



## **Relation between Comparative Education Sciences and Comparative**

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Comparatistic,  
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### **Abstract**

Relation between Comparative and Comparative Educational Sciences Literature is a resource, providing important data to researchers for educational research on a national level. In this way, the researcher can feed his work from a multicultural environment that emerges during the transfer of different national literatures. The literary works of different nations are the most important tools that reflect the cultures and didactic characteristics of those nations and their understanding of education. In this context, the interdisciplinary cooperation of the comparative disciplines and educational sciences has the potential to learn about different cultures and to differentiate their culture in a multicultural environment and to respect different ideas and lifestyles.

The importance of literary works to learn and teach multiculturalism is an undeniable fact. The transfer of literary works, which are indispensable sources for the transfer of cultures, takes place in the classroom environment with a scientific point of view and using statistical tools, it is necessary that the two disciplines work together.

Comparatistic intersect with many disciplines due to its interdisciplinary structure, but it is mainly included into the field of social science studies. The comparison is no longer limited to a single area and examines the interaction of literature with social sciences and fine arts. In the field of comparative literature, education science and related foreign language teaching are supported by literary texts. There are explanations and determinations of many sciences expert on Comparatistic and Education sciences on this field. This relationship is particularly evident in the context of comparative education sciences that examine the role of language teaching in teaching of literature and in various national educational systems.

The literary works of different nations are the most important tools that reflect the education and training understanding of those nations with their cultures and didactic characteristics.

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## **1. Introduction**

Comparative sciences, when its etymological root is analyzed, determines not only the borders and content of General and Comparative Literature but also many other disciplines. However, it is a fact that the concept of comparatist is associated with "Comparative Literature Science in our country and sometimes it causes

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misapplications because of the perception that it is a term related only to literature.

Each newly obtained information is subjected to comparison to previously accepted findings in the human brain before being accepted. This is actually a learning method as old as the history of humanity. This situation, which determines the basic mode of action of analytical thinking, shows that, on the basis of systematic arrangements, there are similar comparative oriented interpretations and consequently efforts to make sense.

On the basis of comparative studies, Evi Zemanek made some determinations to clarify the concepts of “equality” and “equalization. For Zemanek, the aim of the comparative studies is not to try to equalize the elements, nor to show them as equal. Zemanek supported his argument with an excerpt from Grimm: “ the convergence of similarities is what make recognition possible “neben einanderstellung, aus welcher ähnlichkeiten erkannt werden kann” (Grimm, 2016: 23). When considering the similarities according to Zemanek, differences that are of interest to the same degree emerge spontaneously (Zemanek-Nebrig 2012: 14-15).

In her “ Comparative Literature Science”, Gürsel Aytaç used the term “ comparative sciences: Comparative Literature has the basis of comparative science as in other comparative sciences” (Aytaç, 2003: 13). After making the above explanation, Referencing proverbs, Aytaç, who states that the comparison method has existed not only in the scientific field but also in the perception style of human beings, has proved how human beings are characteristically inclined to compare. After stating that comparison is accepted as a scientific method, it is applied primarily in social sciences, and Aytaç, who states that Goethe's history of nature is based on comparison, gave example of comparative studies on Anatomy, Linguistics, Law and Pedagogy (Aytaç, 2003: 13-14). These examples show that comparative is not only limited to literature but it is an interdisciplinary approach. In the same context, in order to draw attention to the interdisciplinary feature of the comparison method, Sakallı pointed out that comparative studies in the natural sciences, primarily in the fields of Physiology and Anatomy, increased in the 18th century and that these studies developed the comparative perspective and accordingly comparative literature studies increased (Sakallı, 1998: 19).

