



PEDAGOGICAL NECESSITY OF A COMPARATIVIST APPROACH IN THE INTERNATIONALIZATION OF EDUCATION

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ABSTRACT

This article discusses the pedagogical necessity of a comparative approach in the internationalization of education. The issues of teaching based on a comparative approach include a multifaceted examination of the specific features of educational systems, educational practices and modern pedagogy in different countries and regions. This approach allows for a deeper understanding of the complexities associated with educational processes and outcomes around the world.

KEYWORDS: Comparative approach, modern pedagogy, internationalization of education, broadening perspectives, inclusive approach, innovation and adaptation, elimination of inequalities.

INTRODUCTION

In no country can the education system be updated and developed in line with the demands of the times without using foreign experience and cooperating with each other. After all, Uzbekistan's active integration into the world community requires the national education system to be brought into line with world standards.

As the Head of our state emphasized in his congratulatory speech to representatives of the sector on the occasion of the Day of "Teachers and Mentors", the cornerstone of development, the power that makes a country powerful and a nation great, is science, education and upbringing. That is why the president, when he said: "If the teaching methodology in school does not change, the quality, content and environment of education will not change," saw the "Fundamentals of the Third Renaissance" in educational reforms. In fulfilling these tasks, the science of comparative pedagogy comes into play. Because the comparative study of the world education system and the popularization of advanced practices in our Republic are yielding effective results.

LITERATURE ANALYSIS

CIS scientists: L.S. Vygotsky, O.Yu. Sudneva, K.R. Sharafiyeva, V.G. Soy, O.V. Karakulova, A.Kh. Samiev., O.M. Pariipko, S.Yu. Stepanov, I.N. Semyonov and others have conducted research on the development of a comparative approach in the educational process.

The issue of motivation for learning in students in the process of primary education, motivation for learning, and a comparative (comparative) approach to education in future primary school teachers has been studied by such scholars from foreign countries as I.K. Ghosn, J. Thomson, G.

Lazar, M. Lajolo, B. Lin, P. Morgan, E. Silva, V. R. Stan, T. Van, Daniel Goleman, E. Carr, Pierre Teilhard de Chardin.

RESEARCH METHODOLOGY

The article analyzes the pedagogical necessity of a comparative approach in the internationalization of education.

ANALYSIS AND RESULTS

The pedagogical necessity of a comparative approach in education emphasizes the importance of understanding different educational systems, practices, and contexts in order to improve the effectiveness of education and teaching. This approach recognizes that education is not a single task, but a dynamic interaction of cultural, social, and individual factors. The main reasons for the importance of a comparative approach in pedagogy are as follows:

Cultural awareness and sensitivity. Education takes place in cultural contexts that shape beliefs, values, and norms. By comparing educational systems in different cultures, educators gain a deeper understanding of how cultural factors influence teaching and learning processes. This awareness enables them to develop culturally appropriate curriculum and pedagogy that is relevant to the backgrounds and experiences of their students.

Broadening perspectives. Exposure to diverse education systems broadens teachers' perspectives and challenges ethnocentric views. Comparing practices from different countries and regions encourages critical reflection on the strengths and limitations of their own education system. This, in turn, fosters a more open and inclusive approach to teaching and learning.

Identifying best practices. A comparative approach allows teachers to identify best practices from different education systems and adapt them to their own contexts. By studying successful strategies used elsewhere, teachers can improve their teaching methods, curriculum development, and assessment practices to better meet the needs of their students.

Innovation and adaptation. Education is constantly evolving in response to changing societal needs and technological advances. Benchmarking provides insights into innovative pedagogical approaches and emerging trends in education around the world. Teachers can then adapt and incorporate these innovations into their teaching practices to remain effective and relevant in a rapidly changing world.

Addressing inequalities. Educational inequalities persist within and across countries, often exacerbating social disparities. Through benchmarking, teachers can identify systemic barriers to access and success in education and learn from strategies implemented in other contexts to address these inequalities. This includes policies and practices that promote inclusive education, reduce achievement gaps, and ensure equal opportunities for all students.

Promoting global citizenship. In an increasingly interconnected world, developing global citizenship is essential. A comparative approach exposes students to diverse worldviews, cultures, and perspectives, and develops empathy, understanding, and respect for others. This helps prepare students to navigate the complexities of a globalized society and participate as responsible and informed citizens in an interconnected world.

CONCLUSIONS



The pedagogical imperative of a comparative approach lies in its ability to increase cultural awareness, broaden perspectives, identify best practices, support innovation, address inequalities, and encourage global citizenship. By adopting a comparative lens in education, educators can better meet the diverse needs of their students and prepare them to thrive in an increasingly interconnected and complex world.

A comparative approach plays a key role in the internationalization of education, facilitating cross-cultural understanding, cooperation, and innovation at the international level.

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