

Providing Insights into History and Civic Education Curriculum in Mongolia from a Systematic Perspective

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Abstract

The study aims to provide a concise explanation of the characteristics of the education system in Mongolia, as well as the curriculum of history education within the broader framework of general education.

In the study, the historical and modern conditions and features of Mongolia's education system, the results of a review of the content of the history curriculum at the elementary, basic, and secondary levels of general education in the country, as well as the problems in history and civic ethics education are discussed.

The focus of this study lies in the analysis of Mongolia's education system, encompassing its historical and modern characteristics. It thoroughly reviews the content of the history curriculum at the elementary, basic, and secondary levels of general education in the country. Additionally, the study delves into the issues faced in history and civic education.

The content of history education is defined considering the continuity, chronology, and needs of students of ancient, medieval and modern history of Mongolia and the world. The current education system in Mongolia is structurally divided into formal and informal education at the horizontal level, preschool (4 years), primary (5 years), secondary (lower secondary 4, upper secondary 3 years) and higher education (bachelor 4 years) at the vertical level.

History education in the country is studied in Grade 4 & Grade 5 of Man and Society, in Grade 6 to Grade 9 of Mongolian and World History, and in Grade 10 & Grade 11 of Mongolian history. In Grade 10 to Grade 12, Mongolian and World history are studied selectively. The study of history accounts for 14 percent of the total of more than 9,000 lessons studied in the current elementary, middle, and high school curricula. The history

curriculum includes 86 learning objectives for Grade 6 to Grade 9, 45 learning objectives for compulsory study content for Grade 10 & Grade 11, and 219 learning objectives for optional study content for Grade 10 to Grade 12.

The study program entails a comprehensive analysis of the history education system, encompassing various periods such as the Ancestral period, Mongolian antiquity, World antiquity, Medieval Mongolia, Medieval world, Modern Mongolia, Modern world. This analysis is conducted within the framework of the content. In light of these general indicators, it is crucial to further expand the analysis of the history education system and its content in our country.

Keywords: Mongolian education; history and civic ethics education; curriculum; methodology; material resources; assessment.

Introduction

With a history spanning over 2,200 years, Mongolians stand as one of the oldest civilized nations and ethnic groups in the East. It was in 1206 that Genghis Khan played a pivotal role in unifying Mongolia, ultimately paving the way for the establishment of the renowned Mongol Empire.

Mongolia shares its borders with the Russian Federation in the north and the People's Republic of China in the south. With a population of 3.4 million, Mongolia spans an area of 1,564,116 square kilometres. Currently, there is a mix of nomadic and settled civilizations, with 53.0 percent of the population residing in rural areas and 47.0 percent in metropolitan cities (MES, 2019 p. 28). Children make up 38 percent of the total population. It is anticipated that the school-age population (6-17) will continue to grow until 2030 (MES, 2020, p.43).

General concept of education system of Mongolia

Educational traditions and reform conditions

The Mongol Empire, under the leadership of Genghis Khan and his successors, had a significant impact on global history during the 13th and 14th centuries, effectively initiating the process of globalization as we know it today (Weatherford, 2012).

Over the course of history, Mongolians have prioritized the education and upbringing of their children, employing a hands-on approach that involves teaching through practical work and imparting the meaning behind various aspects of life. They used diverse tools, including games, to instil proper behaviour and paid close attention to the overall development of their children. These principles of child-rearing, such as emphasizing the importance of one's role within the family, avoiding excessive privileges, and providing love and protection, align closely with the modern educational missions and recommendations put forth by international organizations (Tsanjid, 2023a).

Mongolian traditional education has a twofold purpose. Firstly, it primarily focuses on instilling work ethics and self-sufficiency for future livelihood. Secondly, it emphasizes the importance of building a family, raising children in a healthy manner, and providing them with a quality education. Ultimately, this education strives to cultivate proper behaviour in public settings and effective communication skills, empowering individuals to actively engage in social interactions (Tsanjid, 2023b, p. 43).

