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## The Value of Knowledge in the Age of Globalization Challenges: Philosophical and Intellectual Context

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**Abstract:** Modern globalization processes are changing the perception and definition paradigm of the role of acquired knowledge in society. Based on new challenges, new ideas about this category are being formed. The **purpose of the** article is to determine the philosophical and intellectual contexts of the knowledge value in the context of modern globalization challenges based on a study of scientific literature. The object of the **study is the** knowledge phenomenon in philosophical, intellectual and educational discourses. The work is based on the use of **theoretical** research **methods:** analysis, synthesis, abstraction, comparativism. The methodology is also based on the principles of objectivity, criticality, and tolerance. Particularly, in order to broadly cover theoretical ideas about the essence of knowledge in the modern era, 50 positions of scientific literature, works of modern intellectuals and philosophers were analysed. The **results** consider globalization challenges to the modern system of knowledge acquisition and its value, trace the possibilities of using artificial intelligence for study and research, and explore the use of digital tools in order to improve the perception of information and knowledge. Particular attention is paid to the impact of globalisation on the modern knowledge system. Namely, it is determined that current changes in the labour market dictate new requirements for the knowledge formation. Traditional forms of education are being replaced by independent and non-formal learning, which are supported by self-motivation and the need to meet the expectations of employers. The author emphasises the relevance and further evolution of lifelong learning, the use and

deepening of the integration of knowledge acquisition and digital information technologies. It is proposed that these vectors are adequate responses to globalisation challenges. The theoretical significance of the study lies in the attempts to predict the main vectors of knowledge development and systems of its acquisition in the future through the prism of philosophical and intellectual discourses. The **practical significance of the work** is to substantiate the effectiveness of non-degree education as a methodology for acquiring knowledge in the future. The **conclusions** note that the phenomenon of knowledge in the modern paradigm of globalisation processes is gaining new meaning and content, emphasising the role of knowledge in the system of uncontested educational trends. At the same time, in addition to summarising the main results, the conclusions also draw attention to the fact that the problematic point in determining the role of knowledge is the creation of artificial barriers to its dissemination.

**Keywords:** knowledge, globalisation, anti-globalisation, digitalisation, labour market.

## **Introduction**

In the era of globalisation, the knowledge becomes increasingly important as it is the key to success in various fields of activity, including business, science, technology, culture and politics. The value of knowledge lies in its ability to provide people and companies with innovative solutions and competitive advantages in the market. One of the key challenges of globalisation is the need to adapt to dynamic changes where knowledge becomes obsolete quickly (Chaudhri et al., 2022). In such an environment, the axiological value of knowledge lies in its relevance and the ability to quickly update and adapt it to new realities. Humanitarian and technical values are gaining new integral foundations. The formation of a separate system of established values, updated as a result of globalisation, requires a certain revision of philosophical and intellectual guidelines. The significance of axiological paradigms for individual societies will continue to be of particular relevance, as it will lead to the search for new development benchmarks (Do, 2022). Therefore, it is quite appropriate to analyse the value of knowledge in view of the transformation of social awareness and its combination with modern philosophical and intellectual vectors of development.

The relevance of the proposed study also lies in attempts to define the role of digitalisation in learning from the point of view of philosophical understanding. It is particularly important to analyse the ideas about the cognitive capabilities of artificial intelligence and, consequently, its use in education (university or independently).

### *Research Problem*

The main problem that needs to be addressed is the definition of the current role of knowledge and its impact on social processes in the near future. The dynamism with which changes in the functioning of the information society are being implemented determines the modern forms of knowledge acquisition and education. The introduction of distance learning has demonstrated its high efficiency in use, which is identical to traditional learning. The very fact of active use of digital technologies demonstrates the possibilities of a new look at educational paradigms, ways to improve them, etc. Acquiring knowledge in the modern world is also associated with self-education, the use of lifelong learning, and other innovative methods that have not yet received a proper philosophical or intellectual assessment. These elements, when examined in detail, will allow the determination of the further integration of knowledge, technological capabilities (particularly, AI), and philosophical concepts to understand the prospects and dangers of such a combination.

