

Theoretical and Methodological Foundations for the Development of Comparative Pedagogy

Fundamentos teóricos y metodológicos para el desarrollo de la pedagogía comparada

Gulnar Chinibayeva* 

Silkway International University, Kazakhstan
ORCID: <https://orcid.org/0000-0002-3808-4946>

Aiman Berikkhanova 

Abay Kazakh National Pedagogical University, Kazakhstan
ORCID: <https://orcid.org/0000-0002-6964-0175>

Bakhtiyar Anarmetov 

Silkway International University, Kazakhstan
ORCID: <https://orcid.org/0000-0002-3209-932X>

Received 02-12-20 **Revised** 02-25-20 **Accepted** 06-13-20 **On line** 06-29-20

*Correspondence

Email: ira.gubarenko@yandex.ru

Cite as:

Chinibayeva, G., Berikkhanova, A., & Anarmetov, B. (2020). Theoretical and Methodological Foundations for the Development of Comparative Pedagogy. *Propósitos y Representaciones*, 8 (SPE2), e652. Doi: <http://dx.doi.org/10.20511/pyr2020.v8nSPE2.652>

Summary

The article deals with the issues of determining the theoretical foundations of comparative pedagogical research of education systems in Kazakhstan and foreign countries, analyzes the Kazakhstani and foreign theories. Studies in the field of comparative pedagogy aimed at studying the status, patterns and development trends of pedagogical theory and practice of upbringing and education in different countries of the world and in different historical eras, determining forms, ways and boundaries of transferring the international experience in pedagogy and school practices, predicting future models of education. Currently, the reform of secondary education in Kazakhstan implements more of individualization idea and democratization of education, as well as distinctive feature of Kazakhstan's schools is legally approved right of transition of students from one school to another depending on their abilities.

Keywords: Comparative Pedagogy; Internationalization; Science; Education; Training, Development; Comparative Education; School Education.

Resumen

El artículo aborda las cuestiones de determinar los fundamentos teóricos de la investigación pedagógica comparativa de los sistemas educativos en Kazajstán y países extranjeros, analiza las teorías kazajas y extranjeras. Los estudios en el campo de la pedagogía comparativa tienen como objetivo estudiar el estado, los patrones y las tendencias de desarrollo de la pedagogía. teoría y práctica de la educación y la educación en diferentes países del mundo y en diferentes épocas históricas, determinando formas, formas y límites de transferir la experiencia internacional en pedagogía y prácticas escolares, prediciendo futuros modelos de educación. Actualmente, la reforma de la educación secundaria en Kazajstán implementa más la idea de individualización y la democratización de la educación, así como el rasgo distintivo de las escuelas de Kazajstán está legalmente aprobado como derecho de transición de los estudiantes de una escuela a otra dependiendo de sus habilidades.

Palabras clave: Pedagogía comparada; Internacionalización; Ciencia; Educación; Formación, Desarrollo; Educación Comparada; Educación Escolar.

Introduction

In the context of reforming national education system and integrating it into the world educational space, it is very important to know modern foreign practice of education and to be able to analyze the processes in educational sphere abroad. The growing internationalization of all aspects of society requires constant analysis of the processes taking place in educational sphere abroad, their correlation with the trends in the development of domestic education. This task is solved by the branch of pedagogical science — comparative pedagogy, which studies state, patterns and trends in development of education systems in comparison with different countries and regions of the world.

Comparative pedagogy is a scientific branch, i.e. a large structural unit of pedagogy. The scientific field arises and develops if the objective reality is characterized by a clear specificity of pedagogical activity and requires a special kind of research approaches, methods of study and forms of knowledge generalization. In the logic of pedagogical knowledge structure at theoretical level, comparative pedagogy is a theory that describes a specific reality-education in different countries of the world. It is based on fundamental theories that include basic concepts of pedagogy education, education, training and development. At empirical level, comparative pedagogy explores educational practices in different countries of the world in a comparative way. We turned to various studies on comparative pedagogy in Russia and abroad.

