

**SUPPORTIVE SOCIAL NETWORKS AS DRIVING FORCE OF
EDUCATIONAL PERFORMANCE**

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Within this article the concept of performativity is taken as a means consider the correlation between educational performance and creation of supportive networks within a society. The paper demonstrates the impact of global trends in education on national education systems.

Keywords: *government policy, social cohesion, supportive social networks, knowledge society, educational performance, cultural diversity, cultural identity, multicultural approach to education.*

**СИСТЕМА СОЦИАЛЬНЫХ ОТНОШЕНИЙ МЕЖДУ ЛЮДЬМИ КАК
ДВИЖУЩАЯ СИЛА ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

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В данной статье понятие перформативности рассматривается как средство соотнесения образовательной деятельности и системы социальных отношений. Показано влияние глобальных тенденций в образовании на национальные системы образования.

Ключевые слова: *государственная политика, социальная сплоченность, системы социальных отношений, общество знаний, образовательная деятельность, культурное разнообразие, культурная идентичность, мультикультурный подход к образованию.*

Participation in the rapidly changing knowledge society of the twenty-first century demands new knowledge and skills and learning throughout life, and higher qualifications than ever before. As a result, the demand for higher education is growing constantly, and higher education systems are under great strain to cope with dramatic global challenges. The renewed concern for lifelong education stems from rapidly changing global realities. One can no longer learn enough to be a fully functioning member of a society in one's youth. Extended life expectancy coupled with dramatic changes in economic, social and cultural situations mean that both individuals and societies must continue to learn – or be left behind and become marginalised [2].

In a globalised world, people all face the problem of reconciling the ideal of respect for diversity with concerns for societal cohesion and the promotion of universally shared values and norms [1]. Even in well-established democracies, the will to learn to live together in a society with increasing cultural, religious and racial

diversity is not assured. Historically, at least four different approaches to cultural diversity have emerged:

- 1) assimilation: imposing a common nationality;
- 2) melting pot: gradually developing a national culture;
- 3) differentialist: developing a common nationality but minimizing interaction with and among minority cultures;
- 4) multiculturalism: developing unity within diversity [8].

Until recently, most national education systems were designed to more or less impose one culture – usually that of the dominant race, class or political party or colonial power. At first, immigrant cultural groups and the establishment tend to live out their separate lives, co-existing with limited interaction or understanding of each other in a society that is multi-cultural only in the demographic descriptive sense. Yet as nations become more multicultural, the intertwining of cultures leads to specific types of programmes and policy initiatives designed to respond to and manage ethnic and cultural diversity [7].

How do education systems respond to ever increasing cultural diversity?

Standards for educational performance are becoming international: the student body, faculty, courses and teaching provided by major educational institutions are all being increasingly «internationalized». On the one hand, if current global trends continue, commercial activity in educational goods and services can be expected to grow substantially and education itself will become more «globalized». On the other, global trends mean ever greater mingling of cultures and thus learning to live together, cultural identity and inter-culturality will become priority issues.

In every country, one of the prime functions of education has been that of building a social cohesive society – one held together by shared values, purposes and activities. While economic growth often seems to be driving government policy, building social cohesion still remains one of the main purposes of public education, and particularly as our societies become ever more multicultural [6].

In the normative sense, multiculturalism represents a position about the place of cultural identities in contemporary society, stressing that acknowledging the existence of ethnic diversity and ensuring the rights of individuals to retain their culture should go hand-in-hand with enjoying full access to, participation in, and adherence to principles and values of the society [3].

Nations adopting a multicultural approach to education have all sought to develop programs in which children and adults have opportunities to develop to a reasonable level of competence, both the national language(s) and their mother tongue, and an understanding of the major cultures (language, literature, history, religious values, and so on) of the nation. Participation in the multicultural knowledge society of the future will demand even higher levels of language competence and cultural sensitivity as the world shrinks [5].

The evidence suggests that the roots of educational improvement lie in the research on educational effectiveness. This approach places the responsibility for change in the hands of the educational institution and its community. The evidence also suggests that educational institutions can improve when committed and talented student body and faculty work in partnership with parents and the community. In this

sense, the direction and culture of educational research must also change if educational policies are to be reformed, established practice, curricula and teaching materials in ways which facilitate intercultural learning and ameliorate the problems created by disadvantage and discrimination in education and society [4].

Teacher education which follows the model «Do as I say, not do as I do» has to be replaced by one which sees learning to teach as a deeply personal activity in which includes activities designed to develop sensitivity to cultures, languages and lives of children coming from different social and cultural groups, and which provides constant and significant support, working with cohort groups, and a systematic long-term message which provides guidance and direction for personal development.

Thus, participation in the knowledge society demands new higher qualifications than ever before. Although economic increase seems to be driving government policy, building social cohesion still remains one of the main purposes of public education. In a globalised world, there is a need for education system to adopt a multicultural approach by developing the research on educational effectiveness and creating supporting social networks.

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