



## HISTORY OF THE ORIGIN AND DEVELOPMENT OF PEDAGOGY

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### ABSTRACT

Pedagogy is considered a science of education, the principles of which are based on the transfer of experience and its assimilation by younger generations. The formation of science began a long time ago. The emergence of pedagogy was significantly influenced by the development of humankind, which occurred in stages.

**KEYWORDS:** Pedagogy, work, development, education, society, school.

### INTRODUCTION

**Pedagogy in the Ancient World.** For the first time, pedagogy was isolated from the system of philosophical knowledge at the beginning of the 17th century by the English philosopher and natural scientist Francis Bacon and consolidated as a science by the works of the Czech educator Jan Amos Comenius. At present, pedagogy is a multidisciplinary science, functioning and developing in close connection with other sciences. The word "pedagogy" comes from the ancient Greek παιδαγωγική, which literally means "child-rearing, child-care". In Ancient Greece, a teacher was a slave (often incapable of physical labor), observing a child (παῖς - a boy, a teenager), responsible for his attendance at school. The development of pedagogy is inseparable from the history of mankind. Pedagogical thought originated and developed over the course of thousands of years in ancient Greek, ancient Eastern and medieval theology and philosophy.

There was a special organization for children's work even in primitive society. These activities were no different from those of adults: Cooking, hunting, gathering. Working with land plots. Adults taught their children to work from childhood, and told them about the traditions and rituals that existed in a particular tribe, told them how to behave correctly, and instilled faith. At the same time, the emergence and development of the role of a teacher takes place. In other words, such a person was then called a mentor. Writing and reading played a major role in the emergence and development of pedagogy. Such norms were taught in the first learning centers that were at temples and royal palaces. The formation of the education system began in the Ancient East. Educational institutions similar to modern schools are being built here. There were priestly schools, the main task of which was to train clergy. There were also schools at the palaces, which trained scribes and officials. Military schools were widespread. There were quite a lot of disciplines. The following were distinguished in Babylonian schools: writing, reading, arithmetic, law, astrology, medicine, religion. Training lasted for ten years. It was necessary to pay a lot, so many families could not afford education. Classes were held from early morning until evening.

Corporal punishment was often used. Further, the formation and development of pedagogy took place in Ancient Greece and Rome, in the era of antiquity. For the first time, the term "teacher" was used, which had Greek origins. It denoted slaves who took their masters' children to schools. The first professional teacher is considered to be the Roman Marcus Phoebus Quintilian. He believed that it was necessary to introduce general humanitarian education for the proper development of children. Quintilian was the first to express the requirements that should be put forward to any teacher: Good education. Love and respect for children.

Aristotle, Socrates, Cicero, and Plato also expressed their thoughts that became famous quotes. Greek education implied the formation of an ideal person, high in their moral convictions, mentally and physically developed. Teachers instilled in children a sense of beauty. Therefore, any person in Greece, from childhood, wanted to be better than others and become famous. In Sparta, a greater role was given to physical rather than mental development. For this reason, many people were illiterate and spiritually undeveloped. Law and grammar were studied in Roman schools. Rhetorical schools were opened for children from aristocratic families, where they were taught the art of oratory.

**The Middle Ages and the pedagogy of the New Age.** In the Middle Ages, the church and its ministers played a major role. Letters were kept there, which were in Latin. Schools existed at temples and cathedrals, so they talked a lot about religion and worldview. In Western Europe, there was a special knightly education system for secular feudal lords. It was based on knightly virtues: Horseback riding. Swimming. Using a spear. Fencing. Hunting. Chess. Playing musical instruments or writing poetry. With the development of cities, education required a transition to a new level. Universities began to appear in Paris, Oxford, Cambridge, Krakow. New faculties emerged: theological, legal, artistic. In the Western part of Europe, Francois Rabelais, Michel de Montaigne, Erasmus of Rotterdam became famous scientists and philosophers. In the East, the ideas of such scientists as Omar Khayyam, Ibn Sina, Al-Farabi and others were supported. Education in Rus' began to gain momentum during the period of the appearance of the writing and alphabet of Cyril and Methodius - in the ninth century. Folk pedagogy appeared, which had the character of advice, rules, and was revealed in folk traditions, customs and folklore. With the advent of Christianity, parish and church schools appeared, where they taught reading, writing and counting. Faith played a large role in this. At that time, the "Izbornik of Svyatoslav", "The Teaching of Prince Vladimir Monomakh to Children", "Domostroy" appeared. As a separate science, the pedagogy of the New Age began to exist from the century. This was influenced by Bacon's treatise "On the Dignity and Increase of Sciences", where he tried to divide all sciences by type. A great contribution to the development of foreign pedagogy was made by:

