GLOBALIZATION AS A SUPPORT FOR THE GROWTH AND DEVELOPMENT OF STUDENTS

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ABSTRACT

Globalization is a process that has brought many opportunities to young people who have the greatest access to information ever. The purpose of the paper is to examine the students to what extent globalization has contributed to their growth and development. The main goal is to obtain results that will show whether students are ready to acquire more knowledge, experience and skills due to the availability of information or whether the excessive availability of information has created an aversion to it. The data were obtained using a quantitative method where a questionnaire survey was used to collect data, which were interpreted using the decryption method. The results will give a clear student perception of globalization, along with all the advantages and disadvantages. The research will contribute to the knowledge of the opportunities that globalization has brought to young people and how to use the best that it can give.

KEYWORDS: globalization, students, learning, skills

INTRODUCTION

The purpose of the research is to present theoretical assumptions about globalization and present the data of empirical research on globalization as support for the growth and development of students. Globalization represents processes that unify the world and it is increasingly difficult to stop the phenomena it brings. Access to information and dissemination of knowledge is faster and more accessible than ever before. Knowledge, as one of the foundations for the progress of humanity, is today in the hands of everyone who is interested in researching and improving. Technology is the driving force of globalization and modern human uses it as an everyday component of life.

This paper analyzes how much students use the opportunities that globalization has brought, how much easier it is for them to get information, and whether it really affects the progress of students. The Bologna Declaration (1999) aimed to adapt education to the European market and establish a standardized way of acquiring knowledge with the aim of easier learning and employment outside the borders of the home country. In addition, the opportunities that European Union students have are linked to mobility and inclusiveness for different forms of education. Today's job of the teaching staff is not only teaching, but also directing and upgrading already existent knowledge of young people. Student growth and development is a key part of social inclusion. Education supports the individual to excel in society; what is noteworthy is the creation of an information society which is networked, better at exchanging information and ideas and which participates in a new way of learning, and most importantly,

this "new society" represents the source of productivity in today's world.

The empirical research of this paper presents the results of the attitudes of students of Virovitica University of Applied Sciences on globalization and how it contributes to the creation of knowledge, experience and skills. The research questions are related to the advantages and disadvantages that globalization brings, students' ability to find information, their perspective on knowledge, the changeability of their personality and habits, the development of communication skills, and learning about globalization itself.

The paper is divided into several parts in which the theoretical approach to globalization, information about globalization, and the advantages and disadvantages it brings are presented. After that, the results of empirical research on the topic of globalization as support for the growth and development of students are presented. At the end, in the conclusion of the paper, new information which the research has brought is presented, alongside the suggestions on how this paper can contribute to the further education of students.

I. Theoretical background

Globalization represents "a concept that refers to the contraction of the world and to the strengthening of awareness of the world as a whole" (Robertson, 1992:8). This theory emerged in the eighties of the twentieth century, when people became increasingly networked. The first modern occurrences of processes reminiscent of globalization are visible after the Second World War, after which many states united both for reconstruction and for trade exchange, mutual friendship and attempts to prevent wars. Such associations created the foundations of today's world and institutions (WTO - *World Trade Organization*, UN - *United Nations*, NATO - *The North Atlantic Treaty Organization*, EU - *European Union* and the like).

Globalization can be compared to evolution, which is associated with the process of development from lower to higher form and adaptation to new situations. If one does not invest in knowledge and technology, one can expect a significant lag behind the rest of the world, and from an evolutionary point of view, any living being which did not adapt to changes and its environment has ceased to exist and become extinct. Although this word may sound too harsh, it can indicate the importance of the adaptation that the modern process has brought. Globalization brings with it society's ignorance of it, of what it encompasses, and how it affects mankind, and Giddens (2002) describes that humans know they are in globalization, but do not know what it is. This is confirmed by his statement, "we are the first generation to live in a global society, the contours of which we still barely see. It shakes up our existing ways of life, no matter where we are. Many of us feel in the hands of forces over which we have no control." (Giddens, 2002: 19). Globalization processes are those which clearly and continuously affect people's way of life, but do not have a visible physical form.

