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Features of accounting globalization factors in the process of teaching students in the specialty "international law"

The role of education in a new, changing global world is growing. The practice of developed countries shows that the prospects for development of this people are stable if it can maintain a leading role in the society of higher education.

Nowadays, universities play a major role in the system of national education in developed countries as centers of science and training specialists in new formations.

The problems of education are being actively developed around the world. In particular, various structures are being created at the international level.

The largest structures with their projects that determine the ways of development of international cooperation in the field of education today are:

1. Within UNESCO: IBE (International Bureau of Education), IIEP (International Institute for Educational Planning), CEPES (European Center for Higher Education), CREsALC (Regional Center for Higher Education in Latin America) 1

The main activities in the field of education are: 1. To contribute to the strengthening of peace and security by expanding cooperation among peoples in the field of education, science and culture in the interests of universal respect for justice, legality and human rights.

2. Normative activities on national policy issues in close coordination between education, training and employment, the strengthening of infrastructures at the national level, the exchange of information through the distribution of specialized handbooks and lists, research bulletins reflecting the latest trends in education.

In addition, activities are carried out for specific projects: policy, planning, education administration (27.9% of projects), training (14.1%), scientific, technical and vocational education (13.5%), UNITWIN program designed to guide Bridges between local and national partners, as well as between countries.

It should be noted that the TOKTEN and TALVEN projects are designed to discourage "brain drain" from developing countries in terms of increasing the interest of specialists to remain in their countries or encouragement to return through the formation of international cooperation between North and South, etc. [1].

2. Within the framework of the Council of Europe

The Council for Cultural Cooperation and within the Council is the Documentation Center for Education in Europe.

The main activities in the field of education: the solution of the problems associated with the mutual recognition of documents on education for the countries of the European continent in connection with the diversity of educational systems in Europe (Anglo-American, German, Spanish and French).

Collection and processing of information on the state and development of education in Europe, international regulations on education.

Answers to information requests of ministries and other institutions of the member states of the Council of Europe, and within the limits of opportunities for individual Requests.

The European Convention on the Equivalence of Diplomas in Access to University Institutions (1959), the European Convention on the Equivalence of University Periods of Education (1956), the European Convention on the Academic Recognition of University Qualifications (1959) .

The projects of 1998 - 2000 are four on the organization of higher education and pedagogical research,

"Building a University of Tomorrow: Policy and Practice of Higher Education in Europe",

"Higher education for a democratic society", etc. There are international programs in the field of higher education:

ERASMUS (exchange of students from different countries), FORCE (continued training), PETRA (basic training), OMMET (cooperation between university and business), EURONECHNET (promotion of professions related to technological innovations),

PHARE (development of distance education), LINGUA (language training) [2].

3. The Lisbon Declaration

(Council of Europe and UNESCO 1992 Convention) [3].

Activities:

Transition from general declarations of intent to specific definitions, rules and clear delineation of obligations of parties and participants (for example, categories: "access", "reception", "assessment", "higher education", "period of study", etc.).

Differences between the terms "access" and "admission", qualifications of higher education and qualifications giving access to higher education are defined, the term "recognition" is defined as the type of assessment of individual qualifications where "recognition" implies transnational recognition rather than within a specific country and other.

4. Sorbonne (1998) and Bologna (1999) declarations (the joint declaration of France, Germany, Italy and Great Britain is open for accession of other countries) [4].

They are signed with the aim of political confirmation of the need for the globalization of higher education and the prompt "harmonization" of European higher education with the overall structure of educational levels.

Creation of a common "European space of higher education". Establishment of the European Higher Education Area, activation of the European education system on a global scale.

Specific projects include:

Promotion of employment of European citizens on the basis of a more convenient system of levels of training. Enhancing the competitiveness of European education in the world. Creation of a system of credit units.

Development of criteria and methodology for assessing the quality of teaching.

A special emphasis in the reform of education is made on new forms of education, which could arise only with the help of new information technologies and communication technologies.

The use of new information technologies for the development of new forms of distance learning based on the Internet leads to a new understanding of the "real meaning" of the international level in education.

For the greater part of the world, connection to the system of modern distance education is possible only after attracting huge investments in the infrastructure of modern means of communication.

As experts point out, globalization should be viewed as a multifactorial process and as a movement towards unification based on innovation on the scale of our entire planet.

For the underdeveloped and developing countries (including Kazakhstan), globalization should be seen as a unilateral movement of new ideas and values, new technologies, production, goods and services by the coalition of developed countries of the world.

With globalization, new factors are actively introduced into national educational systems, which can play both positive and negative roles for a given national society.

In practice, globalization processes (factors) are introduced into national systems by two methods: modernization and Westernization.

Under the first method (modernization), the national system introduces all the world's new on the basis of filtration to preserve its national content, but this method introduces only rational foreign ideas, models, forms, technical means and technologies from the whole new external world.

With globalization based on the Westernization method, the picture is different. Here, all foreign new is being introduced into the national social system, as a rule, without filtration, that is, without any changes-such as they are abroad, which in general represents a certain threat to the preservation of national moral, legal and other values and in general for everything. - national in content.

Globalization as a multi-faceted phenomenon of the new millennium has not yet been properly investigated, but its first negative results are seen in the change in the values and behavior of our youth.

Globalization, although it provided some economic growth for developing countries, but in many of them, because of the destruction of the values of the nation, ultimately destroys their stability.

Science and education are at the forefront of introducing into the national system everything new and advanced.

We believe that in the context of globalization, the method of modernization should be applied in the training of specialists in the specialty "international law" based on the experience of Japan, Korea, France and other countries.

We believe that it is useful to analyze the content of the new foreign material from the point of view of the current national legislation, ensuring the security of unique national values, traditions and features in lectures, seminars, in developing lectures and introducing new special courses and other forms and methods of instruction.

It should be noted that current students have great opportunities to obtain a new array of information via the Internet, media, travel and other trips abroad and the process of communicating with foreign citizens. This situation should be taken into account in the education system, and especially when training specialists with higher education, future senior officials of our country.

We believe that this situation should be taken into account at all stages of the organization and the process of training of university students.

Firstly, we must study the content of many foreign projects of modernization of higher education.

Secondly, taking into account the quality of globalization factors on a systematic basis, organize the development and implementation of training courses and special courses.

For example, if we take training courses and special courses in the specialty "international law", then the content of each of them, in our opinion, when updating, deserves special analysis and elaboration to account for, classify and evaluate globalization factors on this issue.

In this regard, we believe that the preparation of specialists in the specialty "international law" should take into account both the positive and negative effects of globalization factors.

Literature

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