Furthermore, Mongolians have long embraced the timeless tradition of classic nomadic animal husbandry ("the five snouts"), hunting, and archery. Their way of life, culture, customs, education, and upbringing have all been deeply influenced by these practices (Purev, 2021).

These factors shape the characteristics of education and training in Mongolia, influencing their origin, development, and evolution. Historical sources have highlighted that Mongolians have a unique approach to education, starting from a young age. It is mentioned that children as young as two or three years old are taught horse riding and archery using specially designed bows (Purev, 2021). Moreover, Mongolians place great emphasis on the intellectual and practical development of their children and youth, fostering skills, cooperation, and helpfulness. This is evident in their sayings such as "Labour makes a man, long ride makes the best horse" and "Families have a life unit, neighbours have a common ground/idea." Through these methods and wisdom, the younger generation is taught and nurtured (Tsanjid, 2023b, p. 43). For instance, children are trained to herd lambs and calves at the age of 3-4, ride horses and care for them at 6-7, and also engage in household chores like collecting dung and fuel. By the age of 15-16, boys receive comprehensive training in animal husbandry. Additionally, girls are taught skills like sewing and the production of milk and dairy products. Mongolia has a rich tradition of education and training, encompassing home-based learning, public schools, and spe-

cialized student training programs, some of which are still practiced today.

The inauguration of the initial primary school took place on November 2, 1921, in the capital city. It offered a curriculum encompassing eight subjects, including Mongolian language, politics, world affairs, and history.

Children and adolescents residing in Mongolia’s urbanized society have progressively embraced digitalization, owing to the impact of information and communication technology. Consequently, their focus has shifted towards the importance of education, knowledge, and culture to foster global citizenship (Government of Mongolia, 2024).

Overview of the current education system

The education system in Mongolia is currently organized into formal and informal education at the horizontal level. At the vertical level, it is further divided into preschool (4 years), primary (5 years), secondary (primary 4, full secondary 3 years), and higher education (bachelor 4 years).

This system comprises various subsystems within the hierarchical structure of education in Mongolia, involving different educational institutions and student populations (MES, 2024, p. 21).

Table 1. Hierarchy of Mongolia’s vertical education system, educational institutions, and number of students

Terminology of educational hierarchy	The number of organizations in hierarchy	Enrolled students (number, thousands)
Kindergarten	1410	274.0
General education school	871	771.7
Technical and vocational education institutions	76	36.3
Higher education institutions	64	165.3

In Mongolia, even though universal general education is provided at no cost and basic education is obligatory, an analysis which was conducted on the distribution of general education schools across bags (the smallest administrative division of Mongolia), soums, and provinces between 2009 and 2018 outlines that:

- There was an increase in the number of primary, middle and high schools in bags,
- In soums, the number of high schools saw a rise, while the number of middle and primary schools experienced a decline.
- Meanwhile, at the centre of provinces, there was an increase in the number of high and primary schools and a decrease in the number of middle schools (MES, 2020, p. 43).

Role of school and teacher in education and training

The practice of traditional home schooling in Mongolia can be traced back to 209 AD, during the Hun dynasty. However, with the advent of the 20th century and the era of “socialism” in Mongolia, the establishment and growth of modern public and civil schools took place. This led to a significant increase in literacy among Mongolians in general. In recognition of their achievements, the United Nations honoured them with the prestigious “Golden Medal” named after N.K. Krupskaya in 1970 (Mongolian Academy of Science, 2003, p. 343).

Mongolians have bestowed the title of “the student’s teacher” upon educators, highlighting their significance. The educational work, professional value, and role of the teacher are greatly valued. In the country, a total of 54,200 teachers are currently employed in schools at various levels, including the capital, districts, provinces, and soums (MES, 2024). These teachers are committed to improving their profession, qualifications, education, and skills through their dedicated efforts at their workplaces and by actively pursuing opportunities in professional teacher education institutions and universities.

