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**THE GLOBAL DIMENSION OF EUROPEAN SPACE FOR SHAPING  
VALUES OF EDUCATION AND SCIENCE**

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*The article discovers that European axiological dimension of education was formed in historical retrospective of evolving European education, with subsequent transformation of eras from the ancient world and up to the present. It reveals that the decisive contribution into this development was made in the Age of Enlightenment which increased the authority and value of mind, and turned the scientific and cognitive meaning of education into a chief mechanism of social evolution. It has been established that a considerable contribution into formation of axiological aspect of European education was made in the age of scientific and technological advance, when intellectual and creative activity in the field of education, science and technology came to stay as the priority of the world's development. The article considers present-day reality of education development in Europe in terms of axiological aspects of education in the context of globalization and information revolution when a person acts as the main subject and goal of all social changes, and a person's value becomes a non-measurable quantity that European quality of education comes to be assessed by.*

*Key words: person, education, culture, values, European vector of development.*

**Introduction.** Globalization challenges of informatization and digitalization have dramatically transformed European and global education by promoting informational, technological and organizational factors to enable acquisition of modern scientific knowledge, while giving rise to a series of civilization threats to traditional sociocultural values of “Old Europe’s” education and science. In the last several decades the effect of globalization on modernizing national educational and scientific systems of higher education has grown considerably. As claimed by a well-known educationalist and Vice-Chancellor of Kingston University P. Scott, globalization is an all-embracing factor in transformation of social activities, particularly in terms of social demand satisfied by institutions of higher learning throughout more than a thousand years of their history. In his opinion, the process of globalization has a drastic influence on various institutions, the labour market, formation of the state, individuals and therefore affects higher education institutions (hereinafter, HEIs) that maintain close cooperation with various public institutions. That is why HEIs can be viewed as a subject of institutional relationship capable of improving a country’s competitiveness. Strategic directions are promoting innovative development of universities and encouraging adaptation of HEI academic potential to the globalized world are kept up to date.

Globalization of education and scientific systems caused emergence of a series of new concepts, problems and key issues which have become relevant for the European education space as well. In particular, they include as follows: cross-border strategy of internationalization; transnational education, science and innovations theory; ensuring international quality; entrepreneurial approaches to functioning of education systems; regional and interregional cooperation; information and communication technology and virtual education institutions; emergence of new education intermediaries – education providers and stakeholders;

elimination of barriers and obstacles to the problem of equal rights and availability of portable educational programmes. In the circumstances of social interaction becoming more complicated in the informational society of modern scientific knowledge, interpretations of the two concepts – internationalization and globalization of higher education – are often equalized. Although HEIs act as guarantors of academic virtue, order, ethics and stability in higher education, it is incontestable that the scope of civilization transformations helps HEIs to compete successfully in the globalized framework of knowledge without disrupting the balance, while retaining fortitude in the ability of education and scientific institutions for adaptation and achievement of homeostasis [1].

**The purpose and goals of the article.** Theoretical and axiological analysis of academic acquisition of scientific sources in the field of philosophy of education meant to determine value-based reference points for cross-border integration in the field of education, science and innovation theory.

**Presentation of the core material.** Internationalization of education at the current stage in development of civilization suggests academic mobility in the global dimension, exchange of teaching staff, education applicants, scientists, administrators and auxiliary personnel between institutions in various countries, while globalization means universalization of the educational process by planning how to satisfy the demand for specialists of a new generation and how to engage them in the global employment market.

Globalization affects vulnerability of axiological potential of national education systems, science and innovation theory in the European Community. Negative effects of globalization in regard to education and its values are reinforced substantially against the background of financial and economic crises, changes in migration, social and environmental cataclysms and risks, in the face of a global-scale pandemic. Human rights

to education, employment and professional development are exercised with hindrance to social protection, as potential availability of education is decreasing, and the quality of educational services is deteriorating, as well as the quality of scientific and informational services in organization of educational process, etc.

