
ABSTRACTS IN ENGLISH

Educatio 31 (4), pp 705–710 (2022)
DOI: 10.1556/2063.31.2022.4.17

GLOBALIZATION – STUDIES

JÓZSEF BAYER WHERE IS GLOBALIZATION GOING?

The study deals with the notion and history of globalization and its contemporary development and direction. The author presents its acceleration due to the industrial revolution, its blocking during the interwar period between 1914 and 1945, and its new upswing after the war. He discusses the contemporary tide of globalization in context of the technological changes, the political decisions of the neoliberal era and the digital revolution. He describes the different narratives of globalization on ground of reactions to the social conflicts caused by the globalization process. After the 2008/2009 global financial crisis and the global epidemic of Covid-19 as well as the global climate crisis, a slowing set in. Due to demands and political pressure for course correction, as well as by new technologies of the 4th industrial revolution, the prospect of deglobalization emerges. However, globalization continues in the digital realm, and the new regionalism preserves the achievements of the globalization process.

Keywords: globalization, economic integration, digital revolution, globalization narratives, global threats, 4th industrial revolution, deglobalization

ZSOLT ROSTOVÁNYI GLOBALIZATION AND CIVILIZATION

The paper examines the role of civilization and culture in the context of the globalizing international system. It sheds light on the contradictory nature of the system by highlighting the simultaneous processes of unification and fragmentation, globalization and deglobalization, and civilization and decivilization. Furthermore, the paper introduces different interpretations of civilization and culture, the contradictions inherent in the use of the singular and plural forms of the concepts (civilization – civilizations, culture – cultures). Global civilization can only be interpreted in a technicist-instrumentalist sense, not in the social or historical-philosophical sense of the word. Today, the role of local identities is characterised by a widespread emergence. The paper describes several types of global culture, including the internationalized elite culture, of which education, especially higher education, is being a prominent part.

Keywords: globalization, civilization, culture, identity, global culture, world order

MIKLÓS LOSONCZ ECONOMIC GLOBALISATION AND SUSTAINABILITY

The paper analyses the consequences, dynamics and limits of recent developments in economic globalisation (the transformation of the international balance of power, climate change, the coronavirus epidemic and Russia's war against Ukraine) in the context of longer-term trends and sustainability. Its main conclusion is that the globalisation process is slowing down, a new type is taking shape, but deglobalisation is unlikely. The study's scientific novelty lies in its new approach to the dynamics and drivers of globalisation and its sustainability.

Keywords: globalisation, deglobalisation, slowbalisation, protectionism, sanctions, sustainability

GÁBOR HALÁSZ EDUCATION AND GLOBALIZATION

This essay-like study explores the world of the relationship between globalization and education from three perspectives. The first is the pedagogical perspective of global education, the second is the globalization of education sector policy, and the third is the relationship between globalization and educational research. The study does not primarily focus on Hungary, but it contains several references to conditions in this country, and in its final part it formulates ideas specifically relevant to Hungarian education policy. The study focuses mainly on the level of basic and secondary education.

Keywords: globalization, globalization and education, global education, global education policy, globalization and Hungarian education

ILDIKÓ HRUBOS PATHWAYS TOWARD THE GLOBAL HIGHER EDUCATION AREA

The effects of globalization in the first two decades of the 21st century initiated or strengthened new processes in the field of higher education as well. The study arrives at the main questions of the new research direction by searching for the concepts of higher education globalization and internationalization in parallel. It summarizes the experience of research so far on the social, academic and educational effects of globalization. It highlights two strong elements: on the one hand, the responsibility of higher education in the rapid growth of social, economic and educational differences in the world, and on the other hand, the danger of neocolonialization in the field of culture. It deals with the connections between globalization, regionalization and the local level, and also presents the main features of the processes taking place in large regions of the world. Conventions ensuring the mutual recognition of higher education qualifications provide a basic framework for all of this, and the global convention as a new element.

Keywords: globalization, internationalization, regionalization, recognition of qualifications

ISTVÁN POLÓNYI GLOBALIZATION AND INEQUALITIES IN EDUCATION AND HUMAN CAPITAL

Education growth is not projected to slow down. However, as educational attainment increases in the wake of globalisation, the evolution of educational inequalities shows a particular pattern. As educational attainment increases, educational inequalities roughly follow an inverted Kuznets curve over the period of more completed years of schooling. However, in most country groups this is complemented by a slope of opposite curvature in the period of lower education. Thus, a wave-like pattern characterises the inequalities in educational attainment when examined along with educational attainment.

The paper also examines the relationship between educational inequality and earnings inequality.

The article then analyses the distribution of human capital based on data from a large number of UNESCO member countries, and the results show a clear Nessesie curve, i.e. countries with the highest HDI percentiles have significantly higher human capital than countries with the lowest percentiles.

In conclusion, the paper confirms the hypothesis that, as globalisation increases schooling, both the differences in schooling and the inequalities in the distribution of human capital increase.

Keywords: Kuznets curve, educational inequalities, elephant curve, Nessesie curve, spatial inequalities in schooling, inequality in the spatial distribution of human capital

PÉTER MEDGYES THE ENGLISH LANGUAGE AND GLOBALIZATION

This paper is concerned with the relationship between the English language and globalization, stressing that the primacy of English has been established by the economic and political power of native English-speaking countries, especially that of the United States. However, the price of this development is that the native speakers of English are no longer the sole owners of the language who determine how to use it. The success of communication depends on pragmatic effectiveness, which can well be achieved by alternating the languages available to the speaker. This new approach may have a significant influence on language teaching methods. After a discussion of the state of foreign language education in Hungary, the paper ends by describing the possible scenarios concerning the future of English, as well as the factors leading to multilingualism.

