

GLOBALIZATION AND COMPARATIVE PEDAGOGY: THE CASE OF NEAR AND MIDDLE EASTERN COUNTRIES**Tolipova Ozoda Ikromovna**Acting Associate Professor at Kokand State University,
Doctor of Philosophy (PhD) in Pedagogical Scienceso16755505@gmail.com

Abstract. This thesis examines the impact of globalization on education systems, the significance of comparative pedagogy, and the specific features and modernization trends of education in the Middle East and Near East countries. The study analyzes the use of digital learning technologies, interactive methods, STEM programs, and the integration of national values with international standards. It also considers issues related to teacher professional development and ensuring students' personal, academic, and social growth, as well as ways to address these challenges.

Keywords: Globalization, comparative pedagogy, Middle East, Near East, education system, education modernization, digital technologies, STEM, interactive methods, teacher qualification.

The process of globalization today has a significant impact on all spheres of the world, including education systems. The acceleration of information flows and the expansion of economic, cultural, and scientific relations among countries have fundamentally transformed the content, forms, and technologies of education. In this process, the role of comparative pedagogy — the field that studies and compares educational experiences of different countries — has become increasingly important. This discipline provides an opportunity to understand global trends, select the most effective models for the development of national education systems, and identify similarities and differences among various regions.

Studying the influence of globalization on education through the example of Near and Middle Eastern countries is particularly important. This region possesses a rich historical and cultural heritage, has made a significant contribution to the development of science, and has preserved the traditions of ancient schools and madrasahs. "Today, in these countries — including Saudi Arabia, the UAE, Turkey, Iran, Qatar, Jordan, Israel, and others — large-scale modernization processes are being implemented in education systems. In particular, global trends such as the introduction of digital educational technologies, the development of international accreditation systems, the increasing number of English-language programs, and the growing emphasis on STEM fields are clearly reflected" [1, p. 34].

At the same time, the education systems of Near and Middle Eastern countries are developing in harmony with national values, religious principles, cultural characteristics, and the social environment of each country. "The fact that modernization processes are being carried out without abandoning local traditions, but rather by integrating them with contemporary approaches, ensures the uniqueness of these education systems. From the perspective of comparative pedagogy, the educational policies of the countries in this region demonstrate a synthesis of global standards and local characteristics" [2, p. 91]. Through the study of this topic, it becomes possible to identify how education systems are changing under the influence of globalization, how international experiences are being adopted, as well as the advanced aspects, challenges, and opportunities within the education systems of Near and Middle Eastern countries. Furthermore, the experience of these countries has practical significance in the process of modernizing the education system of Uzbekistan. Therefore, studying the issues of globalization and comparative pedagogy in the context of the Near and Middle East is considered relevant from both scientific and practical perspectives.

Today, the process of globalization is fundamentally influencing education systems. The development of information and communication technologies, along with the expansion of

economic, cultural, and scientific relations among countries, requires continuous renewal of educational content, methodologies, management approaches, and pedagogical strategies. From this perspective, comparative pedagogy — the science of comparing and analyzing the education systems of different countries — plays an important role, as it enables the study of national and international experiences, the optimization of educational processes, and the identification and implementation of advanced pedagogical methods.

Near and Middle Eastern countries possess a number of distinctive characteristics in the process of modernizing education under the conditions of globalization. This region has a rich historical and cultural heritage and has been enriched by the history of science and enlightenment through the traditions of ancient schools and madrasahs. At the same time, the modern process of globalization requires education systems to adapt to new demands. “In countries such as Saudi Arabia, the United Arab Emirates, Qatar, Jordan, Turkey, Iran, and Israel, education systems strive to integrate global pedagogical trends while preserving national values” [3, p. 68].

In these countries, digital and online education platforms have been widely introduced, creating opportunities for distance and lifelong learning. In addition, the development of international accreditation systems, English-language programs, STEM (Science, Technology, Engineering, Mathematics) fields, interactive teaching methods, and group-based projects contributes to the personal and academic development of students. Improving teachers’ professional qualifications, updating curricula, and integrating national values with global standards increase the effectiveness of education systems in Near and Middle Eastern countries.

At the same time, these countries face a number of challenges: the level of teachers’ digital literacy varies, systems for assessing and monitoring the quality of curricula are not always sufficiently developed, and access to education is not equal for everyone due to social and economic differences. However, these challenges can be addressed through effective state policies, international cooperation, innovative technologies, and interactive pedagogical methods.

Globalization requires education systems to adapt to international experiences; therefore, comparative pedagogy is considered one of the most effective tools in this process. By comparing the experiences of different countries, it becomes possible to optimize pedagogical methods and establish a balance between national education policies and international standards. “Pedagogical innovations implemented in Near and Middle Eastern countries, such as digital learning platforms, STEM programs, interactive and collaborative methods, contribute to the development of students’ independent thinking, creative approaches, intercultural understanding, and social responsibility skills” [4, p. 25].

Thus, the education systems of Near and Middle Eastern countries are striving to preserve national culture and values while adopting global trends. Comparative pedagogy serves as an important tool in this process by supporting the modernization of curricula, improvement of pedagogical methods, implementation of international experiences, and ensuring students’ personal, academic, and social development. Studying the experiences of these countries is of great importance not only from a regional perspective but also in terms of modernizing the global education system and effectively organizing educational processes.

In conclusion, the influence of globalization and comparative pedagogy on education systems, as well as the specific features and modernization directions of education systems in Near and Middle Eastern countries, have been analyzed. The study revealed that globalization requires continuous renewal of educational content, methodologies, and management approaches. From this perspective, comparative pedagogy is considered an essential tool for studying the experiences of different countries, optimizing pedagogical methods, and creating a balance between national education policies and international standards. The examples of Near and Middle Eastern countries demonstrate that education systems seek to integrate global pedagogical trends while preserving national values. Digital and online learning platforms, STEM programs, interactive methods, and group-based projects contribute to students’ personal,

academic, and social development. At the same time, the effectiveness of education systems is enhanced through improving teachers' professional competencies, modernizing curricula, and harmonizing national culture with international standards.

The results of the study show that pedagogical innovations implemented in Near and Middle Eastern countries contribute to the formation of students' independent thinking, creative approaches, intercultural understanding, and social responsibility skills. Therefore, the experiences of these countries are highly significant not only for regional development but also for the modernization of global education systems and the effective organization of educational processes. It has been confirmed that globalization and comparative pedagogy play an important role in making education systems in Near and Middle Eastern countries more effective and qualitative, ensuring students' personal, academic, and social development, and integrating national and international educational experiences.

References

1. Akhmadov Sh. Modern Theories of Education. Tashkent, 2019.
2. Bobomurodov J. Globalization and Education. Tashkent, 2021.
3. Darvishov A. Fundamentals of Comparative Pedagogy. Tashkent, 2020.
4. Salmanov N. Education Systems in Near and Middle Eastern Countries. Tashkent, 2022.