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# THE DEVELOPMENT OF OSVITOLOGIIA: COMPARATIVE PEDAGOGY

In the focus of the article are the object, subject, purpose, status and tasks of comparative pedagogy in the context of the establishment and development of the scientific school of the intergrated research of education – osvitologiia; it is proved that osvitologiia contributes to a different interpretation of comparative pedagogy in the scientific educational space and osvitological approach enables to overcome disciplinary barriers in comparative studies and reach a higher productive level provided by the methodology of interdisciplinary and multidisciplinary approaches.

Comparative study as an educational discipline introduces the laws of the global educational process to the students, enables them to acquire the capacity for distinguishing the common, special and singular in the development of educational systems, promotes the development of general and pedagogical culture.

The study of the discipline should largely concentrate on the analysis of positive and negative effects of foreign experience of the development of education, thus, enabling deeper understanding of internal problems, prevention mistakes and miscalculations, increase of the efficiency of the national educational system and use of the world experience.

The course plays an important role in improving students' methodological culture, provides them with new methods of research, demonstrates the best traditions of humanistic pedagogy and raises awareness of the complexity and ambiguity of the phenomenon of education.

***Keywords*:** comparative pedagogy; comparative studies; osvitologiia; disciplinary approach; interdisciplinary approach; multidisciplinary approach.

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*доктор педагогічних наук, професор, член-кореспондент НАПН України, Заслужений працівник освіти, завідувач Науково-дослідної лабораторії освітології Київського університету імені Бориса Грінченка. Автор понад 380 наукових праць, засновник і керівник наукової школи з проблем творчості і технологій у неперервній професійній освіті. Професор Вищої педагогічної школи Спілки польських учителів (м. Варшава). Головний редактор фахових видань з педагогіки і психології. Професійні та наукові інтереси: освітологія; теорія і методика професійної освіти; педагогіка творчості; компаративістика у сфері освіти; методологія науково-педагогічних досліджень; інноваційні та інформаційно-комунікаційні технології в освіті.*

*"It is difficult to achieve objectivity in comparative studies in pedagogy because our cultural conditions make it impossible to fully transfer into another culture. Prognoses and laws in comparative pedagogy lose any sense in view of the dynamic character of culture, manifested in the infinite variety of forms, especially in times of rapid change"*

*Edmund King – professor of comparative pedagogy*
*King's College, University of London.*

The major task of the Ukrainian society is to create conditions for improving the efficiency and quality of functioning of education as a means of social and economic development of the country, its compliance with the demands of the modern era, its civilization challenges. It should be stressed that in today's world education acquires the status of not only an essential social sphere capable of meeting the needs and interests of the society, the state and an individual but also an important economic sector playing an increasingly important role in accumulation and ensuring the quality of human capital. Consequently, the modern concept "education" is getting a wider context, covering the multidimensionality of educational issues and interrelationships between education and other spheres of social life (Sysoieva S., 2011).

The development of the scientific school of the intergrated research of education – osvitologiia – in Ukraine makes it possible to analyze educational processes at interdisciplinary and multidisciplinary levels, identify the dominant features of educational development, factors affecting the functioning of the sphere of education,

its subsystems and mechanisms of interrelation and interaction between educational institutions and other social institutions. Osvitologiia emerged because of the need for objectivization at philosophical, general scientific, specific scientific and technological levels of sophisticated and complex process of functioning of modern education; complexity of the processes and phenomena covered by the term "education"; extension of the problem field of pedagogical studies and its interrelation with other fields of science (economics, political science, sociology, etc.) that are not adjacent to pedagogy, but without which it is impossible to create the integral idea of the development of education in the broad sense.

The most significant tasks of osvitologiia as an independent scientific school are: holistic research I sphere of education at different levels, dimensions, proportions and interrelations in order to identify patterns and trends of its development; description and comparison of different educational systems so as to highlight general characteristics and inherent features (Ogneviuk V.O., 2012). The successful realization of these tasks is possible on the basis of combination of scientific methods (applied to the humanitarian studies), the multidisciplinary approach to the study of complex and integrated educational processes. It should be noted that this approach reflects the general tendency of modern science to enhance the integration of disciplinary knowledge, interaction and interpenetration of different fields of scientific knowledge while studying the complex and integrated object of the research.