Keywords: English as a lingua franca, multilingualism, foreign-language education, non-native teachers of English

LÁSZLÓ TAMÁS SZABÓ HIDDEN CURRICULUM IN A CHANGING LEARNING ENVIRONMENT

Due to globalization as civilization feature in developed world teaching and learning have to face radically new conditions. This paper deals with this problem area, that is what kind of influences form education and training in the new environment, in formal

and informal (leisuretime) context as well. Hidden curriculum represents the point of view to treat phenomena belonging to frames mentioned above. The hidden curriculum as metaphor in professional literature has two meanings: partly it is seen as source of effects (implicit curriculum, unstudied curriculum, non-planned curriculum) furthermore as products of these ones, containing all secondary effect of schooling, generated as non intentional side result of teaching and schooling (tacit knowledge, school life rituals, non verbalized rules of behavior.) These concern such issues as knowledge, attitude, habit, ways of action and reaction. These phenomena are formed and generated during long experiences in formal and informal teaching/learning settings. Expansion of images, that is language of visuality goes parallel with language of words. Education in global context needs global competencies. From this point of view studies treating school life of our schools during pandemic period show not consoling situation. Nevertheless there are initiatives, teaching and supporting methodical materials as well. Positive and negative products due to hidden curriculum are taken into account in the paper. To mention but a few: perception speed, focused and dispersed attention, new type teacher role, partnership teacher-pupil of new type. Furthermore such topics of professional literature as particularities of new type identities and communities are critically mentioned in the paper.

Keywords: hidden curriculum, traditional vs. mediated teaching/learning environment

JUDIT TORGYIK
THE OPPORTUNITIES OF MULTICULTURAL EDUCATION
IN A GLOBAL CONTEXT

The phenomenon of globalization also affects the education system and school pedagogical processes. Multicultural education offers several solutions for this, promoting participation in education based on equitable and equal opportunities, and the success of all students at school. The study shows what pedagogical responses are possible in the fast-changing world, highlighting the importance of language skills, intercultural competencies, the need to develop social relationships, prevent bullying at school and citizenship education.

Keywords: globalization, tasks of the school, intercultural competencies, development of human relationships, inclusion

RESEARCH ACTIVITIES

ISTVÁN BESSENYEI
STANDARDISATION AND PERSONALISATION IN LEARNING
SYSTEMS

The study starts from the premise that in the mass education of modern industrial societies there has been a dramatic increase in the tension between the performance of learning systems and the ever-increasing and differentiating tasks they are called upon to perform. Learning systems have been confronted with the increasing difficulty of

managing the growing gap between system needs and increased individual needs. The paper asks the question: is there a method of management and pedagogy that can ensure coherence while at the same time taking into account the differences between learners and the individual needs of students? The study shows that this objective has been successfully achieved in a system that prescribes only (or mainly) the expected outcome, but leaves the implementation largely to the autonomous actors of the system.

Keywords: individual learning pathways, output regulation, Finnish school system

ZSOLT ÁBRAHÁM – DOMONKOS ERŐSS APPLICATION OF CASE METHOD IN THE HUNGARIAN PUBLIC EDUCATION

The paper reviews the application of the case method in Hungarian public education through a specific framework. The research answers two key research questions: first, which subjects in the national curriculum can adopt the case method, and second, how can this adaption of the new teaching methodology can be implemented in Hungary? Six subjects or groups of subjects were studied using the evaluation framework containing seven assessment criteria. Hungarian literature, history, geography and the so called value-based subjects (ethics or divinity and ethics) are the most suitable for the application of the case method in public education

Keywords: case method, public education, case-based education

KINGA MAGDOLNA MANDEL– TÜNDE MORVAI HUNGARIAN EDUCATIONAL CROSS-BORDER SUPPORT SYSTEM BETWEEN 2010–2022

The study reviews the Hungarian cross-border educational support system and its directions in the period between 2010 and 2022. The aim of the study is to show what the Hungarian cross-border education support priorities were during the period under review and in what measures, programs, and developments these manifested. We concluded that the existence and development of the Hungarian cross-border education support system are of paramount importance both financially and symbolically for the Hungarian educational institutions and their actors. We see the possibility of developing this support system in the construction of a quality assurance system based on internal and external monitoring.

Keywords: education support policy, Hungarian cross-border education policy, foreign policy, minority protection

RÉKA GABRIELLA BADINSZKY – ÉVA FENYVESI – ANDREA SÓLYOM AN ANALYSIS OF INTERNSHIP IN DUAL AND “NORMAL” PROGRAMME

This study aims to investigate the characteristics of the place of internship for students in dual and normal programs. The supply for internships was measured through an online

questionnaire, while information on the demand was collected through interviews with HR managers. Our results show that the vast majority of the questioned students know about the dual training program. The main short-term motivations of the participating students are the professional experience and the secure income. Among their long-term goals we can find gaining professional knowledge and achieving a well-paying job, however, students of regular academic courses, regarded getting into a good team alongside professional experience as important. The surveyed companies listed several advantages of the professional experience of the participants of the double degree program such as a better curriculum, clear deadlines and working conditions, and an opportunity to gain deeper professional knowledge.

Keywords: higher education, dual program, internship, dropout from the university, employment