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**CONTEXTUALIZATION OF GLOBAL CITIZENSHIP EDUCATION
IN THE DISTANCE LEARNING ENVIRONMENT**

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The information era is delineated by the widespread integration of various areas of human life. In the realm of social activities there are many challenges due to the constantly altering picture of the world. These days the world had to adapt plans to suit new circumstances. Once it was said that “the price of doing the same old thing is far higher than the price of change” [1], therefore all walks of life should have everything in readiness. Accordingly, professional education today has been based on a strategy of Global Citizenship Education, which involves the implementation of a system of principles of organization and meaningful continuity of professional education.

The formation of an individual's purview and socio-cultural development takes place during the educational process. Therefore, it is becoming more and more necessary to study the role of education in its global relations with the intercultural experience and social practice.

The educational process in the context of Global Education is able to assure the formation and development of special competencies, adjustment, social skills and mobility of specialists throughout their professional activities in the context of rapidly growing professional requirements. The modernization of educational systems is based on the democratization and humanization of the educational process. The modern system of professional education, implemented by all states in the educational space, assigns a system-forming role of distance education, taking into account the main trends of its development. Consequently, the nations contemplate to develop an informational environment which provides an effective educative knowledge and training because of the extensive access to high-quality electronic educational information resources, the organization of individual learning styles, simple monitoring of the quality of knowledge obtained, and the transition to an open education system based on interactive distance learning technologies.

It is common knowledge that skills and abilities obtained in the course of general and professional education have a little impact on solving life-meaning problems and their impartial assessment. Meanwhile, the complex of knowledge that is intended to provide a value-motivating foundation for the culture of the individual is not sufficiently provided with both concrete scientific and social knowledge. The methodological context of Global Education is closely related to the worldview, which serves as a form of orientation in life in accordance with its value attitude to the world.

The principles of global citizenship which is based on the value of the external and internal environment of subjects of educational activity (including models of communication, relationships, ways of interaction) play a key role in the distance learning environment since the problem in the second decade of 2000s unites all the nations in the informational space. The principle of Global Citizenship implies a willingness to accept others and to interact with them on the basis of mutual understanding and consent. Global Citizen is considered by UNESCO to be respectful and establish the equality and partnership in activities and communication recognize the diversity of human culture, norms, beliefs, opinions as sources and mechanisms of development and socialization.[2] This form of education is fairly considered as a principle of cooperation for achieving and implementing the set pedagogical tasks: the goals of education and upbringing. It promotes awareness of the value of the other in their own development. Furthermore, it involves setting up an open and trusting communication with the subjects of the educational process, creating conditions for personal achievements, recognizing cultural diversity and differences, learning in interaction with the position of others, while clearly articulating their own position on controversial issues.[2]

Despite differences in interpretation, the concept of Global Citizenship declares to be within a broader community and humanity. Moreover, the idea of Global Citizenship education is to associate "the local to the global and the national to the international".[3] On the strength of these functions and factors of Global Citizenship, we can see that it occupies a special place in the distance learning environment. Recently, people have not taken into account the role and significance of online education as it was an optional choice. However, this form of learning is introduced as a necessary measure.

When using new forms of training, students improve new skills and additional competencies in the field of information culture. Distance learning does not replace traditional forms of learning, but complements them. Distance learning is an integral part of global development. A new form of mixed learning is being created, which is recognized worldwide as the most effective way to train adults. A modern professional must demonstrate a high level of proficiency in the latest achievements in the field of information and remote technologies in order to ensure personal competitiveness and competitive advantages of the organization that he represents. And now for learners such novelties give an opportunity to show their attitude and viewpoint on the same issues as we get unique materials on a variety of topics. The process of creating a unified information environment in which knowledge is shared and accumulated is becoming pivotal, and it will be more effective when distance learning in the context of Global Citizenship will become an element of the internal and external culture of the society.

Distance learning requires serious attitude and constant attention, involvement and motivation of all learners. Distance learning as a separate initiative does not work as it is a complex process. Whether we like it or not, we are moving into the era of the knowledge economy and the importance of intellectual potential is becoming more serious. All countries today need to monitor the level of training of students and prepare them to work in a changing environment - global environment. Engaging, modern and tolerate learning modes are essential parts of effective Global Citizenship education. A common learning environment improves the experience of training and learning, promotes new ways of teaching methods, holds in esteem the existing knowledge and facilitates the participation of students with different backgrounds. This is crucial since we live in a diverse world which is interrelated, thus all learners should feel valued and unique. Educators have to foster collaboration, teach them how to be respectful, appreciate cultural sensitivity and values needed.

The practical results of the introduction of distance learning technologies in the traditional educational process confirm the assumption that the existing forms of education tend to some ideal humanistic, universal, synthetic, integral form to modern distance learning. [4]

Within the framework of the institutional approach, the essence of global citizenship education is comprehended in such a way that the content of all educational disciplines contributes to the formation of a citizen. In this sense, it is represented as education aimed at the formation of a person with inherent civic qualities. Accordingly, the content of global education is determined by the problems of real life in society. Since social issues that become the subject of a specific educational discipline have a clear and lucid meaning of educational impact.

Global citizenship education in comparison with social science should not take a neutral position to the processes of acceptance and development of students; it is designed to have a purposeful impact on student's consciousness, expansion of critical thinking skills, creativity, evaluation and so on. Therefore, it can be shown as a person-oriented education, which is aimed at improving the civic qualities of the student.

The application of distance learning during the educational process provides a person-oriented approach of teaching students and focuses on the creative search of achieving new knowledge. Thus, this form of education helps to overcome the psychological problems of the applicant, removes time and spatial restrictions, the problems of distance from qualified educational centers, helps people with physical disabilities who have individual traits and unusual features to

learn, and expands the communicative sphere of students and teachers. Its techniques can transcend the boundaries of time and place and give people the opportunity to get an education, regardless of their social and financial status. In this context, distance education offers optimistic prospects to the development of global citizenship.

Modern Western scholars discern global education as a continuous social activity of learners, which is characterized by an endless process of choice, innovation and cooperation. [5] Every individual cultivates such attributes as responsibility for organization and decision-making and this indeed is closely related to the continuous growth of thinking and rationality.

Some scholars claim that the process of distance learning is able to create a new global citizen of the world, who enlightenment philosophers could only dream of. The new era of computer learning will generate a society which will be fair and tolerant. [6]

In the end of the XX century, approaches to the content of global education have developed and immersed. In the context of globalization, we should not be confined only to the specifics of our country, but rather build global education through comparative analysis.

"Global Citizen" is the main thing in determining the content of global citizenship education and the main aim of this concept is to prepare students for a meaningful and responsible life, socialization in a democratic and legal state, self-realization in civil society. A systematic approach to the organization of global education involves focusing on the image of a citizen as a person of culture and morality, a competent professional with developed innovative abilities. The views of such person are different with projection approach, as the individual is positive, open-minded, willing to challenges, able to build long-term prospects of his/her own live, professional achiever and self-confident.

From this we can see that a global citizen embodies new qualities such as:

knowledge of informational culture since during distance learning it is crucial to obtain information and communication competence;

ability to professional and social mobility;

knowledge of at least one foreign language;

readiness to international and intercultural relations;

presence of internal mobility, which is necessary to cope with everyday problems in different cultural worlds;

willingness to support and help all those who need it, regardless of cultural borders and nationalities;

respect nature and care about environment on a local and global scale.

The identity of "global citizen of the world" is inextricably linked to regional (ethno-cultural), national and supranational identity. Nowadays, the situation made us to look forward and cultivate these abilities which the global citizen should have.

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