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EVOLUTION OF EDUCATIONAL SYSTEMS RESEARCH: HISTORICAL MILESTONES AND CONTEMPORARY APPROACHES

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ABSTRACT

This article analyzes the stages of development of comparative pedagogy and examines the role of various historical, scientific and international factors in the formation of this field. Comparative pedagogy serves to understand global educational processes through the comparative study of the educational systems of different countries and to apply this knowledge in the development of national educational systems. The article examines the formation of the scientific foundations of comparative pedagogy, starting from the "period of travel notes", its expansion with the participation of international organizations and its transformation into a multidisciplinary field in the modern era.

The introduction of the concept of "comparative pedagogy" into science by M.A. Julien in the first half of the 19th century is considered the beginning of the formation of the scientific foundations of this field. In the 20th century, the International Bureau of Education and other international organizations ensured the development of this field at the global level. In the 21st century, technological innovations, global pandemics, and ecological challenges determine new research directions in comparative pedagogy.

Comparative pedagogy is not only an academic field, but also plays an important role in the formation of educational policy and the preparation of educational reforms. The development of effective educational models and the development of national education systems through the study of the experiences of different countries are among the main functions of this field. The article also analyzes the prospects for the future development of comparative pedagogy, new methodological approaches and opportunities for strengthening international cooperation. Thus, this study emphasizes the scientific and practical importance of comparative pedagogy and recommends responding to modern challenges for the sustainable development of this field.

KEYWORDS: comparative pedagogy, educational systems, methodology, international organizations, pedagogical research, convergence theory

INTRODUCTION

Comparative pedagogy is a scientific field that studies the interaction and development dynamics of global education systems. Comparative approaches play an important role in the formation of educational policy and the modernization of education systems in the modern world. The strengthening of relations between educational models of different countries as a result of globalization and technological progress has increased the importance of comparative pedagogy. Comparative pedagogy is not only limited to describing the education systems of different countries, but also identifies their strengths and weaknesses and suggests new strategies for development (Phillips & Schweisfurth, 2014).

One of the main goals of this field is to use world experience to improve national education systems. For this, pedagogical models, educational policies, curricula, teacher training and assessment systems of different countries are comparatively analyzed. Comparative pedagogy has been formed as a multidisciplinary science, studying not only the field of education, but also the impact of social, cultural and economic factors on education.

The rapid changes in education in the 21st century, technological innovations and digital transformation show that comparative pedagogy needs new approaches. For example, the development of online education, the integration of artificial intelligence into pedagogical processes and the spread of inclusive education models reveal new research directions in this area. In modern times, the exchange of pedagogical experience between countries has become even more relevant, and this is carried out through international organizations, universities and research centers.

In addition, issues such as the ecological sustainability of education systems, the impact of global pandemics, and the formation of new skills in line with the changing demands of the labor market also occupy an important place among the challenges of the 21st century. Comparative pedagogy plays an important role in developing scientific approaches and recommendations for educational reforms in solving these problems.

This article will examine contemporary aspects of comparative pedagogy, the interaction of educational models in different countries, and global trends. The application of innovations in educational policy, the role of pedagogical research at the national and international levels, and future development prospects will be analyzed. The aim is to emphasize that comparative pedagogy is not only an academic field, but also a strategic direction that directly affects educational policy and practice.

With the help of comparative research methods, it is possible to reveal the stages of development of comparative pedagogy. Indeed, the first of the most important, leading aspects of the comparative

pedagogy course is comparative research methods. Although these methods have not been extensively commented on in the history of Azerbaijani pedagogical thought until now, their corresponding ideas have been commented on by our classics and thinkers at various stages of the history of our pedagogical thought. The importance of comparative interpretations is shown in the work of A. M. Bahmanyar “At-Tahsil” and in the book of Nasiruddin Tusi “Akhlaqi – Nasiri”.

Prominent Azerbaijani educators, such as C.A.Cebrayilbeyli, A.A.Agayev, A.Y.Seyidov, F.A.R.Rustamov, F.B.Sadigov, H.M.Ahmedov, M.M.Mehdizadeh, N.M.Kazimov, Y.R.Talibov, Z.I.Garalov, and others, have made necessary observations regarding the methods of comparative pedagogy.

The stages of comparative pedagogy can be conditionally listed as follows:

Comparative pedagogy **The first stage of development** is called the “pre-science” or “travel journal period” (Cowen & Kazamias, 2009). This stage is characterized by travelers returning from their travels, providing their compatriots with information, either orally or in writing, about the culture, customs, and traditions of other peoples, or their system of upbringing for young people.

The second stage (the first half of the 19th century - the 1980s) is associated with the name of MA Julien, who for the first time among Europeans showed the importance of collecting information about the education systems of other countries (Rust & Bagley, 2010). He introduced the term “comparative pedagogy” into science, substantiated its goals and methods. At that time, the practice of studying education systems was widespread in Europe. Many public figures and educators studied and described foreign educational experience (K.D. Shinsky, L.N. Tolstoy (Russia), M. Arnold (England), etc.). At that time, terminology was being improved and certain attempts were made to investigate the problems to be studied.

