well as power of designing. In dealing with extensive university of different scientific issues, the person should have the power to identify the subjects independently, while well understanding relationship among the subjects so as to give a sound image of a problem.

-Education in the future will consider tools as major portion of education. In teaching physics, chemistry, computer or even math, familiarity with tools and ways of using them to apply or study related theoretical subjects would have special position. In the meantime, independence of the theoretical subjects and non-dependence to tools would be honored.

-The educational certificate will no longer be linear as today (diploma, MA/MS, PhD), rather it would be non-linear, multi-dimensional and multi-faceted.

-Diversity of conditions and characteristics of globalization needs the group of people and individuals that would have the decision making power with respect to the diversity and the future people should stand on their own.

Major portion of decisions would be made by the people themselves because any of them face special problems and conditions. The person should be self-confident and identify himself/herself and be capable of managing the self, making decisions personally and finding the way on his/her own. The future pedagogical system should try to make plans, turn to self-assessment and identify dimensions and features of the self, observe patience and resistance, while being hard-working, serious, creative, responsible, disciplined and so on. These are the main and not peripheral issues of education in the future.

-Mixture of education and work is among other consequences of globalization. The future community needs the kind of education which takes place along with working and is directly in line with the affairs the person handles or intends to do them. The education span will increase to whole life of professional career of the individual.

### Conclusion and the results:

The reality is that globalization has had large-scale impact on education, or is influencing it. Education is part of the society and today's community has global attitude.

The traditional reactionary attitude is abandoned both in the education and all parts of the country.

Education today is based on the daily approaches. On the one hand, the structure of educational goals is no longer a tool at the hand of the government. Contrary to Marx, all social strata in the developed countries watch education and this is expanding from the inner to the outer part.

Irrespective of the positive or negative features of globalization, it seems that the phenomenon in the age of space, have provided necessary opportunities not only for exchange of education in the world but also provided certain advantages for such Third World countries like Iran to consolidate bases of their community's education and take giant strides towards the future ahead.

Import of high-level educational technology, expansion of internet bases and lines, entry of new PCs to the market, growing school-centered participation are all the results of the globalization phenomenon. So, in order not to lag behind the world civil society, the children and young adults should be made acquainted with the phenomenon and while removing their problems, they should be taught to live in a time-free time.

Naturally in the course of time, the education system and the staff, directors and agents will be affected by the changes and any failure to make changes will be unnatural. Such changes will affect improvement of functions rather than directly affecting consequences of education. In another words, to give proper answer to social needs, the system should start reforms and reconsidering its ideology.

Regarding intensive nature and integrity of the world, we in the education system study and make profound research and utilize resources and facilities, needing innovative strategy, creativity and social vibrancy to develop new and constructive ideology through new developments and new methods, giving up inefficient ideology, despite resistances against globalization.

However, gradually and constantly one can get coordinated with the elements and members of the community in order to attain diversity and reforms and as a result gain dynamism.

So, by taking better ways into consideration, one can clarify doubts and overcome impediments and challenges ahead, thus bringing about progress and unity in education. Through compilation of scientific and purposeful strategies and through wise and creative engagement as well as through general understanding in society, one can reach integrated and successful efficiencies and minimize vulnerability and equilibrium as well as development internationally.

Respect to global issues should not alienate us and our students of national identity. So, in this course, attention should be paid to the introductory dimensions and while having clear-cut identification of the positive and negative effects of globalization and adoption of proper reaction on the subject, turn threats into opportunities.

Regarding analysis and understanding of realities facing our students in the education, we need a dynamic and vibrant education so that schools in the process of globalization gradually get engaged in constructive engagement and exchange knowledge and experience with other schools worldwide, using global networks

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