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Universidad del Zulia  
Facultad Experimental de Ciencias  
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## **History of development and current state of comparative pedagogy**

**Gulnar Chinibayeva**

Silkway International University, 27A K. Tokaev str., Shimkent,  
190011, Kazakhstan

[naimanbaev\\_b@mail.kz](mailto:naimanbaev_b@mail.kz)

**Aiman Berikkhanova**

Head of Pedagogy department, Abay Kazakh National Pedagogical  
University, 13, Dostyk ave., Almaty, 050010, the Republic of  
Kazakhstan

[brr.aiman@mail.kz](mailto:brr.aiman@mail.kz)

**Zhanalik Baltabayeva**

Abay Kazakh National Pedagogical University, 13, Dostyk ave.,  
Almaty, 050010, the Republic of Kazakhstan

[baltabaevazhanalik@mail.kz](mailto:baltabaevazhanalik@mail.kz)

**Aiman Koblanova**

Abay Kazakh National Pedagogical University, 13, Dostyk ave.,  
Almaty, 050010, the Republic of Kazakhstan

[ayman.koblanova@mail.kz](mailto:ayman.koblanova@mail.kz)

**Zhanar Seisenbayeva**

Abay Kazakh National Pedagogical University, 13, Dostyk ave.,  
Almaty, 050010, the Republic of Kazakhstan

[janka-1980@mail.kz](mailto:janka-1980@mail.kz)

### **Abstract**

The article aims to investigate the history of development and the current state of comparative pedagogy via the comparative-historical method. As a result, the features of the evolution of comparative pedagogy on the basis of retrospective analysis were determined; essential characteristics were established. In conclusion, particular importance is attached to overcoming terminological discrepancies. For example, different languages have different

meanings of such concepts as 'education', 'secondary education', 'higher education', etc.

**Keywords:** Pedagogy, Education, Pedagogical, Structural, Reformatations.

## Historia del desarrollo y estado actual de la pedagogía comparada

### Resumen

El artículo tiene como objetivo investigar la historia del desarrollo y el estado actual de la pedagogía comparativa a través del método comparativo-histórico. Como resultado, se determinaron las características de la evolución de la pedagogía comparativa sobre la base del análisis retrospectivo, se establecieron características esenciales. En conclusión, se concede especial importancia a la superación de las discrepancias terminológicas. Por ejemplo, diferentes idiomas tienen diferentes significados de conceptos como "educación", "educación secundaria", "educación superior", etc.

**Palabras clave:** Pedagogía, Educación, Pedagógica, Estructural, Reformas.

### 1. INTRODUCTION

In the modern period, interest in education problems is increased. It is connected with the fact that the XX century has become the special frontier in the evolution of mankind, when all problems and contradictions, which were earlier either private or local gained global character. Today, it is absolutely clear to everyone that social-economic progress is unthinkable without the rise of education, science, and culture. All over the world, there are occurred the structural changes in education over several decades of the post-

satellite period (i.e. after the 60<sup>th</sup> years of the last century). These changes are connected with the information boom and globalization of the world economies, with the formation of the integrated economic zone in Europe - the European Union, the adoption of the Lisbon and Bologna Conventions on education. The aspiration to enter into the united world educational space led to the large-scale reform of all education in the post-Soviet space.

The growing internationalization of all aspects of society requires the constant analysis of the processes, happening in the educational sphere abroad, and their correlation with the tendencies of the development of domestic education. This task is solved by the branch of pedagogical science - comparative pedagogy, studying the state, regularities, and tendencies of development of educational systems in comparison to different countries and regions of the world.

Kazakhstan as the state, which took away independent development recently, has a double increase in burden and responsibility. It becomes obvious that cardinal reformation of the education system in the country is impossible without the introduction into practice of the latest achievements of modern science and technology, without the use of modern educational technologies, without taking into account world tendencies. We believe that the use of world positive experience should be carried out on the basis of its serious study, taking into account national and cultural peculiarities, with respect to the experience and skill of teachers of the republic (MARDANI & FALLAH, 2018).

Degree of development of the problem. The problem, investigated by us, is very extensive, and its various aspects have been studied and are being studied separately by many researchers. In general, it is logical to divide all available literature on this issue into three main blocks. The first block is the wide range of sources and works devoted to the problems of education in general, world tendencies and directions of education reformation. Among them, first of all, it should be marked out the fundamental works of KUSAINOV (1997), especially one of the last - Philosophy of education in the XXI century. HAZING (1992) in his work analyses the problems of education at the end of XX – the beginning of the XXI century, raises questions concerning global changes in the education sphere and makes an attempt to determine the ways of development of education. KUSAINOV (1997) sees the main purpose of education in its creative, cultural-forming, humanitarian mission, which today already ascends to the planetary level.

