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## **INTEGRATION OF GLOBAL EDUCATION INTO THE CURRICULUM**

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**Introduction.** We live in the world where borders between nations and cultures are slowly vanishing due to the global economic, political and social processes. Constant migration, poverty, environmental problems, and economic crisis, these are no more the problems of one particular country since even a minor change soon becomes global and influences the world economy.

Needless to say, a certain leader in global competence development is the USA. Americans realized the need to develop global education in the 1950s and have invested a lot of money and effort into this field ever since (Blumenthal, p. 3). However, according to the survey conducted by the Partnership for 21<sup>st</sup> Century skills in 2007, two out of five American students agreed that global competence was very important and only 6 per cent confirmed that their universities provided education programs to develop global knowledge, skills and attitude (Partnership for 21<sup>st</sup> Century Skills, p. 3).

Thus, the *purpose* of this abstract is to study the components of global education and find practical ways of integrating global competence into university curricula based on the international experience of the USA and Canada.

**Methodology.** To reach the intended purpose we analyzed numerous research works of the Ukrainian and foreign scholars. Based on the information provided by the Center of Global Education we were able to identify the key components of global education and propose their practical integration into the curriculum.

**Results and discussion.** Experts suggest that the development of global competencies should start from a young age and progress to the highest level of global awareness. There are several higher educational institutions in the United States and in Canada which teach global skills and their further implementation into international cooperation and global sustainable development (Avshenuk, p. 124).

According to the study conducted by N. Avshenuk, Canadian scholars distinguish five components of global education. These are:

1) experimental education; it is based upon the international development programs, the study of developing countries and determining the role of Canada in the world progress and its attitude toward global problems.

2) ecological education; it develops the understanding of global environmental problems and promotes social responsibility for all the environmental changes.

3) legal education; it teaches social, political and civil rights in the global context.

4) peace promotion; it studies the issues of wars, international conflicts and nuclear disarmament. It promotes peace on the local, national and global levels.

5) multicultural education; it provides the cross-cultural understanding, the identification of an individual in the multicultural environment and positive interaction of people from different ethnical, national and religious groups (Avshenuk, p. 125).

Therefore, global education covers three main areas: cognitive development, socioemotional skills and civic learning. Students learn how to critically examine such issues as poverty, trade, migration, cultural differences, economic and environmental problems; to understand and appreciate different perspectives and views; to interact positively with people from different national, social, ethnic and religious backgrounds; and finally, to act constructively to address issues of sustainability and well-being (Jackson, p. 5).

Global competence can be taught through such subjects as a foreign language, world history, sociology, culturology, media literacy etc (Avshenuk, p. 127). If we talk about second language lessons, the simplest way to include global aspect into the curriculum is to use authentic materials from which students can learn about the culture, traditions and mindset of another nation.

The interdisciplinary approach is more complex. Linking language learning to other subjects, like history, world literature and culturology will provide the students with a better understanding of cultural and political processes which accompanied that country throughout its historical development.

There are several useful instructional approaches which can help educators to integrate global competence into their subject (Jackson, p. 6):

- Structured debates when students defend opposing positions on global issues. They will not only practice their communication skills, but they will learn to understand and appreciate different viewpoints.

- Organized discussions will teach students to express their perspectives backed up with evidence, listen for understanding and even change their mind in the process of communication.

- Current events discussion will teach them to think critically, differentiating bias and propaganda. They will also learn to analyze the interconnection between current events with what is learnt in the classroom.

- Playing games will teach students how to work in a team and collaborate in order to find a solution.

- Project-based learning requires students to work on an authentic project concerning real-life challenges. They will learn to communicate, share opinions, manage conflicts, and be adaptable.

- Service learning is an activity which makes students take part in the life of their community to deepen their knowledge of a topic they have learned in the classroom.

In general, all of these activities share one goal: to teach students how to investigate the world, recognize perspectives, communicate ideas and take action (Jackson, p. 13).

There are some examples of practical activities used to teach global competence (Jackson, pp. 14-16). In order to learn how to examine issues of local, global and cultural significance students need to develop an opinion about such issues as poverty, migration, climate change, environmental challenges, cultural differences, economic opportunity and others. They can differentiate what problems are urgent for their local community and work together toward a practical solution, communicating with members of the community, teaching staff or even local authority.

In order to understand and appreciate the world views of others, students are suggested to learn more about such controversial subjects as religion, political conflicts, refugees etc. They will learn how differences in power, wealth and access to knowledge can affect people's perspectives.

To teach students to interact effectively across cultures it is necessary to show them the need to adapt to other norms, behavior and style of communication, to be tolerant to unlike beliefs and handle a difference of opinion. For this purpose, teachers can create multicultural teams engaging foreign students or using information technologies for collaboration with educational institutions in other countries.

Finally, the last step is to teach students to be responsible citizens and to take actions for collective well-being. Taking, for example, a Swedish teenager Greta Thunberg who inspires teen climate strike, we need to teach the students that "you are never too small to make a difference". We do not need to learn about poverty and climate changes in other countries as we can see them in our community. Students should propose practical solutions of how they can improve their local environment and this will lead them to global issues.

**Conclusions.** To sum up, having analyzed the experience of other countries we can say that global competence is an integral part of modern education. It is our task as educators to prepare the future generations for the challenges of the future and global education is our solution. It will help to bring up responsible and globally aware citizens. We have presented several practical examples of integrating global competence into the curriculum. However, the ways of implementing global education at Ukrainian universities are still to be researched since there is no unified method of teaching globally.

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