

# Methodological approach – as an important basis of the comparativist approach in primary education

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**Abstract:** This article discusses the methodological approach as an important basis of the comparativist approach in primary education. Because the use of methodology is a critical basis of the comparativist approach in primary education. It ensures that comparisons are objective, accurate and meaningful, and provides valuable insights that inform policy and practice. By adhering to methodological principles, researchers can contribute to the continuous improvement of primary education systems, ensuring equity, inclusion and high-quality education for all children. This methodological basis is necessary to ensure that the comparative approach is accurate, meaningful and useful for improving the education system.

**Keywords:** Methodological approach, comparativist approach, equity, inclusion, enhancing teacher professional development, effective teaching strategies, evaluation and comparison.

**Introduction:** Nowadays, methodological innovations and improvements are being carried out in the process of primary education in our country. This is a natural phenomenon and a social and pedagogical phenomenon associated with the necessity of a new stage of our development. In this regard, it should be noted that the scientific and methodological study of the following methodological problems of primary education is relevant:

- 1) the issue of scientific and methodological research of new directions included in the function of primary education;
- 2) the issue of scientific and methodological research of the problems of individual, distance and digital teaching of primary education;
- 3) the issue of scientific and methodological research of the criteria for using the experience of foreign countries in the process of primary education;
- 4) the issue of scientific and methodological research of individual primary education methodologies of experienced primary school teachers.

It should be noted that the study of these issues is necessary today. Today, these issues are emerging as factors for updating and improving primary education methodology. By studying them, it becomes possible to

solve emerging problems in a timely manner in a generalized manner

## Literature Analysis

Methodology itself can be defined as follows: methodology is a doctrine about the organization of human scientific and practical activity, methods that ensure the effectiveness of research activities, their role and significance in knowledge, the nature of theoretical and methodological problems that arise in research.

The concept of methodology is complex and is not always interpreted in the same way. Currently, the methodological basis of pedagogical science is philosophy. "The main problem of philosophy is to clarify the relationship between objective existence and man. The study of the existence of man with the universe is the study of the infinite activity and character of man. The leading role of education in the manifestation of the individual at the level of personality has long been recognized by philosophers (Aristotle, Plato, Socrates, Democritus, etc.), and the problem of human education is included in the main problems of philosophy.

Thus, pedagogical thoughts and ideas began to emerge within the framework of philosophical teachings and developed over the years, as a result of which

pedagogy emerged as an independent science. Therefore, it can be said without hesitation that the methodology of the discipline of pedagogy is formed by modern philosophy, its theory of knowledge, which expresses the laws of social development," N. Sayidahmedov .

Thus, methodology is used primarily in a broad sense - as the methodology of science, and is considered the philosophical basis of scientific knowledge for all scientific disciplines. Methodology as a science is a doctrine (theory) about the knowledge of objective existence. In a narrow sense, it means the theory of scientific knowledge for specific scientific disciplines, including pedagogy.

Scientists who study methodology as a general scientific basis (M.S. Burgin, B.S. Gershunsky, M.L.Rozhkov, S.S. Rozova, N.Sayidahmedov, etc.) emphasize that the methodology of knowledge should be grouped as a doctrine about scientific-cognitive activity and the knowledge that is its result, its defining criteria, forms and methods of activity aimed at mastering knowledge, as well as the methodology of practical activity as a doctrine about a specific structure of activity, the logic of its organization, methods and means. M.I. Rozhkov logically develops the essence of this approach and emphasizes the need to form two relatively distinct subsystems in the system of sciences, known as cognitive and practical-applied.

For example, B.S. Gershunsky, N.D. Nikandrov, noting that pedagogical methodology can have a practical orientation, put forward the following idea as an exception: "Of course, this situation cannot be distorted. In particular, it would be wrong to perceive any practical recommendations indicating methods for performing certain specific actions as a special form of methodology. Excessive abstraction of methodology, any generalization, any theoretical conclusion divorced from practice, and in some cases, the recognition of the idea that justifies the importance of the idea put forward by the author as a methodological concept are clear examples of its distortion.

The role of methodology in the development of pedagogical science was also studied by V.I. Zhuravlev, and in this study the main attention is paid to its practical tasks. The author sees the tasks in this regard in recommendations for the management of the development of scientifically based technology in specific areas of activity.