Although the exact reason for the emergence of the globalization process is not known, several causes can be cited according to Jovančević (2005)

- rapid development of science and technology (example: longer human lifespan)
- development of information technologies (example: digitized production)
- new locational factors (example: the possibility of moving and dislocating production in other countries)
- multinational companies (example: one product available worldwide)

- transport costs and speed (example: fast delivery of resources or finished products)
- the end of the Cold War (example: expansion of the free market)
- global problems (example: change in climate conditions)
- liberalization (example: removal of restrictions on social life).

As previously stated, globalization can be seen as an evolutionary process. Each of the listed items represents a transition from one situation to another. Of course, it cannot be said that one of the above is exclusively good or bad for the society. Globalization contains several dimensions, which are, according to Bedeković (2010:16), "political, social, ecological, demographic, cultural and economic dimensions." Each of these dimensions affects the individual and the community. In *the economic dimension*, the richest countries in the world, transnational organizations and international institutions represent factors which transform society and participate in the creation of a new world order. The globalization of the economy forms the foundation that entails all forms of globalization (Bedeković, 2010). Global companies influence the course of world economic processes, primarily because they want to fulfill set goals, make a profit, and at the same time integrate the planet (Lončar, 2005). Bedeković (2010) states that *the political dimension* refers to the fact that there are no more policies of just one state, but every decision has consequences which are of global significance. Furthermore, according to Lončar (2005), the political-legal aspect refers to the violated state sovereignty caused by inclusion in international agreements, communities and organizations. Along with the political dimension, there is also *a social dimension* which represents the creation of a global village where a society which functions "at a distance" is being created, and the networking of society is stronger than ever before. Technological and informational development affects society by creating a virtual world brought about by the emergence of the Internet. Bedeković (2010) also emphasizes *the ecological dimension* and its importance, which is today a burning issue of survival. Industrialization has brought with it environmental issues. Sustainable development refers to society's ability to properly and responsibly use resources to meet the needs of contemporary people, but also to think about future generations. According to Križanić-Spudić (2020), it is emphasized that visible changes in the environment and awareness of the consequences of global warming, as well as scientists' predictions about upcoming natural disasters, are a crucial element of the ecological dimension of globalization. In this way, the world begins to think and act globally, and agreements which regulate and limit certain activities are concluded at the global level. It is man and their descendants who represent *the demographic dimension*, where the increase in the birth rate and the extension of human life span are visible. The problem which emerges is the growth of the birth rate in countries which are already affected by poverty. The demographic dimension also brought deregulation of the labor market because people can move freely and change jobs in any country. The phenomenon of the disintegration of the traditional family has also been noticed, where the focus is increasingly on the career. *The cultural dimension* refers to a cosmopolitan society where all nations are equal and where democracy is a part of human life. Culture is made up of languages, traditions, customs and many other factors. The loss of cultural identity is one of the negative aspects of globalization (Bedeković, 2010). A new trend has certainly been noticed, which modern human is witnessing in the cultural sense, and it refers to the increasing preoccupation with "Americanization" and the creation of global culture.

I.1. Information about globalization

According to Friedman (2012), globalization can be best described with the words further, faster, cheaper and deeper. Looking at the mentioned words, it is clear how globalization has contributed to easier access to information and the speed of getting to it without excessive costs. Information and communication technology is a product of globalization, which, according to Matovinović (2021), improves communication, reduces costs, encourages strategic thinking, protects information and cuts cultural barriers. Unfortunately, in addition to the aforementioned advantages, it is also necessary to mention disadvantages such as the lost art of conversation, deterioration of language, enabling rudeness, constant disturbance, lack of privacy and distraction from real life.

