HISTORY OF EDUCATION IN THE COUNTRIES OF THE WORLD

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A B S T R A C T	K E Y W O R D S
This article discusses the emergence of educational systems in countries around the world, the first pedagogical views. Special attention is also paid to the specific features of European education, new reforms, opportunities, achievements, and a comparative analysis of the European education system.	Europe, countries of the world, developed countries, pedagogical views, education system, education sector, curriculum, pre-school education, primary education, general secondary education, higher education, characteristics, educational institution.

INTRODUCTION

In the history of mankind, the ideas of education and upbringing have been formed since ancient times, and each civilization has developed its own unique pedagogical views. The first pedagogical ideas arose on the basis of religious beliefs, philosophical teachings and social needs. The foundations of the education system were formed in the countries of the Ancient East, in particular, in Ancient Egypt, Mesopotamia, India and China. In ancient Egypt, education was mainly aimed at training priests and state officials. Schools were located near places of worship, and students studied hieroglyphs, mathematics, astronomy and the basics of medicine. In ancient Egypt, the art of writing was considered the most important skill, and specialists (scribes) had a high social status. In Mesopotamia, in particular, in the states of Babylon and Assyria, cuneiform writing on clay tablets, the basics of mathematics and law were taught. Pedagogical views of this period were based on teaching practical knowledge and training necessary personnel for society. The education system was strictly hierarchical, and only representatives of the upper class had the opportunity to receive a full education. In ancient India, pedagogical views were formed on the basis of the Vedas, and education was carried out mainly in gurukuls - in the homes of teachers. In the gurukul system, students lived with a teacher (guru) and learned not only knowledge, but also moral values and life skills. At the heart of Indian educational philosophy were the ideas of spiritual perfection, self-realization, and a life in harmony. The teachings of Hinduism and later Buddhism had a great influence on the education system. Ancient universities such as Tahsil and Nalanda were major centers of learning, whose students studied throughout Asia. In ancient China, pedagogical views were based on the philosophy of Confucius (551-479 BC). Confucianism considered education to be the most important means of human

development and emphasized moral education, respect for hierarchy, duty, and continuous learning. Confucius' Analects is a fundamental source for the history of pedagogy. In China, a system of examinations (keju) for selecting civil servants had existed since the 2nd century BC, which established knowledge and merit as the main criteria for social advancement. In the ancient Greek and Roman worlds, pedagogical views were further developed and laid the foundation for future European education. Ancient Greece had two different educational systems: the Athenian and the Spartan systems. Athenian education was aimed at educating a well-rounded individual (kalokagathia - a beautiful and good person). Students studied physical education, music, poetry, mathematics, astronomy, and philosophy in gymnasiums. Such great philosophers as Socrates (469-399 BC), Plato (428-348 BC) and Aristotle (384-322 BC) made a great contribution to the development of pedagogical thought. Socrates developed the heuristic method (discovery of truth through questioning and answering), Plato outlined his philosophical views on the ideal state and education system in his work "The Republic", while Aristotle divided education into theoretical and practical parts and put forward the principle of age-appropriate education. Spartan education was focused on military education, the main goal of which was the formation of strict discipline and physical endurance. In ancient Rome, the traditions of Greek education were continued, but the practical aspects were strengthened. Roman pedagogy focused on training personnel for state administration, law and military art. Quintilian (35-100 AD) systematically described educational methods in his work "On the Education of an Orator," emphasizing the need to take into account the individual characteristics of the child, teach through a compassionate attitude, and play.

1Figure 1. School classroom in the late 19th - early 20th centuries.

The above image depicts a European or American school classroom from the late 19th or early 20th century. As you can see, the classroom is simple and strictly organized: students sit at the same desks, and bookshelves and school supplies line the walls. The students are dressed in formal attire - girls in white collared shirts, boys in suits - reflecting the formality and standardization of the education system of that time. A lamp and teaching aids are visible in the classroom, indicating the simple but functional organization of the classroom. This image is a classic example of the traditional education

model, where the teacher is central and one-way communication is the main method. Students sit as passive recipients and receive education in a strictly disciplined environment. This image represents an important period in the history of pedagogy - the beginning of mass education during the Industrial Revolution and the formation of a standardized school system. At the same time, this image creates a historical context for understanding the roots of the modern education system and how the transition to today's interactive, student-centered approaches took place. In the Middle Ages, pedagogical views were largely intertwined with religious teachings. In the Islamic world, the education system developed through schools (maktabs and madrasas) located near mosques. Islamic scholars taught not only religious sciences, but also secular sciences such as mathematics, astronomy, medicine, and philosophy. Scholars such as Al-Farabi, Ibn Sina, and Al-Ghazali made a significant contribution to the philosophy of education. In his work "Political Science", Ibn Sina emphasized the need for a gradual organization of education and the need to take into account the age characteristics of children. In the European Middle Ages, monasteries and cathedral schools were the main centers of education. From the 7th century, a curriculum was formed (trivium - grammar, rhetoric, logic and quadrivium - arithmetic, geometry, astronomy, music). In the 12th and 13th centuries, the first universities (Bologna, Paris, Oxford) appeared, marking a new stage in higher education.

