



ESSENCE AND PLACE OF COMPARATIVE PEDAGOGY IN THE SYSTEM OF PEDAGOGICAL SCIENCES

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ANNOTATION

In the article, the development stages and new trends of comparative pedagogy in connection with the processes of integration in education are outlined. The tasks of comparative pedagogy to determine the positive and negative aspects of the development of education in different countries, to study the socio-political and economic conditions that determine the occurrence of these phenomena, to determine how it affects the social development of the region and the whole world, and to forecast the consequences of the impact are analyzed.

Key words and phrases: comparative pedagogy, new trend, socio-political, economic conditions, forecast.

INTRODUCTION

The science of education cannot develop in isolation from world experience: like other areas of knowledge and social practice, the sphere of education is subject to general trends and developed patterns. In this regard, it seems relevant to assess the existing teaching experience from the standpoint of modern requirements, rethink it, and find ways to effectively use advanced ideas in domestic teaching practice. One of the possible ways to find such ways is to study foreign pedagogical experience in the field of higher pedagogical education.

Comparative pedagogy is a field of pedagogical science that studies in comparative terms the state, patterns and trends in the development of pedagogical theory and practice in various countries and regions of the world, the correlation of all their general trends, national and regional specifics, identifies ways and forms of mutual enrichment of national educational systems through the use of them of foreign experience.

LITERATURE ANALYSIS AND METHODOLOGY

The term "comparative pedagogy" was first introduced into scientific circulation by the French scientist Marc Antoine Julien in his brochure On the Sketch and



Preliminary Notes to the Work on Comparative Pedagogy (1817), where an analysis of the school and pedagogical experience of France and Switzerland was given. Under this term M.A. Julien understood:

practical activities of institutions involved in the comparative study of methods of education and upbringing;

pedagogical theory is the result of a comparative study of pedagogical practice in different countries.

In addition to the term "comparative pedagogy", others are currently used. In English-speaking countries (USA, Great Britain, Australia, Canada, etc.), the term "comparative education" has become entrenched, in Germany the term "the science of comparing educational systems" has become widespread. As a synonymous concept in the scientific literature, the term "comparative studies" is found (from the Latin Comparare - to compare). In domestic pedagogy, preference is given to the term "comparative pedagogy", since it most adequately reflects the essence of this science. In this regard, the argumentation of the French comparativist A. Wexliar seems to be conclusive, who noted that "although educational systems are compared, the method of comparison always has the character of scientific analysis, in this case pedagogical, which is why the term "comparative pedagogy" is most acceptable."

What is the subject of comparative pedagogy? Attention to this issue is not accidental, since a clear definition of the subject determines one or another direction of research.

American comparativists believe that the subject of comparative pedagogy is the educational systems of various countries of the world in all the variety of their manifestations.

The English scientist N. Hans believes that the main subject of comparative pedagogy as a field of scientific knowledge is the study of factors influencing the development of education systems.

A number of other foreign scientists (G. Noah, B. Holmes and others) are convinced that comparative pedagogy is called upon to play a huge role in determining educational policy and reforming education.

Russian comparativist A.N. Dzhurinsky points out that comparative pedagogy is designed to study education and upbringing in the modern world in comparison, constructing theoretical models.

The author is impressed by the point of view of the American comparativists, who, in our opinion, define the subject of comparative pedagogy the closest and



most accurately. It is educational systems in all the diversity of their manifestations that are the subject of this science.

Central to the discussions is the question of whether comparative pedagogy is an independent scientific discipline or an applied branch of pedagogical knowledge. Scholars are divided. The English scientist N. Hans believes that comparative pedagogy is an independent science. The same point of view is shared by the French scientist A. Veksljar, the Russian comparativist B.L. Wulfson.

Another French specialist, M. Debess, is convinced that comparative pedagogy is part of general pedagogy. The Englishman J. Lowrys insisted that comparative studies are part of the theory of education, analyzing the theory and practice of different countries and cultures.

DISCUSSION

By itself, the comparison of educational systems does not yet mean their registration in the branch of pedagogical science. Only the definition of goals, objectives, research methods, problems turn individual studies into an independent branch of science.

Stages of development of comparative pedagogy

The Encyclopedia of Comparative Pedagogy and National Education Systems (1988) provides the following periodization of the development of comparative pedagogy, proposed by the American comparativists G. Noah and M. Eckstein.