About Education Funding

Education in Mongolia is primarily financed through the state budget, and supplemented by other sources. The country currently dedicates 4.0% of its national GDP and 18.0% of the state budget towards education. However, there is an urgent need to augment the funding and overall budget allocated to the education sector. In comparison to developed countries, Mongolia’s GDP is relatively modest, yet a significant proportion of the population participates in both formal and non-formal education across all levels. Despite this, the expenditure per student remains low. For instance, the cost per primary school student ranges from \$1-1.5 and universities face a lack of government budget and financial support. Furthermore, expenditures other than wages and bonuses account for 48 percent of the total expenditures in Mongolia. (MES, 2019, p. 37).

Mongolian general education research in history education

In the primary education curriculum, the subject of Human and Society is taught during Grade 4 & Grade 5. Students dedicate 2 hours per week to this subject, resulting in a total of 64 hours of instruction throughout the school year. Moving on to secondary school, history is studied for 1 hour per week in 6th grade, and then 2 hours per week from Grade 7 to Grade 9. This accumulates to a total of 238 hours of history education per academic year. Finally, in upper secondary education, Mongolian history is explored for 1 hour per week in Grade 10 & Grade 11, amounting to 68 hours of study per academic year (MES, 2019, p. 5).

Goals and objectives of history education

The purpose of history education is defined as “the student acquires the knowledge and ability to independently interpret historical phenomena and events, process sources and information, and use historical values, methods, and thinking to make decisions” (MES, 2019, p.133-148).

Objectives of history education:

The student will acquire the following knowledge:

- Main events of Mongolian and world history;
- Historical chronology and evidence;
- Change and continuity, cause and effect.

Students will have the following skills.

- Chronology of events, and events in Mongolian, regional and world history,
- change and succession, cause and effect, and spatial relationships

Students will be able to

- analyse and explain history with facts and evidence;
- Ask historical questions correctly and search for themselves to answer historical questions and learn how to do so.

The following approaches will be developed:

- Using historical thinking, the problems of the society in which they live to reflect;
- Reviving and strengthening the collective memory of the Mongolian nation;
- Be proud of our history and love our country (MES, 2019, p.133-148).

Through the implementation of the history and social studies curriculum, students will learn analytical methods and acquire the following skills.

Table 2. Inquiry approach and target skills

Skills	Grades VIII-IX
Asking questions, arousing problems and assumptions	Historical, social events and phenomena cause, course, effect and connection, relationship, influence, to detect changes independently raise questions, problems, make assumptions
Action planning, data collection	Advanced problems and assumptions to resolve performing actions and activities plan and require relevant source of information search and collect from sources
Information processing	Collected information processing. They choose the means to classify and analyse it, then put forward by summarizing the problem and hypothesis.
Discussing the results, generating new ideas	Produce analysis results, discuss, present, new ideas, problems and hypotheses put forward and explain it

Note: Table 2 is taken as an example of from Grade 6 to Grade 9 Social Science curriculum for basic education (MECSS, 2015, p. 141-143).

Content of history education

The curriculum covers the prehistoric period of humanity (Stone, Bronze, Iron Ages)

– Prehistoric period (from 800,000 years ago to III millennium BC)

Palaeolithic, Mesolithic, and Neolithic periods, the origin and development of mining and sampling industry, the origin and development of rock paintings, art and worship, and the origin and development of manufacturing industry (MES, 2019, p.133-148)

For example, the discovery of 800,000-year-old stone weapons in the dung settlement of the Nariin River valley in Bayan-Ovoo Soum, Bayankhongor province, provides compelling evidence of the presence of ancient inhabitants in Mongolia. Additionally, the White Cave in Bayanlig soum, which dates back 730,000 years, stands as another significant relic to the ancient people who once resided there. Particularly:

The curriculum covers the ancient history of the country

- Ancient citizenship

Artefacts of ancient towns and villages, The origin and development of tools (iron weapons) and literacy, rock paintings and artefacts in Mongolia.