According to Sakallı, the comparative action, which is the main starting point of comparatistic already existed in many disciplines before literature; later on to literature. It is, therefore, in my opinion, a mistake to associate or limit Comparatists in the sense of comparative sciences to literature only because the comparison is accepted not only in literature but as the main source of knowledge in many disciplines as Aytaç and Sakallı stated above. As it is a practical method, it is preferred in many scientific fields as it is in the past, thanks to its quality and knowledge orientation. At this point, however, it is worth noting that comparison is never and should not be the main objective. Otherwise, it cannot go further than an action that does not support analytical thinking in any field of science. In particular, the same applies to the teaching of educational science or literature, which places learning, the criteria for reaching the right information, assimilating learning, and analytical inferences.

## **2. Globalization, Educational Science / Social Pedagogy and Comparison**

Literature education is a discipline that is mostly included in the field of educational science. However, it has an interdisciplinary feature because it contains literature and educational sciences. Apart from this, it can be considered as an area suitable for comparative studies with its multilingual and supranational feature. Education Science, which deals primarily with the action of learning, has important contributions as a method and theory in literature teaching. However, the nature of the act of learning is, as Waterkamp states, to accept the journey to the unknown in advance (Waterkamp, 2006: 9). At this point, the most important discipline that has the feature of making the limits of the unknown known, is undoubtedly Komparatist. Under the influence of globalization, Social Pedagogy (Sozialpädagogik) required international focus. With the effect of globalization, the relations of states, cultures and nations with each other are at the center of attention. In this process, the importance of comparative increases. Because the multicultural and supranational environment formed as a result of globalization prepares a suitable ground for the study of statistics (Homfeldt, 2008: 1).

As a result of globalization, cultural and social progress has come to the fore in literature, instead of acting on a single space as in the economy and politics. In the social pedagogical comparison, especially the globalization of cultures has gained importance. In all spheres of life, it has become an important tendency to base comparative actions on the globalization of cultures, especially in the period when borders are intertwined, shaping cultural and social structure. Behind the idea of homogenization of cultures is the surrounding of the world with American way of life and thinking. This situation threatens the traditions that have grown within national borders (Wagner, 2001: 11, Zukrigil, 2001: 52, Beck, 1997: 81).

This situation, which is dealt with with globalization, leads to the universalization of lifestyles, cultural symbols and behaviors. The defense of a world concept completely dissolved in heterogeneity is due to the fragmentation of the world resulting from its multicultural and mosaic structure. Self-contained societies and cultural areas of this nature have created homogeneous cultural boundaries that do not allow passage to neighbors (Homfeldt-Walser, 2019: 2). In this environment, Komparatistic finds a more suitable working area than ever before. Many disciplines, including pedagogical, educational, and literary science / criticism, and many other fields of cultural science now require intercultural comparison.

The interdependence of societies creates common problems around the world in the context of education systems. Such issues are generally addressed in the context of planning, funding, the formation of public education, equality of education and the integration possibilities of socially underdeveloped individuals (Arnove 1999: 1). Due to the factors brought about by globalization, internationally oriented scientific studies have become compulsory in social pedagogy. Issues such as migrant mobility, bilateral relations between capitalist and socialist countries or relations with the third world countries are important factors. Moreover, in the process of modernization towards world citizenship

lifestyles, crises and social security became important elements (Holfeldt-Walser, 2019: 4).

Such issues have also greatly influenced the imagology studies, which are considered to be an important sub-discipline of Comparative Studies. As a result of the growth of international problems such as refugee, poverty and globalization and migration due to economic reasons, social pedagogy has settled on an international level. Industrial societies have many similar problems involved in the field of social pedagogy. The best example of this is the rediscovery of poverty in the waste society (Belardi, 1996: 156). The international expansion of social pedagogy made international comparison compulsory (Krerdenkreis-Treptow, 1990: 36). It has now become directly linked to future international relations (Treptow, 2002: 898). This has made international comparison compulsory. For that reason, Comparative tools became inevitable.