The fact that methodology of osvitologiia depending on the complexity of the educational phenomenon is interdisciplinary, multidisciplinary or transdisciplinary enables to describe the development of comparative pedagogy from a different research perspective.

The purpose of this article is to examine the comparative pedagogy in the context of the development of osvitologiia.

Comparative pedagogy in Ukraine is a young field of pedagogical knowledge which, in fact, began to develop after Ukraine gained independence. Today in the scientific space of our country it is at the stage of formation which is proved by the prevalence of descriptive researches in foreign pedagogy over the comparative studies proper grounded on the valid methodological basis. Among Ukrainian scientists engaged I problems of comparative pedagogy the following names are worth mentioning: O. Lokshina, N.Lavrychenko, O. Ogienko, L. Pukhovskaia, A. Sbruieva, A. Vasyliuk, etc.

World comparative pedagogy has come quite a long way of the development from descriptive studies aimed at improving the work of the country's school through borrowing and considering the experience of other countries to comparative studies proper with a considerable probative methodological basis, well-grounded generalizations and conclusions that facilitated making political decisions in education, laying foundations for reform and modernization of education in the country. Different periodizations of comparative pedagogy were analyzed and summarized

by O. Lokshina (Lokshina O., 2011). However, despite the diversity of periodizations, there is a generally accepted view that the founder of comparative pedagogy as a science is Marc Antoine Jullien de Paris (1775-1848) whose work "Esquisse et vues preliminaries d'un Ouvragesurl'education compare" (Essays and introductory training for work in comparative upbringing, 1817) was the first to include the terms "comparative upbringing" and "comparative pedagogy" and was recognized as the first collection of comparative studies of educational systems (Pachocinski R., 1998). The concept of comparative studies of M.A J. de Paris in those days focused on improving the level of French school in through the use of the best educational patterns of the world's pedagogical theory and practice.

Today, acknowledging education as a means of guaranteeing national security, creating human capital, providing conditions for the effective socio-economic development of the country and welfare of its population, the international community pays considerable attention to the search of effective models of education, consolidation of efforts in overcoming the problem of the quality of education at all levels and in all its branches. Solution to these problems is largely associated with the development of comparative pedagogy. The most influential international organizations such as UNESCO and the OECD have departments which generalize and promote comparative studies, own printed periodicals in order to cover the results of their researches.

The subject of comparative pedagogy and pedagogy on the whole is quite broad. In Poland, for example, broadening of the subject of educational researches resulted in the emergence of pedagogical subdisciplines such as comparative pedagogy, economics of education. In our opinion, the introduction of pedagogical subdisciplines limits the possibilities of each of them in regard to the use of the research methods, choice of the subject of study, confirmation of its own research status.

It should be stressed that there is a very narrow range of issues in comparative pedagogy that can be investigated without taking into account different contexts of the development of the country, its history, culture, characteristics of social and political order. I. Kandel wrote that problems and goals of education are similar in most countries, but many decisions in individual countries depend on differences in traditions and culture. One of the reasons that hinders the development of comparative pedagogy, in his view, is that the study of foreign educational systems often takes the form of "simple description" that does not consider the cultural context while examining the phenomenon (Pachocinski R., 1998). I. Kandel explicated that to understand, find out and assess the real state of the educational system of the country, it is necessary to know its history and traditions, geographical location, social organization, political and economic conditions, which determine the development of education.

The outstanding comparative researcher in the field of education George Z.F. Bereday, a scientist of Polish origin (Zigmund Fialkovskyi), professor of comparative pedagogy at Columbia University, believed that for a researcher in the field

of comparative pedagogy three aspects are of the utmost importance: knowledge of the language of the research area; being located in this area; correct understanding of cultural heritage (Pachocinski R., 1998).