In order to concretize the abovesaid aspects, let us consider the effects of globalization on axiological heritage of European countries in the academic field. For instance, having analysed a number of scientific papers and large amounts of statistical data, A. Sbruieva presented results of her research about effects of the global financial and economic crisis on the development of European higher education in particular tendencies of transformation:

- the increasing disparity between the level of funding for higher education in various European countries (in the last five years, the difference between the amount of funding for higher education, in percentage of a country's GDP, was between 1.08% to 1.32%) [3, P. 20];

- normalization of restrictions on public funding of higher education in the countries of Eastern and Southern Europe for the period of economic crisis, with prolongation of temporary actions which come to be perceived as permanent reality;

- strategic priority to boost funding for higher education in Scandinavia, Western Europe and Central Europe, with governments recognizing intensive influence of higher education on securing competitiveness of national economies and countries in general;

- increasing numbers of students in most European countries which is related to requirements of the European society for ensuring social justice in education, to the need of the knowledge-driven economy to improve the quality of labour force, and to understanding the role played by higher

education in ensuring employment and building successful careers with further professional development in mind;

- high priority of government investment into the infrastructure of higher education;

- global European regionalization of grant-based funding donorship for university-type research programs within the framework of the Horizon 2020 programme. The new regional programme does neither hamper government funding nor replace it, as it operates on a competitive basis [4];

- social awareness of the aspects in functioning of higher education in European countries and modernization of focal areas (teaching, research, restructuring of education institutions, employment, staffing, quality and numbers of research, teaching and auxiliary staff, social programmes for students, normalization of administrative and managerial staff, material, technological and information support for an institution's infrastructure etc) with the purpose of optimizing financial costs and diversifying sources of funding [5, P. 14], with systemic activity carried out both at the level of an education institution within the framework of university autonomy, and at the level of national (regional) education system, which is connected to actualization of reporting to the government, the society and consumers of educational services [6, P. 235-236].

Hence, depending on the forms and tendencies of its manifestation, globalization exerts multidirectional influences determined by peculiarities of state-building in European countries, their traditions, economic and socio-political factors, and the response to globalization challenges in the field of education, science and innovation theory.

Overall, I. Kaleniuk classifies the following items as tendencies of education development in the globalized world: the growing importance of education as a factor of social development and a conductor of knowledge and information; differentiation of funding sources, transition to a wider

range of areas where material benefits can be obtained and received, improved efficiency in the use of funding; cross-border internationalization and unification of education required for standardization and recognition of qualifications, diplomas and periods of studies; improved methodological requirements to the contents, methods and forms of organizing educational process; global dimension of the market of educational services, social protection and legal safeguards [7, P. 6].

Besides globalization, a considerable role is played by the transformation of axiological, transorganizational and information-technological aspects in development of European education, science and innovation theory, as well as by informatization and digitalization of this field.

Rapid development of latest digital technologies provides an opportunity to accumulate, process and systematize all information pertaining to modern scientific knowledge, with almost no limits, while its amount is growing avalanche-like and is transmitted from one end of the world to other almost in no time. In this connection, problems of identifying, differentiating, selecting and using top-priority information emerge, as well as the problem of removing unnecessary information. In addition, modern information technologies are quickly penetrating all fields of human activity, and no person can perform their work without using them any longer. All these factors actualize civilization challenges that the education system is currently facing, and without appropriate reforms this system can no longer meet the social needs to deliver quality education for the new generation of applicants and students. Hence, the society is aware that throughout the period of studies spent in the system of comprehensive education or HEI one cannot form competences required for one's existence in the quickly changing society and therefore, acquisition of key competences of teaching a person to study have to be ensured. It is necessary to form a creative and

self-sustaining personality able to adapt to dynamic changes and retaining an adequate personal perception of reality. Education should facilitate academic mobility of education applicants and participants of the educational process, form the ability to communicate in their first language and a foreign language with representatives of other nations, as well as the ability to live and cooperate with others, and develop tolerance to other people's views and beliefs. One should not only introduce pupils to information technologies but also form their information culture, build their skills to find necessary and useful information, and develop their ability to use it for their own self-improvement and development of their social needs [8, P. 38].

