

PECULIARITIES OF TEACHING COMPARATIVE PEDAGOGY

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Abstract

This article presents some thoughts on the specific features of teaching comparative pedagogy and the need for its teaching. The article also presents thoughts on the comparative analysis of the education systems of developed countries and the reasons for lagging behind the education systems of some countries.

Keywords. Comparative pedagogy, teaching, development, comparative analysis, attitude, educational process, pedagogical reform.

Introduction

A comparative pedagogical system is a dynamic pedagogical system aimed at identifying the possibilities of studying and applying international, regional, and national experiences of pedagogy based on the methodology of comparative pedagogy, as well as comparing the development of the pedagogical system in a particular country, region, or specific educational institution.

The comparative technology consists of two sections, the first of which is called “study and recording”, and the second is called “compilation and application”.

In the “study and recording” section, comparative research is carried out in the following order.

- determining the state and directions of development of the education system and its elements;
- collecting data;
- analyzing and classifying acts;
- selecting comparison criteria.

Comparative research in the “compilation and application” section is carried out as follows:

- building a prognostic model of the object under study;
- a) the form, method, and boundaries of application; b) determine the specific and general;
- create the most appropriate model;
- implement in educational institutions.

Literature Review and Methodology

The main components of comparative pedagogy are time and space factors. The time factor involves comparing the same pedagogical system in different historical periods, centuries, and years. In this, pedagogical theories that emerged in different historical periods are studied.

The space factor involves comparing the pedagogical systems of countries located in different regions. Below, we will compare the educational models of different countries according to the space factor. For example:

- American model: junior high school → high school → senior high school → 2-year college → 4-year college in the university system → master's degree → doctoral studies.



- French model: mother's school → high school → college → technological, vocational and general education lyceum → university → master's degree → doctoral studies.
- German model: general school → real school, gymnasium and basic secondary school → higher education institution → master's degree → doctoral studies.
- English model: combined school → grammar and modern school → college → university, master's degree, doctoral studies.
- Russian model: comprehensive school → high school, gymnasium and lyceum-college → institute, university, academy → master's degree → doctoral studies.
- Kazakh model: comprehensive secondary school → college → university, academy (bachelor's degree) → master's degree → doctoral studies.
- Thus, when comparing the model of pedagogical systems according to time and space factors, new pedagogical knowledge is generated. Its content reflects the following:
 - recording the modern state of education;
 - improving educational policy, proposing alternative educational policies;
 - predicting expected situations in educational processes;
 - enriching the theory and methodology of comparative pedagogy.

Discussion and Results

At the end of the 20th century, the following global trends were identified in the world education system:

- 1) the desire to democratize the education system, that is, the openness of education to all, the continuity of the education system, the provision of independence to educational institutions;
 - 2) the full provision of the right to education to an individual (everyone should receive education in an educational institution of their choice, regardless of their nationality, race, origin);
 - 3) the significant influence of socio-economic factors on obtaining education (paid and contractual education);
 - 4) an increase in the range of educational and organizational activities aimed at developing diverse interests and abilities of students;
 - 5) the growth of the educational services market;
 - 6) the expansion of higher education networks and changes in the social composition of students;
 - 7) ensuring the coherence of highly centralized and decentralized management in the field of education management;
 - 8) becoming the main object of education financing by developed countries;
 - 9) continuous improvement and modernization of educational programs;
 - 10) moving from the focus on "average mastery" to the focus on revealing the individuality of each student and developing their interests and abilities;
 - 11) finding additional resources for the education of children with developmental disabilities.
- The emergence of a global educational space, active integration processes, the recognition of education as "human capital", the worldwide recognition of educational diplomas accelerate the process of studying foreign experience.



In 1997, the International Standard Classification of Education (ISCE) was updated. It indicates seven stages. 0 - preschool education; 1 - primary education; 2 - lower secondary education; 3 - upper secondary education; 4 - post-secondary education (not higher education); 5 - lower secondary education; 6 - upper secondary education - post-higher education.

The multifactorial nature of the world education system allows us to analyze the education system in meta-block, macro-regional and individual countries. According to the signs of interconnectedness and interaction of the world education system, regions can be divided into several types:

The first type includes regions that are considered generators of integration processes. The most striking example of such a region is Western Europe. The idea of unity has become the basis of educational reforms in Western European countries since the 1990s. Regions belonging to the first type can also include the USA and Canada. A new Asia-Pacific region is being formed in the world as a generator of integration processes. It can include countries such as Korea, Taiwan, Singapore and Hong Kong, as well as Malaysia, Thailand, the Philippines and Indonesia.

The second type includes regions that are successfully responding to integration processes. First of all, these are the countries of Latin America. As in history, Latin America is still influenced by the USA and Western Europe as a zone of integration centers.

The third type includes regions that pay little attention to the integration of the educational process. This group includes most of the African countries, starting from the south of the Sahara, a number of countries in South and Southeast Asia, and small island states in the Pacific and Atlantic Ocean basins. The minimum duration of school education in African countries is less than 4 years. The majority of the population in these regions is illiterate. For example, 140 million Africans living in sub-Saharan Africa remain illiterate. The lowest duration of school education is in Nigeria - 2.1 years, then in Burkina Faso - 2.4 years, in Guinea - 2.7 years, in Djibouti - 3.4 years.

Conclusion

By the end of the 20th century, regions were identified where, for a number of economic, political, and social reasons, there were deviations in the continuity of education and integration processes. Such regions include the Arab countries, Eastern Europe, and the countries of the former USSR. There is a desire to form four subregions based on internal integration in the Arab countries. These regions include: the Maghreb (including Libya), the Middle East (Egypt, Iraq, Syria, Lebanon, Jordan), the Persian Gulf (Saudi Arabia, Kuwait, the UAE, Qatar, Oman, Bahrain), the Red Sea countries and Mauritania.

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