



Research Article

Features of the Finnish educational system in the era of globalization curriculumSeyed Ahmad Hashemi¹, Masoomeh Ahmadi Pour²*¹Associate Professor of Educational Sciences, Lamerd unit, Islamic Azad University, Lamerd, Iran²Ph.D. student of curriculum planning, Lecturer and employee of the University of Cultural Sciences in Bushehr Province, Iran**ARTICLE INFO***Article history:*

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ABSTRACT

If globalization is considered to be a process in which consciousness plays a key role, then revisiting globalization and designing curricula to raise awareness of learners will be important. The importance of globalization and the spread of ICTs around the world, especially in knowledgeable communities, is a longing for great development and access to the opportunities for learning of global exchanges and easier access for the peoples of different societies in the light of scientific and technological progress, challenges the concept of geographical boundaries and restricting to a certain place. The present paper in long with examining this concept in the literature of the Finnish curriculum, to using the library method and through study research papers and reviewing foreign and domestic journals and magazines in various databases to conceptualize the different meanings of the term and introduce, among the curriculum of the world educational system, the most successful and succulent world's educational system which is Finland; because the educational curriculum structure in this country has features that distinguish it from other educational programs in other countries. These features include pre-school education programs, basic education, secondary education, and how teachers select in the world of globalization that is referenced in this article. It should also be noted that according to the culture, context and texts of each society, the approaches and programs of the country's educational system are considered.

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1. Introduction

Unquestionably, globalization today has a tremendous impact on all aspects of human life, especially education, in all levels from high to primary education. So that the feature of the educational system has changed all over the world and the traditional and current ideas about education and tools and educational media have quickly disappeared and replaced with new ideas and methods of education. According to the World Economic Forum (WEF), which a part of its comprehensive reports is about the study of the educational situation of the countries, which countries have better schools and which countries are more likely to be invested in students as tomorrow's hopes for the economy. In these countries, probably, students have more enthusiasm for going to the classroom. Interestingly, among top educational countries there is no news of familiar names such as United States, Britain and Germany, but from a small country like Finland ranked third after South Korea and Japan in terms of investment in research and development, that is now the main instrument of science.

"The unique feature of the Finnish education system is that teachers are completely autonomous in teaching methods and they choose the material or method of teaching as they wish and have the freedom to act." said the Finnish Ministry of Education.

This educational system with its specific features has made Finland, with its small population, one of the leading countries in science and technology and for years illiteracy has eroded in Finland, a blessing due to its unique educational system. All students in

this country study regardless of their ability to attain a qualitative level of education; as a result, the gap between the weakest and strongest students is lower than all countries. Finnish schools also consider the minimum homework for students, and only one compulsory exam is taken at the age of 16 from the students. Therefore, the educated children in this educational system in the absence of any false stress study and will eventually enter the labor market.

This paper while explaining the concepts of globalization of the curriculum and attention to the importance and necessity of the subject and the challenges facing it, examines Finland's educational system curriculum as the most successful educational system in the world.

Research method

The research method in this study was librarian and was performed through reviewing research articles and an overview of foreign and domestic journals and magazines in different databases based on selection criteria. First, using the key words (Finnish education system, curriculum, and globalization) articles extracted from the above databases. Then, by reviewing the abstracts of articles, each article that had selection criteria, selected for review and the study was done on it.

Criteria for selecting articles

- Done during the years 2000 to 2015, in English articles and in Persian articles and as far as possible in recent years.
- Includes curriculum features in the age of globalization.
- Includes Finland's educational system curriculum.
- Published in prestigious journals.

Research findings

Question 1: What is the purpose of the globalization of Finnish syllabus?

The benefits of globalization from Cheng (2000), Brown (1999), and Waters (1995) includes the global share of knowledge, skills and human intellectual capitals, mutual support and develop critical thinking, synergic unity for the development of countries and individuals, create values, Improving the efficiency and growth of international cooperation, acceptance of cultural diversity among countries (ethnicities and religions ...), facilitate multilateral communications and interactions, and encouraging multicultural co-operation at different levels across countries.

The implications of globalization on higher education curricula includes responses to technological and scientific advances, response to the transformation of the world of work and employment, response to increasing inequalities, development of democracy and human rights, increasing intercultural communication, revision of spiritual and moral values, and training for uncertainty time. Finland does not have enough natural resources, so the Finns regard the manpower as the main economic source of their country. For Finns, education is not costly, but rather a long-term investment. This Scandinavian country is famous for having the best education model. Different delegations from all over the world regularly visit the country to discover the secret of their success.

