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History of the development of pedagogy and psychology in China and Kazakhstan

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Abstract

Relevance. Knowledge of the transformation process and the history of the development of pedagogy and psychology allows extracting the necessary information for the identification of key aspects in the creation of educational methods.

Purpose. The purpose of this study is to analyze the historical development of pedagogy, including preschool, secondary, and higher education, as well as psychology, in China and Kazakhstan.

Methodology. In this study, theoretical (analysis, synthesis, and comparison) and empirical methods of investigating information were used. The study is based on a comparative historical analysis using which it is possible to compare the features of progress and regression in the field of education in China and Kazakhstan. The study was conducted in three stages: the investigation and collection of information from historical sources, comparison and generalisation of research data.

Results. The study identified distinct stages in the development of preschool, secondary, and higher education in China, reflecting the influence of Confucian ideas, Western methodologies, and shifts in political ideologies. In Kazakhstan, the evolution of education was marked by the initial dominance of Muslim schools, followed by the integration of Soviet educational models and, more recently, the introduction of open and distance education approaches. The analysis revealed significant differences in the historical trajectories of pedagogy and psychology in the two countries, with China demonstrating a more rapid and multifaceted development compared to Kazakhstan.

Conclusions. The historical analysis of the development of pedagogy and psychology in China and Kazakhstan highlights the complex interplay between cultural, political, and global factors in shaping the education systems of these countries. The findings provide valuable insights for understanding the current state and future trajectories of education in these nations, as well as informing the development of educational policies and practices that adapt to the changing needs and demands of the modern world.

Keywords: history of pedagogy; history of psychology; education in China; education in Kazakhstan; educational institutions.

Introduction

The evolution of education in different countries is a process of regulation and development in accordance with new trends or conditions of each country. At a certain historical time, pedagogy and psychology passed a number of tests and improved in accordance with new methods and concepts. The education system of China and Kazakhstan is no exception because it is similar to the evolution from

ape-like to intelligent man, that is, the passage of the stages of development of education from public schools to universities of world importance.

China is a country with a great past cultural and socio-economic legacy from the Ji generation to the present time. The sphere of pedagogy and psychology has undergone many reform processes since the goal was set to reach the heights in the shortest time [1]. There is an opinion that the

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first educational institution appeared during the Zhou Dynasty (1046 – 771 BC), and the Jixia Academy before the Platonic Academy [2]. In those days, the knowledge and ideas of Confucius were of high importance. Further, their foundations took a back seat and after the arrival of the missionaries, the education of China was focused on Western methodology. For example, a young officer, Yan Fu, was sent to serve in the British Navy, where he studied military ideas for 2 years. Subsequently, he decided to translate all materials and books into Chinese, which marked the beginning of the use of Western methodology [1; 3].

Kazakhstan's education has constantly succumbed to modernisation, which is associated with the development of open education and technological advance [4; 5]. One of the primary tasks was the improvement of psychological sciences and their accelerated modernisation through the difficulties encountered in the lives of residents [6]. In Kazakhstan in the 7th century, pedagogy succumbed to the influence of early folk groups. For example, maktab (Muslim schools) and madrasa (religious schools) started functioning. In the 11th century, Al-Farabi appeared, who used the ideas of Aristotle and developed his own methodology for studying psychology [7]. The development of psychological sciences came across a crisis syndrome, that is, the deformation of spiritual health, sociology and pedagogy. Different concepts were the basis of the relations “man-deity”, “man-nature”, and “man-society” [6; 8].

The special development of both countries began in the 19th century when the process of globalisation and the need for countries to join the world society were the primary goals. Moreover, at that time there were many problems in maintaining the correspondence between foreign and domestic methods of pedagogy and psychology. To solve these problems, countries often returned to history, because a well-known Chinese proverb says: “Studying history, a person looks to the future” [9; 10].

Modern education in both countries is based on the ability to adapt children to comprehensive development and influence social progress. According to the 2014 data of the UN Development Programme, the population development index of China was 0.719, which indicates that the country achieved high economic and social development [11]. The development of the country is based on the level of literacy of people, the development of science, and the ability of people to accomplish global achievements.

Therefore, the purpose of the study is to analyse the historical development of pedagogy, including preschool, secondary, and higher education, and psychology in China and Kazakhstan.

The main tasks were:

1. To analyse the history of the development of pedagogy and psychology in China.
2. To analyse the history of the development of pedagogy and psychology in Kazakhstan.