The curriculum covers the ancient global history

- Ancient countries of the world

Life, cultural heritage and historical monuments of the two rivers and Egypt, ancient Greece, Rome, China and India.

The curriculum covers the medieval global history

- The ancient state of Mongolia (4th century BC-1125 AD)

Archaeological monuments of Noyon Mountain and Duurlig Pine, the emergence, strengthening and decline of the post-Hun states, agricultural, social, cultural and technological progress of the ancient Mongolian states.

- Great powers and empires of Mongolia

The existence of the Great Yuan State, the Golden Palace, Tsagadain, and the Ilkhan State, the relationship between the Mongol Empires, and the reasons for their division. (MES, 2019)

- Other countries during the Great Mongolian Empire (XIII-XV centuries)

The curriculum covers the medieval global history

State, society and economy, religion, and culture of medieval China, India, and Japan, state, society, economy, and culture of indigenous peoples of the Americas, Arab economy, Islam, culture and education of the Arab caliphate, features of Western European feudal society, urban population, their occupation, religion, history of some named countries of Eastern Europe, medieval European churches, crusades, culture of Western European countries.

- Mongolia and the world after the Mongol Empire (15th-18th centuries)

Mongolia in the middle of the XV-XVIII centuries: Great geographical discoveries, Colonization, Religious renewal movement, Renaissance, Enlightenment, England, France, Manchu Qing. life and culture of countries such as the Mughal Empire, Japan, and Korea.

The curriculum covers premodern and modern national history/history of the country

- Mongolia and the world at the beginning of the XVIII-XX centuries
Napoleon Bonaparte and the French Empire, the social and political situation in the East, the colonial policy of the empires, the life and culture of the peoples of the West and the East.
- The revival of the Mongolian state and the world (1911-1924)
Revolutions of 1911 and 1921, The history of Mongolia's independence, historical figures who fought for independence, World War I and the "October Revolution" in Russia in 1917.

The curriculum covers contemporary national history

- Mongolia and the world during the socialist period (1924-1990)
The Soviet Union implemented various policies to exert its influence in Mongolia. These policies aimed at establishing the Republic of Mongolia and formulating its first Constitution. As a result, there were significant changes in the administration and economic situation of the Republic. Additionally, the Soviet Union implemented policies concerning culture, education, health, social security, and religion during the period of socialism in Mongolia. This era also witnessed political repression and the emergence of people's struggle and movements against socialism. Furthermore, the impact of World War II and the establishment of the United Nations played crucial roles in shaping Mongolia's history. Ultimately, the collapse of the capitalist, socialist, and colonial systems had profound consequences for the country.

With the assistance of the Republic of Hungary, a bio-combinate and a sewing factory were successfully established in Ulaanbaatar during the age of the Mongolian People's Republic

- Democratic Mongolia and today's world (from the 1990s to now)
The study focuses on the examination of the collapse of the Soviet Union and the socialist system, as well as the subsequent changes in Mongolia's political, social, economic, and spiritual aspects. The analysis specifically delves into the impact of the Democratic Revolution's triumph in 1990 on the country's overall transformation.

The curriculum covers contemporary global history to clarify the subject matter of history education pertaining to global and European history.

Particularly, the reform of the United Nations, regional cooperation (ASEAN, European Union, etc.), those corporations, and the contents of Europe are studied. Particularly, to adhere to Mongolian foreign policy on the “third neighbour” and “neutrality,” it is mandatory to delve into the history curriculum, specifically focusing on the collaboration between the United Nations and various international organizations in the upper secondary education. (MES, 2019, p.135).