### **3. Methodology of Comparisons and Comparison**

When comparison is mentioned, the first understanding of comparison that comes to mind is that it occurs on atheoretical disciplinary level or exist within life naturally. Comparison often requires both life experience and scientific competence. Comparison is an indispensable element of human cognition as well as mentally defining and classifying actions (Schriewer, 1982: 270, Eckstein, 1986: 167). Comparison also constitutes a basic form of learning that makes it possible to learn and learn between times and places, which is necessary for man to move around (Keck, 1994: 6) as a humane process of orientation "(Seidenfaden, 1966: 15).

In short, the main point of comparison is intuitional tool (heuristisches Instrument). A comparison is made in order to reach a certain judgment about the entities that can make a very meaningful and difficult impression. In the meantime, it is desired to bring a certain order / order to the phenomenon (Seidenfaden 1966: 15). In comparison, two spaces are moved: in the first two objects are linked together (Relationierung von Faktizitäten) and in the other, objects of two different areas are focused on, and the relationship between them is aimed to be explained (Relationierung von Relationen). In this case, it is understood that the comparison consists of several stages. Because recognition is a dynamic process and does not content with static determinations (Seidenhafer, 1966: 107). In addition, comparative education scientists act with the idea that the comparison concept does not require any definition (Raivela, 1986: 262).

Beraday and Hilker agreed to describe (Deskription) as the first stage of the comparison. Description is a prerequisite for all researchers working comparatively to conclude their studies. This first step is a necessity for the comparison to be concluded. The purpose of this first step requires a thorough and complete description of the phenomenon to be compared (Bereday, 1994: 12, Hilker, 1962: 112). Thus, an information acquisition or a learning takes place at the same time. For this purpose, it is important to obtain a preliminary information by reading the relevant cultural and historical resources and the information related to the research area directly from the primary or secondary sources.

Interpretation is followed by the description stage. Many dimensions or perspectives are taken into consideration when interpreting. Hilker described them as follows: *“Was ist traditionell beeinflusst, generiert, was unterliegt zeitbedingten Veränderungen, Rolle von Wirtschaft und Technik, Politischen Tendenzen und Kultureller Bestrebungen, von Staat und Gesellschaft”* (Hilker, 1962: 113). (What is the economic and technological role of the state or society, political tendencies and cultural endeavors that are influenced by tradition, created, conditioned according to time). In this way, Hilker listed the important factors in the interpretation phase. But the interpretation phase is not the final phase. The interpretation is followed by “Juxtaposition (Vergleichende Gegenüberstellung), side placement or comparative comparison. Bereday explained Juxtaposition: “as pre-matching of data from different countries to prepare them for comparison” (Bereday, 1971: 58). (Juxtaposition can be defined as a preliminary comparison for the comparison of data from different countries). Therefore, what is at stake in Juxtaposition is not a comparison of different countries or social systems, but a list of similarities side by side. In this process, no explanation is given about the relations of similar issues with each other (Bereday 1964: 22). However, in the next step, a holistic comparison is performed. For this, it is necessary to systematize the data by grouping specific comparable categories. This process also includes a hypothesis about comparison. Thoughts about this hypothesis are also present in the first stage of the comparison (Bereday, 1971: 59). After the preliminary studies are completed, the comparison takes place. According to Hilker, comparison has a social scientific character in this process (Hilker, 1962: 125). In the comparison process, the superficially discussed threads (Aspekt) are examined in more detail. The following assumptions apply:

- “1. Vergleich werden zwei oder mehr Gegebenheiten konfrontiert in der Absicht, Verschiedene (und Übereinstimmungen) sichtbar zu machen, gegebenenfalls sie auch zu deuten und zu erklären.*
- 2. Vergleiche geschehen stets im Hinblick auf etwas, sind sightseeing.*
- 3. Vergleiche setzen voraus, Gegebenheiten, auf das Vergleichsziel hin vergleichbar sind, d.h. eine verwandte Struktur, gemeinsame Funktionen oder gleichgerichteten ‘Sinn’ haben ”(Seidenfaden, 1966: 13).*

- (1. In comparison, two or more situations are confronted to identify differences (and overlaps), where possible to identify and interpret them.
2. Comparisons are always aimed at something specific.
3. Comparisons assume that the situations to be compared are comparable to the objective of comparison, which means that they have a relative structure, common functions, or ‘understanding of the same objective).