Although globalization cannot be presented with an exact definition, its presence can be felt in almost every part of life. The industrial revolution has already proven how much the accelerated production process changes the culture, politics and economy of nations, while every revolution has brought the need for change. People were no longer exclusively a labor force, since the necessity emerged to have educated people who would use their knowledge as a fundamental resource for progress. The already mentioned education changes the foundation of society, countries which have a well-educated population eventually have fewer sociological problems. Toffer (1983) states that society went through three waves of civilization. In the first wave of civilization, education was not the main focus of society and it was only in the second wave that a shift occured where teaching staff were seen as producers and students as raw materials (the second wave refers to the industrial age). It was a form of education where educated people imparted their knowledge to others through lectures and practical advice. What the third wave of civilization brings is the teaching staff who are no longer producers, but education constitutes a community of teaching staff, students, parents and the local community. The goal of education is no longer to impart only basic knowledge, but constant advancement, both of teachers and students. Education represents learning through which an individual can acquire new knowledge or create the ability to perform a job. Education can be seen as formal and informal, where formal education means basic education, which is practiced by most countries through primary and secondary schools, while higher education is being increasingly encouraged. Informal education is related to additional education and training that an individual most often chooses arbitrarily because they need it for their career or are interested in expanding their spectrum of knowledge. Owing to the possibility and availability of lifelong learning, the progress of society can be possible. Education is considered the main driving force of change in society.

I.2. Advantages and disadvantages of globalization

One group of people believes that globalization will destroy the sovereignty of the state, the culture of the people and weaken the market exchange, and as an even greater consequence, they cite the fear of excessive information that young people receive, which can affect their self-confidence and actions that they would not otherwise undertake. Globalization is seen as looking at one's own interests. People with such attitudes are often called radicals, but alongside them there are also sovereigntists who will see any modernization as a step towards progress, whether it be technological or human. They see globalization as an opportunity to expand their knowledge due to the enormous availability of data and open possibilities of travel, getting to

know other cultures, the expansion of international trade, and the like. It is important to note that there is no right or wrong, every phenomenon brings advantages and disadvantages, including globalization. Lazibat and Kolaković (2004) presented several advantages of globalization, which are manifested through easier access to information, cultures and technologies. Alongside technological progress comes economic development, and this development leads to the creation of a free market which enables easier trade and the movement of people and capital. The advantage also appears in erasing the borders of countries, which thus increase friendly relations and strengthen respect between cultures. Employees and young people have the opportunity to develop their own education, which leads to the development of communication skills and better acquaintance with other cultures. Another important advantage is the speed of transactions in countries, which makes business faster, and thus increases the employment of the population. Lazibat and Kolaković (2004) state that there are also disadvantages of globalization, such as the loss of the value of customs and national cultures; people are often presented with "Americanization", which is associated with consumerism and capitalism. It is important to point out that globalization has also led to a large gap between the poor and the rich, where one part of society is getting extremely rich, while the other is getting poorer. Although the possibility of going to work in other countries represents numerous opportunities for young people, it is a problem for countries in transition to have the young workforce leaving. One of the burning topics and the biggest concerns is the impact of globalization on the environment. Mass production, the transition of people and the increase in population have a negative effect on the Earth and there are increasing natural disasters. There are numerous questions which can be asked regarding the advantages and disadvantages of globalization processes, but the only correct way to answer such questions is to educate people about globalization.

Students use all the benefits of today's society; to study any topic it is enough to have a single device which provides information instantaneously, which is much simpler than a few years ago when finding information was only possible through books, which were only available to a certain population. Young people today are better educated because education has reached almost every population, regardless of the purchasing power, race, place of residence or gender. Studying outside the country just a few years ago was an expensive process and almost impossible for most, but owing to various scholarships, institutions and people, students are building and expanding their range of knowledge which also means being exposed to different information for which it is important to know how it should be filtered.

II. Research methodology
II.1. Population and sample

The target group of the research is represented by all students (333 students, including a few who have been excluded) of Virovitica University of Applied Sciences enrolled in undergraduate and graduate study programs. The questionnaire was conducted in the period from March 6 to March 20, 2023. The sample of respondents was based on 150 students who completed the questionnaire. Using this quantitative method will allow descriptive analysis to interpret differences in the sample.