Charles Leed Beeter says: "I think part of the Finnish education system is very good. What to learn from Finland is the issue of education. They use the best for tutorage, only 10% accept the teachers' applications. Therefore, the purpose of this system is to use creative teachers to get the best results." He also believes that since people all over the world need effective education models, efficient models such as Finland model about teacher education, the development of teaching methods, teacher training, the way schools are organized, and other sections like these should be provided to other places of the world.

Despite the comments of Charles Leed Beeter, the reputation of Finland's success has created many demands for the issuance of this model to other countries.

"If we can make the world a little more democratic, less war, less hunger, and more training, it is more possible. Well, why not? Let's also export teaching." Johan Schapanen, a business advisor, says.

Question 2: What we can attain from Finnish curriculum in the phenomena of globalization curricula?

The globalization curriculum requires access to a variety of information sources, access to a variety of forms and types of information about the status of learning beyond the boundaries and on the basis of availability of information search opportunities, earning environments focused on problem-centric activities and based on research and the search for original status and examples. The teachers act as coaches and guides more than content experts. It should be added that ICT tools provide strong support for all of these implications (Oliver, 2002).

In Finnish schools, children are not pressed for exams and various tests in science and education. Students usually have a free and

fluid curriculum tailored to their needs and interests. Play, fun and joy are an integral part of the Finnish children's curriculum. There is deference in the kind of attitude to the educational issue in the system of aspects of the Finnish educational system. In other words, not only the classroom layout, the classroom and school decorations, the colors and the various objects that exist in the schools are completely innovative, but the approach of teachers and students to education and teaching is also very different from the rest of the world.

The Finns are the pioneers of provide advanced and avant-garde curriculum in the world, a program based on creativity, individual selection and happiness. Finnish students follow a curriculum based on their own personal taste and interest and in pursuing study materials have independence and freedom. Technology also plays an important role in teaching Finnish people. Finnish schools are equipped with the most modern and up-to-date educational technology. Using code writings, meditative games, writing game, and design educational materials and tools is encouraged by the government and used in schools.

Recently, schools in Finland have been pursuing a new curriculum, which is by far the most advanced type. In a strange act, the Finnish educational system abandoned the teaching of common lessons and is no longer taught lessons as chemistry, mathematics, geography and history. In other words, schools in Finland have stopped teaching traditional and past courses, and replacing them by teaching subjects. For example, students will learn practical lessons in which there is a collection of diverse knowledge and skills, ranging from advanced mathematical calculus to history and marketing. For example, in a lesson named the management of the cafeteria, it is used mathematics, the principles of management and accounting, and foreign language for communication with tourists, etc.

In this way, Finland has replaced subject-based and interdisciplinary subjects in traditional subjects; in the hope that Finnish students will become acquainted with the practical application of knowledge in the field of daily activities of work and family and social life. It should be noted that the issues of the world are multi-directional, transversal, multidimensional, and transnational, and it is necessary that the teachings fit into this nature and take into account the general, multidimensional, and complexity of the field. Minorization cannot be preferred now. The teaching of human conditions for knowing the man should be placed in the world rather than separating it from the world.

Question 3: How is the approach of education in Finland's education system?

Education in Finland is a student-oriented. In the global test, the International Student Assessment Program of Finland is always at the highest level. Traditional teaching methods have recently changed in this country. The priority of this new educational approach is the training of skills such as ICT skills, skills for professional life and the ability to adapt to multicultural environments. The Organization for Economic Co-operation and Development (ECCI) has assessed these reforms as one of the most prominent education reforms in the world.

Ija Caopenin, a training consultant at the Finnish National Board of Education, said: "The world around us is changing. I think that these changes affect the learning and living space of the student. So, we think about what skills our young people will need in the future."

Lina Crookfort, professor of Teacher Training at the University of Helsinki, also says about the relationship between the traditional

way and the content-based learning approach: "We can look at new ways in mathematics simultaneously, rather than between two approaches in education, that is the equilibrium in skill-based approach and educational method that emphasizes the content of the lessons."