Analysis of different concepts of comparative pedagogy in their historical development shows that comparative pedagogy developed and established as an interdisciplinary science whose researches always had a distinct contextual character. Thus, G.Z.F. Bereday wrote that comparative pedagogy is not equal to history of education and is not a subdiscipline of sociology or political science but a synthesis of these and other branches of science, and its interests are focused in search of tasks emerging from differences in educational practice in different countries and which can be obtained by the use of methods applied in different disciplines. J.Z.F. Bereday also systematized the problems arising from the recognition of comparative pedagogy as an interdisciplinary field of knowledge (Pachocinski R., 1998).

To understand the development of comparative pedagogy it is important to realize that its status as an independent field of science is constantly being debated and questioned as the method of comparative analysis is used in the researches of all sciences and is an integral part of the way of man's perception of the world. In pedagogy the method of comparative analysis is applied in history of upbringing when comparing the ways of upbringing used in different eras and when contrasting methods, forms, methodology and techniques of teaching and so on. Comparative pedagogy in its development followed the same path as comparative law, comparative religion, comparative anatomy, etc. To establish the status of comparative pedagogy as an independent science the scholars stressed that being an interdisciplinary science comparative pedagogy may use the methods of other fields of scientific knowledge, which determine the context of comparative studies (political science, economics, law, sociology, cultural studies, etc.).

An important feature of the autonomy of a science is its object and subject of study.

Summarizing different approaches to the definition of the object of comparative pedagogy (I.M. Bogdanova, B.L. Vulfson, A.N. Dzhurynskyi, Z.N. Kurliand, M.A. Rodionov, A.A. Sbruieva, O.S. Tsokur), we may conclude that it is considered in the context of global, regional and local level of the development of education, its subsystems, in retrospective and current aspects in conformity with the functions of comparative pedagogy. Apart from theoretical, practical, prognostic, propaedeutic functions comparative pedagogy performs international and integration function being both national and international at the same time, as scientists and practitioners in each country examine the findings of comparative researches in the context of the priorities of their school.

Determining the subject of comparative pedagogy as an aspect or element of the object singled out by the scholar in the process of scientific research and examined according to the purpose A.A. Sbruieva accentuates that

there is no universal definition of its subject and tasks in modern comparative pedagogy (Sbruieva A.A., 1999).

Having generalized different definitions of the subject of comparative pedagogy O.M. Halus and L.M. Shaposhnikova accentuate that the following are most often chosen as the subject of comparative pedagogy: the state, trends and patterns of the development of the world (foreign and domestic) pedagogical experience, modern national pedagogical cultures (Z.N. Kurliand, O.S. Tsokur, I.M. Bogdanova, etc.); the state, the main trends and patterns of development of education in different countries, geopolitical regions and on a global basis; the ratio of general trends and national or regional characteristics, positive and negative aspects of the international pedagogical experience, forms and ways of the mutual enrichment of national pedagogical cultures (B.L. Vulfson, Z.A. Malkova); comparison and generalization of school pedagogical experience of the countries with pronounced differences (A.N. Dzhurinskyi); the state, trends and patterns of development of education at the global, regional and local levels, comparison of the international and domestic pedagogical experience for the purpose of the mutual enrichment of national pedagogical cultures (O.M. Halus, L.M. Shaposhnikova, 2006).

The Polish researcher R. Pahochynskyi clearly defines the object of comparative pedagogy: educational systems of the countries of the world and their typology; models of higher education in Europe; teacher training in the most developed countries of the European Union; school management in the countries of the European Union; educational policy and educational law; educational management and funding; the structure of educational systems; education as a process and outcome; learning objectives and their pedagogical content; teaching methods; the quality of textbooks; participants of the educational process; specific issues such as the distribution of hours or periods of leave (Pachocinski R., 1998).

Thus, the subject of comparative pedagogy covers all fields and levels of education, all types of education (formal, non-formal, informal) and any other educational as well as purely pedagogical phenomena, and therefore goes beyond the science of pedagogy and cannot be investigated within the disciplinary approach. In our opinion, the subject of comparative pedagogy can be categorized into three groups depending on the level of the research approach (disciplinary, interdisciplinary, multidisciplinary), namely:

- pedagogical phenomena to be examined within the disciplinary approach;
- educational phenomena receiving the study within the interdisciplinary approach;
- educational phenomena to be investigated within the multidisciplinary approach.

