

UNIVERSITY IN A GLOBAL WORLD *

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The modern world is living in an era of globalization which is characterized by a sharp increase in economic interdependence of countries along with the unevenness of economic development. This is because in global economic competition the countries that managed to create favourable conditions for the development of innovative processes are the winning ones; and the innovation activity determines the economic growth and productivity and, ultimately, the national competitiveness of world countries.

Globalization today is an objective process of interpenetration of economies and cultures under the influence of new information technologies, of countries interdependence around the world, of creating a single market for labour, goods, capital, knowledge, where innovation goes beyond national boundaries.

The formation of innovative activities in any country, largely depends on the level of education, training of scientific professionals, i.e. they require a strong science and education, as they interact with the process of innovation as a factor that creates the necessary conditions, prerequisites and the general intellectual background for them. It is said today that the differences between developed and developing countries consist of only one-third in economy and two-thirds are determined by the difference in the level and quality of education [1]. Practice proves that scientific knowledge is embodied in new technological development; it becomes a powerful generator of economic growth at both micro-and macroeconomic levels. Besides, the level of expenditure on science and education in relation to GDP, the number of discoveries and inventions, the number of patents granted, the number of highly qualified scientific graduates, specific achievements in various fields of science, production and sales of high-tech and competitive products can be considered as qualitative parameters of development. Experts point out that in the leading industrialized countries investments in knowledge, measured by the cost of research and development, higher education, information technology, should grow faster than the total investment in fixed assets.

Globalization began to have a significant transformative impact on national systems of higher education, and some well-known researchers of higher education consider globalization the most fundamental challenge

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faced by the higher education during its entire history [2]. Global society creates global education. The concepts of "global education market", "global university", and "transnational education" are widely used in the scientific literature. Thus it is obvious to discuss intensely today the problems of the University future; besides, very often some very radical conclusions and predictions are made, like universities are today in ruins [3], or that in 30 years the big university campuses will be relics [4]. There are a lot of questions, the answers to which are far from being clear, such as who will study in the future educational institutions? Who will teach? Who will pay for the education? How will universities function? We can agree or disagree with these statements, but the fact that universities will change drastically in the near future cannot be questioned; though no one today can say exactly how they will look like. May be the very idea of the university needs to be reassessed. And even if we cannot give a clear answer to the above questions, we can still talk about some features of a future university. And for this reason it is necessary to turn to the history of higher education institutions.

It is known that the first university appeared in the XII century and it is related to the formation of the so-called **medieval university** on the basis of urban schools, with the faculties of Theology, Medicine and Law, and later Art. The first universities were educating not quite a professional, but an active subject of culture, a person with special social features.

The idea of a **classical university** formed during the XIX–XX centuries within a few well-known models of higher schools today, such as the model of liberal education (or the British model, the "Oxbridge"), based on close communication between teachers and students and, which was later called the Chicago model, where the foundation of a university course is the educational program with a strong humanitarian orientation. This is also the French model of the "big schools", representing caste universities with a special atmosphere and preparing managerial elite. The mission of the above model was reduced primarily to teaching cultural achievements, the development of intelligence and spirituality, i.e. were aimed at the formation of the cultural and intellectual elite of the society.

Neoclassical or Reform model of the German university is primarily related with the name of K. V. von Humboldt, the founder of the University of Berlin in 1810 on the basis of the Prussian Academy of Sciences (therefore, they are also called Humboldt Universities); it contributed to the brilliant successes of the German university science in the XIX century until the end of the 30-s of the XX century, since their scientific and educational activities appear as inseparable components of university life, and students should gain experience in scientific activities in contact with advanced science in the search for new scientific knowledge. It should be noted that this model was taken by most countries for the development of their higher education schools. At the same time the neoclassical university, similar to the classical university, supposed a detachment from utilitarianism, but it was based on the concept of knowledge, science, institutionalized in the form of the research process, autonomy from the church, the state and the

interests of the bourgeoisie, but its main purpose was recognized as the socialization of the young generation [5]. Currently, the most common neoclassical model of a university in the world are research universities, where science(or the search for the truth) is the main content of university life, the source of its reputation and well-being, followed by teaching, education, training. At the same time, among the newest university models the following can be distinguished: pragmatic, corporate, innovative, religious, as well as a number of politicized university models [6, 7].