As a young developing branch of pedagogical science, comparative pedagogy has difficulties in clear terminology. The researcher has linguistic difficulties due to the ambiguity and inadequacy of concepts in the study of foreign educational systems. So, instead of the common concept in Russia "comparative pedagogy" (Pedagogie comparative) in foreign literature, the term "comparative education" can often be used (education comparee (French language), comparative education(English language.). Henk Van Daele (Van Daele, 1993) explains this as follows: "pedagogy" - a term common in the XVIII and XIX centuries, meant-the science of education and training of children.

The twentieth century changed the idea of education. In connection with socio-economic and socio-cultural processes, the position of education has changed. Education lasts throughout a person's life and can be formal or informal. In this regard, the concept of "comparative pedagogy" gives way to the frequency of application of "comparative education". The famous French comparativist L. T. Koy emphasizes the difference in the understanding of the term "pedagogie" and "education". In France, these two terms are used simultaneously: "Pedagogie" is understood by scientists as the science of raising children or a method of teaching. At the same time, he writes, it is necessary to take into account that etymologically "pedagogie" refers to the action of an adult in relation only to a child (paida), while "education" also refers to adults and refers to action of the educator aimed at educator, which occurs in a dialogue between them, while focusing on self-education, i.e., on the individual's efforts to educate himself. The most difficult to understand when studying foreign literature is the concept of "education". It required access to monolingual explanatory dictionaries. We believe that this concept should be translated depending on the socio – historical context (in foreign works of the XIX century, it is more about comparative education, in the XX century about comparative education). This concept is polysemical and can mean "development", "education", "training", and in the phrase "production comparee" – "comparative education".

The development of comparative pedagogical research in the world has its own history. Beginning of the XIX century is characterized by the appearance of "Plan and Preliminary Views for a Work on Comparative" (1817) by Marc Antoine Julien de Paris. All comparative in the world recognize Julien as "father" of both comparative pedagogy and comparative education (in particular, forerunner of creation of international organizations — UNESCO). His merit is application of comparative method in pedagogical research. Julien de Paris uses comparative method when studying educational practices in other countries.

Under comparative pedagogy, he understood the study of content and methods of education and training, as well as theory that would result from an analytical comparison of educational practices in different countries. Julien saw comparative pedagogy as one of the most important means of developing a pedagogical theory common to all European countries that would contribute to cultural progress and people's unity. He believed that an in-depth study of the educational practices of other countries (especially schools) would not only help improve educational systems in each state and contribute to its cultural and social progress, but also spread ideas of humanism and stimulate the emergence of what is now called the "European educational and cultural space" (Malkova).

Currently, comparative pedagogy is in its heyday: European and world conferences are held regularly and European society for comparative pedagogy is constantly active. In 1995, at an international conference in Tokyo, steps were taken to organize Asian Association of comparative pedagogy. In all leading countries are operating national society of comparative education.

The object of attention of comparative pedagogy is education and upbringing in the modern world. It should be born in mind that comparative pedagogy is both national and

international. Its representatives view foreign experience through the prism and priorities of national school and pedagogy. Comparative pedagogy pursues two interrelated tasks: comparison of pedagogical ideas and school practice and formulation of theoretical approaches of universal, predictive nature on this basis. Accordingly, the subject of comparative pedagogy contains comparativism (comparison) and generalization. In other words, comparative pedagogy studies upbringing and education synchronously, in comparison, constructing theoretical models as a result, highlighting such kind of "dry residue".

The conference on comparative education in London (1961) is considered as an important milestone in the development of comparative research methodology. The well-known European comparativist P. Rossello wrote that it is important to clarify goals and the ideal to strive for. Therefore, it is useful to know what others are looking for, where they are located, and in this way you can identify common ground and evaluation criteria. Comparative studies can classify problems according to their importance or urgency and show the value of the proposed solutions (Kheizenga, 1992).

In the 70s, the euphoria of comparative research gave way to pessimism, and the content of research reflected these changes. Policies based on social science research have failed to meet their goals. Again, debate that has developed among natural science philosophers is attracting the attention of social science researchers and comparatists.

Comparative studies in the second half of the twentieth century abroad indicate a new qualitative stage in development of science, which is characterized by a new level of intercultural interaction of scientists on principle of dialogue of ideas, as a result of which new methodological approaches are created.

The 90s of the twentieth century are a new stage of social and economic development of European society, which is characterized by internationalization.

