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**Submission date:** 02-May-2021 04:19AM (UTC-0500)

**Submission ID:** 1575709794

**File name:** essay\_on\_interview.edited.docx (12.5K)

**Word count:** 792

**Character count:** 4772

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### Interview on comparative education in a global society

Now here in the United States, we view comparative education as the study that involves two or even several education systems that focus on studying how policies and practices of education in different countries like China and Cuba generally affect policy development and education practices in specific countries. There is a need to consider how education development some years ago across the continent influences educational development in certain countries. As a field, comparative education aims to compare the current theories and practices of education within the globe to broaden and deepen people's understanding of the problems facing education in different countries.

Historically, comparative education as a field of study grew from what is called international education. It focuses on analyzing and internationally fostering orientation about both attitude and knowledge, bringing scholars, students, and teachers of different countries to learn from one another.

Several perspectives are taken into consideration To understand the scope of comparative education. We need to consider contents and subject matter, ideological, thematic, and historical scope. The contents and subject matters involve very critical educational system's components like the structure of education itself, aim, administration of curriculum, and

education concerning teachers. The ideological scope attempts to compare education systems in different countries based on their economic and social-political ideologies. Thematic scope emphasizes issues or problems faced by education in one or more countries and critically compares such issues with other countries. Lastly, we have a historical scope that focuses on studying historical development, this kind of education pre-historic to modern times.

In the United States, comparative education serves as a study that attempts to compare solutions to education problems in different nations. A good understanding of comparative education exposes the global society to the modification and changes that education has undergone from pre-historic times to modern times. By studying comparative education, we understand the different institutions of education and their associated educational practices. It also serves as a way of understanding the causes of educational modification, and thus, teachers and students get the methods in which education changes.

There are several objectives that comparative education aims to achieve. First, it aims to explain the nature of education systems and their associated outcome and assist in developing institutions of education and education policies. Secondly, it aims at highlighting how education the existing relationship between educational practices and institutions. Lastly, it aims to provide the educational system's profile, describe global classification, and determine aspects existing in education and their relations to society.

In America, culture is linked to education in that education itself has drawn significant content from the American culture. Through both formal and informal curriculum, culture is transmitted through education, including its values. In most cases, teaching methods and culture within a global society are intimately linked, and thus once societal; cultural patterns are altered,

the teaching methods are affected. The reason is that teachers consider the needs and interests of the society, and thus since culture and education are connected, offering education in line with societal culture prepares children for the future. Lastly, culture influences education by instilling discipline. Discipline is one of the cultural values within society. The concept of discipline is well understood the education stands a chance to offer acceptable values within the global society.

There are different definitions put forward to describe and define comparative education, and this affects its understanding. Therefore different definition makes people in different societies understand comparative differently. Scholars define comparative education based on their orientation and find it difficult to agree on whether it should be defined as based on the method or its content. There is a problem comparability of education based on specific countries' social, economic, and political institutions. Therefore there is a need to effectively compare it by understanding its parameters to device one meaning and interpret it.

Comparative education is naturally dynamic. Education is one of the sectors that is dynamic because parameters influence it. For instance, we are likely to have different societies or nations experiencing the same developmental changes but cannot compare their education system.

Comparative education has a rationale in an educational institution. Sensibly, within educational institutions, it is impossible to prepare students without teaching them a comparative education. Thus I would say there is a rationale for studying comparative education since it offers a reference to make and implement reforms in the educational system.

We cannot determine the future of comparative education of challenges affecting the study of comparative education lie different definitions. Understanding its future requires scholars to come up with a single definition. Besides, it is impossible to tell the future of comparative education due to the existing challenges in carrying out rigorous comparative research about education.

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