It is evident that achievements of information revolution require a person to have not only new knowledge but also well-developed worldview values which they will need in order to perform a critical analysis of received information, and distinguish between harmful and useful streams of information and messages. In this context, the main tasks of European education include preparing a person to life in an information-oriented society of modern scientific knowledge of forward-looking nature, preserving traditional values of European culture along with considering and delivering newest axiological priorities of the European Union and countries participating in the Bologna Process.

Information revolution has given people ample opportunities to receive education by way of distance learning, access to electronic libraries, modern databases, online courses, interuniversity and international projects etc.

Researchers state that the whole world (and Europe in particular) is largely interested in programmes of learning that make use of up-to-date information technology including satellite television, computer networks, multimedia etc created under the auspices of the European Association of

Distance Teaching Universities (hereinafter, EADTU) to accelerate and support building of European distance learning networks. This led to creation of the European Open University with the network-based organization of studies. The concept of continuous learning within the framework of European integration of higher education is being formed through 875 education centres. The mission of EADTU also consists in encouraging development of European distance learning at a higher level; supporting bilateral and multilateral contacts between education service providers; organizing cooperation in the field of research, creating labile coordinated courses in certain subjects and exchanging practically useful experience for recognition of qualifications; developing modern means of information and technological support for distance learning; founding joint cross-border educational, research and social projects in the field of education, science and innovation theory; ensuring access to equitable opportunities of receiving higher education in Europe. The main institution of the international European Open University is the network of European study centres. In its turn, UNESCO Institute for Education has a considerable influence on shaping European policy in education for adults and provides a number of services: training and scholarship programs; support for ALADIN library network; consulting services etc [9, P. 54-56].

Evidently, information revolution facilitated democratization in delivery of educational services, and members of the European Union have taken full advantage of it. As the supreme value of social evolution in the united Europe, a person has gained a series of new opportunities for self-development and self-actualization.

European education is human-oriented, it is directed towards creating conditions for a person's adaptation in the social environment, and in its axiological and acmeological aspects in particular. Not only has a future specialist to obtain a profession, but also to acquire value-based and

worldview-related features of cosmopolitanism and develop a noosphere vision of the entirety of the world's ecosystem organization, and implementation into the European and global encultured academic space.

Scientists emphasize that a present-day specialist (regardless of their field of employment) should have an ability for social-economic thinking and environmentally safe vision of social evolution, with personal responsibility for professional decisions of corporate interaction in creative teams, be trained in the field of marketing, master new information and communication technologies – of productive-economic, social-household, culturological and nature-oriented nature – in order to ensure quality and safety in implementation of education policy stratagems. The contents of qualifications should change towards reinforcing the subjective component in mastering a profession, and increasing the role of socio-psychological factors (emotional intellect, participation and empathy), methodological training, computer literacy and improved digital culture, business ethics, aesthetic and environmental education, a wide scope of systemic intellectual interaction that characterizes a person's culture potential [10, P. 12].

European methodologists believe that after intensive integration the present-day Europe needs a new quality of an intellectually superior and spiritually richer personality – a specialist who remains to be a representative, and an agent of national culture while being, thinking, feeling and acting as a citizen of Europe and the world, who asserts principles of European community and cooperation, democratic relationship between people, and broadcasts them throughout partner countries. The task of bringing up a consciously cosmopolitan personality is entrusted to teachers who are supposed to find the answers to the current challenges and return classic scientific knowledge, high culture, social and practical experience of previous generations, universal socio-cultural human values,

and the spirit of humanism and benevolence to school classrooms and university lecture halls [11, P. 231].