Based on these issues, Rokkan tried to define / explain an international comparison. Its comparison units concentrate on culture, nation and society. According to the unit of comparison, cross-cultural, cross-societal and cross-national distinction should be made (Rokkan, 1972: 9, May, 2001: 206). However,

it is worth noting that a certain standard has not been achieved in these concepts. Nevertheless, Rokkan made some definitions about these concepts.

**Cross-cultural:** A comparison of the social, economic or political development of higher societies.

**Cross-societal:** A broad spectrum of regional differences in the collectivity of cultural differences are compared (Rokkan, 1972: 9).

**Cross-national:** A comparison of the interactions between legally and politically separated societies or systems. This concept is the most accepted. However, Hopkins and Wallerstein suggested that the term “multi-national instead of macro- and micro-focused studies was always controversial in that they were of international character (Hopkins-Wallerstein, 1967: 26: zitiert in Rokkan, 1972: 22).

Przeworski and Teune made a comparison about what they call misleading comparison. According to them, it is not a scientific comparison to investigate or to elucidate the relations between the predetermined subjects of different societies. Because they stated that in such a case the relationship is characterized, the documents are neglected. Przeworski and Teune explained this with an example: It is not essential to determine that fruits are consumed for dessert after eating in South America as in North America, which is essential for comparative studies. What needs to be determined is to explain why more orange is consumed in one country and more apples in another. It is also to explain why some northern European countries have less oranges in their markets than others (Przeworski – Teune, 1970: 10).

As can be seen here, a lack of meaning / concept related to the field is understood. It is the job of the Komparatists to overcome such shortcomings. It is also imperative that comparative literary science make use of such studies, which are also related to the methodology of comparative studies. Here, some conclusions can be drawn about the criteria for the comparative acceptance of a study. The results and findings of the study may be more meaningful.

#### **4. Social Pedagogical Comparisons**

The most basic material of literature is language and consequently human. “Literary science firstly researches man, so everything about man nourishes literature and can be the means of literary science. Situations related to community science and pedagogical education of society are one of the study areas of comparatist. Homfeld and Walser discussed this situation under the title of Sozialpädagogische Komparatistik ” (Homfeld-Walser, 2019: 17).

The issue of unemployment and the poverty, solidarity and identity directly associated with it have a direct impact on human life and the environment. In our age, with the effect of globalization, the individual is under the influence of globalization and localization. From this point of view, the relationship between the individual and the state, the effect of social conditions on the individual and how the education-teaching processes make social ‘living together should be questioned. As integration and different cultures continue to be involved in our daily lives, the problems remain. This is where social pedagogy comes into play.

Hornstein's statement on this is important: "Aufgabe, die Folgen dieses Wandels für die Subjekte und Lebenswerten handlungsorientiert zu Schmälern und ertragbar zu halten, biographische Veransicherungen als Folge von Desintegration in institutionalisierte Lebenslaufstein" (Homfeldt-Walser, 2019: 18): Social pedagogy, on the other hand, includes subjects such as biography and biography, type and typing the use of the above mentioned data of social pedagogy in the analysis of the types of literature or in the comparison of the typologies in works will undoubtedly make the studies more qualified. This also shows the relationship between social pedagogy and comparative statistics.

