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THEORETICAL PREREQUISITES FOR THE FORMATION OF COMPARATIVE PEDAGOGY IN THE WORKS OF COMPARATIVISTS OF THE 19TH CENTURY

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In order to determine the prerequisites for the formation of pedagogical conceptualizations and determine the prospects for the development of pedagogical comparative studies, the authors of the study decided to conduct a consistent analytical review of the system of views of the Russian emigrants representative N.A. Hans, which is associated with his assessment of the role of the 19th century theorists, who initiated the formation of pedagogical comparative studies. The work by N. A. Hans "Comparative education" was published in 1949 in London. It is the first time when a systematic vision of N. A. Hans is presented and the role of the theorists who studied the problems of comparative pedagogy at the earliest stages of its theoretical formulation is reviewed. The authors of the work used mainly theoretical research methods such as analysis, synthesis, generalization and a comparative method.

Keywords: comparative education, Russian emigrants, pedagogy, comparativist, comparison, description.

ТЕОРЕТИЧЕСКИЕ ПРЕДПОСЫЛКИ ФОРМИРОВАНИЯ СРАВНИТЕЛЬНОЙ ПЕДАГОГИКИ В ТРУДАХ КОМПАРАТИВИСТОВ XIX ВЕКА

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С целью определения предпосылок формирования педагогических концептуализаций и анализа перспектив развития педагогической компаративистики рассмотрена система воззрений русского педагога-эмигранта, одного из ведущих исследователей в этой области Н. А. Ганца. Его работа Comparative education («Сравнительное образование») была издана в 1949 году в Лондоне. В ней впервые системно изложен комплекс воззрений теоретиков, рассматривавших проблемы сравнительной педагогики на самых ранних этапах ее теоретического оформления.

Авторы статьи использовали преимущественно теоретические методы исследования, такие как анализ, синтез, генерализация и сравнительный метод.

Ключевые слова: сравнительное образование, российское зарубежье, педагогика, компаративист, сравнение, описание.

Introduction. When formulating the idea of the study, the authors of the article proceeded from the idea that the emergence of the authors' variants of pedagogical conceptualizations is based on a critical and analytical understanding of the views and theoretical constructions of the authors who have addressed this topic earlier and presented their positions in a systematic way. N. A. Hans, who created the original concept of comparative pedagogy, studied the pedagogical heritage of teachers and public figures on the problems of education and comparative pedagogy, gave a detailed description of their positions and made valuable judgments on issues related to the contribution of these theorists to the formation and development of the theory and practice of education, in general, and comparative pedagogy in particular.

The purpose of the study is a consistent analytical consideration of N. A. Hans's views connected with his assessment of the role of the predecessors, who stood at the origins of the theoretical design of pedagogical comparative studies. This will make it possible to determine the lines of continuity and / or features of demarcations on the problems of the theory of comparative pedagogy in the heritage of N. A. Hans as a representative of the Russian emigrants.

The empirical object of research is the text of N. A. Hans «Comparative education» published in 1949 in London [1]. The choice of this source is due to the fact that this textbook provides a set of his views on the role of theorists who studied the problems of comparative pedagogy at the earliest stages of its theoretical formulation. Temporal boundaries of the study are the 19th century.

Research methods are mainly theoretical ones: an analysis, synthesis, generalization, comparative method. The authors also used the special methods: historical-genetic, comparative-historical and bibliographic ones.

The study was carried out in two stages. The task of each stage is formulated in its characterization.

The first stage of the study. The task of finding works and names of representatives of pedagogical comparative studies, whom N. A. Hans ranked among the founders. Based on the analysis of the materials that make up mainly the content of the chapter «Definition and Scope of Comparative Education», the authors were identified, who, according to N.A. Hans can be considered among the founders of the theory of comparative pedagogy. When selecting the names listed by the author of the publication in question, the authors proceeded from the need to take into account two positions that testify the significance of the contribution of those persons who were considered by N. A. Hans among the most influential founders. The first position (in addition to the surname) is the presentation in the text of the title of the work, which was evaluated as an outstanding contribution to the development of a new direction of pedagogical knowledge, which in the 19th century was pedagogical comparative studies. The second position was to indicate the year of publication of those works that were evaluated as important milestones in the development of the theory of comparative pedagogy.

Based on the study of the text, the names, titles of the works and the dates of their publication were systematized.

As it was established by the authors, the dates of appearance of the works in the field of pedagogical comparative studies date back to the middle of the 19th century. The chronological series includes the names of well-known theorists whose contribution is generally recognized by Russian and foreign scientists is acknowledged and undeniable [2, p.32]. Traditionally, in the European tradition, they are classified as "pedagogical travelers" who wrote down their observations and impressions, gained as a result of trips abroad or a long stay in foreign countries [3, p.71].