The second group of works is presented by studies on comparative pedagogy. The problems of comparative pedagogy are extensive and have quite a wide range of their research:

- a) The methodology of comparative pedagogy and methods of comparative-pedagogical researches: these problems are studied by WULFSON & MALKOVA (1996) and others;
- b) Educational policy is studied by HAZING (1992) and others;
- c) Education economics is studied by HAZING (1992);

d) Problems of management and planning in education are studied by KHOI (1991), etc.;

e) Education systems, content and teaching methods are studied by HAZING (1992);

e) KUSAINOV (1997) and HAZING (1992) are interested in vocational training and professional development of teachers.

The third group of works is presented by studies directly related to the education system in Kazakhstan, directions, and tendencies of its reformation and formation of the national model of education. In this regard, the works of MEZHUEV (1995) and HAZING (1992) are of considerable interest.

Nevertheless, the analysis of publications and the experience of teachers, using comparative pedagogy methods in their activities, convinced that the process of restructuring education in this field proceeds slowly and rather narrowly, as the most important theoretical foundations and core problems of this topic were poorly developed in Kazakhstan's pedagogy. Meanwhile, the modern stage of education development is characterized by the increase in interest in the advanced, positive experience of education in foreign countries, intensive use of their experience in vocational training of specialists.

It should be noted that so far there is not carried out a pedagogical study with the purpose to analyze the development of comparative pedagogy in Kazakhstan. During the research, there are revealed contradictions between:

- Implementation of the reformation of the educational system of the Republic of Kazakhstan and lack of awareness about the theoretical and practical-oriented resource of foreign educational practices;
- Increasing the social importance of integration processes in education and non-studying the educational possibilities of comparative science;
- The need of the education system of the Republic of Kazakhstan for new conceptual grounds for the realization of ideas related to the peculiarities of the entry of the Republic of Kazakhstan into the world educational space and in the realization of the requirements of integration processes and the existence of the development of stereotypes.

These contradictions, as well as the analysis of psychological-pedagogical literature, show the complexity and multifaceted of the studied problem, the existence of discussion issues related to their scientific reflection and complex analysis, as well as the objective need to study the development of comparative pedagogy of the Republic of Kazakhstan determined and predetermined the choice of the topic of dissertation work: Development of comparative pedagogy in the Republic of Kazakhstan.

The purpose of the research is the determination and substantiation of the peculiarities of formation and tendencies of development of the comparative pedagogy of RK.

Tasks of the research are:

1. To determine on the basis of retrospective analysis the peculiarities of evolution of comparative pedagogy, to establish the essential characteristics;
2. To analyze the tendencies of development of comparative pedagogy on the basis of the review of foreign and Kazakh works;
3. To determine and characterize the leading directions of development of comparative pedagogy of Kazakhstan at the end of XX - at the beginning of XXI century;
4. To reveal ways to improve comparative science in the Republic of Kazakhstan, the results of which can be used in the educational process.

## **2. METHODOLOGY**

The scientific-theoretical analysis of scientific sources on the problem of research; system analysis; generalization; classification; studying and synthesis of the pedagogical experience of educational organizations of foreign countries. We used the comparative-historical method as a special research method.

The practical relevance of the research is that its results can be used in the process of vocational training of future teachers. The program of the elective course comparative pedagogy, developed by the author, can be used as additional educational-methodological material in the enrichment of the content of subjects of pedagogical

disciplines, in particular, history of pedagogy, pedagogical theory, system, and technology. The results of this research can be useful for compilers and developers of conceptual approaches to solving topical problems of modern education, which is addressed to problems of international cooperation.

The global character of the transformations, happening in the world, is caused, first of all, by the humanization of social life. The culturological approach becomes leading in comparative researches. The concept of the interdependent and interacting world is the center of culturological thinking. It claims that the world is the world of the holistic person, therefore it is important to learn to see that general that not only unites humanity but also characterizes every individual person, his individuality. Culture can be called high, even if it did not create techniques and sculptures, but it will not be called so if it lacks mercy.

IONIN (1996) points out that modern interest in culturological aspects is due to the change of social incentives of social development to cultural incentives. Besides analytical reasonings, – he writes, – there is also a surrounding daily reality which analysis shows as far as our life was cultivated, filled with the cultural contents. We removed a naive faith in objectivity and predetermination of public processes and, together with it, the most different structures and systems resolved into which we were inserted nearly from birth by a relentless hand of destiny.

Objectively significant systems of stratification broke up, forcibly obligatory samples of life were gone somewhere, the place of tradition is taken by styles, vital forms are chosen freely, in the explanation, so, and the postmodern arbitrariness dominates in behavior. The social changes get mostly cultural motivation. All these phenomena demonstrate that culture adopts in the progressing way functions of the motor, the propeller of public change and development... Coding, dramatizing their own behavior, correlating to the myth and archetype, the individuals consciously use culture for the organization and normalization of own activity. As the Western scientist pointedly formulated: Where there was society earlier... there was culture.