In the future it will probably be possible to create methodology of comparative researches at the transdisciplinary level.

The clear-cut discrimination of the subject of the research of comparative pedagogy shows that comparative pedagogy as an independent field of research within pedagogy is bound to persistently come across disciplinary (both theoretical and methodological) barriers which will undoubtedly hinder its development.

It is worth mentioning that the whole history of the development of comparative pedagogy is associated with overcoming disciplinary barriers. Since the appearance of the works of P. Rosello, sociocultural concept of M. Sadler, the study of factors affecting educational development under taken by N. Hans (natural, religious, secular) and F. Schneider (geographical conditions, economy, culture, religion, science, social structure, politics, impulses emanating from education itself and foreign contacts), problem-based approach of B. Holmes (comparative pedagogy is a resource for reform and education policy; it facilitates setting principles, systems and laws that help explain the functioning of educational systems), the methodology of comparative studies of I. Kandel, G. Bereday, H. Noah, M. Eckstein, researchers have tried to prove and establish the right of comparative pedagogy to apply the methods of other sciences, methodological diversity and methodological pluralism.

Within the scope of the disciplinary approach a comparative researcher is unable to give answers to the key questions of comparative study: What caused the difference between one educational system and the other, how was it formed and developed? What social functions were performed by the educational system, how were they associated with educational principles and educational policy of the country? What results and objectives were been achieved? At the same time, the answers to these questions help identify patterns of the development of education, trends of changes in the field of education and, what is the most important, reasons for their emergence enabling researchers to plan and predict the development of education in the country.

Many researchers, acknowledging the interdisciplinary character of comparative pedagogy, consider it a constituent part of pedagogy which operates with the methodology of the disciplinary level. Thus, the French comparative researcher H.V. Dael notes that comparative pedagogy is an interdisciplinary component pedagogy that studies educational phenomena and facts in relation to their social, political, economic and cultural context (quoted from Sbruieva A.A., 1999). The scholar outlining the interdisciplinary character of comparative pedagogy, which is undoubtedly a positive fact, comes to the wrong conclusion, in our opinion, that the interdisciplinary field of scientific knowledge is a component of the disciplinary one, that is, pedagogy. This situation can be explained by lack of attention to the development of the theory of education, the sciences studying education itself, which would clearly discriminate between education and knowledge about education, no matter which sciences the knowledgewas received from.

Under these circumstances, taking into account the interdisciplinary character (and when investigating some problems – multidisciplinary character) of the studies

in the field of comparative pedagogy, which is reflected in the content of its research issues, the use of knowledge and research methodology of other sciences, it can be stated that comparative pedagogy is an independent interdisciplinary field of scientific knowledge that can be used to maximum effect within the scope of osvitologiia.

Nowadays it is largely on account of the change of the status of education, its indubitable impact on the effectiveness of social and socio-economic development.

It should be emphasized that comparative pedagogy is of great practical importance, especially for forming educational policy and justification of the content of educational reforms. G. Noah and M. Eckstein wrote that to be established comparative pedagogy must offer "the definite, probably, exceptional and distinctive assistance in explaining educational and social phenomena" (Miroslava Vańova, 2006). The purpose of comparative pedagogy is also defined as "the study of factors that have the fundamental impact on educational policy" (Pachocinski R., 1998).

Analyzing the problem of Comparative Education as a science, it is necessary to identify the following objectives to be invariant each comparative study. These tasks-invariants must include:

● Tasks concerning thewell-grounded analysis of the concepts used in the research and thorough comparison of their content with the content of concepts used in the national educational space.

Ambiguous interpretation of the concepts used in the world and European educational space today, lack of their adaptation to traditional concepts of national pedagogy, in our view, causes great damage to the development of the educational sector of the country, introduces ambiguity in understanding the terminology, creates chaos in the minds of researcher and practitioners, lowers the level of methodology of pedagogy. Therefore, we believe that a comparative study should begin with the analysis and comparison of the thesaurus (domestic and of the country under study).