## *Research Focus*

The study focuses on the possibilities of transforming philosophical and intellectual visions of knowledge development in the future. This process will include several components, including determining the current state of digitalisation and its impact on learning, outlining innovative methods of acquiring knowledge, opportunities for self-education, learning using AI, etc. It is difficult to cover the entire range of possible know-how in the field of knowledge acquisition today, as technologies are developing quite rapidly and may be completely different in a few years. However, the formation of philosophical vectors for understanding this process is quite obvious and in demand, because the prognostic functions of philosophical knowledge, the outline of futurological elements are available at the level of hypotheses and their theoretical confirmation based on theoretical analysis.

## *Research Aim and Research Questions*

The purpose of the article is to determine, based on a study of scientific literature, the philosophical and intellectual contexts of the knowledge value in the context of modern globalisation challenges. The realisation of this goal will require a gradual consideration of individual tasks. First of all, it is about considering globalisation challenges for the modern system of knowledge acquisition and its value, analysing the possibilities of artificial intelligence in study and research, and turning to digital tools in order to improve the perception of information and knowledge.

## **Theoretical Overview**

### **Theoretical basis for studying the role of knowledge: the category of knowledge in philosophical and scientific discourse**

The general theoretical framework in the role of knowledge consideration in the era of globalisation through the prism of modern perspectives should be rich. At the same time, it should be based on the accepted concepts of cognitive sciences, philosophical epistemology, history of science, anthropology, etc. However, no existing academic disciplines have all the important tools needed to understand this issue. Therefore, the focus is on the analysis of interdisciplinary works.

Contemporary researchers have tried to substantiate the content of knowledge through the prism of philosophical understanding. According to Renn (2020a), the concept of knowledge is “the ability of an individual, group, or society to solve problems and anticipate necessary actions” (p. 251). Thus, according to this author, the knowledge serves as a potential for problem solving. According to other authors (Brice, 2022; Joas, Krämer & Nickelsen (2019), the knowledge is a special form of human mastery of objects, particularly, the inseparable subject of the world. For this reason, it is important to explain the philosophical concept of “form”. According to Joas et al. (2019), along with categories, the concept of form, matter, and the concept of content appear in philosophy. The form is understood as what a thing, an object, represents. It is about the certainty of the object, its characteristics that distinguish it from others (Bolinska & Martin, 2021). At the same time, a different concept from form is the matter, which means the quality of which an object is composed.

Therefore, when scientists explain the concept of knowledge as a category of form, they consider it not as a matter, but rather as a form that has its own inherent characteristics. The separation of form from matter in the process of cognition and was recognised by the Greek thinker Plato, who opposed the world of ideas to the world of things (Plato & Jowett, 2018). The study by Plato & Jowett (2018) presents the main concepts of thinking of ancient philosophers. This work notes that in Plato's world of ideas, knowledge had a special place. At the same time, things in this concept were seen as derivative,

secondary to the world of ideas. This theory of Plato's opposition between knowledge (ideas) and objects is supported by many contemporary philosophers.

Musiał-Kidawa (2020), studying the peculiarities of the relationship between science, knowledge, and philosophy, argues that an independent person is based on the independence of knowledge. This allows the latter to withstand the chaos of changing globalisation. Karimov et al. (2022) present the importance of knowledge in the context of intercultural philosophical approaches. The authors analysed the mechanisms of correlation and mutual influence of intercultural discourses through the prism of comparative philosophy and cultural synthesis. Shpachynskiy & Huliamaova (2021) present an analysis of the categories of cognition and knowledge in the outline of philosophical interpretation. Shpachynskiy & Huliamaova (2021) understand the knowledge as a specific form of spiritual development of the results of cognition, processes of depicting reality, which are determined by the understanding of their truth. Thus, through the prism of mastering the results of cognition, an individual acquires new knowledge.

Consequently, in modern research, the concept of knowledge is explained as an ability (Renn, 2020a), as a form of human mastery of subject reality (Brice, 2022), or as a form of spiritual assimilation of knowledge (Shpachynskiy & Huliamaova, 2021). These definitions and explanations are not definitive. To summarise these concepts, it is believed that knowledge is a form of mastering the results of human activity and cognition, acquired through daily experience, education, or special ways of exploring the world.

### **Globalisation, science, knowledge: an overview of contemporary futurological studies**

The problem of knowledge transformation in the context of global changes and challenges has been of interest to many contemporary thinkers. Particularly, Renn (2020) considers that it is now important to “reconfigure the science in order to meet the challenges of humanity” (p. 408). Although this concept is not entirely new, the scientist sees his position as “a revival of the early modern alliance between science and the desire to change humanity's relationship to the world” (p. 408).