II.2. Data collection method

The purpose of the paper was to investigate what globalization, as a comprehensive and complex process, encompasses and how it affects young people. In this research, emphasis was placed on the students of Virovitica University of Applied Sciences, where the aim was to analyze their perception of globalization. The basic research question refers to the observation and analysis of globalization aspects as support for the growth and development of student skills and knowledge. According to numerous definitions explaining globalization, it can be pointed out that globalization primarily represents the need to establish and expand new spaces in all areas of human activity, but also to maintain a sense of belonging within certain social communities. Based on these foundations, the research tried to determine how globalization enables the development of young people through the availability of information and the retention of their identity through the development of specific skills (acquiring knowledge and experiences in the family and through education, forming attitudes within a certain social community, developing emotional intelligence, intercultural competence and the achievement of set goals through the development of communication skills). The aim of the paper was to highlight how students perceive the concept of globalization, what elements it encompasses, in what ways do students find all the necessary information for their personal growth and professional development, and what the advantages and disadvantages of globalization processes are.

### *II.3. Research instrument*

The research used primary sources of data collected by the survey method. For the purposes of this paper, a questionnaire was constructed to examine students' attitudes as a basic research instrument. The data was collected directly from the students through personal contact, which tried to include as many respondents as possible in the target group of the research. The collected data were processed using a descriptive statistical method and presented in the form of graphs and tables.

III. Results and discussion

Given that the questionnaire was constructed and divided into five main parts, the research results are presented according to certain characteristics. Socio-demographic data indicated information related to gender, where 58% of females and 42% of males filled out the questionnaire. Furthermore, in order to determine the type of secondary school education of the respondents, the answers received referred to professions such as economist, tourism-hotel salesperson, electrical technician, completed natural science, general and classical high school, hospitality and tourism school, computer technician, administrative clerk, mechanical engineering computer technician, technician for electrical machines with applied computing, technician for mechatronics, beautician, etc. This information was used to gain insight into previously acquired knowledge and skills and the possibility of prior knowledge about globalization. It was also interesting to see which study courses students are currently attending because of the insight into the courses (Intercultural Aspects of Management/Entrepreneurship, Intercultural Components of Tourism, Intercultural Communication...) which they take, which may concern globalization.

Figure 1. Enrolled study course at Virovitica University of Applied Sciences
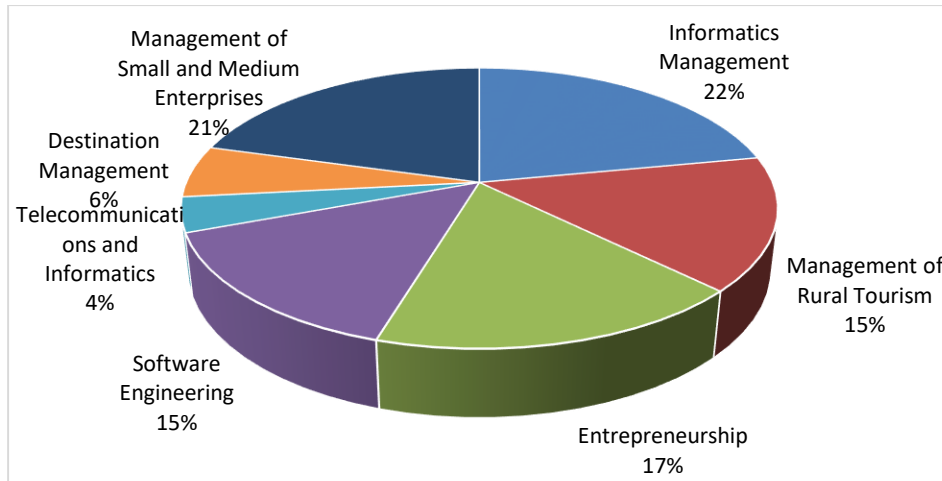
The second group of questions included knowledge about the concept of globalization and what its basic aspects of action are. The research confirmed that the vast majority of respondents declared that they are familiar with the concept of globalization (132/150 respondents), which is also confirmed by the statements made by the respondents about the concept of globalization (the process of connecting the world, changes occurring on a global level, modern progress of humanity, influence on population, economy, development of technology and science, observation of the world in a global sense, creation of a new world order, preservation of the environment, flow of information, no borders, improvement of living conditions, creation of a unique culture, etc.). In order to confirm the students' perception of globalization, certain answers were offered regarding what globalization has brought, the results of which can be seen in the following graph (Figure 2). As is shown, the research results of this paper and the research of Ivić and Šoštarić (2016) are very similar in the sense that students perceive globalization through the benefits it brings, but also through negative implications.