● The objective of any comparative study, paradoxically enough, is the process of comparison.

There are serious deficiencies in the purely comparative studies in Ukraine today. As a general rule, studies in foreign pedagogy representing simple descriptions with some transformations of the experience in Ukraine are carried out. The fact, to our way of thinking, is connected with the formation of comparative pedagogy in Ukraine, the "age" of this field of knowledge.

● Tasks relating to the determination of the criteria for comparison, description of the stages and methodology of the research, including the proof of equivalence, comparison ability of the phenomenon under study in different countries.

● Tasks considering the possibility and expediency of transference of the revealed experience of education, educational models of other countries to one's own country.

● Tasks aimed at developing recommendations for education policy, the content of reforms and modernization of education. As a matter of fact, they are the essence of comparative study.

On the basis of the preliminary analysis, taking into account the current stage of the development of the society, education as well as comparative pedagogy, we consider it more appropriate to use the term "comparative study in education" instead of the term "comparative pedagogy".

The term "comparativism" (from the Latin comparatives – comparative) is widely used in domestic literary study (one of the methods of comparison of literary works of different countries and peoples) and linguistics (comparative historical method for identification and study of affinity of languages). Comparative study is regarded as a constituent part of language study devoted to comparative historical study of cognate languages. The concept of comparative study is widely used in the humanities today, in particular, in philosophy, history. Taking roots in literary disciplines in the days when they were an integral part of philosophy, comparative study quickly went beyond these limits and acquired the status of the universal methodology. Published works of the lates period show that this concept is widely applied in modern jurisprudence (L. Lutz, O. Tikhomyrov, O. Merezhko), social sciences (A. Lobanova), political science (A. Dugin, M. Zeitlin, Yu.Tikhonravov), religious science (A. Barker) and others. The characteristic features of komparatyvizm as a postmodern ideological foundation is examined in the works of L.Verbitskaia, V. Zhirmunskyi, L. Medushevskaia, etc. However, we consider the following thought to be valid: "despite a long tradition of comparative studies, we can say that only in some sciences first attempts of understanding comparative research as a field of interdisciplinary social and humanitarian researches have been made" (O.D. Tikhomirov, 2006).

In comparative pedagogy comparativism is understood as identification and comparison of common and specific patterns, trends of the development of educational and upbringing (pedagogical) systems around the world aimed at their improving (Halus O.M., Shaposhnikova L.M., 2006).

Under discussion today is the problem of determining the status of comparative pedagogy relative to comparative research ranging from their complete opposition to absolute and unconditional unification. However, Ye.I. Brazhnyk emphasizes that the achievements of comparative research which has already reached the level of general methodology of comparative studies of social processes and phenomena are not taken into consideration. Therefore, it is necessary to consider not only of the possibility of application of the methodology of "information comparative research" in comparative pedagogical studies (Brazhnyk Ye.I., 2005), but also the need for the use of the comparative approach "based on the comparative method and is not limited to it or methodological knowledge, but is able to combine some subject knowledge in its methodological function" (O.D. Tikhomirov, 2006, p. 28).

Comparative study in education is an interdisciplinary field of knowledge which studies educational systems, their development from synchronic, diachronic and functional position. Comparative study in education investigates pedagogical phenomena and facts in political, social and economic, cultural conditions and

compares the similarities and differences between two or more countries, regions, continents or globally. Comparative study strives for a better understanding of any pedagogical phenomenon in the educational system (Miroslava Vańova, 2006, p. 53). This definition does not fully explicate the essence of comparative study in the field of education, but outlines the understanding of its importance at the beginning of the XXI century and awareness of the scope of its requirements.