To identify the main differences in the historical evolution of pedagogy and psychology of China and Kazakhstan.

Materials and Methods

This study is an analysis of historical and modern data on the development of pedagogy and psychology in two countries – China and Kazakhstan. In the course of the study, much attention was paid to comparative historical analysis. Since this scientific method allowed comparing all stages of development and features of pedagogy and psychology in historical terms and characterising each area of this research separately. In the study, the following methods were used: theoretical and empirical. The theoretical method includes:

- analysis and synthesis (collection of information about the history of the development of education in China and Kazakhstan in relation to preschool, secondary, and higher education in the period from the first public schools to modern universities);

- generalisation (investigation of the level of development of pedagogy and psychology in China and Kazakhstan, their historical impact on education in general);

- comparison (comparison between the stages of development of pedagogy and psychology in different years in China and Kazakhstan).

- the empirical methods include: the investigation of the experience of pedagogical education and comparative analysis between two countries – China and Kazakhstan; pedagogical and psychological observations of the evolution of the development of education in China and Kazakhstan.

The study was conducted in several stages. The first of them was the analysis and synthesis of existing pedagogical methods in China and Kazakhstan; the analysis of the first educational schools, concepts, and ideas. The study was conducted using books on the history of pedagogics of these countries and psychological and philosophical scientific literature. In addition, studies and scientific journals were used, which show statistical data on the quality and features of the development of education.

The second stage was a comparison of the evolution, including progress or regression, of the development of psychology and pedagogy in China and Kazakhstan. In addition, using Microsoft Excel, data was entered in the form of tables and diagrams on the number of educational institutions and students in accordance with the data of China and Kazakhstan. There were distributed 5 stages of development of preschool education in China (since 1900 and ending with the present) [12] and 3 stages of development of higher education (universities) in China. Furthermore, additional information sources allowed creating diagrams that related to the level of development and literacy of people and institutions in China.

Regarding Kazakhstan, tables and graphs of the level of development of students during the First World War were created, and sources on literacy of the population from 1900 to the independence of Kazakhstan were analysed. An important point in this study was the use of materials on the influence of foreign methods, the development of foreign-language educational institutions, and their impact on the evolution and transformation of pedagogy in China and Kazakhstan.

At the third stage, pedagogical and psychological investigation, generalisation, and systematisation of facts,

indicators for the two countries, and their comparison were completed.

Results

The first folk schools in China were based on the ideas of Confucius and focused on the development of students in the spiritual and cultural world. Before 1945, 80% of the population was illiterate [11]. Actions during the Tang-Song dynasty (7th – 12th centuries) had a strong influence on the development of pedagogy. During their rule, education had an ideological function. During the reign of the Ming and Qing, institutions of the central and local levels were created, which granted people the opportunity

to take exams. In the 17th century, Zhu Xi's manual was withdrawn from primary schools due to the use of difficult-to-learn hieroglyphs. During the Ming-Qing dynasty, professional institutions were filled with special development, but they had a stingy scientific base [13].

Therefore, in China, education is one of the most important in the country, it is given special attention starting from the early years. Like the entire primary school, preschool education underwent constant modernisation and transformation. Based on this, the stages of the development of preschool pedagogy were identified (Table 1):

Table 1. Stages of development of preschool pedagogy in China

No.	Stage name	Duration, years
1.	Propaedeutic	1903-1948
2.	Reproductive	1949-1965
3.	Autonomous	1966-1976
4.	Integrative-cumulative	1977-2000
5.	Integrative-productive	2001-present

Source: [12].

At that time, the first kindergarten in Wuhan was opened. Pedagogical methods were taken from Japanese education, which at that time were very effective. After the Xinhai Revolution, Chen Heqin insisted on changes in the development of young students using international methods (mainly Western ones). However, this programme had a number of problems because it did not deal with aesthetic development and did not consider the age of the students. In the second period, a mass school education programme was being created and funding was being improved. In addition, Soviet teachers and pedagogical practice were involved in this stage. In the third stage, preschool education focused on the development of communist trends and ideas in kindergartens. Kindergartens were created at industrial enterprises. The main personality remained Mao Zedong, whose poems and quotations the children learned by heart. Yet this system destroyed the work of kindergartens and reduced the level of development of pedagogy. The fourth period is associated with the possibility of using the ideas

and methodology of Western countries. Deng Xiaoping decided to reform education and expand the possibilities of psychology. During this period, the first private kindergartens appeared, created using the methodologies of M. Montessori, which included the development of children in 8 areas. The last stage, which is underway now, is associated with more experimental programmes. Since then, three types of kindergartens have been operating in China, and education is aimed at developing the personality and versatility of the child [1; 12].

