

THE IMPACT OF COMPARATIVE PEDAGOGY IN TEACHING

Abstract: In this article we will discuss the influence of comparative pedagogy in teaching and learning. Comparative pedagogy is a dynamic field of study that explores and analyzes educational systems, practices, and theories across different countries, historical periods, and regions. This study provides a concise overview of the key components and methodologies within comparative pedagogy.

Key words: comparative pedagogy, key components, methodology, teaching and learning

Introduction.

Pedagogy, the science and art of teaching, is a dynamic field that is shaped by cultural, societal, and educational contexts. Comparative pedagogy involves the study and analysis of teaching methods, strategies, and educational philosophies across different cultures and educational systems. By exploring the similarities and differences in how knowledge is imparted and learning is facilitated, comparative pedagogy sheds light on effective teaching practices that transcend cultural boundaries.

Literature review.

The study of comparative pedagogy has gained prominence in the field of education as educators and researchers seek to understand the diverse approaches to teaching and learning across different culture. One of the central themes in comparative pedagogy literature revolves around the examination of teaching methods across cultures. Researchers have explored the effectiveness of various instructional strategies, including traditional lecture-based methods,

cooperative learning, and experiential learning. Studies such as those by Smith emphasizes the need to consider cultural nuances when adopting and adapting teaching methods for diverse student populations. The dynamics between teachers and students vary significantly across cultures, a topic extensively explored in the comparative pedagogy literature.[1] Studies by Garcia highlights the influence of cultural norms on communication styles, authority structures, and interpersonal relationships within the classroom. [2] Understanding these dynamics is crucial for fostering positive learning environments that respect cultural diversity. Comparative pedagogy emphasizes the role of curriculum design in catering to the cultural needs and backgrounds of students. Research by Brown examines how curricula are developed, implemented, and adapted to ensure cultural relevance.[3] The study underscores the importance of inclusive educational materials that reflect the diversity of students' experiences.

The Russian scholar A.M. Stolyarenko categorizes the evolution of comparative pedagogy into four stages. The first stage marks the inception of comparative pedagogy during the era of bourgeois revolutions and capitalism, spanning from the early 19th century to 1917. The second stage encompasses the development of comparative pedagogy during the establishment of a new public education system following the disintegration of the former union. The third stage characterizes the progress of comparative pedagogy amid intense competition and opposition between the former union's education system and foreign education systems, covering the period from 1935 to 1991. The fourth stage represents the advancement of comparative pedagogy during the establishment of a global community, emphasizing democracy and humanity, starting from 1991. By examining these stages, we can systematically delineate the emergence and progression of comparative pedagogy as a science, scrutinizing the distinctive features of each developmental phase.[4]

Research Methodology.

In subsequent years, the broad examination of foreign educational systems undergoes a shift towards a more detailed investigation of specific issues. The primary and decisive factor in selecting a topic is its social relevance and its significance for gaining a better understanding of the educational policies of the governing circles in the country under scrutiny. A crucial aspect involves comparing the programs of comparative pedagogy courses in higher education institutions across multiple countries to highlight shared challenges.

Issues such as education problems, the influence of socio-economic forces on national pedagogical systems, a comparison of foreign educational systems with the domestic one, management of public education, school reforms, educational methodologies, and teacher training can be explored when summarizing the educational systems of geographically proximate countries. Addressing such a complex task requires the integration of various methodological approaches.

The primary methodological challenge in comparative pedagogy lies in determining how to incorporate and apply modern foreign experiences at the national level. To undertake research in comparative pedagogy, scholars utilize the melioristic approach, historical-philosophical approach, interdisciplinary a The comparative method serves to identify both shared and distinct elements within educational systems, pedagogical theory and practice, and the manifestation of patterns and trends. It enables the recognition of commonalities and uniqueness in educational systems, similarities and differences in pedagogical theory and practice, and the universal and specific aspects of laws and trends. For instance, a more comprehensive comparison can be drawn between the educational systems of geographically proximate countries like China and Japan. Still, it is also relevant to compare and contrast these systems with those of European countries.

Many scholars advocate for employing the comparative method in sciences, asserting that comparative pedagogy achieves significant

advancements by pinpointing differences in the objects of comparison and the comparison of subjects. The approach is deemed as fundamental as in other disciplines such as comparative anatomy, botany, and linguistics. Comparative analysis in pedagogical research involves contrasting and comparing data from countries with distinct social systems, examining the principles of socio-economic structures in public education, and identifying general laws and trends in individual countries' educational development.