The Renaissance (14th-16th centuries) created a revolution in pedagogical thought. Humanists, placing the human personality at the center, defined the task of education as the formation of a free and comprehensively developed person. Thinkers such as Erasmus of Rotterdam, Thomas More, and Francois Rabelais criticized medieval scholasticism in education and advocated education based on reason, practical, and close to life. Vittorino da Feltre founded the first humanistic school in Italy, implementing a complete education through physical education, music education, and classical languages. This period marked the beginning of the process of scientific substantiation of pedagogical thought and the creation of the foundations of the modern education system. In short, the first pedagogical views in the countries of the world were a complex and multifaceted historical process that began with the rich experience of ancient civilizations and continued until the Middle Ages and the Renaissance, and laid a solid foundation for the formation of modern education systems.

The European education system is distinguished from other education systems in the world by its long historical development, its foundation in a multifaceted cultural heritage and its hunger for modern pedagogical innovations. The main feature of European education is its diversity and the fact that each country has its own national educational traditions. At the same time, the processes of harmonization and integration of education systems are actively being implemented within the framework of the European Union. At the heart of the European philosophy of education are humanistic values, democratic principles, free development of the individual and the concept of lifelong learning. Historically, European education was formed on the basis of ancient Greco-Roman educational traditions, Christian teachings, medieval universities, Renaissance humanism, the ideas of the Enlightenment and pedagogical reforms of the 19th and 20th centuries. This multi-layered historical experience has created a solid theoretical and practical foundation for the modern European education system.

One of the most important features of the European education system is its foundation in the principles of academic freedom and autonomy. These principles are especially evident at the level of higher education. European universities are working to create a single European higher education area within the framework of the Bologna Process (1999). The Bologna Declaration introduced a three-cycle

education system (bachelor, master, doctorate), created the ECTS (European Credit Transfer System) credit transfer system and increased academic mobility of students and professors. Currently, 48 countries participate in the Bologna Process and more than 200 million students study within this single education area. European universities have the right to independently develop their curricula, determine the directions of scientific research and organize their activities. Academic freedom is ensured not only in institutions, but also at the level of individual professors and researchers, which is an important condition for the development of scientific research.

At the school level, European countries have different approaches, but there are some common features. Most European school systems are based on the principle of comprehensive education, which aims to provide equal educational opportunities for all children and reduce early specialization. Scandinavian countries such as Finland, Norway, and Sweden are the most successful examples of this approach. The Finnish education system is characterized, for example, by minimizing tests and assessments, giving teachers high trust and professional freedom, and focusing on the individual development of students. Germany and Switzerland, on the other hand, have traditionally had a three-track school system: gymnasium (academic track), realschule (technical-practical track), and hauptschule or gesamtschule (comprehensive school). The French education system is centralized and tightly regulated, with a national curriculum and a system of unified examinations (baccalauréat). In the United Kingdom, the education system is divided into four separate systems: England, Scotland, Wales, and Northern Ireland each have their own education system.

Table 1. Comparative analysis of European education systems.

Country	Mandatory education duration	School system	High education	Home features
Finland	9 years (7-16 years old)	Comprehensive school	Free , high quality	Minimum tests , teacher autonomy
Germany	9-10 years (6-15/16 years old)	Three directional system	Dual education system	Professional to education attention
France	10 years (6-16 years old)	Centralized	Baccalaureate system	Single training program
Great Britain	11 years (5-16 years old)	GCSE and A- level	High body taken universities	Academic freedom
Netherlands	13 years (5-18 years old)	Many level system	Research universities	Flexibility
Sweden	10 years (7-16 years old)	Comprehensive school	Free , inclusive	Equality principle

As can be seen from the table above, the duration of compulsory education in European countries varies from 9 to 13 years, and each country has developed an education system that is consistent with its national characteristics and historical traditions.

Another important feature of European education is the great attention paid to vocational education and practical training. In Germany, Switzerland and Austria, the dual education system (Duales Ausbildungssystem) is widespread, in which students simultaneously receive theoretical knowledge at school and acquire practical skills in enterprises. The dual system ensures a high level of youth

employment and effectively meets the human resources needs of the economy. In Germany, more than 50% of young people aged 15-18 study in the dual education system. The European Union implements special programs to develop vocational education, for example, the European Vocational Skills Week and the Erasmus+ vocational education mobility programs.

The principle of inclusive education is another important aspect of European education systems. European countries strive to create equal opportunities for children with special needs and students with disabilities. Italy, Norway and Sweden demonstrate advanced examples of inclusive education, where the majority of students with special needs study in regular classes and individual education plans are developed for them. The European Union's education policy sets the goals of ensuring access to quality education for all and strengthening social inclusion. Digital technologies and innovation are central to the modern development of European education. The COVID-19 pandemic has accelerated the development of digital education, and many European countries have widely introduced online learning platforms, digital learning resources and hybrid learning models. The European Commission is implementing the Digital Education Action Plan (2021-2027), which prioritizes the development of digital skills, the effective use of technology in education, and the development of digital learning content. Countries such as Estonia are leading the way in digital education and are delivering education services effectively through e-governance. In summary, the distinctive features of European education include a balance between national diversity and a common integration process, the principles of academic freedom and autonomy, a focus on vocational education, inclusive and democratic values, and digital innovation. These features have made the European education system one of the most advanced and effective in the world and contribute significantly to the development of global education.

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