Figure 2. Contribution of globalization processes according to students' perception
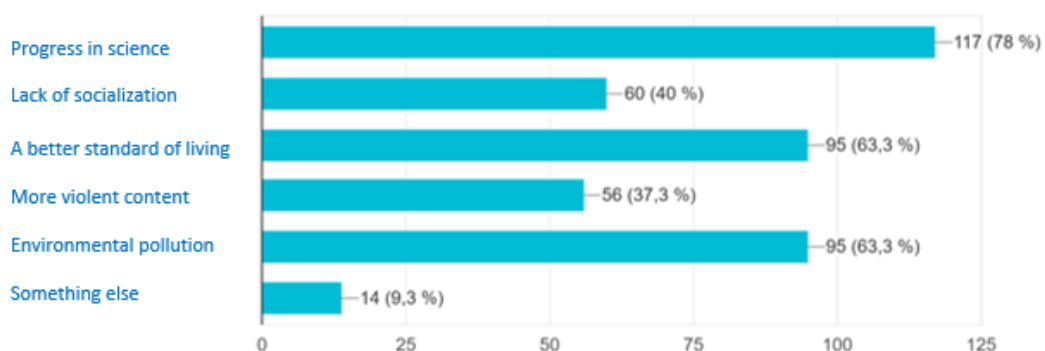
Answers were also offered regarding what globalization can bring in the future. Given that respondents had the option of multiple answers, the results of the most frequently chosen ones are shown in the following graph (Figure 3).

Figure 3. Possibilities of globalization processes for the future according to students' perception
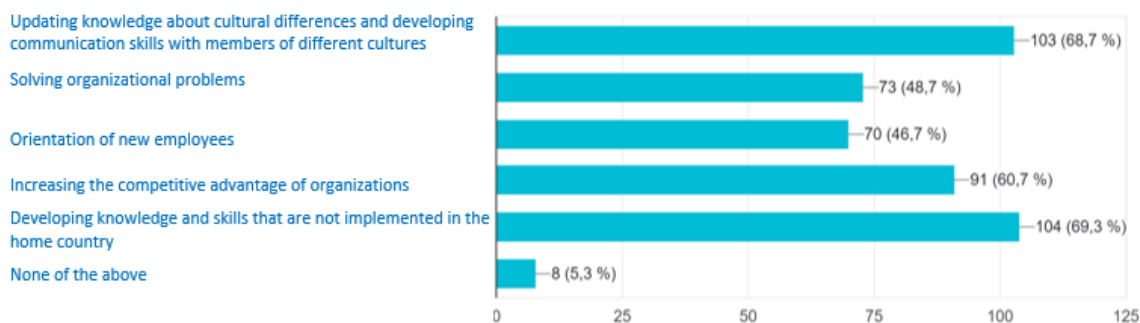
Considering the implications of globalization in different areas of human activity, it is important to highlight the basic dimensions of globalization, which, according to Bedeković (2010), are divided into economic, political, cultural, demographic and social dimensions. On this track, by observing separately each dimension of globalization and its elements, it can be highlighted that the respondents gave the following reflections. Regarding the economic dimension of globalization, they point out that they mostly encountered elements such as the increase in trade and investment (68%), the creation of a world global market (66%), the globalization of the financial market (53.3%), increased financial flows (47.3%) and spatial and temporal business continuity (41.3%). In the context of the creation of a global world market, Croatia's entry into the European Union should not be ignored, and in this regard, students' perception is that European funds and Schengen, an increase in the standard of living, better market cooperation with other countries, easier import and export, various investments and security are just some of the benefits that have emerged from that relationship. On the other hand, the disadvantages highlighted by the respondents mainly relate to the loss of tradition and identity, currency changes, rules and laws that are necessary for entry into the EU and limit the entering country, sudden technological progress that not everyone can adapt to, weak protection of domestic producers, rising prices, migration, terrorism, etc. The respondents have a similar way of thinking on what the biggest advantage of globalization is (technological progress, the connectedness of the world, the spread of knowledge, the Internet, the rapid flow of information, the development of society and the quality of life, the exchange of products and services on the market and reduction of prejudices) or what is the negative side of globalization (environmental pollution, loss of sovereignty, black market, lack of socialization and non-tolerance, poverty, terrorism). As for looking at certain dimensions of globalization, it is interesting that the respondents believe that the political (56%), social (83.3%) and cultural (57.3%) dimensions of globalization present a positive direction for the development of society and the area. Regarding the ecological dimension of globalization, students believe that the following elements have the greatest influence: pollution (68.7%), warming of the earth's atmosphere (50.7%), extinction of plant and animal species (44.7%) and toxic waste (32%). When asked about the demographic dimension of globalization, students pointed out that it had the greatest impact on global migration (57.3%), change in cultural identity (38%), increased life expectancy (23.3%), while 28.7% of them pointed out that all elements have a great influence on the development of society and the area.