Many contemporary scholars have developed concepts of the impact of globalisation on education. Namely, Fairuz (2018) in his study titled “Education globalisation or the globalisation of education” explored the relationship between globalisation and educational transformations. The criticism of traditional education through the prism of analysing the progressive concept of John Dewey is presented in Do (2022). The problem of improving the process of knowledge acquisition is highlighted in Poutanen (2022). At the same time, Ferschli et al. (2021) characterised the importance of digitalisation changes in the system of transformation of social institutions of humanity. A similar problem is presented in Ghazy, Ghoneim & Lang (2022) and Porokhovskiy (2019). Separately, Bilyaze (2022) characterised the economic aspect of globalisation. On the other hand, Skare & Riberio Soriano (2021) demonstrated how globalisation processes affect the adoption of modern digital technologies. Feldstein (2021) studied the impact of artificial intelligence on the development of human mental structures. The representation of the concept of knowledge in the artificial intelligence system is described by Sharma & Garg (2021). At the same time, Diaz Milian & Bhattacharyya (2023) refer to the paternalistic capabilities of artificial intelligence. The role of AI technologies in the development of education, and thus the process of cognition, is analysed in Zhang & Aslan (2021).

Vež López (2018) developed a mechanism for the impact of globalisation education on the process of knowledge acquisition by national minorities. This researcher considers that modern social, economic, and technological factors are important in the process of “denying local and regional cultural identity”. In addition, according to Dalimartha & Sara (2021), current trend changes are influencing minority representatives to find the dominant culture more attractive. The peculiarities of the

development of such a cultural crisis through the prism of social transformation are highlighted in a number of modern studies (Krieger, 2020). On the other hand, Johansson (2022) developed the concept of the impact of multiculturalism on the development of modern social sectors through the prism of current challenges analysis. The peculiarities of the formation of globalising international relations are presented in Asatryan & Kalpakian (2021). The problem of developing the education of the future is presented in the study by Devadze, Gechbaia & Gvarishvili (2022). At the same time, Waseem (2022) traced the importance of knowledge in the globalised era. Wojciech et al. (2021) studied the problem of transforming university education through the prism of analysing current global challenges.

Contemporary philosophical theories concerning the understanding the future (transhumanism, posthumanism) define the important role of knowledge in the context of modern globalisation and technological progress. The influence of posthumanist ideas on the transformation of modern higher education is highlighted in the works of Gourlay (2020); Cargas, (2019). Modern posthumanist concepts of knowledge are aimed at the “internal expansion” of *Anthropos* (in the traditional explanation - man) (Llamas Covarrubias, 2020). They deny the superiority of the “human”. In addition, the main focus of posthumanists is also on the problem of liberation of the oppressed. At the same time, transhumanists develop the hypothesis of unquestioning faith in technological knowledge (MalapiNelson-, 2019). Contemporary proponents and researchers of this theory argue that people who are free from nature have the right to lose themselves in natural mechanisms and processes and to influence them (Dovhan, & Mikhailina, 2021; Goodley, 2020). At the same time, any limiting factors (moral or ethical) are unnecessary and do not prohibit interfering with human nature, giving them special opportunities to develop their own knowledge (Guerreiro et al., 2021; MalapiNelson-, 2019; Tamborini, 2020) The problem of using modern technologies is also highlighted in Denning & Lewis (2020). It should be noted that the ethical and theoretical aspects of knowledge development through the prism of transhumanism are presented in Osiński (2021). Yushkevych (2019) conducted a socio-philosophical analysis of the modern information society. Stephanidis & Antona (2022) characterised the features of universal access to knowledge of the information society.

At the same time, Behera (2021) presents a different concept: the scientist explores the impact of de-globalisation processes on knowledge development. The researcher considers that although globalisation has brought humanity closer together through the exchange of knowledge and practices, the progress of knowledge dissemination has not been reflected in the process of expanding the places and mechanisms of knowledge production. Therefore, his work highlights the significance of de-globalisation in the formation of new and different ways of knowledge emergence through the prism of the intellectual history of international relations.