The second stage of the study. It is devoted to characterizing the system of views of foreign theorists listed by N. A. Hans and classified as the founders of pedagogical comparative studies.

The first of the authors listed by N. A. Hans is Julien de Paris (1775-1848). N. A. Hans wrote in his textbook «Comparative education»: the first comprehensive scheme of comparative studies of educational systems was developed by Mars-Anthony Julien de Paris in 1817. In his work «L'Esquisse et vues pleliminaires d'un ouvrage sur l'Education Comparee» Julien de Paris formulated very clearly goals and method of comparative research in education. He provided for «analytical" studies of education in all countries with the aim of improving national systems with modifications and changes depending on circumstances and local conditions» [1, p. 11]. However, as it was rightly noted by N.A. Hans, at that time, studies later called «comparative», that is, based on the use of the comparison method, were mostly descriptive.

The two-volume edition of the American researcher John Griscom (1774-1852) «A Year in Europe», published in 1818–1819, is characterized by N. A. Hans as a fundamental work containing an overview of the functioning of educational institutions in Great Britain, France, Switzerland, Italy and Holland. According to N. A. Hans, it had a great influence on the development of the US educational

system because it had a practical projection – thanks to the efforts of John Griscom the first mass school was opened in New York in 1825, which was based on the European monitoring system.

The contribution of the French philosopher Victor Cousin (1792-1867) to the development of education in English-speaking countries N. A. Hans connects with the appearance and translation into English of his work «Report on the State of Public Instruction in Prussia» (1831). This work was written based on a business trip and contained reflections on the advantages and disadvantages of organizing training in the education system of Prussia – a state that Victor Cousin characterized as «a classic territory of schools and barracks». The philosophical context of the book prompted the reader to independently compare educational systems, determine the importance of discipline for the development of the personality of children and adults.

The motivation to observe discipline as a set of procedures that determine the student's attitude to life is one of the leading thematic lines in the pedagogical heritage of Horace Mann (1796-1859). N. A. Hans mentions his work, known as «Seventh annual Report», written in 1843 after a visit to Prussia, as a significant phenomenon for the development of the theory of comparative pedagogy. The Report contains a comparison of education systems in England, Scotland, Ireland, France, Germany and the Netherlands, as well as a description of the teaching methods and techniques that have made certain educational achievements of schoolchildren from different countries possible.

Henry Barnhard (1811–1900) entered the history of education as a reformer of the state system of general secondary education, the introduction of an institution of supervision and the post of Education Commissioner into the education system. However, for N. A. Hans, the significance of this public figure's activity is connected, first of all, with his work as the editor of *The American Journal of Education* in 1856-81, as well as with the creation in 1868 of the Bureau of Education of the United States of America. Issues of *The American Journal of Education* contained important information that allowed US educators to familiarize themselves with the practices of foreign schools in order to proactively improve their teaching practice.

N. A. Hans saw the meaning of the ideas of the English reformer Matthew Arnold (1822–1888) that he was able to describe the features of the national character of some representatives of the culture of European countries as reformers who determined the development of national education systems. N. A. Hans emphasizes that Matthew Arnold's trips to France and Germany in 1859 and 1865 allowed him to establish a connection between such factors as literary creativity, mental features and natural landscapes in the formation of the worldview foundations of the personality of representatives of a certain culture.

Conclusion. Scientific and theoretical heritage of N. A. Hans, not being a complex of ideas widely known in Russia, is an original layer of pedagogical knowledge, formed under the influence of complex geocultural and biographical factors. The system of pedagogical views of the theorist, which was formed in a situation of real involvement in the dynamically changing educational landscapes of Russia at the beginning of the 20th century and Great Britain in the middle of the 20th century, reflects the qualitative originality of his assessment of the influence of the previous experience of theoretical reflection of the first wave of comparativists. The analysis of the text of the monograph «Comparative education» showed that when choosing the works of theorists who are evaluated by N.A. Hans as basic, forming the theoretical basis of contemporary comparative pedagogy, the theorist presented only foreign (Western European and American) authors. When they were selected, N.A. Hans took the position that the personal experience of moving and directly studying the functioning of the education systems in those countries visited by the comparativist was valuable. The only exception is the legacy of Henry Barnhard,

who, without leaving the United States, had the opportunity to acquaint readers with the problems of foreign regional studies on the pages of a pedagogical journal.

Assessing the choice and method of presenting materials about which N. A. Ganz made value judgments, we note that at this stage his methodological optics includes mainly descriptive practices that are typical for «pedagogical travelers». The problems of logical-structural constructions and the operationalization of the comparison method at this stage are not yet updated, this issue is not yet considered even in the formulation plan. The study of the pedagogical heritage of N. A. Hans is promising from the standpoint of determining the genesis and evolution of pedagogical comparative studies and foreign pedagogical regional studies and should be continued.

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