European education bases itself on a set of standards and values that are supposed to strengthen the cultural and educational space of the European Union. In particular, guarantees of quality of higher education are envisaged by European standards suggested by the European Association for Quality Assurance in Higher Education (mechanisms of quality assurance include professional competence of teaching staff, support for student self-government, monitoring of educational, research and social programs, transparency of information, development of information networks, systems and technologies). In the system of higher education, the learning process faces new issues related to information support and level of intellectual and creative potential of its education applicants, the correlation between academic traditions and innovations in education, diversification and unification of educational and scientific systems, humanization and democratization of education in the present-day conditions of global environmental risks. Reforms in the system of education are aimed at democratization of the educational process, overcoming social inequality, humanization of the process, implementation of innovative, information and communications technologies, and development of lifelong education to ensure continuous employment for future specialists [12, P. 22].

Overall, EU member states have taken a systemic approach to implementation of information and communications technologies into the field of education, science and innovation theory. For instance, a research carried out by EURYDICE, the European education network, revealed that only 7 European countries out of 31 lack centralized controlling mechanisms to assess the results of their national informational, communicative and technological strategies; some countries assess

implementation of such strategies at the local rather than national level; monitoring of education quality includes various forms of organization and is performed by different institutions. For example, in Belgium (the Flemish Community), Spain and Poland they have developed corresponding indicators for assessment of infrastructure and information society in order to identify the progress in implementation of informational, communicative and technological strategies. In Belgium (the Flemish Community), partners (other organizations) are engaged in assessment of how information and communications technologies are used in education. In Norway, such assessment is the responsibility of the Executive Agency at the Ministry of Education and the Norwegian Centre for ICT in Education that control implementation of informational, communicative and technological strategies, while in the Czech Republic, such monitoring is carried out annually by the school inspector. Hungary and Slovakia perform assessment in the context of projects (Phare, ESF) funded by the European Union, while Italy organizes corresponding projects to engage partners in carrying out assessment activities. Germany, Estonia, France, Latvia and Portugal regularly submit reports on activities and projects aimed to implement the ICT strategy, while in Sweden such assessment is scheduled to take place only after corresponding plans of action are completed. Additionally, France, Lithuania and Poland obligated corresponding institutions to control implementation of ICT strategies, although these institutions are more focused on implementation of general provisions and/or broadband strategy rather than on its education-related aspects [13].

Therefore, implementation of information technologies in education of the European Union is a top-priority goal meant to provide citizens with quality education services and ensure overall progress of the country on the international arena. In the social thought of European countries, the

importance of education and its values is incontestable, because only high-quality knowledge lets people succeed in life.

To implement these tasks, the EU member states have determined the main priorities in development of their countries that have been established by the statutory document, Europe 2020 Strategy, the directions and contents of which influence shaping perspective plans for development of education systems (the leading role is assigned to education which has to be directed to encourage and support youth in receiving basic upper secondary education, with minimal exclusion of 10% for students who do not receive basic upper secondary education). The program of initiatives for Europe 2020 Strategy envisaged solving these issues by improving quality and availability of education both at secondary education institutions and HEIs, with much attention focused on the potential of opportunities for education applicants to study abroad and acquire skills and abilities that would enable them to secure employment, career growth and professional development not only in their home countries but also throughout the world [14, P. 175].

**Conclusions.** It is apparent that European countries have created proper conditions for involvement of people with modern knowledge in various fields of education and science. At the same time, availability of education for different categories of citizens in Europe is not equal, although generally the values (principles) of democracy and openness of education systems are observed rigorously, with consideration of national peculiarities.

It has been established that growing inequality in the level of funding is a factor to deepen the contrast in quality assurance for education and scientific products, and therefore it constitutes a risk for harmonization of the European space of higher education, science and innovation theory in their unity.

It has been discovered that even in the countries where government funding of higher education remained stable despite the crisis, ensuring innovative development of research and education activities requires a more substantial kind of support, and a continuous restriction on development of infrastructure is bound to reduce attractiveness of learning and performing research work in universities of Europe. In the context of the pandemic and closed cross-border barriers in education and scientific systems of training future specialists, a paramount need emerges for new forms, means and methods of organizing educational process on the basis of sustainability, with quality and safety of life ensured for all participants in the conditions of legal safeguards for social protection.

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