- The first stage in the development of comparative pedagogy is called “pre-scientific”, or the period of travel notes”. It is characterized by the fact that, having returned from wanderings, in oral or written form, travelers told their compatriots about the culture, traditions and customs of other peoples, their system of educating youth.
- The second stage (the first half of the 19th-80s of the 19th century) is associated with the name of M.A. Julien, who was the first among Europeans to point out the importance of collecting information about the education systems of other countries, introduced the term "comparative pedagogy" into scientific circulation, substantiated its tasks and methods. During this period, the practice of studying educational systems in Europe became widespread. Many public figures and teachers studied and described the foreign experience of education (K.D. Ushinsky, L.N. Tolstoy (Russia), M. Arnold (England), etc.). During this period, terminology is developed, attempts are made to outline a range of problems for study.



- The third stage (late 19th - early 20th century) is characterized by the emergence of international organizations involved in comparative pedagogical research. The role of the coordinating center is played by the International Bureau of Education. Specialized periodicals "International Yearbook of Upbringing and Education", "Yearbook of Education" (USA), "International Pedagogical Journal" (Germany) are published. Although research is predominantly descriptive, the circle of scholars involved in comparative pedagogy is steadily growing, the range of problems studied and the list of countries are expanding. In the 1898/99 academic year in the United States, at the Pedagogical College of Columbia University, a course of lectures called "Comparative Pedagogy" was given for the first time.

- At the fourth stage (the first half of the 20th century) there is an intensive development of the methodological foundations of comparative pedagogy, an understanding of the subject, goals and objectives of this science, its problem field. In 1918, the first book on this topic was published in the USA - "Comparative Pedagogy" by P. Sandiford, in 1933 another major publication "Studies in Comparative Pedagogy" by L. Kandel was published. Fifteen years later, in 1949, in England, N. Hans published the book Comparative Pedagogy. All three of the above-named works today are rightfully considered classics. For a century ahead, they define the subject of comparative pedagogy, its tasks as a science, the problem field of comparative pedagogical research and the methodology for conducting them.

- The fifth stage (the second half of the 20th - the beginning of the 21st century) is marked by the strengthening of links between comparative pedagogy and other social sciences (philosophy, history, sociology), and the widespread use of their methods in comparative pedagogical research.

National and international organizations, research centers dealing with the problems of comparative pedagogy are being created in the world:

European Society for Comparative Pedagogy (London, 1961);

Society for Comparative Pedagogy (USA, 1956);

Institute for International Pedagogical Research (Frankfurt am Main, Germany);

Institute for Comparative Pedagogy (Salzburg, Austria).

In a number of universities around the world there are departments of comparative pedagogy, a course of lectures on this discipline is given to students as a mandatory course in pedagogical streams.



In many Western countries, specialized journals are published on the problems of education and upbringing in the world - Comparative Education, Comparative Education Review, International Review of Education, Compare, etc.

The development of comparative pedagogy in the 20th century is determined by a number of concepts and ideas. Until the 20th century, specialists saw the meaning of comparative pedagogical research in studying foreign educational practices and introducing its individual elements into the national education system to enhance its effectiveness. At the same time, many scientists believed that the mechanical transfer of the best examples of educational practice from one country to another is either ineffective or impossible due to different socio-economic and cultural conditions. At the beginning of the twentieth century, another concept is being developed, according to which, by studying the educational system of another country, we better understand its political and economic system, the mentality of the people, their traditions, and the general model of development. This concept, advanced by Kandel (1933) and Hance (1949), is the basis of much research in comparative studies today. In the twentieth century the development of comparative pedagogy was influenced by theories and concepts of the social sciences (philosophy, history, sociology, psychology, etc.). The point of view that considers the development of education as the contribution of the nation to the social, economic and political future has received universal recognition.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

The theory of convergence had a great influence on comparative pedagogical research. In a comparative study of the experience of developing education in countries with centralized and decentralized education systems, specialists concluded that in the coming decades there will be a convergence of educational systems. Life has proven this assumption.

The global educational space is becoming a reality thanks to globalization processes. It brings together national education systems in which the same development trends appear while maintaining diversity. Thus, democratization of education belongs to the same trends; humanization, which is aimed at the transition from technocratic to humanistic knowledge and the consolidation of universal human values; informatization of education; diversification of education.



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