Osvitologiia creates methodological conditions and opportunities for the development of comparative study in education, namely:

- any educational phenomenon may be studied in a broad context area making use of methods of different sciences depending on the purpose of the study;
- the equivalence of the countries under study will enhance by means of a more thorough analysis of the socio-economic, cultural and historical factors that influence the development of education and are reflected in all its subsystems and components;
- increase of the credibility of comparative researches will strengthen findings for educational policy, reform and modernization of educational systems and their subsystems;
- prognostic function of comparative studies is reinforced, especially the part which explains the possibility of transfer of educational innovations and models to the area of another country, because it is necessary in this case to take into account the traditions, culture, history of people, etc.;
- there are prerequisites for the creation of the theory of education, school theory and its variation models and factors that contribute to their implementation on different socio-economic, cultural and historical grounds;
- systematic consideration of factors that influence the development of education is made possible.

The last position is of crucial importance because while doing comparative researches it is always necessary to consider external influences on education and educational phenomena. Functioning of the field of education depends on the economic, historical and national, demographic, state and political, social factors. Economic factors determine the financial ability of the state budget, which can be used for the development of education, quantitative and qualitative demand for graduates. Historical and national factors are closely related to the specifics and nature of the society, its history and culture. These factors are most pronounced during changes in education and school reforms as historically conditioned orientation of national traditions. The process of expanding the access to education, implementation of changes in education, educational reforms and identification of the tasks for education is closely related to demographic factors. Factors conditioned by the political system directly affect the formation and content of educational policy. Social factors are connected with the structure of the society, its changes and impact of these changes on educational system.

The impact of these factors on education is described by osvitologiia, namely, sciences about education: economics of education, sociology of education, culture study of education, history of education, educational policy and so on.

Comparative study as an educational discipline gets students acquainted with the laws of the global educational process, enables them to acquire the capacity for distinguishing the common, special and singular in the development of educational systems, promotes the development of general and pedagogical culture (Comparative Studies in Education, 2014). The study of the discipline should largely concentrate on the analysis of positive and negative effects of foreign experience of the development of education, thus, enabling deeper understanding of internal problems, prevention mistakes and miscalculations, increase of the efficiency of the national educational system and use of the world experience. The course plays an important role in improving students' methodological culture, provides them with new methods of research, demonstrates the best traditions of humanistic pedagogy and raises awareness of the complexity and ambiguity of the phenomenon of education.

In conclusion, establishment and development of the scientific school of the intergrated research of education – osvitologiia – contributes to a different interpretation of comparative pedagogy in the scientific educational space and osvitological approach enables to overcome disciplinary barriers in comparative studies and reach a higher productive level provided by the methodology of interdisciplinary and multidisciplinary approaches.

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**РОЗВИТОК ОСВІТОЛОГІЇ: ПОРІВНЯЛЬНА ПЕДАГОГІКА**

Розглядаються об'єкт, предмет, мета, статус та завдання порівняльної педагогіки в контексті становлення і розвитку наукового напряму інтегрованого дослідження сфери освіти – освітології. Показано, що освітологія сприяє переосмисленню місця порівняльної педагогіки в науковому освітньому просторі, а відповідний підхід дає змогу подолати у порівняльних дослідженнях дисциплінарні бар'єри й вийти на вищий продуктивний рівень, який забезпечує методологія міждисциплінарного та мультидисциплінарного підходів.

***Ключові слова:*** порівняльна педагогіка, компаративістика, освітологія, дисциплінарний підхід, міждисциплінарний підхід, мультидисциплінарний підхід.

***Сысоева С. А.***

**РАЗВИТИЕ ОСВИТОЛОГИИ: СРАВНИТЕЛЬНАЯ ПЕДАГОГИКА**

Рассматриваются объект, предмет, цель, статус и задачи сравнительной педагогики в контексте становления и развития научного направления интегрированного исследования сферы образования – освитологии. Показано, что освитология способствует переосмыслению места сравнительной педагогики в научном образовательном пространстве, а соответствующий подход позволяет преодолеть в сравнительных исследованиях дисциплинарные барьеры и выйти на более высокий производительный уровень, обеспечивающий методологию междисциплинарного и мультидисциплинарного подходов.

***Ключевые слова:*** сравнительная педагогика; компаративистика; освитология; дисциплинарный подход; междисциплинарный подход; мультидисциплинарный подход.