Mongolia has actively pursued an open and independent foreign policy emphasizing peace since 1990, leading to significant developments in its foreign relations. The country’s foreign policy’s conceptual framework is based on the multi-pillar approach, with 6 pillars identified to guide its interactions. Notably, four of them outline relationships with non-state actors. The presence of the Asia-Pacific Economic Cooperation (APEC), the Association of Southeast Asian Nations (ASEAN), the Non-Aligned Movement (NAM), the United Nations and its specialized organizations, and the countries of the Commonwealth of Independent States (CIS) in this list highlights their connection to the regional institutions that have historical ties to the former socialist system. In 1998, Mongolia became a participant in the ASEAN Regional Forum (ARF), a forum dedicated to discussing political and security concerns within ASEAN. Subsequently, in 2005, Mongolia became a member of the ASEAN Treaty of Friendship and Cooperation.

Hence, the specific contents are studied in Grade 10 & Grade 11 including the division of Germany, the Cold War in Europe, NATO, Warsaw Pact Organization, the formation of the socialist system, the Korean War, the Cuban Revolution and the Missile Crisis. (MES, 2019, p.136). From the perspective of global and regional history and conflict, conflict and peace, the revolution in European socialist countries and the disintegration of the Soviet Union, the factors that influenced them, social and economic reforms in former socialist countries in the 1990s are studied.

Moreover, global issues such as economic inequality, trade wars, poverty, hunger, terrorism and environmental problems, population growth and food shortages, diseases, civil wars, as well as natural disasters such as tsunamis, earthquakes, floods are included but not limited to.

Furthermore, it also studies the following content about Hungary. King Matthias Corvinus of Hungary has been a strong patron of artists and intellectuals, providing them

with unwavering support. (Altanbagana & Bayarmaa, 2019, p.51). The Republic of Moldova witnessed significant development under the guidance of the Soviet Union and socialist nations like Czechoslovakia, Hungary, Bulgaria, the Democratic Republic of the Congo, Romania, and Poland. (Amarsanaa & Batsaikhan, 2019, p.72). The 1989 uprisings and democratic movements in Czechoslovakia, Bulgaria, Hungary, and Romania marked a significant turning point in their respective histories. (Gantulga & Altanzaya, 2019, p.130)

Methodology of history education

The history course has equipped every student with the skills to analyse and interpret historical phenomena and events on their own. Nevertheless, considering the varying levels of independent learning abilities among students, it is crucial to acknowledge these differences and ensure that the teacher serves as the student's closest mentor.

Every history lesson will be meticulously designed and delivered in a manner that ensures equal participation among students, allowing them to develop and expand upon their existing knowledge and learning strategies. Bridge the gap between the past and the present, while nurturing a deep-rooted belief and spirit in the preservation and continuation of traditions and culture.

Through the act of observing and analysing historical occurrences, both ancient and contemporary, students will actively contribute to the protection of the environment, aiming to prevent pollution and minimize the potential risks posed by human activities. Develop the skill to effectively communicate your perspective on the future, anticipate what lies ahead, evaluate your current lifestyle, proactively take charge, and make prudent choices to shape your desired future (MES, 2019, p.147).

Materials for history education

- Primary and secondary sources of history;
- Cases, examples, video clips, film clips showing historical events;
- History map;
- Historical and social literature and works of art;

The history program's implementation entails the active involvement of local institutions and governments, working hand in hand with the administrative unit. Together, they will curate a list of significant local historical sites that are mandatory to be included

in the itinerary. The school and teachers will assume the role of guiding and supervising the trip, among other responsibilities (MES, 2019, p.148).

Assessment of history education

The objectives of the assessment implementation of the history curriculum are the same as aims of the program, which is directly related to the achievement of goals and results. It includes:

- Discovering the knowledge and understanding of historical phenomena, events, causes and connections of historical problems
- Detecting mastery of methods of working with historical facts, sources, and information, explaining (interpretation) problems with reasons and evidence
- Discovering the maturity of thinking and attitudes to love and protect history, cultural heritage and values. Assessment of history education is carried out through process and outcome assessment, both oral and written. (MES, 2019, p.148).

