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## The Influences of Globalization on Educational Environment and Adjustment of National Systems

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### Abstract

This paper tries to show that globalization should be seen as a way of reception of a long-term approach to major contemporary issues, arising from the interaction of the many technical, political, economic, social, cultural phenomena and announcement of their settlement in a wide perspective of the international community.

In the context of wealth of references to the role of intercultural education in fostering a democratic society based on the values of human rights and equal opportunities, it is obvious that the concern of European policy actors for the implementation of the principles of intercultural education must not remain a desideratum on paper.

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### 1. History of globalization

The word "globalization" is on everyone's lips; quickly became the watchword, magical incantation, the Passport that is able to open the gates to all present and future mysteries. For some people "globalization" is something we really have to realize if we want to be happy; for others, the source of our unhappiness lies precisely in the "globalization". It is safe, however, for the whole world like "globalization" means destiny heading inexorably towards the world, an irreversible process which affects us all equally and in the same way.

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The term "globalization" arose in the late '60s and was launched by a Canadian specialist in the theory of means of mass communication, Teacher Marshall McLuhan, University of Toronto and American specialist regarding the "Problems of Communism", Zbigniew Brzezinski, Columbia University. McLuhan has extrapolated the lessons of the war in Vietnam and has launched the "global state".

The term of globalization has entered in the dictionary for the first time in 1961. In the literature there are many definitions of this contemporary phenomenon.

*Globalization is an undeniable phenomenon today, which deeply affects the States' systems. In its present meaning, the term globalization arose from the awareness of the fact that the world is in a process, through which it will become a sort of "global village" or, at least, a single economic system, political and socio-cultural. Therefore, the implications of the phenomenon for education are serious and irrefutable.*

## 2. Systemic approach to globalization: definition, causes (forms), trends, methods

### 2.1. Definition, causes (Forms)

In the essay, I tried to approach globalization from a systemic point of view. Therefore, I should define globalization as the natural and/ or human process of expansion the phenomena from the local scale to the scale of the whole earth globe.

From the point of view of geographical extension, the processes and natural and artificial phenomena (created by human being) are:

- Local - at the level of an island, a country, etc.;
- The area - at a level of a continent, a geoclimatic segment, etc.;
- Overall, the entire globe.

When we talk about globalization, by default, reference is made to social phenomena (Bloom & Global, 2007; Huntington, 2005; Meadows, 1972; Mesarović & Pestel, 1975; Stiglitz, 2005; Ziegler & Mühlhoff, 1998).

The globalization of natural phenomena have objective causes: natural forms of the integrator-energy solar system or *their own terrestrial energies*. Solar storms cause temporary or definitive changes on individuals or on biotic systems as a whole. The fall of an asteroid, we can radically change the Earth's climate, for large periods of time or could disintegrate our entire planet.

If the above examples were external causes, the same thing can also happen to a major eruption of a volcano. The eruption of the volcano Tambora in 1815 (Indonesia) has changed weather around the globe, causing frost in June, in Italy, snow in Virginia and the destruction of crops in Europe and Asia.

In what regards the relative energies of nature of this phenomenon, we can distinguish two basic shapes:

- **Natural Globalization**, owing to natural forms of natural energy and bioenergy: Many natural phenomena limited to certain geographical areas have expanded on a global scale: warming, pollution, restriction biosystems area of flora and fauna, etc. Most of them are caused by human greed, maximizing profits through uncontrolled exploitation of natural resources, ineffective monitoring and intervention structures on nature protection. There are phenomena independent of human will as: changing the shape and position of the Earth's magnetic field, the solar energy processes, etc.
- **Artificial, dogmatic globalization**, generated by groups of economic and political interests, which handles the intellectual energy to the masses, at a global level, to specific economic and social objectives. "Artificial" feature of this type of globalization highlights her exclusive reliance on "intellectual power", the only form of energy created through human education. It goes without saying that the phenomena of globalization were a source of artificial knowledge of dogmatic religion and politics. Thus, we distinguish two forms:
  - **Positive Globalization**, fuelled by the development of science and extending knowledge of planetary scale as a result of the processing of artificial means of distance communication. As far as I analyzed, some of the processes of globalization are positive:
    - Standardization, which, thanks to a TV, computer, etc. produced in Korea or Australia, can operate in electric system of any country in Europe, and vice versa;
    - Computerization, thanks to which the persons connected to the Internet, they can communicate with each other in any corner of the world where there are such technologies;

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