According to the Uzbek scientist, philosopher S. Shermuhamedov: "methodology – (Greek – the doctrine of methods) as a creative process that arose on the basis of the methods and means of scientific knowledge, the laws of scientific research, their

comparison and systematization"

Thus, methodology studies the essence of scientific cognitive activity, theoretical problems of its methods and means, as well as the laws of scientific research as a social process.

## METHODOLOGY

The article discusses the methodological approach as an important basis for the comparative approach in primary education.

## RESULTS

It is well known that the comparative approach in primary education is based on the use of a methodology for analyzing and understanding educational practices and outcomes in different contexts. This methodological framework is necessary to ensure that the comparative approach is valid, meaningful, and useful for improving the education system. There are several key aspects of the methodology that are crucial for a comparative approach in primary education. These are:

1. Ensuring objectivity and validity. The methodology ensures that comparisons made between different education systems are based on objective and valid data. By using systematic data collection and analysis methods, researchers can avoid biases that may arise from cultural or personal perspectives. This objectivity is crucial in primary education, where the goal is to identify practices that truly enhance learning and development.
2. Facilitate meaningful comparisons. Primary education systems vary across countries and regions, each with its own unique socio-cultural, economic and political contexts. Methodological rigor allows researchers to take these differences into account, ensuring that comparisons are valid and meaningful. For example, standardized assessment tools can be adapted to local contexts while maintaining their reliability and validity, allowing for fair comparisons of student performance.
3. Support replicability and generalizability. Methodological approaches in comparative education enable research to be replicated, allowing other researchers to verify findings, and applying them to different contexts. This replicability is essential for building a robust body of evidence about what works in primary education. When the methodology is clearly defined and followed, other educators and policymakers can replicate successful interventions in their own contexts, which enhances the generalizability of findings.
4. Increasing analytical depth. Methodologies provide the tools needed to explore educational

phenomena in depth. Qualitative methods such as case studies and ethnography can reveal the nuances of how students and teachers experience and implement learning practices. Quantitative methods such as large-scale assessments and statistical analyses can identify patterns and correlations across different education systems. Together, these methods provide a comprehensive understanding of primary education practices and outcomes.

5. Informing policy and practice. One of the main goals of a comparative approach to primary education is to inform practice. Methodologically sound research provides evidence-based insights that help teachers make informed decisions. For example, comparative research can identify effective teaching strategies, curriculum design, and policy interventions that have been successful in other contexts, providing valuable lessons for improving primary education systems.

6. Promoting equity and inclusion. Methodological rigor is essential to identifying and addressing disparities in primary education. By systematically comparing educational outcomes across demographic groups and regions, researchers can identify inequalities and propose targeted interventions. This is particularly important to ensure that all children, regardless of their background, have access to high-quality education and the opportunity to succeed.

7. Fostering intercultural understanding. Primary education is deeply influenced by cultural values and social norms. Comparative methodology helps researchers understand how these cultural factors shape educational practices and outcomes. For example, ethnographic research can help researchers understand how cultural attitudes towards education affect teaching and learning in different contexts. This understanding is essential for developing culturally sensitive educational practices that respect and include diverse cultural perspectives.

8. Supporting continuous improvement. A comparative approach based on methodological rigor supports continuous improvement in primary education systems. By systematically evaluating and comparing educational practices, researchers can identify areas for improvement and innovation. This ongoing process of evaluation and comparison helps ensure that primary education systems evolve in response to changing needs and challenges.

9. Enhancing teacher professional development. Methodological research in comparative education can also inform teacher professional development programs. By identifying effective teaching practices and models of professional development from

different contexts, researchers can provide valuable insights for developing programs that enhance teacher competence and knowledge. This, in turn, leads to improved quality of education and improved student learning outcomes.

10. Promoting global collaboration. Finally, the use of a methodology in a comparative approach facilitates global collaboration in primary education. Methodologically sound research provides a common language and framework for educators and policymakers around the world to share experiences, challenges, and solutions. This global exchange of knowledge and best practices contributes to the comprehensive improvement of primary education systems around the world.