The third stage (late 19th century – early 20th century) is characterized by the emergence of international organizations engaged in comparative and pedagogical research (Crossley & Watson, 2003). The main central role is played by **the International Bureau of Education**. It was founded in Geneva in 1925 on the initiative of the famous Swiss educator A. Clapareda. The International Bureau of Education established contacts between scientific, pedagogical and educational institutions of different countries; organized international pedagogical conferences, and trips of educators and educationalists to foreign countries. Publishing activities played an important role in the activities of the IBE.

Special periodicals such as “International Journal of Education and Training”, “Journal of Education” (USA), “International Journal of Pedagogy” (Germany) were published. Despite the descriptive nature of the research, the number of scientists engaged in research methods of comparative pedagogy is rapidly increasing; the scope of the problems studied and the number of countries are increasing.

During the 1898/99 academic year, the first course lecture entitled “Comparative Pedagogy” was delivered at the College of Education of Columbia University in the USA.

In the fourth stage (the first half of the 20th century), the methodological foundations, subject matter, understanding of goals and objectives, and problem areas of comparative pedagogy are intensively developed (Nóvoa & Yariv-Mashal, 2003).

In 1918, P. Sandiford's first book, "Comparative Pedagogy", was published in the USA, and in 1933, L. Kendel's large-scale work, "Research in the Field of Comparative Pedagogy", was published. 15 years later, in 1949, N. Hans's book, "Comparative Pedagogy", was published in England. All of the above-mentioned works are considered classics. They outlined the subject matter, tasks, problem areas of comparative pedagogical research and methods for their implementation in the next hundred years.

In the fifth stage (the second half of the 20th century - the beginning of the 21st century), the strengthening of the connections of comparative pedagogy with other social sciences (philosophy, history, sociology) and the widespread use of methods in comparative pedagogical research are noted (Manzon, 2011). National and international organizations and research centers dealing with the problems of comparative pedagogy are emerging around the world:

European Society for Comparative Pedagogy (London, 1961);

Society for Comparative Pedagogy (USA, 1956);

International Institute for Pedagogical Research (Frankfurt - Main, FAR)

Institute for Comparative Pedagogy (Salzburg, Austria).

Several universities around the world have departments of comparative pedagogy, and lectures are given to students on this subject.

In many Western countries, special journals such as “Comparative education”, “Comparative education review”, “International Review of education”, “Compare”, etc. are published on the problems of world education and upbringing (Steiner-Khamsi, 2010) . The development of comparative pedagogy in the 20th century is determined by a number of concepts or ideas. Until the 20th century, specialists found ways to apply comparative pedagogical research in the study of foreign educational experience and its individual elements to the national education system to increase its effectiveness. However, many scientists considered the mechanical transfer of the best examples of educational experience from one country to another ineffective or impossible due to various socio-economic and cultural conditions.

According to the concept that emerged at the beginning of the 20th century, by studying the education systems of other countries, we better understand their political and economic structure, the mentality of their people, their customs and traditions, and the general development model. This concept, put forward by Kendel (1933) and Hans (1949), forms the basis of many studies on comparativism. In the 20th century, the theory and concepts of social sciences (philosophy, history, sociology, psychology,

etc.) influenced the development of comparative pedagogy. The theory of **convergence** (lat. Convergence – approximation, similarity, adaptation) had a great influence on comparative pedagogical studies. Experts have concluded that during the comparative study of the experience of developing education in countries with a centralized education system, convergence between education systems will occur in the coming decades.

CONCLUSION

The development of comparative pedagogy is the result of a long historical process, and this process has played an important role in the formation of modern education systems. The stages of historical development show that, starting from the earliest times, the transmission of pedagogical knowledge through travel notes laid the foundation for this field. In the 19th century, this process was enriched with scientific foundations and reached the level of systematic research. In the 20th century, under the influence of international organizations, comparative pedagogy became an integral part of the global scientific discourse.

In modern times, the methodological basis of comparative pedagogy has developed significantly. In particular, global problems such as global pandemics, the impact of artificial intelligence on education, and environmental sustainability have brought new perspectives to comparative research. International organizations and research centers are important actors in this field and provide an opportunity for a systematic study of global pedagogical experience.

Comparative pedagogy is not only an academic field, but also has a direct impact on the formation of educational policy. The results drawn from the experiences of different countries play an important guiding role in the development of national educational policies. The knowledge gained is applied in areas such as inclusive education, digital transformation, teacher training and curriculum reforms.

In the future, comparative pedagogy should further strengthen multidisciplinary approaches and be integrated with technological innovations. In this direction, the expansion of international cooperation, the establishment of databases and the creation of open scientific platforms are of particular importance. Thus, comparative pedagogy is not only a field of scientific research, but also a strategic tool for sustainable educational development.

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