Most likely characteristic features of various models of the classical university can be found in the modern university, each of the features provides them with a special set of competencies: "Humboldt" model – scientific and research competencies; "Oxbridge" model – development of communication skills; innovation model – mastering a wide range of socio-economic competencies, etc.

At the same time, today, the idea of the university (or the model of the modern university) is in conflict with the present cultural situation, there is an increase of volumes of information, methods of production and transmission, socialization conditions are changing, and the importance of social networks is growing. Information, having practical value, is appreciated much higher nowadays. The state continues to influence the development and functioning of the universities, while business, offering its support, including financial, is trying to dictate universities their own conditions and the main ideology of universities around the world is considered to be a high quality education, research, under limited resources conditions. All these require a reassessment of the ideological basis of the higher education models.

It is also true that the universities, wishing to have a future, are increasingly reorienting to **postmodern** organizational form, structure and functions. Globalization actually means the decline of the German university model, that has been until recently the basis of almost all national universities and in which the university was regarded as the guardian of the national culture, claiming the creation of values necessary for social integration of the nation and state. For this reason, education is perceived as a strictly structured system, and the organizers of education occupy a clearly defined position and have officially been backed by the right to determine what and how to teach. In the context of globalization, the value of the nation and state radically decreases and the university is no longer a means of national and cultural identity.

The university can no longer be understood solely utilitarian—as a place where students obtain a profession under the guidance of their professors. Purely professional training is hopeless today given the speed the world is changing when it is not possible to foresee the professional structure of society throughout life, even of one generation. If universities want to actively participate in the process of society modernization, be an important and successful part of this process, they must become not only educational providers, not only a place of communication and education, transmission of traditions and knowledge, or a platform for new knowledge

production, which ultimately creates a chain of innovation processes, they must become a place of creation and dissemination of new social practices, such as the production of new styles of thinking, the creation of new political and economic discourse to influence various sections of society, the formation of new areas of human thought that, along with students leave the academic walls and are gradually transformed into new activities (market, financial, political, etc.). Nowadays, a university is a social institution, which will bring out the new generations in a modern global and multicultural world, a world of various identities, and actually creating this world. In this sense we can speak about the civil role of a university, which should prepare students to be citizens of the world which is becoming more pluralistic and diverse, dominated by uncertainty and ambiguity, where everyone is subject to making mistakes and worthy of absolute trust of authorities. In modern society universities as "knowledge centres" should become agents of civil society ideas and values: freedom, equity, justice, tolerance, cultural diversity, loyalty, democratic norms, etc., since one of the challenges of global development involves the global development of civil society.

In other words, the movement to postmodern reinforces the importance of interpretive strategies that sets special challenges to modern university: the formation of the individual, capable of constantly interpreting the changing situation and acting accordingly, possessing skills of aligning his own interpretation with others'.

Universities should contribute to the expansion of social horizons and changing the practices of young people entering the university, give them the opportunity to learn to connect their national, local interests with the global problems. For this reason, in many European and US universities, spending at least one semester at a university abroad, including volunteering in social projects has become almost a mandatory rule.

We must abandon the notion of learning in the old sense of the word. It is necessary to go beyond the boundaries of learning as a means of disseminating the results of research and scientific interpretations, there should be developed new teaching methods that would teach how to formulate doubts and get the experience of developing the controversy itself. Lectures should be replaced with interactive teaching methods, which allow students working with conflicting ideas and perspectives. Debates and seminars should teach students to participate in discussions. Training should cause brainstorms in students' minds [8]). It is obvious that teaching under these conditions can be very demanding and some scholars would prefer research to teaching career, although it is also becoming increasingly difficult. Education of this kind requires constant communication with students, encouraging, discussing and forming their confidence in themselves, helping in the realization of their own achievements.

University's internationalization should be a response to the pressures of globalization. This requires a revision of the curriculum, so as universities become leaders of social changes, a factor in the formation of the modern citizen. Universities require radical transformations of the educational process;

the classroom load should be reduced and the time allotted to students' individual work should be increased.

The most important source of changes in higher education has become the wide use of information technology. The technological revolution in production, transmission and use of information has led to profound transformations in society, the emergence of "network society". At the same time, the publishing of books, articles, and other knowledge products occurs at a rate that exceeds our ability to understand and process them.