Currently, the term "internationalization" means "globalization", i.e. tendency to intensify relations of interaction and exchanges at the level of entire planet, as well as interpenetration of social areas of communication at the world level. Trends of internationalization and globalization are at the center of social interaction of the modern community and this is reflected in social subsystems, education, schools and universities, management and educational policy, planning, research and theoretical pedagogy.

Recent theoretical studies indicate that subject of comparative pedagogy is expanding, and its methodology is changing. In recent past, world was understood as a plurality of regional societies or Nations that exist autonomously because of historical differences. As a result, comparative analysis methodology has been extended to apply multiple units that are independent of each other. This comparative methodology has now been replaced by a reconstruction of historical process, a global analysis of transnational interdependence. Reconstructionism, which emerged in the 30s, is becoming one of the leading educational philosophies of early XXI century (Knight George, 2000). According to historical theory (Friedrich H. Tenbruck,) (Seisenbayeva et al., 2019), in XIX century there was a formation of Nations that cared about their cultural characteristics, independence, national identity and state. These processes were disrupted by trends towards internationalization and transcultural dimension.

Thus, modern context of the development of comparative pedagogy is an interdependent world. The role of comparative education is increasing: it considers potential for development, social functions of education, taking into account positions in the world structure, while educational practice affects to development of comparative theoretical research and its methodology. Analysis of education in a closed context, previously conducted by comparativists, is replaced by taking into account the country's position in the international context. This is due

to the situation and conditions of effectiveness of international economy, politics and socio-cultural factors that affect development of education.

A new ideology of education development is being formed, which accompanies, supports and strengthens processes of globalization. Within this ideology, school education is understood as an instrument of the main processes of social modernization (L'education comparee, 1990). This ideology was born from the leading ideas of XIX century that define interpretation of modern European modernization:

- Individual development of individual, the role of citizen and the level of competence for active participation in development of society;
- Socio-political equality of chances in education;
- Constant social evolution;
- role of education in guaranteeing order at the state-national and global levels, which is expressed in objectives of education and in General conditions reflected in educational policies, constitutions and legislation of all countries of the world;
- Dissemination of the "modern school" model that meets conditions of modernization.
- However, education reflects national and cultural traditions. It is the driving force of national culture. These long-standing ideas are now confirmed by development of a new direction in comparative research — ethno-comparative education (France).

Organizational and institutional forms of integration processes in pedagogical science are movements for the creation of international associations for comparative education. Their goal is intercultural interaction of scientists, holding international conferences, congresses, seminars, etc., publishing and disseminating research on comparative pedagogy. The modern system of scientific communication is highly hierarchical at the international level: center of science is Anglo-American space and a small group of rich countries: the USA, Europe and Japan. Researcher Huysen explains American influence as follows: half of world's output in educational Sciences is produced in the United States; the most common language of comparative scientists is English. Analysis of topics of international congresses, colloquiums and conferences on comparative education in the United States, Germany, Great Britain and Greece in the 70s and 90s showed that priorities in these years were:

- Questions of comparative research methodology;
- The problem of teacher training;
- The problem of multicultural society development and globalization;
- Education reforms and educational policy;
- Problems of European convergence, etc.

The process of internationalization of scientific research involves processes of cultural decentralization.

We note the following trends in the development of modern comparative education: comparative education is no longer a closed University science. The results of its applied research are used by international organizations and included in research on the modernization of national education systems (Kallen, 1998).

Comparative pedagogy, as a field of pedagogical science, studies mainly in comparative terms the state, patterns and trends in the development of pedagogical theory and practice in various countries and regions of the world, as well as the ratio of their General trends, national and regional specifics; identifies forms and ways of mutual enrichment of national educational systems through the use of foreign experience. For comparative pedagogy, objectivity,

complexity, and specific historical, cultural, and ethnopsychological approaches are methodologically important.

Comparative pedagogy is a branch of General pedagogy, an independent academic discipline that has its own subject, purpose, functions and tasks of research. It predicts future models of education and upbringing in its country. Thus, comparative pedagogy is the science of comparing features of General and individual trends, laws and laws of education development on a global, regional, national and Federal scale. This is a science that mainly analyzes state, main trends and patterns of development of education on a global scale, reveals correlation of General trends of national or regional specificity, identifies positive and negative aspects of international pedagogical experience, forms and ways of mutual enrichment of national pedagogical cultures (Kheizenga, 1992).

