Globalization, Regionalization and Objectives of Geographical Education

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Abstract

In the modern science there is no generally accepted single definition of globalization. Various views about forms, types of globalization are due to immensity and insufficient study of this process, as a global phenomenon. In many cases globalization is defined as expansion cause of external factors which have impact on economical, ecological, social and including educational processes. In the age of globalization and regionalization of political, social and ecological sides of life, one of the most important tasks of geographical education in the post-Soviet space is practical targeting on the knowledge and information which any trainee or customer interfaces in the every day life. Another key task of geographical education for any country is to develop ability of the trainees to evaluate natural recourses and geographical advantage of the country, and based on this appraisal to foresee country’s economical development. For instance, the utmost important role in this matter for the Republic of Kazakhstan is its environmental assets by means of oil and gas fields and mineral recourses of ore deposits and ferrous and non-ferrous metals. Exclusive value of the Republic of Kazakhstan for development of transportation and spatial relationships between West and East is its geographical location, which is being situated in the center of Eurasian continent. Globalization also leads to exchange of traditional values of certain nations by “averaged” values of Western countries, which is a negative consequence of globalization. Lately, that is from 90th of the 20th century; there have been talks about global educational expansion. In keeping this concept, a strategy of international standardization of secondary and higher education has been started. However, this global education should not replace traditional one at all, it should only supplement it. In realization of this important idea, role and mission of geographical education is large. Therefore, more attention should be brought to ethno cultural diversity of the nations in materials of geographical education.

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1. Introduction

There is no single generally accepted definition of globalization in a modern science. Contradictory judgments about forms, kinds of globalization are determined by scale and insufficient study of this process, as global phenomenon. In many cases globalization is defined as a process of increase of external factors on economic, ecological, social and educational processes. Economic processes act as a starting point or the catalyst of globalization. Known economist M. Castells writes: «The world economy became global since the major types of economic activity – manufacture, consumption and circulation of the goods and services and also their components (capital, labor, raw material, management, information, technology, markets) began to be organized and developed in global (worldwide) scale (Castells M. The Information Age is Economy, Society and Culture – MSE MSU, 2000).

The essence of the trajectory of development of economic globalization consists in management effectiveness achievement, necessary for human survival and well-being improvement that became particularly evident since the beginning of industrialization and afterwards with the development of scientific and technological progress (STP). STP made it possible to separate disperses technological manufacturing process of many kinds of production and to place its separate phases in different countries, and also to manage production, located in another country. The cost reduction of production on transport and communication is also connected with STP, which allowed to provide for the interaction of these scattered manufactures by using information and communication technologies (international electronic systems, e-mail, information exchange systems, electronic banking and trading systems).

2. Discussion

The Russian scientist, economic-geographer N.S. Mironenko while analyzing process of globalization and determining the role of geographical education in comprehension of this phenomenon points out that economic globalization has led to formation of global markets, but has not created a global society (Mironenko N.S. Globalism and geography // Geography and ecology at school of 21st century - 2006-№ 2-p.3-8). In this connection the actuality arises for studying at lessons of geography of processes and tendencies of regional development and accordingly regional political and socio-economic formations such as the European Union (EU), the Commonwealth of Independent States (CIS), the Shanghai Organization of Cooperation (SOC) and etc.

The concepts of "Europe" and «the European Union» actually became synonyms already to the beginning of 21st century. The importance of this regional integration further strengthened after the introduction of the single currency in circulation - "euro" that subsequently led to the need of introduction of common tax, budget, foreign and defense policy. Nowadays the monetary policy is being intensively developed, aimed to overcome financial crisis in the individual countries of the Euro area.

In conditions of globalization and regionalization of political and socio-ecological life one of the most important objectives of geographical education on the post-Soviet space becomes the practical orientation of that knowledge which both trainee and any consumer faces in everyday life. But geographical aspects of many market themes, for example, unemployment, the price of land, consumer demand, difference in world and domestic prices have not been reflected in school textbooks, as to the university textbooks they are presented briefly or not existed at all. That is why schoolteachers and university lecturers have to find answers to these questions in special literature on economy, finance and sociology.

At the same time, reforming of geographical education in 90’s of the 20th century has significantly enriched the content of textbooks on geography that increased students’ interest in subject. The process of differentiation of geographical education, which allowed teachers to choose the curriculum, textbooks, teaching methods, contributed to the creation for short term of significant maintenance resource system of learning process in geography. At the same time this process is implemented uneasy and controversial in field and more often, according to teachers’ opinion, is caused by material factors. Therefore pupils deal with those textbooks that are purchased in region, district, and city. (Nikolina V.V., 2000).

Another key task of geographical education for any state should be considered the formation of student’s ability to make economic-geographical estimates to natural resource and geographical advantage of the country and
on this basis to determine its economic development. For example, the crucial role in this sense for the Republic of Kazakhstan plays its natural wealth as oil-and-gas fields and mineral raw resources in the form of ores black and nonferrous metals fields. The geographical position of the Republic of Kazakhstan in the center of the Eurasian continent for the development of transport-geographical communications between the West and the East is also of special value.

Globalization leads to replacement of traditional values of individual nations of the world with some "average" values of the Western countries, which is the negative consequence of globalization. Recently, i.e. since 90th of 20th century the world educational space was often talked about. In the line of this idea the policy of the international standardization of secondary and high education has been initiated. The effect of globalization on higher education systems of Kazakhstan and problems that arise after this interaction has been attracted the attention of researchers (see Yergebekov & Temirbekova, 2012). In our opinion, global education should not make claim to be a substitute for national; it should be only an addition to it. In realization of this important idea the role of geographical education is very great. Therefore geographical education in its materials should pay more attention to an ethnic and cultural diversity of nations of the world, reflect more brightly and in mosaic the material and cultural values of peoples, living in different regions of the world and in the separate states.

The modern world expands economic, political, cultural links between the countries and regions. Geographical education is called to form the students’ comprehension of unity and interdependence of the world, equal importance of peacekeeping of the world for all peoples of planet Earth, solutions to environmental problems, protection and preservation of national culture of all peoples, simultaneously showing expansion and strengthening of economic, scientific and cultural cooperation between them.

The core of all geographical education should become students’ value orientations formation. This is, first of all, the awareness of integrity of the nature, population and economy on global, regional and local levels; secondly, the creation of a sense of love for the native land, for the place of student’s residence; thirdly, the respect for history, culture, national peculiarities, traditions and lifestyle of other peoples.

Formation of value orientations in the process of geographical education is closely interrelated with problems of civic education, creation of students’ moral ideals, i.e. sense of patriotism and love for their land, desire for peace, need for work for the benefit of their country, which are achieved and implemented due to the content of geographical education and educational process. In this regard the upbringing potential of geography is huge. Planet Earth is unified ecological system, our common home. Therefore geographical education exactly is intended to form belief that environmental problems have no state and natural borders. Any ecological crisis is a threat not only to separately taken country or region, but also to all humanity. Therefore the solution of environmental problems of the Aral Sea has become a common task and concern of all world community.

3. Conclusion

The solution of the above mentioned issues could be implemented by successful use of new pedagogical techniques, interactive methods in class, skillful integration of knowledge in other academic disciplines and branches of sciences (history, biology, physics, economy, etc.), and also basing on a traditional local lore principle.

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