The assessment is characterized by its purpose of identifying and evaluating the student's mindset towards critical thinking, historical events and processes, and their level of interest, motivation, and effort in the history lesson (Otgonbaatar, 2021).

The Education Evaluation Centre is responsible for organizing entrance and graduation exams across the country. These state exams serve as an external evaluation and monitoring of the implementation and academic achievement of primary, intermediate, and secondary education curricula. Additionally, they provide fundamental information for assessing the effectiveness of education and enhancing academic performance (MES, 2018).

More importantly, Minister's Order No. A/425 in its article 4.0 establishes the education quality assessment and organization structure for end of primary, lower secondary and upper secondary evaluations. It determines that learners will be assessed by national exams and these examination results will inform on the quality of national education. The organization and content of these examinations is presented in Table 3:

Table 3. National end-of-year assessments for primary, lower secondary and upper secondary education.

Level of education	Grade	Number of exams	Exam contents/subjects
Primary	5	3	<ol style="list-style-type: none"> 1. Mongolian language 2. Mathematics 3. Human and nature
Lower secondary	9	4	<ol style="list-style-type: none"> 1. Mongolian language (Comprehensive content) 2. Mathematics 3. Selected content Natural science (Comprehensive content) Social Science (Comprehensive content) 4. Foreign language
Upper secondary	12	4	<ol style="list-style-type: none"> 1. Mongolian language (Comprehensive content) 2. Mathematics 3. Selected content/subjects (natural science or social science and history) 4. Foreign language

Further, this Order establishes that for Grades 5 and Grade 9, the examinations will be based on the national standards for primary and lower secondary education. It determines that the Education Evaluation Centre will oversee the organization and administration of these exams. It also states that the grade 12 national exam can be used as the

university entrance examination if the student so chooses, and that this grade 12 exam should be administered twice a year, and students could sit for the exam up to two times if they wish to do so (Otgonbaatar, 2021).

The overview of studies in Civic education in Mongolian general education

Since 2006, the integration of Civic Education into extracurricular activities has been in effect. Following this, in 2010, the President of Mongolia issued Decree No. 103, which marked the commencement of the “Civic Education” curriculum’s development and implementation in secondary schools. The curriculum aimed to encompass the essential aspects of Mongolian traditional ideas and origin of the Yin and Yang (MECS, 2011, p. 9).

The subject known as Civic Education and Civic Ethics Education has been studied for 1-2 hours per week since 2010 (MECS, 2015, p.141).

The content of Civic Ethics education curriculum covers three major contents including 1) Discover your true self; 2) Let’s show respect and bring joy to others; 3) Let’s learn from national heritage and culture;

Through the exploration of tradition and heritage, students will gain a fundamental understanding of Mongolian heritage, ethics, and morals by engaging with the curriculum of primary education. By immersing themselves in the content of basic education, students will mature into responsible Mongolian citizens. The curriculum of secondary education will further nurture their sense of national identity and instil a deep connection or pride in their homeland

The methodology of the Civic education curriculum

The methodology sets the environment for learning to be a source of joy and excitement, empowering students to embark on their educational journey from a place of self-awareness. Together, students will evaluate, contemplate, scrutinize, criticise, articulate their thoughts, attentively listen to differing viewpoints, and engage in meaningful discussions.

The assessment of the Civic education curriculum

The assessment focuses on the progression of moral development and its implementation. Teachers are responsible for supervising and guiding the student who is elabo-

rating individually or collaborating on pure notions or strategies for ethical education. The consideration of diagnostic, progress, annual, and humanitarian assessments for creative use all shared the same set of criteria.

The learning environment and tools of the Civic education curriculum

The successful implementation of the “Civic Education” subject in general schools heavily relies on the collaboration between teachers, local citizens, and the community. By leveraging the knowledge and respect of a senior citizen, some specific contents can be effectively cascaded to students, parents, and the school community (MES, 2019, p.15-30).