Educational structure

Preschool education programs

Preschool education with the support of municipalities is provided to children aged between one and six years in educational centers. According to Finnish law, a nurse of children with working mothers is required upon request up to the age of three years. The presence of children in care centers is carried out by half-day or all-day, with hot nourishment by their nurses.

The tuition fees of the above centers are different from free to up to \$ 3,000 a month depending on the parent's job. Families with a second child or above will also receive a government discount if they register two or more children in the above centers. Teachers of care centers are required to complete a three-year course on children's education and child psychology.

Basic training

All Finnish citizens are required to complete a ten year basic training course starting at their seventh birthday. This requirement ends at the age of seventeen (completion of the basic training program). The basic training in Finland is called Peruskoulu, which is compulsory for all Finnish citizens during the nine years (from 7 to 16 years of age). Basic education starts at the age of seven and lasts until the age of 16. It is the responsibility of municipalities to pay for educational expenses, including the cost of books and supplies, nutrition, medical and dental services.

Over 90% of Finnish primary school students choose English as the first foreign language and German as the second language of instruction. From other foreign languages that have selective priority among Finnish students, are French and Russian. Among the most important training courses of basic training centers can be mentioned native language lessons and Finnish or Swedish literature, other indigenous languages such as Roman and Sami, foreign languages, the environment, social education, religion and ethics, biology, geography, physical education, music, visual arts, industry and family economics. As soon as the course is completed, students are likely to go to a secondary school. From the training holidays, basic training centers can include two-weekly Christmas holidays, weekly Easter holidays and weekly holidays in the months of February to March as winter holidays or ski holidays.

Secondary school

The easiest way to enter the university is through passing the secondary school. This course is special for students aged 16-19 years. At the end of the course, a test is being conducted to assess student abilities that complete failure is rarely common in it, but since the competition among a large number of applicants is very high for university seats with relatively small capacity, therefore, students in this course are required to complete a difficult educational course with regular assignments in addition to their main classes.

Previously, the curriculum was divided into two parts of language and mathematics with very different training programs, but now the educational programs for all students of language and mathematics are the same and all the students can choose mathematics

at basic and advanced level. Students who choose basic mathematics are required to study third foreign language. Students are required to complete the third or even the fourth foreign language too. Among the most important training courses for this course is the mother tongue grammar, teaching three foreign languages, plus the fourth foreign language, elemental and advanced mathematics, chemistry, biology, geography, psychology, history, social sciences, nutrition and health, physical education, Music, art and technical science. Mathematics lessons also include algebra, geometry, trigonometry, calculus, differential equations and statistics. The difference between elemental and advanced mathematics is basically in the composition and depth of its issues.

How to select teachers

The Finnish Teachers' Training Program is highly accountable and accurate. Of all 10 applicants, only one person can complete and accept courses related to training and then recruitment in the educational system. High school qualifications, extracurricular activities, and entrance examination scores for teachers are very important. Subsequently, the applicants will be interviewed, and only those who will be explicitly ready to education will choose.

Since Finland is the pioneer in innovative education, teachers' jobs are also contributing to the research and design of the teaching program. The same programs and the trust of teachers have led the government to insist on keeping and supporting teachers. So, 90% of them never go to another job, and in practice the social status of teachers is as much as doctors and lawyers.

Conclusion

The findings showed that globalization is generally considered to be a complex process, which includes global trends relate to individuals, commodities, ideas and ideologies, perceptions, messages, capital and technology, which leads to the superiority of developed countries to underdeveloped countries (Sarkar Arani, 2004).

Curriculum forms the focal point of education activities. Environmental changes, whether global or regional, directly affect the educational system and the curriculum. As Atashak et al (2013) have also stated, in order to face these consequences, it is worthwhile to consider mechanisms such as emphasis on foreign language learning, greater recognition of the culture and customs of other nations, the acquisition of life skills with the nations of other nations, greater recognition of the outcomes and scientific innovations of the world, the change of educational flow from traditional to virtual in higher education curricula.

This paper attempted to review the key of success of the Finnish educational system and its effects in the broader transformations that are emerging as the globalization of the education of a country. It also addressed how this educational system approaches, and finally, the features of curriculum elements in the era of globalization. It is therefore suggested in order to complete this research, the authors of the future studies about the study of the curriculum and the capabilities and opportunities of such an attitude in the curriculum of other successful countries in the educational system attain an independent research.

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