For this study, the theories and hypotheses of Kaku (2019) are important. There the scientist presents the future of humanity through the prism of transforming the meaning of education, human knowledge and technological capabilities. In the study titled “The Future of the Mind” by Kaku (2014), the researcher describes the importance of technology for the development of the human mind. The latest best scientific achievements are characterised in Kaku & Green (2020).

## **Research Methodology**

### *General Background*

To achieve the purpose of the study, theoretical methods of pedagogical cognition, such as analysis and synthesis, were used. The analytical principle was used in order to determine the current state of knowledge understanding in the scientific literature, to describe the content of the main concepts and predictions of the further evolution of this category, methods of their acquisition, assimilation and improvement, as well as motivation for the search for further knowledge. The study is also based on the

method of abstraction, which involves the transition of the analysis from general theoretical positions to the formation of specific recommendations and generalisations. In addition, the comparative method was used for comparative analysis, which allowed the identification of controversial points in current ideas about the role of knowledge and its transformation in the future.

The article investigates the issues of further introduction of digital technologies and lifelong learning (as effective methods of knowledge acquisition) using the prognostic method. The article is also based on the principles of objectivity, criticality and tolerance.

## **Research Results**

### **Globalization of the knowledge system at the present stage**

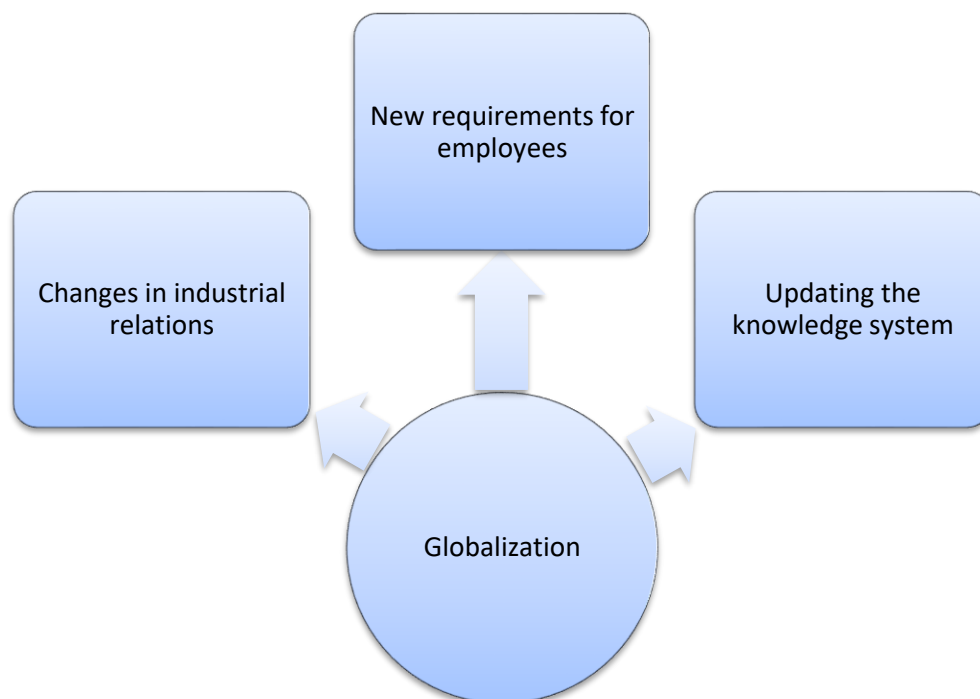
The globalised world, which focuses on information resources, creates certain rules for cultural and educational interaction (Renn, 2020a). Contemporary cultural processes are associated with several major achievements: the formation of new global infrastructures of unprecedented scale, which provide tangible opportunities for cultural cross-border diffusion and rapid cultural exchange and communication at all levels; the spread of mass culture (primarily European and American); the formation of multinational entities owning the achievements of the cultural market, as well as cultural heritage objects; fundamental transformations in the geography of global cultural contacts (Yushkev Some researchers explain the interpenetration of cultures as a consequence of globalisation through the prism of hybridisation. This phenomenon is aimed at forming renewed hybrid forms of cooperation and causes the reorganisation of social spaces (Renn, 2020a). Based on this position, cultural hybridisation can be defined as the ways in which certain cultural forms are separated from established practices and recombined with renewed forms in new circumstances and environments (Goodley, 2020). The results of such activities are the emergence of new types of organisations: transnational, macro-regional, micro-regional, local, etc. Together, these concepts can be characterised as a global world.