The education organisation in preschool educational institutions was similar to the Russian one, since children study for 3 years, starting from the age of three. As for primary school, the duration of students' education is 6 years – the same as in secondary school, but there is a difference since students first study at a low-level secondary school, and then move on to higher [11]. The stages of development of higher education are presented in Table 2.

Table 2. Periods of development of higher education in China

No.	Characteristics of periods	Duration, years
1.	The first schools for the training of teachers appeared. The largest school is the Beijing Dong Wen School.	1862-1894
2.	The creation of the first educational system “Kui Mao”, which was based on the education of Japan.	1895-1911
3.	The creation of a new educational system under the influence of Cai Yuanpei and international development.	1912-1927
4.	The development of the American model of education and its integration with the methods of European countries.	1927-1949
5.	The development of higher education and methodology in accordance with the model of the Soviet Union	1949-1957
6.	The return to the Chinese models of education and the use of the “Yanane” methodology.	1958-1977
7.	The reorganisation of education and the return to the global pedagogical methodology.	1978-present

Source: [14].

The scientific backwardness of China in the middle of the 19th century became one of the reasons for its defeats in the Opium Wars. Passing the imperial exams, according to Kang Youwei and Liang Qichao, was incorrect and stopped the further development of pedagogy. This led to the emergence of various crises and revolutionary phenomena that were created to counter stagnation in the education system. Since the 1970s, vocational schools and western-style maritime academies have been created. The main event of those years was the opening of the Beijing Foreign Languages School. In 1895, the Universal Technical School was opened for the first time, which combined the knowledge and ideas of Confucius and the philosophical thoughts of the West. The only exception was the Imperial University, which was based on conservative ideas.

Similarly, by the fourth stage, internationalisation was also coming into the development of higher education. Students were given the opportunity to study abroad, but after receiving their diploma, they had to return and transfer their knowledge from the West to the environment of science, education, and technology for several years. The time began when students could choose the subjects that interested them. In addition, the rating system, which

was practised at Harvard, was introduced. Nevertheless, in some universities, the Russian education model was applied, based on which the training was specialised. As of 1925, there were 21 higher schools in China. In 1946, the first “educational Constitution” was adopted, which established the statutes and laws of education [2; 15].

For example, the number of students who went to study in the USA was 78% (1979 – 1984), and they studied medicine, mathematics, and technology, and 18% of students studied law and management. All this allowed expanding the number of scientific programmes from 2 to 745 (after 10 years). In just 33 years, about 2 million students left to study abroad.

From Figure 1, most students prefer to study at prestigious universities in the world, where the level of training is high [16]. In addition, compared to 1980, foreign students now have the opportunity to study in China not only in Chinese but also in English. In the 1980s, there was a transformation of education, namely, the opportunity to choose academic subjects, the creation of integration of science, improvement of the quality of education, and the implementation of plans in accordance with the educational model of the university [17; 18].

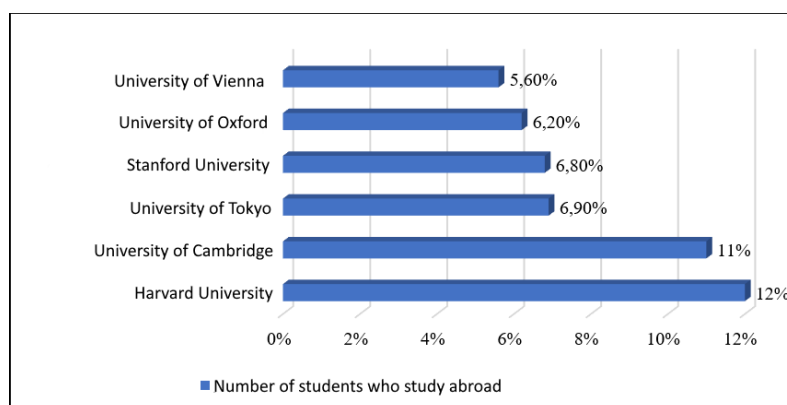


Figure 1. Number of students and universities in China

Source: [16].