The goal of comparative pedagogy is to improve education and education in your country based on the analysis of international experience in pedagogy and school practice.

The object of comparative pedagogy is education as a process of social and cultural reproduction of a person in the modern world, as well as social institution on a global, regional and national scale.

The main tasks of comparative education

1. Systematic description of the latest and little-known facts that reflect the real processes of education development in foreign countries.
2. Systematization and analysis of quantitative data on the development of education systems in these countries.
3. Identification and analysis of the most important patterns and trends in the development of education in different countries.
4. Development of evidence-based criteria for evaluating the quality and effectiveness of education in particular country.
5. Defining priority areas of educational policy.
6. Comparison of achievements and shortcomings of education in foreign countries (Malkova, 1998).

The main methodological issue of comparative pedagogy is what measure and in what forms it is possible and appropriate to use the achievements of modern foreign experience in their activities.

The main functions of comparative education

1. Unification and ordering of terms and concepts of pedagogical documentation in different countries in order to facilitate the study of foreign experience by specialists
2. comparison of different models of education and educational policy, theoretical attitudes of foreign and domestic teachers and educational figures.
3. forecasting the probable ways of development of education in the future.
4. development of education plans (Mozhaeva, 1982).

The transformative function of comparative pedagogy should be determined not only by development of fundamental research, but also by bringing results of studying positive foreign experience to the level of transfer and transformation into practical recommendations for teachers, and prognostic function should be manifested in identifying trends and developing specific teaching methods that justify themselves in practice.

The social function of comparative education is to study various processes taking place in education and community development abroad, for obtaining practically useful

knowledge as the basis for further scientific discussion (comprehension), identifying positive and negative aspects of various social and pedagogical processes and trends of their development as a prerequisite for further experimental work at the national level in the development of theory and practice of pedagogy...” (Zeichner & Teitelbaum, 1982).

J. Beredey believes that comparative pedagogy has its own clearly defined subject of research - it is educational systems of various countries of the world in all diversity of their manifestations. The interdisciplinary nature of comparative education.

