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Global Competences: Features, Challenges and Prospects

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Abstract: This article considers the problem of the global competence of modern youth. The characteristic features of scientific and technological progress in the field of the education system are studied. An analysis of the factors influencing sociological processes is presented: the global economy and changing job requirements; global migration and the changing nature of civic identity; growing need for global environmental management. These areas of life illustrate the volatility of the world and highlight the new educational demands that the global society makes.

The approach proposed in this study for studying the global competence of teaching today's youth is directly aimed at developing students' subject understanding and interaction with all structural units of a complex, diverse and interdependent world. Many countries formulate their global educational programs in accordance with national priorities and traditions. Their initiatives, as a rule, converge in the main directions.

Keywords: Learning Competence, Globalization, Driving Forces of Globalization, Signs and Factors of Globalization, Globalization and Education.

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INTRODUCTION

Globalization is reflected in many areas of modern society. The service sector is becoming increasingly important as every activity in society becomes dependent and knowledge-based. As a result of this major change, education must ensure the development of human resources. The Industrial Revolution forced the current developed countries to move from large agrarian economies to predominantly industrial ones. Energy-intensive technologies and machine-made products have led to a manifold increase in labor productivity. In response, engineering emerged as a major profession and a related sector of education.

The purpose of this study is to comprehensive study of the characteristic features of the concept of "global competencies", namely, its impact on the process of the modern education system.

The most important feature of modern scientific and technological progress is its extremely fast pace. Scientific and technological progress has been characteristic since the early 1900s in various fields. The similar rate of development of science and technology has caused progress in globalization with a similar growth rate. It is important for society and the various functioning elements associated with it to be able to adapt to such changes. The key to this will be the opportunities provided by education. It would also be important to think about whether the average person can cope with such rapid changes on a permanent basis [1].

"Knowledge is power". It is this force that leads to the phenomenon of globalization that we are seeing today. Those with the knowledge or the means will benefit the most from the advances of globalization. There is a kind of "race", the outcome of which will depend on the "survival of the fittest". Education will be the key to this "survival".

The second characteristic of the conceptual component of scientific and technological progress is the number of breakthrough technologies with great impact that appear in parallel. They represent completely new ways of interaction between man and society.

The third important characteristic is the requirement of a very large number of trained specialists for the development of new knowledge, as well as for their application and use. It's not just about the scale, in terms of quantity required, but also about the type of education. It should be highly professional and highly technical [2].

This study examines the factors influencing sociological processes: the global economy and changing job requirements; global migration the modifying nature of civic identity; growing need for global environmental management. These three areas of transformation illustrate the volatility of the world and highlight the new educational demands that the global society makes. These chosen transformations explain how the proposed definition of global competence helps teachers to solve the problems they face.

Consider the changing face of the business world. A company in one country hires workers in another. Consumers in a third country buy manufactured goods. Transactions thanks to high-speed Internet communication, lower import tariffs and government interest for foreign investment are the result of the interrelationships of the globalization process. The question arises. What competencies will students need to succeed in today's global economy?

For the training of future specialists, it is necessary. We walk a specific set of professional definitions that range from all-round learning, creative thinking and innovative skills, coupled with continuous improvement and adaptation to the demands of the high-tech pace of a rapidly changing world. Together, a dynamic portrait of learning emerges. Modern international migration is happening on a larger scale than ever, changing demographics. According to the UN, by the summer of 2020, the total number of migrants in the world has exceeded 214 million. An estimated 50 million of them live in the US. This number of migrants could well be the population of one country, which will be the world's fourth most populous country, after China (1.4 billion), India (1.2 billion) and the United States (317 million). In 2020, this emigrant population sent \$338 billion worth of remittances to their countries. Like global markets for labor and goods, migration today requires new educational norms. What is the best way to prepare young people for a world where diversity will be the norm? How can we nurture graduates capable of handling cultural complexity in a world where markers of origin and ethnicity are increasingly blurred? How to prepare citizens who combine several spheres of participation - local, national and global?

Preparing youth for successful in the world space with the growing social, cultural, ethnic, linguistic and religious needs of our time, requires a high level and development of the qualities of competitive education in the field of history, language, geography and the cultural layer of the peoples of the whole world [3].

The framework of global competence forms two main potentials underlying intercultural mechanisms of socialization of the modern personality: the ability to recognize points of view (others and their own) and the possibility of transmitting accumulated definitions (traditional, intercultural, global) [4]. Globally competent people can explore and interpret their own worldviews and cultural traditions, realizing how they influence their choices and interactions in everyday life. Competent people can also weigh the views of others, considering factors: culture, geography, religion, etc. Being prepared in a world of growing cultural interaction and diversity also means being aware of what happens when cultures meet and influence each other [5]. Over the past few decades,

extreme weather conditions and a general increase in temperature have become more frequent on Earth. Scientists around the world predict the prospect of further climate change. Global warming is too narrow a term to describe a phenomenon that is shaping life on the planet, affecting the Earth's climate, chemistry and biology at the same time. Consider some of the consequences of this phenomenon: ocean levels can rise due to thermal expansion and the melting of polar ice sheets, affecting coastal areas and their water supply. Climate and chemistry changes can affect land and sea habitats, causing large-scale extinctions. Infectious diseases such as malaria, tuberculosis, typhoid, etc. have already spread because an increase in temperature lowers immunity to such diseases.

What competencies will students need to thrive in a world of climate volatility? Preparing young people for a future of climate and environmental instability begins with helping them make the Earth, the cause of climate change (past and present) and what impact this may have on different habitats and ecosystems, including their own. Taking into account such aspects of the identified problem increases the likelihood of adaptation and successful socialization of modern students in the global space [6].

Why does education for global competence matter today? The consensus is clear and relevant. The world for which we are preparing young people is qualitatively different from the one in which the habitual system of the educational world space was created.

Numerous reports and policy statements have highlighted the need for new skills for the 21st century. Global Competence responds to the demands of a changing world by recognizing the central role of global interdependence in the lives of today's youth.

Increasingly, the work people do in society, civic engagement, self-expression, community life and health are unfolding in a global scenario. The public solution to the problem of youth realization in the field of competence-based learning remains relevant.

The Competence Task Force - a group of government education leaders, educational scholars and practitioners - under the auspices of the Council of Public School Leaders. Thus, the approach proposed in this study for studying the global competence of teaching today's youth is directly aimed at developing students' subject understanding and interaction with all structural units of a complex, diverse and interdependent world. Many countries formulate their global educational programs in accordance with national priorities and traditions. Their initiatives, as a rule, converge in the main directions.

The definition of global learning competence proposed in this study resonates with global ideas about the impact of scientific and technological progress on today's youth. This is not done by developing an extended list of skills and important concepts to be mixed and matched through training. Rather, we want to address a more fundamental question: what is most important for students to understand about the world around them so that they can fully participate in its future.

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