In addition, it should be noted, in order that the conducted research was scientific and reasonable, and its conclusions could be realized, it is necessary that it be based on the following principles:

- The principle of the dialectical approach to the consideration of the diverse pedagogical experience of foreign countries;
- The principle of designing integrated knowledge on current problems of modern didactics on the basis of the concept of the holistic educational process;
- The principle of compliance of selection of educational material with objective logic of didactics development and its scientific methods of knowledge;
- The principle of compliance of practical realization of generalized knowledge, obtained by comparative pedagogy, to

goals of Kazakhstan higher school and conditions of its development;

- The principle of objectivity. The democratic processes, which were happened in society, allow studying more objectively now the worldwide experience of the functioning of educational systems, based on the universal principle of objectivity. This principle, along with the principles of comparison and correlation, is put in fundamentals of new science – a comparative educology.

Comparative-educological knowledge should become the basis of knowledge of the global educational system and the basis for the development of the all-pedagogical outlook of educators. The system approach to the assessment of foreign pedagogical experience assumes consideration of both the separate invariant-integrative sides of the training process and holistic coverage of education systems of various countries, groups of the countries or regions in their unity and internal relations. Now, there is relevant the task of the system analysis of world achievements for improvement of educational process in higher education institutions of RK. At the same time, it is important not just to fix the positivity of experience, and to reveal the content and tendencies of the didactic searches; it is necessary to comprehend and master the approaches to educational process developed in the world theory and practice of training.

The changing social-economic and political conditions in France after the Great French Revolution contributes to the development of the active free-thinking personality of Julien Paris, the liberal-internationalist, who in the conditions of formation of the

national French education system, suggests to find and understand the best in pedagogical experience of other European countries by the comparative method. However, most of the researchers in the XIX century recognize that the national education system has own spirit which is the main argument against borrowing foreign experience.

The taxonomic approach is applied in the comparative studies of this period which was borrowed from the works of Montesquieu and the French philosopher of nature Byuffon, i.e. there are collected data concerning education systems in other countries which are systematically classified. At the same time, the principle of causality (from historiography) begins to be used, which requires the explanation of events by the previous reasons.

XIX century is an era of new social doctrines - Marxism and positivism, which have a direct impact on European researchers. They share the faith of social philosophers in discovering general laws of development in economics, in political sciences, in psychology, in education. Thus, the principles of classification and causality are widely applied in comparative studies, and the philosophical approach in methodology becomes as basic at the comparativists of the XX century.

Together with it, in the XIX century Tiersch emphasized the general spirit of education on the basis of European culture and Christian civilization, and the Russian Researcher focuses attention on

the ratio of general to special in the education of different countries (WULFSON & MALKOVA, 1996).

The comparative method of researches in pedagogy gained particular importance at the beginning of the XX century. Comparativists more often used the inductive method of comparison at studying educational policy in different countries on the basis of the collection and classification of data about education systems (the study of legislation, search for the spirit which was reflected in each national system, assessment of national traditions and social factors of education development). However, and during this period, it was confirmed and recognized that each national education system is unique, despite numerous general characteristics.

During the post-war period of the XX century, the demographic processes, political-economic, and social-cultural factors influenced the processes of further internationalization of European society. The idea of interdependence of the countries and the people and defense of peace are embodied in the creation of the UN (United Nations Organization), Council of Europe. Decolonization of countries, international economic relations contributed to the creation of UNESCO, the World Bank, and OECD (Organization for Economic Cooperation and Development). The international organizations became the permanent way of cross-cultural interaction between representatives of different countries.

The development of comparative pedagogical researches is carried out against the background of the change in the philosophy of understanding the world. Karl Popper, with his publication *The Open Society and Its Enemies*, for the first time questioned the well-known scientific truths. Einstein's theory in science, the success of logical positivism in social philosophy, the beginning of the development of ethnomethodology in Germany did a call to the classical inductive method, brought doubt into the regularities discovered by science. The paradigm of the methodology of previous studies was partially discarded by comparativists under the influence of Carl Popper's works, as well as works on the history and philosophy of social, natural sciences.

Comparative studies began to differ in methodological diversity. Loveras, Khilker, Kholmes, Khewsen were actively involved in the development of data collection methods for international organizations, and they also used empirical data by themselves which were received as the results of research on the school results in various countries (IEA). Despite the spread of Popper's ideas, until now, some comparativists speak about the possibility of the removal of the general laws on the development of education without certain confirmation.

### **3. CONCLUSION**

The emergence of comparative pedagogy is usually connected with the publication in 1817 by the French scientist Marco m-Antoine

Julien of the brochure Draft and preliminary notes to work on comparative pedagogy where the analysis of school and pedagogical experience of France and Switzerland was given.

Scientists-comparativists, working out the technology of the researches, give preference to studying of school-pedagogical experience of the countries with pronounced distinctions. Particular importance is attached to overcoming terminological discrepancies. For example, different languages have different meanings of such concepts as education, secondary education, higher education, etc. There are serious discrepancies in the understanding of the content of comparative-pedagogical researches. A number of scientists proceed from the understanding of education as the consequence of national psychology. Other scientists consider comparative pedagogy, first of all, as social science.

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