

T. Anoshkova
teacher, Department of the English
Language of Technical Orientation № 1,
National Technical University of Ukraine
Ihor Sikorsky KPI, Kyiv, Ukraine

KEY COMPETENCIES FOR GLOBAL EDUCATORS

After Ukraine has entered the global labor market there appeared the need to increase its competitiveness. In order to help Ukrainian specialists successfully cooperate in global working environment it is necessary to provide them with corresponding education which satisfies the needs of the global world.

All over the world such countries as China, the USA, Great Britain and Germany are working toward the reforming of their markets of education services in general and higher educational institutions in particular [3, p.26]. The lack of global educators is one of the key challenges towards a sustainable development of the world.

The purpose of the article is to analyze the concept of global education and to find out the key competencies essential for a global educator.

It was the United States where global education was first studied and analyzed. In the 70s of the XX century American educators R. Henvy and J. Botkin found out the connection between global processes, challenges and perspectives of the world and education. The models of global education which appeared in the United States are based on the principles of globalism, humanism and interdisciplinary approach which discovered new global perspectives [2, p.66]. According to R. Henvy global education helps to develop such knowledge, skills and attitudes which are responsible for cross-cultural competence, intercultural awareness, understanding of world processes and global challenges [1, p.123].

Global education guidelines issued by the North-South Centre of the Council of Europe [4, p. 18] identify the following education purposes, which correspond to global education model:

- to form the notion of social justice, social responsibility and sustainable development;
- to develop knowledge, skills and attitudes that can help students to cope with the real world challenges;
- to find educational communities in which students and educators can cooperate working toward solving global issues;
- to create the environment for developing intercultural awareness, self-expression and respecting diversity.

Global education includes the range of traditional subjects, such as a Foreign Language, Economy, Politics, Sociology, History, Culturology and Sustainable Development etc. However, the globally oriented education program includes such aspects as ecological education (studying ecological problem on the local, national and international levels; developing ecological awareness; finding solutions of global environmental problems); peace promotion (encouraging international cooperation and intercultural dialogue; preventing of global, national and local conflicts); and intercultural education (providing intercultural awareness, studying national cultural heritage and cultivating respect to other cultures, traditions and religions).

Taking all the abovementioned into account, it is worth noting that global educators should have a set of key competences [1, p.126]:

1. The deep understanding of the subject and the ability to engage the students into the learning process; constant learning and professional development; implementation of foreign experience and modern teaching approaches.

2. The ability to collect, analyze and systematize information from different sources; suggesting solutions for individual problems of the students and fellow educators as well as problems of the community; using new strategies and individual approaches for every student in order to achieve the maximum result.

3. The acknowledgement of ethical and cultural differences; the ability to cooperate with representatives of different social layers; the appreciation of their

own culture and the understanding of influence of historical development onto other cultures and traditions.

4. The ability to find the relation between current world events and the topics they learn at the lessons; teaching students to express their own points of view about modern global challenges.

5. Cooperation with foreign colleagues; appreciating different attitudes and viewpoints; participating in various international workshops, conferences, training and exchange programs.

6. The thorough knowledge and understanding of information technologies; using modern IT tools in the education process; understanding the role of social media and the importance of media literacy.

Thus, our future is impossible without global education since it is responsible for all the economical, political and environmental processes of the world. But educational challenges can not do without professional teachers who possess all the key global competences and are able to deliver them to their students.

Ukraine has just taken the path of global development and shifting to global education is one of the major improvements. However, without international experience it is impossible to implement global perspectives into our lives.

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