By measuring students' attitudes and reflections on statements related to globalization

processes using the Likert scale, it can be highlighted that the respondents believe that globalization brings the coexistence of different cultures, opportunities for spreading knowledge, skills and experience, the development of intercultural communication skills, quick access to information and better learning; that technological development has led to the creation of a global culture, but also that globalization has contributed to the destruction of the environment due to the opening of factories in Third World countries. They wholly disagree that they cannot express their cultural identity clearly because of globalization, while they mostly express their indifference to the fact that globalization has brought a lack of socialization, that it destroys the sovereignty of the state, that it encourages the preservation of national cultural heritage, that it encourages understanding of social events at the national level, that it reduces prejudices, encourages intercultural sensitivity, that it results in a drop in health standards, that life in the city is worse for sustainable development, and they are also indecisive about their adaptation to new trends.

The third group of questions was related to how globalization affects the information and education of young people. Since they are young people, the generation of the new modern age imbued with the development of technologies and greater availability of information, the research showed that students (as many as 62.7% of respondents) point out that 80% and more of them use the Internet to gather information. Given that the interviewees are students of Virovitica University of Applied Sciences, it was interesting to see what the channels of information about globalization were. With the option of choosing multiple answers about which channels they use to get information about globalization, students mostly chose the media (78%), followed by universities as educational institutions (60%) and finding information on the Internet (48%). The obtained results are not surprising since it is widely known that electronic means (media, the Internet, social networks...) are the most common and fastest way of sharing information. On the other hand, it is not surprising that there is a high percentage of information about globalization obtained through educational institutions, which have recently increasingly followed contemporary trends on a global level, so it can be said that Virovitica University of Applied Sciences is one of the educational institutions which uses courses (Intercultural Aspects of Management/Entrepreneurship, Intercultural Components of Tourism, Intercultural Communication...) to inform and make the student population aware of globalization processes in its study courses. Students also rated highly (52.7% gave a score of 5, and 36% of respondents gave a score of 4) the impact of technology on learning methods, and they were of the opinion (82.7% of respondents) that today, as a result of globalization processes, there is a higher percentage of educated people. On this track, the research sought to determine the students' perception of the purpose of learning and spreading knowledge.