According to the Academic Ranking of World Universities, by 2019 China ranked second in the world in terms of the number of the best universities. In addition, there are about three thousand colleges and universities [19]. Table 3 shows data on the number of students in different types of institutions. The table shows that the number of preschool students since 1978 had succumbed to development and by 2008 became 3 times higher; the number of students with special needs also increased 17 times since 1978, which can be described as the development of inclusive institutions and teacher training.

As for students of state primary institutions, their number decreased by 1.5 times in 2008, which is connected with the opening of professional and private institutions. The number of students in state secondary institutions had been decreasing from 1978 to 1993, and since 1994, on the contrary, it had been increasing. This is conditioned by the changing methodology and the transition to new world methods of education. With regard to the number of students, there was an increase of 23 times compared to 1978, since the higher school has reached a new world level and interested students [1; 20].

Table 3. The number of students in different types of institutions in China from 1978 to 2008

Years	State universities	State secondary school	State primary school	School for children with disabilities	Preschool education
1978	85.6	6548.3	14624.0	3.1	787.7
1980	114.4	5508.1	14627.0	3.3	1150.8
1985	170.3	4706.0	13370.2	4.2	1479.7
1986	188.0	4889.9	13182.5	4.7	1629.0

1987	195.9	4948.1	12835.9	5.3	1807.8
1988	206.6	4761.5	12535.8	5.8	1854.5
1989	208.2	4554.0	12373.1	6.4	1847.7
1990	206.3	4586.0	12241.4	7.2	1972.2
1991	204.4	4683.5	12164.2	8.5	2209.3
1992	218.4	4770.8	12201.3	13.1	2428.2
1993	253.6	4739.1	12421.2	16.9	2552.5
1994	279.9	4981.7	12822.6	21.1	2630.3
1995	290.6	5371.0	13195.2	29.6	2711.2
1996	302.1	5739.7	13615.0	32.1	2666.3
1997	317.4	6017.9	13995.4	34.1	2514.0
1998	340.9	6301.0	13953.8	35.8	2403.0
1999	413.4	6771.3	13548.0	37.2	2326.3
2000	556.1	7368.9	13013.3	37.8	2244.2
2001	719.1	7836.0	12543.5	38.6	2021.8
2002	903.4	8287.9	12156.7	37.5	2036.0
2003	1108.6	8583.2	11689.7	36.5	2003.9
2004	1333.5	8695.4	11246.2	37.2	2089.4
2005	1561.8	8580.9	10864.1	36.4	2171.0
2006	1738.8	8451.9	10711.5	36.3	2263.9
2007	1884.9	8243.3	10564.0	41.9	2348.8
2008	2021.0	8050.5	10331.5	41.7	2475.0

Source: [1].

As in China, public education in Kazakhstan in the 1940s was a great success. The famous philosopher Abai Qunanbaily brought a lot to the process of creating and developing pedagogy and psychology. He opened different types of educational institutions and a teacher's school. Marionella Vasilyevna attached attention to the improvement of the material base and the development of libraries in Kazakhstan [21].

The main stages in the development of education in Kazakhstan were highlighted. The first period represented the initial steps toward the restoration of pedagogy and psychology in the period of the 6th-15th centuries. The second period was the development of education in the period of the Kazakh Khanate. The third period was time for education to flourish after the October Revolution in Russia, it lasts today [22].

In the period from the 7th to the 8th century, maktab began to function, that is, Muslim schools and madrasas – church schools. There were maktab in every locality. The educational process began in autumn and winter and children studied for 4 years. Since the main pedagogical ideas were related to Islam, one of the main subjects was the study of the Arabic language and the Koran. Teachers were supported at the expense of students since schools of this kind were private. In addition to religion, doctors studied logic and philosophy, mathematics and geography, rhetoric and ethics. The difference between these two schools was that the duration of training depended on the individual abilities of each student and could last up to 20 years [21].

Since the 9th century, Abu Nasr Al-Farabi had been working in Kazakhstan and attached great attention to didactics and methodology. Many books on mathematics and logic were created based on his ideas. At the beginning of the 13th century, there was a war in Kazakhstan, and it was temporarily under the influence of the Golden Horde. At this time, educational progress stopped. Moreover,

Turkic-speaking tribes appeared, which created a single social community and an educational system based on the study of cultural ideas [23-25].