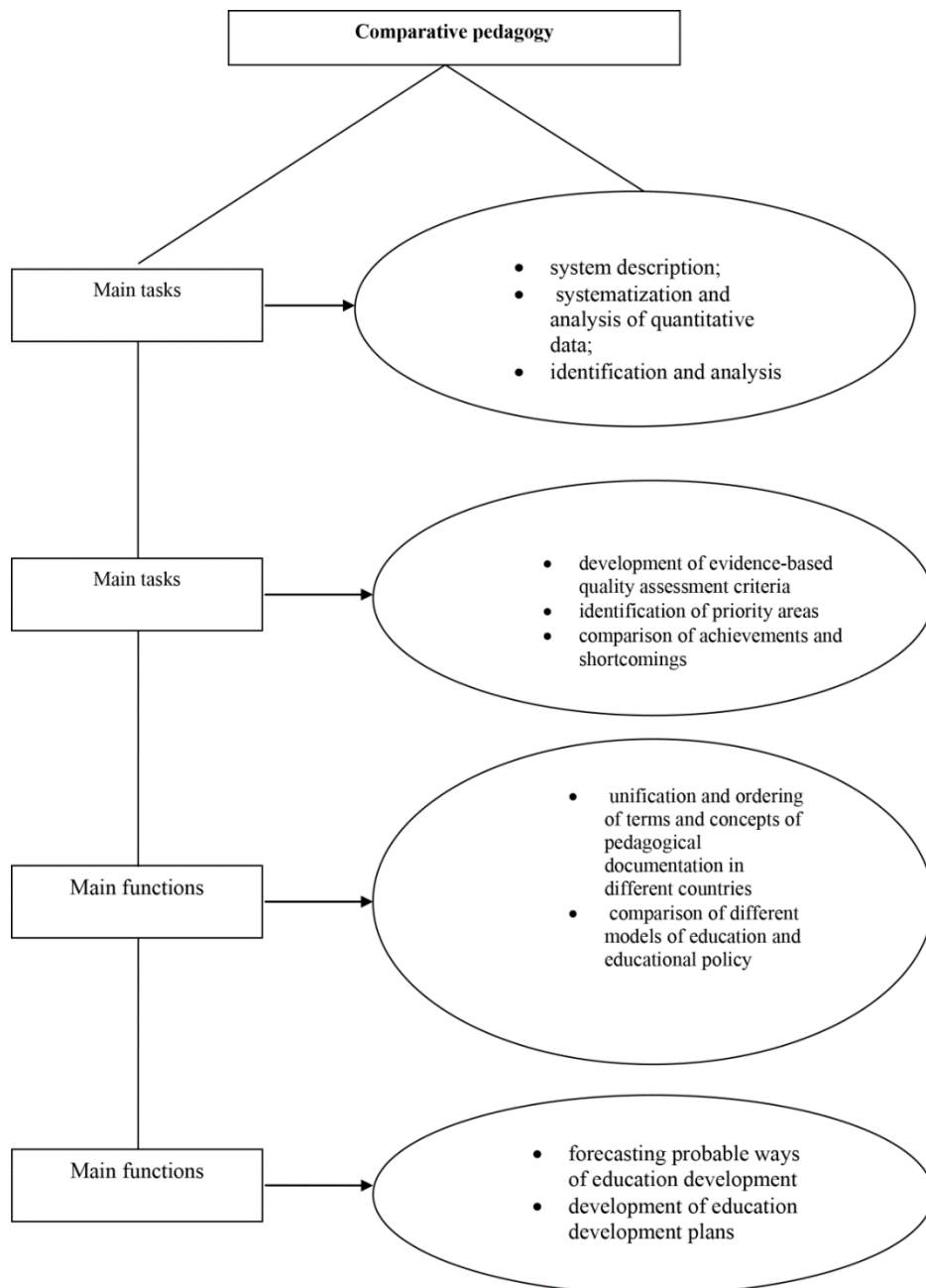


Figure 1. Tasks and functions of comparative education

It makes it necessary to address problems of such scientific disciplines as history, political science, sociology, economics as well as other areas of pedagogical science. However, these sciences do not replace comparative pedagogy. Using their data, comparative teachers conduct a study of the General and distinctive characteristics of state, patterns and trends in the development of education and upbringing systems at the level of particular country, region and on a global scale, revealing their common and specific features.

"A specific feature of comparative pedagogy as branch of scientific knowledge is its interdisciplinary nature. Tasks of broad comparative study often force us to go beyond traditional specialization within pedagogy, to address problems of school studies, didactics and educational theory, to analyze the connections of pedagogical concepts with philosophy, sociology, psychology, to touch upon the tools of related fields of knowledge to some extent. The multiplicity of solving issues of socio-economic and political development of studied countries or regions, finally, using methodological diversity and capacity of problems considered in such studies, precludes possibility of an equally deep, exhaustive analysis of each of them. But this way allows us to identify the most significant trends in development of pedagogical theory and practice, as well as make reasonable assumptions about the likely prospects for their evolution." (Seisenbayeva et al., 2019).

The development of comparative pedagogy at the present stage takes place in two directions

a) the development of comparative pedagogy methodology - approaches, structure, methods and criteria of comparative pedagogical research. Huge work in this direction has come primarily Bereday George., Noah G. and others in the United States, Holmes B. and others in England, Wolfson B. L., Malkova Z. A., Djurinsky and others in Russia. A lot has been done in this direction by Polish, Bulgarian, Japanese, Brazilian and other scientists. Therefore, the main task for the education development and improvement in the Republic of Kazakhstan in our opinion is to focus on research in the field of methodology and methodology of comparative pedagogical research.

b) Application of the main ideas and theories of comparative pedagogy, its achievements in the practical improvement and reform of education systems in individual countries and regions. UNESCO, international, regional and national societies (in Russia it was founded in 1996) have done a great deal of work and credit for this. Comparative scientists under the leadership of Professor A. Kusainov created the Council for comparative pedagogy of Kazakhstan. At the meeting of the world Council of societies for comparative education, which was held in Honolulu (Hawaii, USA), the Council for comparative pedagogy of Kazakhstan was accepted as a member of the world Council of societies for comparative education. And Professor A. Kusainov was elected a member of its Executive Committee. This was the first time that Kazakhstan's comparativists reached world level. Professor A. Kusainov made presentations at international conferences of societies of comparative and international education, which were held in the United States, Spain, Germany, Russia, Bulgaria, Hong Kong, Japan, Australia, and the XIII Congress of the world Council of societies for comparative education in Sarajevo.

