

Tetiana Anoshkova,
National Technical University of Ukraine
“I. Sikorsky Kyiv Polytechnic Institute”

COGNITIVE ASPECT OF GLOBAL COMPETENS

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Modern society with its tendency to globalization and computerization created a knowledge-based economy which is mostly interested in new ideas rather than physical abilities, application of new technologies rather than processing of raw materials. This brought the importance of cognitive skills in global context to the new level.

The question of global competences has been studied by numerous scholars (D. Deardorff, B. Hunter, F. Reimers, P. Jonson, J. Jurgens and others) and even special organizations or programs (Asia Society Partnership for Global Learning, National Education Association, PISA, Asia Society's Global Cities Education Network) were launched in order to implement the basics of global competence into education all around the world. After collecting and evaluating all the existing information, the main cognitive components necessary for obtaining global competence are outlined in the following article.

In order to determine the basic components of global competence it is necessary to study its definition. Many attempts have been made to define the term; however our paper is based on the definition given by PISA (Programme for International Student Assessment) as it encapsulates the idea close to our topic. According to it, global competence is defined as “is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity” [1, p. 4]. Global competence is thus a multifaceted cognitive, socio-emotional and civic learning goal [2].

In the “Global Education: Connections, Concepts and Careers” research by S. Balistreti et al. there are identified three groups of knowledge and skills which create a global education framework [3, p. 10]. They are the following:

- 1) Empirically based knowledge and skills (language literacy, numeracy, science, history, social studies and digital literacy etc.);
- 2) Higher-order cognitive and metacognitive skills (analytical and critical thinking; knowledge and understanding of global issues, intercultural knowledge and understanding etc.);
- 3) Global dispositions, perspectives and attitudes.

Of course, first group includes the skills that are the easiest to teach and the easiest to test. Nowadays these skills are also the easiest to automate, digitize, and outsource. While modern society is determined to develop the so called 21st century skills of cognitivity. However it is important to remember that these three groups are interdependent and it is impossible to teach students cognitive skills without basic knowledge. For example, such subjects as math, English, history and science do not only teach general literacy and numeracy, they serve as a platform for developing intercultural communication, creativity, social awareness and problem-solving etc.

Hence, according to PISA there four main cognitive components which compose global competence:

1. Students’ capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, environmental issues, international conflicts, cross-cultural understanding and cultural identity);
2. The capacity to value and take different perspectives as long as they do not violate core human rights (human dignity);
3. The ability to establish positive interactions with people of different national, social, ethnic, religious backgrounds or gender;
4. The attitudes and capacities to take motivated and constructive action toward sustainable development and wellbeing [2].

Thus, tendency of improving modern education and including global competence as one of the most important skills can be explained by changes at the world labor market. Cognitive skills are necessary for contemporary workplaces since almost every company works either in collaboration with foreign partners or employs a multicultural staff.

However, there are still some problems we have to deal with while implementing global competence into our education systems. One of them is assessment as we cannot test cognitive skills in the same way as we test empirically based knowledge. That is why now PISA is developing the new assessment strategy which is aimed to build a single scale for measuring students' knowledge and skills globally [1, p. 8].

Hence, cognitive skills are indispensable for modern professionals as they are more valuable at the global labor market today. However, global competence skills require more efforts for their implementation in the educational process and specific assessment system. It is a very promising area of study for Ukrainian education and requires more thorough research.

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