Zhyrau made a great impact on the development of pedagogy and psychology. They were poets who brought new ideological and aesthetic knowledge. At the end of the 19th century, a movement of Jadidists appeared, who opposed the further development of madrasa and maktab. From that moment, new methodological schools began to be created, in which the study was conducted in Arabic and in the native language. One of the first such schools appeared from 1903-1904, built by the Mamonov brothers.

Therefore, until the beginning of the 19th century, there were only schools with Muslim ideas of development. After Kazakhstan joined Russia, there were 2 types of schools:

1. For the Russian population (this included gymnasiums, colleges, and seminaries);
2. For the Kazakh population.

Before the outbreak of the First World War, there were 2066 schools in Kazakhstan, in which about 100 thousand students studied [26].

In most cases, the education of Kazakhstan succumbed to the ideas and methods of education of the Soviet Union, one of the main aspects of which was the separation of religion and school. According to the data, it is known that the literate population in the Kazakh Republic in 1897 was 8.1%, and in 1970 – 99.5%. This indicates that the ideas introduced by the Soviet Union had a positive impact on the education of Kazakhstan.

There is a second opinion about the stages in the development of education in Kazakhstan since the 1900s, namely: pre-revolutionary (Muslim schools), Soviet (the creation of academies and colleges), and the post-Soviet period (it lasts now). In 1930, compulsory 7-year education was introduced, and in 1931, the education of the illiterate population from 15 to 50 years old was mandatory [27].

Table 4 shows that the number of all schools had increased 4 times since 1914 (in 1975). This is conditioned

by the fact that it was mandatory for the majority of the population to complete a school course of education.

Table 4. Number of schools in the Kazakh SSR

Academic year	Total schools	Primary schools	Junior high schools	Secondary schools
1914/15	2 006	-	-	-
1927/28	3 927	-	-	-
1932/33	6 831	-	-	-
1940/41	7 790	5 289	1 770	698
1945/46	7 869	5 437	1 708	714
1950/51	9 087	5 971	2 446	659
1955/56	9 182	5 057	3 001	1 110
1960/61	9 592	5 212	3 054	1 310
1965/66	9 645	4 455	3 473	1 684
1970/71	9 262	3 562	2 974	2 677
1975/76	8 533	2 486	2 589	3 380

Source: [28].

From Figure 2, it can be observed that among all children, only 21% had a high level of academic failure, and 12% were honours students (the first quarter). As for the number of honours students in the third and fourth quarters, it was 16 and 17%, while the number of

underachievers was 11 and 12%. The main reasons for the low level of academic performance in schools were insufficient pedagogical training of teachers, poor communication of the school with parents, and insufficient material base.

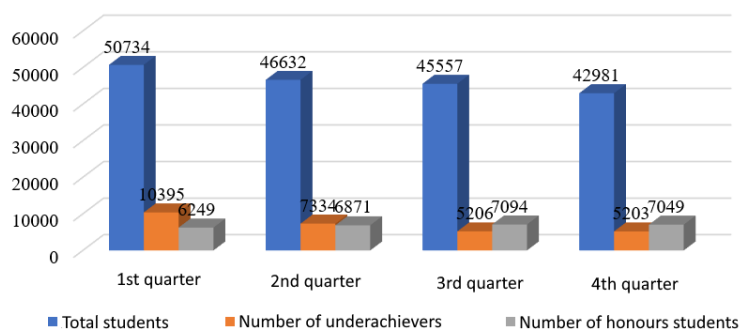


Figure 2. The number in 1940 – 1941

Source: [28; 29].

Compared with education in China, in Kazakhstan, the main ideas are from the post-Soviet space, and there is little focus on world methods. In addition, the institutions of Kazakhstan have long been influenced by the idea of Muslim religion and culture.

Discussion

The study of the history of the development of pedagogy and psychology allows stating the absence of special methods and experiments that are devoted to the problem of the transformation of education in China and Kazakhstan. The development of the stages of preschool education is covered by Qing He [12], the features of the development of education during the Kazakh Khanate – in the study by N.A. Adelbaev [4], and the problems of higher education in China – by the ideas of E.V. Korotaev [19]. In addition, modern problems in education in China and the features of the teaching profession are covered in the study by S. Guo [18].