Comenius Ya. A. - substantiated the principles of didactics and introduced the idea of a class-lesson system of teaching. Locke J. - attached a great role to psychology in teaching. Rousseau J.-J. - introduced the principles of "free education". Pestalotius I. - brought the theory of elementary education to the all-round development of the child. Herbart I. - introduced the concept of "educational education". In the domestic period, the work of Lomonosov, who put forward the idea of a general education type of secondary school, is distinguished. Betsky took part in the creation of the Smolny Institute for Noble Maidens. Radishchev expressed his opinion on the ideal image of a person and his upbringing, adhering to democratic and anti-serfdom statements. Chernyshevsky and Dobrolyubov considered the problem of the

upbringing and education of the female sex. Ushinsky K. D. is considered the founder of the domestic pedagogical system. He wrote the first major work in the field of pedagogical anthropology, entitled "Man as a Subject of Education". The works of Tolstoy, Lesgaft, and Pirogov also became quite famous.

**Pedagogy in the 20th century.** The First World War, which lasted from 1914 to 1918, brought about major changes in the education system. After the end of the war, the centralization of the management of educational institutions increased and education was extended for a certain period of time in many countries. This concerned primary school. The main task of pedagogy was the creation of a new ideal image of a person and methods of its formation. Dudi developed the theory and significance of children's experience under the supervision of a teacher. He introduced a system of individual education "Winnetka - plan" and individualized learning called "Dalton - plan". It meant the correct distribution of the workload, which provides for joint planning by students and teachers. In Germany in 1919, a separate school was opened for the children of workers of the Waldorf-Astoria factory. It is also known as the "Waldorf School". The developer was Rudolf Steiner. He believed that it is necessary to develop the personality of a child through art. After 1917, education in Russia changed a lot. Communist ideology became the basis of pedagogy. The main goal was to educate a physically healthy person. People of any financial status could afford education, since it was free. Boys and girls began to be taught at the same time. School was considered a secular institution. Lessons with a strict schedule were introduced. At the end of the school year, special checks were conducted for each subject. The idea of collective labor education was put forward by Makarenko A.S. Also, a great treasure was made by such individuals: Sukhomlinsky V.A. - advocated the idea of humane education. Blonsky P.P. - supported the people's labor school. Kapterev P.F. - wrote a doctrine on pedagogical organization. Vakhterev V.P. - provided the concept of "evolutionary pedagogy". The Second World War became the impetus for the emergence of a unified education system and the improvement of education at the intellectual level. In upbringing and education, the needs and capabilities of each child, their spiritual and physical development began to be taken into account. Human and child rights are recognized by international conventions. Davydov, Elkonin, Lerner and Galperin created the concepts of developmental, problem-based and programmed learning. At the beginning of the 16th century, the English thinker Thomas More, in his project of a classless society, proposed mandatory participation in the affairs of education (school) of all citizens. The Italian utopian thinker T. Campanella in his work "City of the Sun" insists on the need for state-public education and upbringing: issues of upbringing should also be under the control of the government. They put natural science, craft knowledge, labor and physical exercise at the forefront.

The next stage is the approval of a scientific pedagogical system. This occurs in the 17th century. The founder of scientific pedagogy becomes Ya.A. Comenius, who introduces the concept of pedagogy and asserts its belonging to scientific knowledge. His research touches upon the issues of the foundations of the organization of educational and upbringing activities and develops a class-lesson system of teaching. During the Enlightenment, pedagogical thought developed in connection with the natural beginning of man. This means that education and training are realized based on the natural characteristics and inclinations of the individual, and do not interfere with its natural development. The origin of folk pedagogy is associated with

the idea of K.D. Ushinsky, who believed that education and training should be connected with folk culture and traditions and be realized in work activities.

Thus, pedagogy as a science was not established immediately. Pedagogical science is a clot of centuries-old experience in teaching and educating the younger generations, and it is also the result of many years of research into the patterns of formation of a comprehensively and harmoniously developed personality. The inclusion of historical and pedagogical heritage in the educational process of professional training of future teachers allows us to scientifically substantiate the management of the formation of pedagogical and methodological culture of students due to the thoughtful transformation of pedagogical traditions of the past, ensuring the reproduction in pedagogical activity of the experience of education and training of the younger generation, in the system of humanistic beliefs of the future teacher.

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