In a situation of growing free access to all information channels and forms of education, academic community is deprived of its former right of exclusive control over the sources of knowledge and ways leading to it. That is why information technologies transform the meaning of university's activities: development, maintenance, integration, transfer of knowledge. We should not forget that, historically, the process of teaching was the main higher education objective, i.e. transfer of knowledge rather than learning. Perhaps the objective of a modern university lies in teaching to work with new information flows, rather than trying to replace them in the spirit of previous models, which in principle is already impossible. Accordingly, other qualities of a teacher become more important; a teacher should become probably the designer of the learning process and its environment, the student's consultant and assistant.

One of the challenges of the modern university can become its profit orientation (entrepreneurial universities). Therefore, if the functions of a traditional university are teaching, research and community service, in the future they can deal with what is only considered commercially viable, for example, short-term training, though not necessarily within the university. At the same time the increase in the number of customers using the services provided by universities, expansion of the range of services can lead to the fact that students' education may become less profitable or even unprofitable business for some universities. Does this mean that there can appear universities without students? Probably yes.

Universities should have considerable autonomy, independence from society and politics to become those grounds on which new forms of social, economic and political life are established. But more important is the combination of independence from the state with the presence of institutional mechanisms to ensure accountability of the public university.

Currently, an important tool for the countries' sustainable development and competitiveness in the context of globalization and the formation of a knowledge-based economy is the effective integration of science, education and business. The university must enter into an alliance with industry, professional associations, and external consultants, so as to keep their place in the knowledge market.

Of course, universities in different countries differ from each other. But these differences do not affect the basic characteristics that are identical for all the universities. These include the transition from the "teacher-oriented" to student-centered educational institutions; accessibility for all

citizens, regardless of resources; commitment to lifelong learning and creation of necessary conditions; lack of spatial and temporal constraints in the learning process; interactive learning; democratization and popularisation of higher education; its accessibility, including for people from disadvantaged social groups; transition from the transfer and assimilation of specific knowledge and skills to the formation of the students' ability to perceive new knowledge independently and successfully adapt to the new demands of a changing society; transfer from formal education (a certain number of years) to the idea of lifelong learning, etc. Therefore, the university becomes the central link in a constantly learning society.

Most likely, the two traditional functions of the university – teaching and research will merge together in this century, which should significantly improve the quality of education. It should be noted that today, none of the Western prestigious universities is limited to teaching solely: of great interest are research and development, and the struggle to attract well-known and capable scientists is becoming increasingly acute.

Will the future universities be of mass or will they prepare the intellectual elite of the country today is quite difficult to answer. Most likely, as today, there will be prestigious, elite, and mass universities, where everyone will be able to get a diploma. However, the differentiation between them becomes more apparent. And, since education is an essential component of any success, universities should provide access to higher education for all who have sufficient knowledge and desire to learn. At the same time universities will have to make more efforts in search of young talents among all levels of society.

The world we are living in has long ceased to be complicated, it has become hyper complex and it can be characterized by terms such as uncertainty, volatility, unpredictability, ambiguity, fragility, instability [9]. This is the state of the modern world. Preparation for life in this world is part of the university's challenge. Education should be aimed at preparing students for a comfortable life in this world.

We could also refer to the question whether our universities will be able to compete successfully in the global market of education and science? Obvious is that in order to act as a catalyst of social modernization, higher education should significantly improve. The European experience is worth taking into account. University's ability to adapt has allowed it to survive for eight centuries.

We must preserve the good that was laid down in the past, connecting it with the present achievements. Perhaps universities should go different ways to achieve their goal. The new slogan of our university is "**ASEM – University looking to the future**".

The key-word in recognizing the new role of the universities is the creation and enhancement of the country's human capital, boosting its competitiveness in the global community [10]. This involves not only training young professionals within a university, professionals who are open to innovation and able to successfully adapt to the conditions of globalization,

but also the creative self-realization of those who are involved in teaching the younger generation – scientists, teachers whose intellectual efforts are used to create the necessary creative atmosphere. Not only society needs good universities, but also universities need to have good relations with the society. Society must recognize the great value of the higher education institution and strongly support its development at international standards.

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