## **5. Comparative and Educational Science**

The question about the function of the written word is not within the boundaries of comparative literary science. This is because the issue is more concerned with the social system, theorization of text types and social communication. This topic shows the close relationship of literature with social sciences. Without this relationship, discussions of literary scientific methods would not take place in the sixties and seventies: fields such as literary sociology, literary psychology, or literary semiotics belong to the social sciences, and without them the development of social sciences is unthinkable. The best example of this is Lotman's approach to literary semiotics, which is the synthesis of anthropology, linguistic terminology and theorems. However, it is directly related to the theory of literary comparison, not just the interwoven of the science of literature with the social sciences. In this context, Comparatives are related to Comparative Education Science, Comparative Linguistics, Sociology and Political Science (Zima, 1992: 9). This kinship emerges especially in comparative educational science. Because the comparative education science, as well as the importance of literature in the context of educational systems in different nations, research foreign language courses (Kandel, 1933, 46-47). Therefore, it has a key role in the educational system of comparative literature. Because literary texts are directed directly to the education of children and young people and convey a certain idea about foreign cultures (Zima, 1992: 10).

Even so, comparative and comparative education are interdependent. In addition, as a Komparatist, an Imagologist and image researcher, he not only explores how foreign cultures are handled in a literature, but also wants to learn how literature influences collective awareness with certain institutions (Zima, 1992: 10). This situation constructs the triangle of comparative statistics, educational science and image research. Just as educational science is indispensable for a Komparatist, image studies have the same importance. However, there are contradictory studies on the subject of imagology. According to Wellek, researching the image of another country in a literary work is not primarily a matter of Literary Science. It belongs mostly to disciplines such as sociology, general history and national psychology (Wellek, 1983: 3). Dyserinck's idea is different. According to him, it is unjustifiable to exclude imagology from literature. The reason is that imagology offers rich subjects for literature science. Similarly, Comparative Education Science provides important material for Immagology and therefore Comparative Literature Science.

## 6. Result

The potential of comparative statistics stems from the use of comparison as the main tool of the study area. Perhaps this tool, as old as the history of mankind, has always been present in human learning ability. Before each new information is assimilated, the human brain is motivationally compared in terms of similarities and differences with previous findings. This is actually a learning method as old as the history of humanity. This is the starting point of analytical thinking, which shows that the basis of systematic information acquisition is the comparison tool. When the comparison is accepted as a scientific method, it has found application in social sciences. Anatomy, Linguistics, Law and Pedagogy are among the first scientific disciplines where comparison is applied scientifically. Therefore, the term 'Comparative Biology' has emerged and this concept also points to the interdisciplinary feature of Comparative Statistics. Since the comparison method is a practical method because of its orientation to information, it is preferred in different disciplines as in the past. But it is a mistake to accept comparison as the main purpose. Benchmarking should be seen as a means of attaining the right information to stimulate analytical thinking.

The science of education, which places the action of learning at the center, also makes important contributions as a method and theory in literature teaching. But the act of learning is like accepting the ambiguity of the road to the unknown. One of the most important disciplines in order to give clarity to this obscurity is by no means Comparisons. The importance of this increases with the effect of globalization. Because the international expansion of Social Pedagogy has made it obligatory to use cross-cultural comparison and the tools of comparative statistics. Comparison can also be regarded as a humane process of adapting to a foreign environment, both concrete and abstract. Therefore, it is one of the basic forms that make it possible to learn / learn between times and places. The act of comparison, which also introduces intuitive tools, may make it possible to reach a certain judgment about ambiguous assets / situations. This process, which requires a descriptive study action, also realizes information acquisition and learning.

Evaluations about the status of the written word take the researcher to non-literary fields. This situation, which reflects the contact of literary science with social sciences, has been an important factor in the emergence of the methodology of literary science, especially in the sixties and seventies. However, it is not only concerned with the pattern of literature with other disciplines, but also with the theory of literary comparison. In this context, there are scientists who argue that they are related to Comparative Linguistics, Comparative Sociology, Comparative Political Science and Comparative Education Science. This kinship emerges especially in Comparative Education Science. It investigates the importance / function of comparative education science literature courses and the operation of foreign language courses in the context of educational systems in different nations. Comparative literature, therefore, has a key role in the education system because literary texts focus directly on the education of children and young people and convey a certain idea about foreign cultures. Even for this reason, Comparisons, Immagology and Comparative Education are interdependent.

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