The results showed that students believe that by learning and expanding knowledge they develop new skills and competences, better information and orientation is enabled, they create their own identity, enrich vocabulary, it is easier to get hired, achieve diversity of thinking, development of the social community, competitiveness and easier adaptation to future changes. Since the economic dimension of globalization also affects students included in the research, it can be pointed out that respondents believe that globalization has made studying and acquiring knowledge financially easier through the great availability of scholarships, the increased number of higher education institutions and study programs through which education

for all people was made possible, the availability of literature, etc. As many as 80% of respondents believe that people's financial literacy is also higher due to the development of globalization. Since globalization encourages the processes of connectedness and interaction of multicultural societies, as Hudolin (2018) states, there is an increasing need for greater knowledge of foreign languages, and language learning is considered part of global politics. On this track, the respondents declared that they mostly use the English language (132/150 respondents speak and write in English), 88/150 respondents understand German within certain limits, and they mostly do not understand other foreign languages. When asked about the contribution of technology to learning, the following graph (Figure 4) shows how students significantly (52.7%) point out that technology has changed their way of learning.

Figure 4. Contribution of technology to the learning process
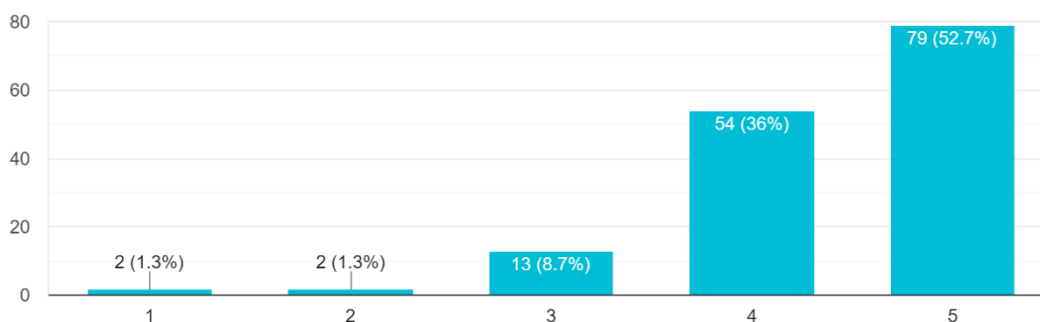
Considering that one of the aims of this paper is to establish ways of how young people access information, it can be highlighted that students, for example, mostly seek and obtain information about a bank account through mobile applications (84.7%), the Internet (41.3%), which was made easier by development of information and communication technologies on a global level.

The fourth group of research data was related to the role of globalization in the habits of the respondents. The research can confirm that the students' perception is that it is easier and faster to use the Internet (84%) than a book to remember or search for information when solving certain tasks. It can also be pointed out that students believe that too much availability of information can be negative for students precisely because of the large amount of information and contradictory and incorrect information distracting attention. Although globalization has made it possible to better connect people through various technological achievements, it is pleasing to know that students prefer live communication with friends, colleagues and co-workers, and they point out that the development of technology has violated people's privacy (78%) to a large extent.

The last group of questions touched on their educational environment, where respondents showed a positive attitude towards globalization processes and how Virovitica University of Applied Sciences informs and educates them about globalization. The students pointed out that the university adapts learning and teaching methods to a more modern approach to the needs of students, through certain courses it trains them on what globalization is and how it affects the environment, but evaluating these statements with an average rating, it can be concluded that there is room for improvement. It is interesting that the students pointed out that lectures, field teaching, professional practice and the Erasmus program can contribute

the most to education about globalization. As a proposal for improvement, they emphasized the introduction of additional workshops on the impact of globalization and solving certain contemporary issues.