K.S. Tuyakov and S.G. Machnev [7] provide information about the main teachers of Kazakhstan, and in

the study of Ya. Vatsulik and A.B. Satanov, there is a comparative analysis of the education of Kazakhstan and the Czech Republic. The development of foreign language pedagogy is of considerable importance, the problems of which in China were described by E.G. Khrisanova & Ma Isya [9]. Similarly, the problem of the internationalisation of higher education was clearly described by I.A. Shvedova [16]. Chen Zhaoming [1] described the reform of the education system in China.

Upon considering the transformation in the historical evolution of China and Kazakhstan, a certain trend in the step-by-step development of pedagogy and psychology can be observed. These efforts allowed developing not only the education system, but also training world specialists, developing science and technology, and preserving the values and ideas of the spiritual population and philosophers. Abandoning the standard principles of education and teaching, some universities managed to reach unprecedented heights, and the methods of studying academic subjects in schools are now popular all over the world. The development of preschool education outgrew

mass problems and preserved the originality, world focus, and the study of its long-term culture [30-33].

Many teachers use new skills in their methodology, which they borrow from their colleagues from the West, however, they do not forget about the basic values that Confucius brought, because behind his ideas there were schools that were aimed primarily at developing the spiritual principle in students, citizens who should know and carry on their culture.

Regarding the pedagogy of Kazakhstan, the modern development of pedagogy and psychology is aimed at training highly specialised students, but at the same time, highly trained specialists in their field. In different historical periods, education succumbed to different ideas and thoughts, but for centuries the religious development of students was unchanged. Only with the introduction of the ideas of the Soviet Union did religion become a separate branch from education.

It is no exception that pedagogy, like other spheres, needs constant reformations. Thus, one of the main educational reformations of China and Kazakhstan took place in the 1940s, when there was a strong influence of the communist trend on education: the creation of compulsory schools, the presence of the same number of lessons and terms of study. For thirty years, the leaders of the countries had paid due attention to the development of education, since the level of the illiterate population in both countries was very high.

By the middle of the 19th century, serious conflicts arose between the countries of Europe and China, which marked the development of reform movements. Subsequently, education was extremely conservative and hindered development. In addition, unlike Kazakhstan, in which there were problems between religion and education, in China, pedagogy was influenced by politics. The development of private or women's institutions complied with the requirements of the state, and the meaning of education was to serve the state.

During this period, Kazakhstan and China used a blackboard, chalk, and improvised manuals, according to which the level of technological development also depended on the training of specialists and information support. Pedagogy is one of the few areas that must adapt to two aspects: to promote multifunctional human development and to influence social progress. While high social development, in turn, requires high pedagogical development of science and technology. Therefore, China and Kazakhstan faced complex and rapid transformations aimed at delivering high results in the shortest possible time.

The Chinese government was able to overcome this stage and gave new life to education. Having overcome conflicts with Western countries at the beginning of the 20th century, they were able to create a number of new institutions and methods that were based not only on the methods of Europe but also Russia. Therewith, there was an acute problem in the number and quality of teaching staff. Therefore, separate pedagogical institutions and departments at universities were created that could train a teacher (for example, the educational faculty of Peking University).

Later, a new course was proclaimed, the "Great Leap Forward", which cooled ties between China and the USSR.

Its main points were the transfer of education management to local bodies that created new educational institutions and programmes, and knowledge of the basics of socialism was mandatory. The situation improved in 1987, when the state council introduced 10-year primary and secondary education, and 4-5-year higher education. Yet after this stage, there were several more abrupt reforms that did not make much progress in the development of pedagogy [34; 35]. Based on this, the philosophy of education lies in the following: the development of freedom and personality, the development of a republican spirit and upbringing, which brought some clarity and originality to the development of pedagogy. All universities were divided into separate categories, namely: private, public, provincial, and urban. This provided a solid foundation for the development of the Chinese education system.

As for secondary education in Kazakhstan, in 1928, the number of literate people became only 25%. The development was based on the use of the assets of the village. That is, school education was provided based on the system of the Soviet Union, but it had a number of features: the existence of different types of schools, the introduction of changes in the educational and methodological base, the coverage of all children in schools. Following the ideologies of education in Kazakhstan, pedagogy should focus on creating a unified methodological concept, which includes psychosocial education and the ability to develop a child's personality.

With regard to psychology, it was previously based on the ideologies of Islam, reading the Koran, and understanding the essence of life. In the following years, psychology was influenced by the psychological schools of Moscow and Leningrad. At the present time, there is an urgent need for the development of psychological sciences, namely, rethinking education as a means to improve the quality of life of the population, studying and combining thoughts from the spiritual, moral, historical, and cultural branches; combating terrorism and aggression. In the 21st century, the concepts of open (combining the methodology of distance and extramural forms) and distance education began to appear in the education of Kazakhstan.