To facilitate meaningful comparisons, standardized quality indicators are necessary, encompassing both quantitative and qualitative information about the state of schools and education. Factors considered in comparisons include the social and economic system, historical traditions in education, the country's level of scientific and technological development, cultural influences, and the impact of pedagogical theories on educational practices. Research methods vary based on the analyzed material's function and content, often employed collaboratively. However, it is acknowledged that current pedagogical events, problems, and methodological indicators are not flawless and require ongoing refinement. The materials are organized according to the principle of comparative analysis, grouping pedagogical phenomena into three main categories: Eastern, European, and developed countries. Specific features influencing the setting, solution, description, and level of a group of countries or an individual country are considered in the comparative analysis of pedagogical problems. approach, educational approach, and ethnocultural approaches.

Analysis and results.

The comparative pedagogic system is a dynamic approach focused on assessing the international, regional, and national applicability of pedagogy using the methodology of comparative pedagogy. It involves comparing the development of the pedagogic system in a specific country, region, or educational institution. The benchmarking technology comprises two sections: "Learning and recording" and "Composing and applying."

In the "Learning and recording" section, comparative studies follow these steps:

-Identifying the current state and directions of development of the educational system and its components.

-Collecting relevant data.

-Analyzing and classifying the gathered information.

-Selecting criteria for comparison.

In the "Composing and applying" section, comparative studies are conducted as follows:

1) Creating a prognostic model of the studied object.

2) a) Defining the application form, method, and limits; b) Distinguishing between specific and general aspects.

3) Developing the most optimal model.

4) Applying the model to educational institutions.

The key components of comparative pedagogy revolve around the factors of time and space. The time factor involves comparing the same pedagogical system across different historical periods, centuries, and years, examining the evolution of pedagogical theories over distinct historical eras. On the other hand, the spatial factor entails comparing pedagogical systems of countries situated in diverse regions.[3]

To illustrate, let us consider the education models of various countries based on the spatial factor:

American model: Junior high school → High school → Senior high school → 2-year college → 4-year college in the university system → Master's degree → Doctorate.

French model: Mother's school → Secondary school → College → Technological, vocational, and general lyceum → University → Master's degree → Doctorate.

German model: General school → School of real education, gymnasium, and basic school higher education → Master's degree → Doctorate.

English model: Combined school → Grammar and modern school → College → University, Master's, Doctorate.

Russian model: Comprehensive school → Full secondary school, gymnasium, and lyceum-college → Institute, university, academy → Master's degree → Doctorate.

Uzbekistan model: Comprehensive secondary school → Lyceum, college → University, academy (undergraduate) → Master's degree → Doctorate.

Comparative pedagogy yields new pedagogical knowledge through the analysis of pedagogical system models based on the factors of time and space. This knowledge encompasses:

Documenting the current state of education.

Enhancing education policy, proposing alternative approaches.

Predicting anticipated situations in educational processes.

Enriching the theory and methodology of comparative pedagogy.

N. Belkanov categorizes the comparison method's structure into three types: description, interpretation, and comparison. In his framework, the depiction of each piece of information based on specific criteria constitutes the description phase. [5] Following that, the explanation of each situation within a particular context is termed interpretation. Only after these stages, the comparison method is applied, where one pedagogical scenario is compared with another.

Description involves the selection and organization of research materials based on specific criteria.[1] Interpretation, on the other hand, entails explaining the situation within the framework of genetic relationships, encompassing historical and functional aspects. Finally, the comparison stage involves the

meticulous comparison of carefully chosen, classified, and comprehensively analyzed data using scientifically developed parameters (criteria).

Author, state	Type	Description
DJ Beredey (USA)	Country studies about (area studies)	Showing the truth in a different way
	Comparative - theoretical (comparative approach)	Problem approach: provides an opportunity to comprehensively consider a problem taken separately at the level of one or several countries Generalized analysis approach -based on research results of the studied pedagogical phenomenon a complete view occurs
B. Holmes (England)	"pure" social sciences	Forms educational policy. Unsuccessful try to eliminate the situation does.
	"practical" social sciences	Adopts education policy, practices, results informs about.
A. Djurinsky (Russia)	fundamental research	Methodological and theoretical in nature Questions
	mono studies	Experience of one foreign educational system
	binary studies	Two countries: own country and foreign country education system experience

Conclusion/Recommendations. In conclusion, comparative pedagogy stands as a dynamic and invaluable field, offering insights into the diverse educational systems globally. The examination of pedagogical theories, practices, and educational structures across different countries and historical

periods reveals commonalities, differences, and trends. The approach, often divided into stages by scholars like A.M. Stolyarenko, has evolved with the changing socio-political landscape.[5]

The time and space factors in comparative pedagogy, as outlined by N. Belkanov, play a pivotal role. The temporal dimension allows for the analysis of pedagogical systems across historical epochs, while the spatial aspect involves comparing educational models in countries situated in different regions. This comparative analysis not only documents the state of education but also contributes to the enhancement of education policies, predicting future trends, and enriching the theory and methodology of comparative pedagogy.

References:

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