III.1. Limitations of research

Regarding the limitations of the research for the purposes of writing this paper, it can be said that the main disadvantage of this research is precisely the target group, which does not provide a complete picture of young people and the impact of globalization processes on their growth and development. One of the limitations when collecting data was certainly the lack of interest of students of a certain study program in completing the questionnaire. Also, which is one of the characteristics of the questionnaire, is that some respondents tended to give dishonest answers which can lead the assessment of the situation and perception in the wrong direction. Although the research tried to get as much information as possible about the attitudes of the students, a countereffect was achieved with the respondents due to the amount of questions in the questionnaire. Furthermore, it can be pointed out that one of the limitations is the awareness of young people about the presence of globalization processes, as well as the fact that they have heard about globalization, but have not analyzed it, they are not informed and educated about what globalization is, how it affects all spheres of life and what it implies.

III.2. Recommendations for future research

Based on the disadvantage of the research, certain recommendations can be made to improve future analyses. One of them is to expand the group of respondents in order to get a more comprehensive picture of students' perception of the globalization process. It would be interesting to observe the results of young people who are not influenced (in the educational sense) by information about globalization. This could include young people who attend primary and secondary school, who have completed their education and the like. Furthermore, the focus of the analysis and examination of respondents' perception of globalization should be delimited according to certain areas of interest, rather than looking at the global, which points to a lack of attention of the respondents. Also, a recommendation for further research can be the introduction of additional workshops and trainings on globalization and its aspects, and upon the completion of the same, the implementation of an analysis in such a way as to examine the participants of the workshops and trainings. This could confirm their greater awareness of the importance of considering all globalization processes.

CONCLUSIONS

Globalization has brought with it negative and positive effects, many scientists (Lazibat & Kolaković, 2004; Bedeković, 2010; Friedman, 2012; Matovinović, 2021; and others) are trying to comprehend how its negative effects can be reduced and the positive ones increased. With the arrival of globalization comes unlimited amount of information which is available to everyone. The task of educational institutions is to encourage young people through their work and transfer of knowledge to think about the steps to create a community which thinks about its own needs and the needs of future generations (Kadlec & Leko Šimić, 2021). Although today's students can easily get information and find out information about everything, it is

important to encourage discussions to include those who do not think enough about how much one step affects the world. The aim of this paper was to obtain data on the knowledge of students of Virovitica University of Applied Sciences about globalization and its components.

Students' perception of the concept of globalization is that globalization is a process which brings many benefits (Lazibat &Kolaković, 2004) and facilitates a better standard of living and quality of life, as well as progress in science and education. Unfortunately, globalization processes affect all people with increased environmental pollution and a lack of socialization (Lazibat &Kolaković, 2004). The students' perception is not surprising since all spheres of human activity confirm the advantages and disadvantages that globalization brings. It is common knowledge that technological progress (Matovinović, 2021) facilitates the implementation of certain activities and enables a faster and easier flow of information as well as other resources. The research also showed that the opinion of the respondents is that information, literature and facilitated methods of learning and knowledge flow are more accessible to students through digitalization and information and communication achievements, and financial resources are more available for acquiring knowledge and realizing personal projects. This is precisely one of the great advantages of globalization, because through its spectrum it provides support in the growth and development of student skills and knowledge. Higher education institutions are also on this track, for they strive to enable the acquisition of additional knowledge and skills so that young people can be educated, informed and ready to react to changes in the environment. The availability of a large amount of information (Matovinović, 2021) allows students to develop according to their own interests, but also makes it difficult for them to judge good and bad information and broadcast intentions. Given that the students pointed out that over 80% of information is sought on the Internet and social networks, as well as the fact that most young people communicate virtually, it can be said that they are enabled to acquire intercultural competences and communication skills, which can be good if the foundations are laid through education or information within certain social communities.

Based on the obtained data, it can be seen that globalization has greatly influenced the way the teaching process is carried out and the way of obtaining additional knowledge. The data shows how quickly information is obtained and how a student today will rather use technology to get information than any other resource. The respondents pointed out that because of technology, they have changed the way they learn, which is indicative of the need to adjust teaching which will include more technological aids. Also, although globalization has expanded the possibilities of studying outside the home country, students still do not use enough mobility and do not show interest in education at other educational institutions, the reason for this can be assumed to be financial, as well as a consequence of fear of a foreign language.

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