History of general education in Mongolia and problems in civic ethics education

Issues and discussion in history education

The new approach to reforming and reshaping the general education program of Mongolia emphasizes the importance of formulating a history curriculum that is specific to Mongolia itself. This can be achieved through in-depth comparative analysis of history education in both domestic and foreign contexts.

Furthermore, apart from incorporating national historical knowledge, skills, and historical thinking into the curriculum of history education, it is also feasible to explicitly incorporate the relevant historical content of foreign nations within the context of globalization and the advancement of international relations.

To effectively enhance certain competencies, it is essential to carefully curate the content of the history curriculum by integrating the history of Mongolia and showcasing the fundamental achievements of Mongolian and world historical studies.

Issues and discussions in civic ethics education

The current Civic Ethics Education Curriculum for Grade 1 to Grade 12 has been heavily criticized that it is exclusively centred around Mongolian heritage culture, traditions, customs, and Buddhist knowledge. However, this approach is deemed inadequate in terms of both content and methodology, as pointed out in the “Open School Newspa-

per” in 2023. Hence, it is crucial to consider this criticism for the future enhancement and revitalization of the civic education program.

Civic education is not a one-size-fits-all concept and can differ in terms of goals, content, methodology, and evaluation. These variations are influenced by factors such as a nation’s historical trajectory, the characteristics of its civilization, and the current and future needs of children and youth. In the case of Mongolia, the unique combination of nomadic and settled.

“Open School Newspaper”, 2023, No. 05, 06, p. 2

This education aims to cultivate citizens who possess the skills necessary for a modern democratic society, including critical thinking, reflection, and active participation. To achieve these objectives, it is considered appropriate to introduce and discuss the philosophical concept of employing two different approaches.

Even today, in the rural areas of Mongolia, the upbringing of children and young people continues to revolve around Mongolian pastoralism and the nomadic pastoralist culture. This enduring tradition allows them to gain insights from the pastoral culture and adopt a lifestyle that positively impacts their cognitive alertness, physical health, and mental well-being. However, it is worth noting that rural schools in Mongolia are experiencing a rapid influx of modern culture and the integration of information and communication technologies.

Conclusion

The education system in Mongolia has a unique blend of nomadic and settled civilizations, which has persisted throughout history. Even today, the rural areas of Mongolia predominantly consist of children and young people who are born into the Mongolian pastoralism and nomadic pastoralist culture. They continue to learn from the pastoral lifestyle, which has a profound impact on their mental agility, physical fitness, and overall mental alertness. As a result, their strong bond with nature instils a sense of love and responsibility towards the environment.

In the curriculum of primary, lower, and upper secondary school classes of general education in Mongolia, students dedicate 14 percent of their 9,000 hours of study to history education. The main objective of history education in Mongolia is to cultivate

students' awareness of mankind's history, instil a sense of pride in it, and foster patriotism, as well as develop their attitude, historical thinking, and creative thinking. Through the study of Mongolian, regional, and global historical phenomena and events, students explore the concepts of chronology, change and succession, cause and effect, and spatial relationships. Furthermore, the curriculum also delves into world and European history, examining notable figures such as King Matthias Corvinus of Hungary, Robert I of Scotland, Louis IX of France, Béla IV, and Elisabeth, queen of the Hungarians, etc. The development of the Republic of Moldova with the assistance of Hungary, and the democratic movement that unfolded in Hungary in 1989.

In light of the new approach to reforming and transforming the national education program, it is imperative to formulate and elaborate on a history curriculum that is tailored to our country's expectations, while drawing insights from comparative studies on history education both domestically and internationally. Consequently, it is anticipated that a more comprehensive and structured representation of the historical and cultural connections between Mongolia and Hungary, along with their present-day collaboration, can be achieved.

In Mongolia, there is a widely accepted viewpoint that it is necessary to devise and engage in a new framework for implementing the national traditional civic education system and the modern civic education system.

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