According to scholars, the global world can be imagined as a system of interconnected countries, economic systems, societies, ideologies, and cultures. To explain the processes of interaction, researchers use the concepts of “world-system” and “world-economy” (Vez López, 2018). The basis for the concept of “world-economy” is not only a set of economic and global ties, but also a system that connects international factors, the leading roles among which belong to the most powerful countries (Bilyaze, 2022). At the same time, the main distinctive characteristics of the “world-system” are the global organisation of production, the increasing number and economic importance of transnational corporations, the internationalisation of the labour market, the financial market, the limitation of state intervention in the regulation of financial and economic activities, etc. An important manifestation of the globalisation of the world economy is the special requirements for the labour market and their qualifications.

Neoliberal transformations in modern economic life, which began in the second half of the 1970s, have led to the global spread of the free market and the limitation of government control over economic processes (Denning & Lewis, 2020). The widespread practice of privatisation and the withdrawal of public administration from the economic sector led to the gradual decline of large, centralised production complexes, which were characterised by stability, clear professional qualifications, stable wages, and social protection of staff (Porokhovskiy, 2019). As a result of this process, the working conditions of many people have changed, and the information society has reassessed medical, insurance, and pension provision, as well as the circumstances of obtaining education (Renn, 2020b) and finding a job (Mishra et al., 2020). The further evolution of new organisational forms will also lead to changes in the role of knowledge in social development (see Fig. 1).

**Figure 1**

*Scheme of the globalisation impact on the role of knowledge in society*



Source: author(s) own development

According to the well-known futurist Kaku (2019), the main change that will affect the nature of knowledge in the future will be that it will no longer need to be memorised. Thanks to transformations in education (abandonment of traditional control measures and organisation of training), there will be no need to memorise large amounts of information, much of which will not be used in the future and may not be needed in the workplace at all. The scientist sees the development of critical thinking, creativity, and the ability to make arguments and make the right decisions as a potential vector for channelling the freed-up reserves. As a result, the system of knowledge acquisition will also undergo changes (Kaku, 2014). Learning will be concentrated mainly in the online mode, with virtual higher education institutions continuing to exist. At the same time, traditional lectures and seminars (as elements on the path to knowledge acquisition) will completely give way to independent scientific and educational research by students in their quest to acquire knowledge of interest for their chosen specialty. The intervention of teachers in the educational process will be minimal and will also be transferred to a remote mode. The importance of diplomas will lose its relevance, as education and the acquisition of the necessary knowledge will continue to be open-ended and will become lifelong learning, which is already actively used in many European and American universities. Students' knowledge can be assessed by independent assessment and certification centres, where students will demonstrate their knowledge and skills in the public domain (Kaku & Green, 2020). Higher education institutions are transforming into service providers who will be removed from the evaluation of these educational services. For example, Kaku (2019) cites the organisation of the higher education system in the United States, Canada, Japan, and European countries, which partially use portfolios - in the process of acquiring knowledge, students form their own set of papers, certificates, and diplomas that demonstrate their achievements. Obviously, intellectual baggage will play a leading role in the future when applying for a job, obtaining relevant qualifications, self-development, etc. (Kaku, 2014).

The conclusions of Kaku (2019) are generally agreed by other researchers who identify additional components of the role of knowledge in the future (Gourlay, 2020; Brice, 2022; Devadze et al., 2022; Johansson, 2022). Particular emphasis is placed on lifelong learning (or lifelong education) (Suri & Chandra, 2021; Wojciech et al., 2021). Researchers recognise that the process of acquiring knowledge, skills, and competencies can be considered essential for development and success in life (Waseem, 2022). However, education does not end with a diploma or qualification (Plato & Jowett, 2018). Given the rapid changes in technology and labour markets, lifelong learning and development are becoming increasingly important. The value of lifelong learning is that it helps people to remain competitive in the labour market (Poutanen, 2022). Continuing education and the development of new skills allows people to be prepared for changes in society and the labour market. Lifelong learning also helps to develop new interests and abilities. For example, a person can start learning a new language, art, science or technology after completing basic education. This can open up new opportunities for career development, personal growth, and life satisfaction.