11. Stimulating innovation in educational practice. Methodological approaches in comparative education can identify innovative practices that can be adapted and implemented in contexts other than those of different education systems. By systematically examining and comparing different pedagogical methods, curriculum designs, and classroom management practices, researchers can identify creative and effective solutions that address common educational challenges. This can lead to the adoption of innovative practices that improve student engagement and learning outcomes.

12. Strengthening curriculum development. Methodological rigor in comparative education helps to evaluate and improve curriculum development. By comparing curricula in different education systems, researchers can identify strengths and weaknesses, as well as good practices that can be integrated into local curricula. This process ensures that the curriculum is comprehensive, balanced, and relevant to the educational goals and needs of students.

13. Strengthening assessment and evaluation. Comparative methodologies provide a solid foundation for evaluating and evaluating the primary education system. By using standardized assessment tools and evaluation methods, researchers can systematically measure student performance, teacher effectiveness, and overall school quality. This data-driven approach helps identify areas for improvement and implement evidence-based strategies to improve educational outcomes.

14. Building a knowledge base for future research. The methodological framework of the comparative approach helps create a rich knowledge base for future research. By systematically documenting and analyzing educational practices and outcomes in diverse contexts, researchers create a repository of knowledge that can be used and built upon by future scholars. This

accumulated knowledge will help advance the field of comparative education and address new and emerging challenges in primary education.

In a comparative approach, methodological approaches to education provide a nuanced understanding of the context in which educational practices are implemented. By taking into account socio-economic, cultural and political factors, researchers can provide contextual insights that are important for interpreting findings and making informed recommendations. This contextual understanding ensures that educational interventions are relevant and effective in different settings.

**Promoting evidence-based decision-making:** A comparative approach based on methodological rigor can help to promote evidence-based decision-making in primary education. Policymakers and educators can rely on methodologically sound research to make informed decisions about resource allocation, policy implementation and educational reform. This evidence-based approach ensures that decisions are based on empirical data and proven practices, which leads to better educational outcomes.

**Integrating theory and practice:** In comparative education, methodology helps to bridge the gap between theory and practice. By applying theoretical frameworks to the analysis of educational practices and outcomes, researchers can develop sound theoretical recommendations. This integration of theory and practice increases the relevance and applicability of research findings, contributing to the improvement of primary education systems.

**Supporting lifelong learning:** Comparative methodologies can also contribute to the development of lifelong learning. By exploring different approaches to lifelong learning and adult education, researchers can identify effective strategies that support lifelong learning and development. These insights can inform policies and practices that encourage lifelong learning from an early age and foster a culture of continuous improvement and adaptation.

**Ensuring equity in education:** A strong methodological framework is essential to ensuring equity in primary education. By systematically analyzing disparities in access, quality, and outcomes, researchers can identify the factors that contribute to inequality and develop targeted interventions to address them. Methodologically sound research ensures that these interventions are effective and scalable, ensuring equal educational opportunities for all students.

**Developing critical thinking and problem-solving skills:** Finally, using a comparative approach to methodology develops critical thinking and problem-solving skills in

researchers, educators, and students. By engaging in rigorous comparative analysis, individuals develop the ability to critically evaluate information, identify patterns, and propose innovative solutions to complex educational problems. These skills are essential for the continuous improvement of primary education systems and the holistic development of students.

## **CONCLUSIONS**

In conclusion, the use of methodology is a crucial foundation of a comparative approach in primary education. It ensures that research is objective, accurate and meaningful, and provides valuable insights that inform policy and practice. By adhering to methodological principles, researchers contribute to the continuous improvement of primary education systems, promoting equity, innovation and high-quality education for all children. This methodological rigor not only advances academic knowledge, but also has practical implications for improving the educational experience and outcomes of students around the world.

The use of methodology is a critical foundation of a comparative approach in primary education. It ensures that comparisons are objective, accurate and meaningful, and provides valuable insights that inform policy and practice. By adhering to methodological principles, researchers can contribute to the continuous improvement of primary education systems, ensuring equity, inclusion and high-quality education for all children.

The use of methodological approaches in pedagogy is aimed, firstly, at identifying the scientific and theoretical problem of the issue, determining its hierarchy, developing a solution strategy and basic tools. Secondly, it solves the tasks of implementing mechanisms for technological modernization of educational practice, making decisions, organizing, as well as forecasting the prospects of pedagogical science and practice.

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