National societies, having begun their work by collecting information about situation and trends in development of education in individual countries, regions and around the world, have begun to implement practical reforms of education systems in developing countries.

«National education plays the important role in ensuring the welfare of the people, in economic development, in the consolidation of independence of the Republic of Kazakhstan and recognition of the authority by other countries of our perspective. The main objectives of national education are to teach youth to mental purity and fidelity to their country and teach the people the completely realizing and acquiring of the national values. National education and national heritage go together, shoulder to shoulder in the direction of the prosperity of modern society» (Seisenbayeva & Rauandina, 2018).

It should be noted that most scientists in the field of comparative pedagogy come to the conclusion that future of comparative pedagogy is connected with the idea of problem approach of the English scientist B. Holmes. It is supported not only by scientists from England, the United States, French, Polish, Bulgarian, Russian and other countries. In our opinion, basis of all comparative pedagogical research should first of all be based on the methodology of scientific and pedagogical research. Therefore, the cornerstone of any comparative pedagogical research should be methodology of pedagogical research - problem, idea, hypothesis and its confirmation, but refracted on specific problem of this research.

In this regard, procedure and methods of each comparative pedagogical research undoubtedly depend on the depth of chosen problem. A certain value is played by the breadth of range of aspects of this problem, its significance in the process of reforming the education system, the ability and ability of the researcher to understand laws as well as contradictions of studied phenomenon. At the same time, each researcher brings to the development of comparative pedagogicscience their own view of problem under study. At the same time, basis of his research will be philosophical and psychological justification of this problem, the socio-economic and political conditions of development of his country and his erudition in a particular situation.

However, in the process of comparative pedagogical research, researcher must rely on primarily on functions and principles of comparative pedagogy set out above. It is natural that he should refract them in the light of the specific problem he is investigating.

The problem with the criteria of comparative pedagogical research was and is number one problem. Comparison of educational systems, including pedagogical ones, and their effectiveness in quantitative terms does not raise questions and problems for most researchers at the present time.

The most famous researchers in the field of methodology of comparative pedagogy and methods of comparative pedagogical research are: the United States - W. F. Russell, P. Monroe, I. Kandel, T. Alexander, J. Counts, John. Bereday, Brickman, A. Anderson. J. Reid, A. Casamias, R. Havighurst, R. Ulich, R. Edwards, F. Oltbach, G. Kelly, G. Noah, M. Extein, and others; England- E. King, B. Holmes, M. McLean and J. Shriver, D. Turner, B. Hardwicke, R. Cowman, D. Lawton, M. Crossley, P. Broadfoot, D. Adams and others; Russia- M. A. Sokolova, E.N. Kuzmina, M. L. Rodionov, V.Y. Pilipov, B.L. Wolfson, and Z.A. Malkova, A.N. Dzhurinsky, B. S. Gershunsky, N. M. Voskresenskaya, and others.

Idea of possibility of improving learning process in a modern school using combined foreign experience is based on the existence of almost identical priority areas for development of pedagogical science. Until recently, comparative pedagogy based its research on principle of "the opposite" of goals and activities of school in the countries of socialism and in the world of capitalism", firstly, did not pay much attention to the positive aspects of the theory and practice of foreign pedagogy and, secondly, did not take into account the latest trends in pedagogical Sciences.

Problems of comparative pedagogy in the Republic of Kazakhstan on the present stage are connected with intensive development of methodological bases of comparative pedagogy: an analysis of education reforms and training in most developed countries, results and problems encountered in their implementation; strengthen development of predictive directions for comparative educational research.

Based on the analysis, we have formulated the following modern characteristics of comparative pedagogy as a branch of pedagogical science:

1. Comparative pedagogy is subject to integration processes in education, a sign of which is development of research cooperation in the form of international associations for comparative education. Purpose of scientific associations:

- holding international congresses, conferences, colloquiums;
- publication of international journals, development of research partnerships;
- intellectual support for international initiatives such as science days, congresses, seminars, and various events;
- development of new means of scientific communication using information technologies.