Lifelong learning also increases the level of culture and education in society as a whole. It helps people to be more knowledgeable and better understand the world around them, which in turn contributes to a better quality of life in general (Krieger, 2020; Dalimartha & Sara, 2021; Dovhan, & Mikhailina, 2021). Thus, lifelong learning is of great value to individuals, society, and the economy as a whole (Karimov et al., 2022). It helps people to remain competitive, develop new skills and abilities, and increase their level of knowledge multiplied by life experience. As a result, additional knowledge is generated, which will have an added value when building one's own professional trajectory.

### **Knowledge as a component of self-education through the prism of philosophical understanding of the future**

Globalisation, which includes the integration of economic and cultural spaces, has made international educational initiatives very important. In order for professional communities from different countries to integrate further, mobility programs need to be expanded (Malapi- Nelson, 2019). In the future, robotisation will cause significant changes in the work environment, as some professions will become redundant. In addition, during the quarantine, it turned out that information and communication technologies are the most effective means of overcoming the crisis (Skare & Riberio Soriano, 2021). Therefore, with the possible dominance of lifelong learning and the inevitable transformations in higher education in general, the process of acquiring new knowledge will become important not only for students themselves but also for everyone else. Such independence in choosing educational trajectories is already partially used. In many countries, academic mobility programs and opportunities for crediting non-formal education results allow students to choose their own opportunities to acquire knowledge at the formal level (Tamborini, 2020). In addition, the process of self-education may undergo significant changes in the future, as technology and access to information become more accessible and convenient for people. Here are some possible trends that may affect self-education in the future:

1. Expanding access to online resources (Joas et al., 2019; Stephanidis & Antona, 2022). Modern Internet capabilities are becoming increasingly widespread and accessible, allowing learners to obtain knowledge from anywhere in the world. Thanks to online courses and webinars, people can learn new skills and develop at their own pace. This does not contradict the principles of lifelong learning. On the contrary, the digitalisation of education in general makes it possible to make full use of the potential of lifelong learning, respond to the challenges of our time, and fill in the gaps in awareness with fresh knowledge.

2. Further development of interactive interface technologies (Ferschli et al., 2021). Technologies such as virtual and augmented reality can help students experience a more realistic environment and have a more interactive learning involvement. This is also true for many simulators, for example, in the medical field, where the use of modern technology enables knowledge acquisition in a safe way for patients.

3. Increasing the share of individual knowledge acquisition (Fairuz, 2018; Musiał-Kidawa, 2020). In the future, self-education can be more individualised, taking into account the unique needs and level of knowledge of each person. This may help to better respond to individual needs to acquire relevant or necessary basic knowledge.

4. Researchers have found that it is difficult for students to maintain their motivation to learn when they switch to distance learning via the Internet (Kirac et al., 2022). To stimulate interest in learning, it is proposed to use competitive elements that would make them more diligent in completing their learning tasks. At the same time, in the future, knowledge seekers will have to determine their own motivational component. Particularly, it is a direct interest in deepening knowledge, as this will determine opportunities for career growth, improving their own professional capabilities, etc. Therefore, from the point of view of philosophical and motivational discourse, the issues of motivation and self-motivation should not exist in the future. Individual trajectories of knowledge acquisition will depend on personal decisions.

The role of Artificial Intelligence (AI) in the acquisition of knowledge of the future may significantly increase (Cargas, 2019; Feldstein, 2021). One of the main advantages of AI is its ability to process and analyse large amounts of data quickly and efficiently. This can help students and professors, anyone who wants to deepen their knowledge in a variety of tasks, from preparing for classes to conducting research and analysing results. Moreover, AI can be useful for personalising the learning process (Sharma & Garg, 2021; Diaz Milian & Bhattacharyya, 2023). In particular, data mining systems can help to identify the individual needs and learning style of each student, as well as select the best materials and teaching methods for each particular student. AI can also be useful for improving the quality of learning and knowledge assessment. For example, using AI to automate the checking of papers and tests can reduce the risk of human error and increase the accuracy of assessment (Zhang & Aslan, 2021). So, it can be said that AI can play an important role in the future of knowledge acquisition by helping students and teachers to learn and assess knowledge in a more efficient and personalised way. However, it is important to take into account the ethical and social aspects of using AI in the educational process and ensure the security and protection of personal data. For this reason, the acquisition of relevant digital competencies will be prominent in the future knowledge paradigm.