In the modern world, education has moved from elite (inaccessible, imperial exams were necessary) to mass education, based on which every citizen not only can but also must study and master new positions to become a qualified specialist and work for the good of the country. It is equally important to have international support from different countries, including the most developed. Now education is one of the strongest indicators of the development of the country in general and affects the socio-economic status.

Conclusions

This study shows the difficult stages of the passage and origin of pedagogy and psychology as sciences, on which the quality of the country's standard of living depends. The education of China and Kazakhstan began with folk schools and ended with the introduction of global methodology. Folk schools were based on the ideas of famous philosophers of the countries, cultural and traditional thoughts and concepts of development.

Moreover, the pedagogy and psychology of China were often influenced not only by the ideas of different dynasties

but also by Western countries, Japan, and the USSR, which managed to make it clear to the government and local residents what kind of education was required. With regard to Kazakhstan, for many years education was influenced by religion and culture, and in the last 50 years – by politics. The tables and diagrams show the number of students of different types of institutions, according to which in 2008 it increased by five times. In addition, due to the occurrence of international opportunities, the number of students who go abroad to study is also growing every year and this has a positive impact on the quality of education in the country since an exchange of thoughts and ideas that allows conducting a knowledge cycle between different institutions takes place.

The materials of this study can be used by teachers and educational courses that investigate trends and transformations in the history of the development of pedagogy and psychology since they carry information about different stages of the development and establishment of education in general.

During the study, the stages of development of primary and higher education in both countries were established

and information monitoring was conducted, which showed the number of literate people from the 12th century to the present time. Furthermore, the comparison of the features of education in Kazakhstan and China confirmed their intersection during the First and Second World Wars. During these periods the education of both countries carried the ideas of the Soviet period. However, in 1980, China's education made a considerable leap upward, so for 20 years, it has been taking the leading place in education, science, and technology.

Today, education faces many tasks, namely: to develop open and accessible theoretical and methodological foundations, to define the goals of the development of open and distance pedagogy, to create new methods that preserve spiritual ideas and thoughts.

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None.

Conflict of Interest

None.

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Історія розвитку педагогіки та психології в Китаї та Казахстані

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Анотація

Актуальність. Знання процесу трансформації та історії розвитку педагогіки і психології дозволяє витягти необхідну інформацію для визначення ключових аспектів у створенні освітніх методик.

Мета. Метою цього дослідження є аналіз історичного розвитку педагогіки, включаючи дошкільну, середню та вищу освіту, а також психологію в Китаї та Казахстані.

Методологія. У цьому дослідженні були використані теоретичні (аналіз, синтез, порівняння) та емпіричні методи дослідження інформації. Дослідження ґрунтується на порівняльно-історичному аналізі, за допомогою якого можна порівняти особливості прогресу та регресу у сфері освіти в Китаї та Казахстані. Дослідження проводилося в три етапи: вивчення та збір інформації з історичних джерел, порівняння та узагальнення даних дослідження.

Результати. Дослідження визначило чіткі етапи розвитку дошкільної, середньої та вищої освіти в Китаї, що відображають вплив конфуціанських ідей, західних методологій та зміни політичних ідеологій. У Казахстані еволюція освіти була позначена початковим домінуванням мусульманських шкіл, потім інтеграцією радянських освітніх моделей і, нещодавно, впровадженням підходів відкритої та дистанційної освіти. Аналіз виявив значні відмінності в історичних траєкторіях розвитку педагогіки і психології в двох країнах, причому Китай демонструє більш стрімкий і багатогранний розвиток порівняно з Казахстаном.

Висновки. Історичний аналіз розвитку педагогіки та психології в Китаї та Казахстані висвітлює складну взаємодію між культурними, політичними та глобальними чинниками у формуванні освітніх систем цих країн. Отримані результати дають цінну інформацію для розуміння поточного стану та майбутніх траєкторій розвитку освіти в цих країнах, а також сприяють розробці освітньої політики та практик, які адаптуються до мінливих потреб і вимог сучасного світу.

Ключові слова: історія педагогіки; історія психології; освіта в Китаї; освіта в Казахстані; навчальні заклади.