2. New trends in the development of comparative research content— the breadth of research field: from study of pedagogical process in a particular educational institution to thematic global studies on the world history of education and different countries' pedagogical theories. The main trend in development of modern comparative pedagogical research is connection with other sciences: philosophy, anthropology, psychology, sociology, history, ethnology, economics, cultural studies, etc. At the same time, philosophical positions of modern scientists are characterized by diversity (positivism, Marxism, postmodernism). Various research methods are used — natural science, sociology, and Humanities. Change in methodology takes place in direction of transition from "single methodology" (study of one country-nation) to "General methodology" (study of a country-nation in the context of entire world space).

Research is related to the processes of modernization of socio-economic and socio-cultural development. This is especially evident in the European region. And now, in the conditions of formed modernization, it is extremely important for the Republic of Kazakhstan. «These purposes are the driving force of each project, and all efforts of its participants are bent on their achievement. The formulation of purposes should devote special efforts because success of all implementation half depends on carefulness of performance of this part of work. At first the most common goals are determined, and then they are more detailed, until going down on the level of most specific objectives, facing each participant of work. In this case, work on the project will turn into step-by-step achievement of goals from the lowest to the highest, if there is not to regret time and efforts to goal-setting» (Seisenbayeva & Rauandina, 2018).

The analysis of the research made it possible to conclude that value is not blind copying, but creative use of foreign experience in the practice of Kazakh schools and pedagogy, which is why research on comparative pedagogy is so important. Comparative pedagogy, accumulating knowledge about the development trends of foreign educational systems, allows you to better understand priorities of domestic education, guide and predict their development. It provides a holistic view of modern education problems and shows how they can be resolved.

Conclusion

Pedagogical conditions of interaction of legislative regulation and reform of education are: scientific concept almost of reforms, which provide the prediction of education system development and personality; peculiarities and actual practice; creating a flexible and invariative model of education as pedagogic interpretation of legal norms and relations.

Thus, the study of education system development of the Republic of Kazakhstan that if changes in the education system meet the needs of personal development the changed socio-economic conditions, they are created for the effective influence of education system on functioning of various society institutions, since content and methods of work of all educational institutions most accurately meet with interests of society as a whole.

References

- Kallen, D. (1998). Les organisations internationales et l'éducation comparee. L'éducation comparee: mondialisation et specificites francophones. *Sous la direction de Jean-Michel Leclercq. Paris, 233-248.*
- Kheizenga, Y. I. (1992). *Homo Ludens*. M, C. 259.
- Knight George, R. (2000). *Philosophy and education*. Modern theories of education. SPb.
- L'éducation comparee (1990). *questions et tendances contemporaines*. Paris.
- Malkova, Z. A. (1998). *Social consequences of the scientific and technical revolution (research Methodology)*. Moscow.
- Malkova, Z. A. *Social consequences of the scientific and technical revolution (research Methodology)*. Moscow
- Mozhaeva, L. G. (1982). *Scientific and technical progress and modern concepts of education in developed capitalist countries*. Moscow, 1987. Faure E., e.a. Learning to be: The world of Education today and tomorrow.
- Rossello, P. (1959). L'éducation comparee au service de la planification. Cahier de pedagogie experimentale et de psychologie de l'enfant. *Neuchatel*, 16-21.
- Seisenbayeva, Z., & Rauandina, A. (2018). The role of project activity in the formation of future specialists. *Opción*, 33(85), 394-422. ISSN 10394-4221/ISSNe: 2477-9385.
- Seisenbayeva, Z., Nurgali, S., Alibayeva, M., Shadiyeva, N., & Yermekbayev, M. (2019). Development method of students' reading abilities through the study of literary reading. *Opción*, 35, 90-2. 649-667 ISSN 1012-1587.ISSNe: 2477-9385.
- Van Daele, H. (1993). *L'éducation comparee*. Paris.
- Zeichner, K., & Teitelbaum, K. (1982). *Perzonalized and inquiry-oriented teacher education*. Journal of Education for Teaching. N 8.