## **Discussion**

The development of knowledge in the future is primarily assessed in terms of the progressive paradigm (Kaku, 2014; Kaku, 2019). In fact, the negative elements of the development of the present are much less appreciated by researchers. For example, forecasting analysts distinguish at least three types of future development scenarios: normative, exploratory, and unpredictable (Kedar & Hon, 2020; Tan, 2021; Osiński, 2021). The exploratory scenario is open due to indicative development forecasts. It contains answers to the question “what can happen?” The normative scenario is related to the already gained experience and the preliminary definitions obtained. This type of scenario answers the question “what should happen?” At the same time, future development may have an unpredictable scenario, the results of which are difficult to determine unambiguously. Contingency scenarios can take into account nonlinear development to analyse the impact on society. This aspect is often ignored in futurological forecasts and the belief of researchers and intellectuals in the progress and gradual development of

humanity. The global COVID-19 pandemic, which could not have been foreseen even in 2018, has caused a serious crisis in the world (Guerreiro et al., 2021). However, quarantine restrictions have demonstrated the viability of distance and non-formal learning, which have become important sources of knowledge. It is possible that further transformations in the global dimension will also become relevant challenges for knowledge in the future.

Specifically, globalisation processes aimed at subjugating the interests of other countries and peoples of the world have given rise to anti-globalisation. Its supporters seek to preserve the identity of various participants in these processes. Anti-globalisation movements reflect the contradictions arising from the globalisation of humanity (Asatryan & Kalpakian, 2021; Bolinska & Martin, 2021). In the countries of Eastern Europe, Central Asia, North Africa, and Latin America, anti-globalisation has become a part of culture and social life. Some scholars propose to identify the prospects of globalisation and its opponents through sociological analysis. The term “glocalisation”, coined by R. Robertson in 1992 (Llamas Covarrubias, 2020), is used to describe the dialectically opposite phenomenon of globalisation, which manifests itself in the desire to preserve the value and normative foundations of national culture.

The phenomenon of anti-globalisation of knowledge has emerged, an approach to learning and education that aims to preserve and develop local knowledge, cultural traditions, and other aspects of national identity in a globalising world. This approach considers that globalisation can lead to the destruction of cultural diversity and the erosion of local knowledge, and therefore seeks to preserve and improve this knowledge. Anti-globalisation of knowledge aims to support local communities and national cultures, which can be achieved by using local knowledge and traditions in the educational process, as well as by supporting national language and cultural activities. It believes that local knowledge and traditions can be valuable contributions to global dialogue and development, and that their preservation and enhancement can help preserve biodiversity and cultural diversity in the world.

The current manifestation of anti-globalisation in the international arena is the policy of the official Kremlin, which launched aggression against Ukraine in 2014 and occupied the Crimean peninsula, and in 2022 launched a new large-scale invasion. The rhetoric of the Russian authorities has been reduced to a refusal to cooperate with Western democracies, including in the dimension of information exchange. This deliberate step will have negative consequences for Russian society, which is deprived of access to relevant knowledge, but the fact itself demonstrates the possibility of unfolding unpredictable scenarios even within Europe in the 21st century. If the role of the Russian economy in the global economy is small, then possible demarches by China could have extremely negative consequences. Under such conditions, knowledge acquisition may also become glocalised, i.e., divided into sectors along national lines. The possibilities of such a development are poorly understood, as they go against the general development of the idea of the desire to achieve progress and prosperity. As Russian practice shows, the ideas can be reduced to rejection of progress and deliberate destruction of the knowledge system, replacing it with propaganda.

## **Conclusions**

Thus, knowledge in the current paradigm of the globalised world is gaining new meaning and significance. First of all, it is about the impact of the globalised economy on the world community. New requirements for professions create new competencies and the need for constant updating of knowledge, which was not paid enough attention to before. As a result of this process, the tendency to acquire knowledge not so much through university education and obtaining a diploma, but through lifelong learning opportunities is becoming more relevant. This innovative form of knowledge acquisition is actively used in European and American universities. Obviously, it will continue to

improve. The role of forming individual trajectories of knowledge acquisition will also grow, i.e., the influence of independent education will increase together with the proper level of motivation and the use of modern digital technologies, this direction looks promising. At the same time, the political challenges of anti-globalisation are poorly understood and may have a significant impact on the formation of knowledge dissemination policies in the future.

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