

# History And Development of Pedagogical Theory

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**Abstract:** In this article, we can have complete information about the history of the theory of pedagogy and the period of its development. It is to reveal the theoretical and methodological foundations of the science of pedagogy, to achieve their in-depth assimilation by young pedagogues, to form the skills and qualifications of students to successfully organize pedagogical activities.

**Key Words:** Pedagogy; education, diagnosis; prognostic; dialectical; methodology.

Pedagogy (Greek: paidagogike) is a complex of sciences that studies the theoretical and practical aspects of upbringing, education and information. Ped. Institutes and some other educational institutions, the educational subject studied on the basis of the specialty program is also called pedagogy. Pedagogy as a science dealt with the theoretical foundations of child education. A modern pedagogue intends to engage in educational, cultural and spiritual education of adults together with children. In the Republic of Uzbekistan, teachers are treated as the main means of forming the spirituality of a well-rounded person.

The pedagogue studies the laws, structure and mechanisms of the educational process, determines the content, principles, forms, methods and methods of educational and educational work.

Educating, teaching and forming a person is the main function of a Pedagogue. Personality education is considered the main concept in Pedagogy and means the joint activity of family and society aimed at forming a well-rounded person. With the help of education, it is intended to determine the spiritual aspects of the human personality. Worldview, faith, goodness, beauty, goodness, justice and skills are transformed into personality traits only with the help of education. It expresses the concept of training aimed at mastering the set of knowledge, skills and abilities necessary for living among people, getting married in life and performing activities. As a result of training, a person will be provided with the necessary knowledge and will have the opportunity to receive special information at various levels in the future. As a result of education and training, certain personal qualities are formed in a person. Through upbringing and education, Shache will acquire spiritual and intellectual qualities that he did not have before. This condition continues throughout the life of a person and is a factor in his development.

Pedagogy as a science of man and his formation includes philosophy, ethics, aesthetics, cultural studies, psychology, economics, political science, demography, history, literature, medicine, mathematics. and is inextricably linked with other sciences. In the development of the science and practice of pedagogy, he uses the theoretical foundations of these sciences, research methods, methods of identifying, analyzing and summarizing scientific conclusions.

In pedagogy, there are a number of fields and departments that arise from the study of which aspects of educational and educational processes. Didactics is the field dealing with the purpose, tasks, principles, and methods of teaching. The field of educational theory and practice of pedagogy includes issues of formation of moral qualities of a person, formation of spiritual aspects such as faith, worldview, morality. The law of organizational-pedagogical work, such as the organization, organization and management of education, is developed by the field of pedagogy. pedagogy always works with people of a certain age, with a certain life and intellectual experience. Therefore, it is crucial to take into account the age characteristics of the learner when defining the rules of pedagogy.

Methodological (teaching) disciplines that teach the laws and methods of teaching certain academic subjects are also considered as branches of pedagogy. In relation to these, didactics is considered a general methodology, and the methodology of each individual subject is considered a special didactics. But this kind of limitation is quite conditional. For example, the methodology of teaching literature is a special didactics compared to didactics, at the same time, it is a methodology of studying the history of classical literature, et al, the methodology of studying folk literature, performs the task of a general methodology in relation to the methodology of studying folk art. Special methods can develop only based on general didactics and based on

its theoretical generalizations. At the same time, the didactic rules applied to each specific subject are enriched with the uniqueness of the experience of teaching that subject, concretize the general aspects, and show the universal aspects of teaching in each uniqueness.

Didactics (theory of education) and the theory of education are important components of the science, as the science of pedagogy focuses on two important aspects of personality development - teaching and upbringing. The contribution of numerous disciplines to the study of education as a social phenomenon is undoubtedly invaluable and necessary. However, these subjects are related to the daily growth and development process of the human being, the relationship between the teacher and the student during their development and the corresponding institutional structure. does not And this principle is true, because the study of special aspects determines such a part of the object (education) that special science pedagogy should study. Pedagogy is education as a specific integrated pedagogical process organized in special social institutions (family, educational and cultural educational institutions) based on specific goals.

In this case, pedagogy manifests itself as a science that studies the essence, laws, trends and prospects of development of the pedagogical process (education). On this basis, pedagogy develops the theory and technologies of its organization, the form and development methods of pedagogue activity (pedagogical activity) and students' activities in various forms, as well as strategies and methods of their interaction.

The science of pedagogy makes a special contribution to ensuring the development of society based on the fulfillment of the social order of forming a person. The content of social relations, the construction of the state and society, and the essence of ideas that take a leading place in its life are important in determining the goals and tasks of pedagogy.

The tasks of pedagogy as a science depend on its subjects. These are theoretical and technological tasks, which are carried out organically. The theoretical tasks of pedagogy are carried out at three different levels:

- Description or explanation - study of advanced and innovative pedagogical practices;
- Diagnostic - determining the state of pedagogical phenomena, the success or effectiveness of pedagogue and teacher activities, studying the conditions and reasons that provide them;
- Studying the prognostic-pedagogical activities through scientific research and building a module for changing this activity based on them. The prognostic level of theoretical tasks is related to uncovering the essence of pedagogical phenomena, finding deep phenomena in pedagogical processes, and scientific justification of assumed reductions. At this level, a theory of education and a pedagogical system model, which precedes educational practice, are created.

Science can develop only if it is conducted with new knowledge. In turn, scientific research is needed to collect and interpret them. The last one finds its connections in the complex of theoretical principles, which have received the methodological name in science. Not only pedagogical practitioners, but also researchers often see behind the concept of "methodology" something (somewhat abstract) that is far from real life and educational practice.

- this is "a system of principles and methods of organizing and building both theoretical and practical activities"<sup>1</sup>. Psychologist S. L. Rubinstein "Questions of great theory are practical questions of great importance along with this work. To see great theoretical problems in reality is to see them in relation to concrete problems of life."

The high level of professional training of a teacher consists in the presence of methodological culture. The main symptoms of this culture are manifested in the following:

- to understand the processes "reinforced" by the basic concepts that make up the conceptual framework of pedagogical sciences with the categories of philosophy;
- To understand various concepts of education as steps from abstraction to concreteness;
- learning to change the pedagogical theory in the method of cognitive activity
- orientation of the pedagogue's thinking to the genesis of pedagogical forms and their "full creative" property;
- the pedagogue's understanding of the need to implement educational practice in the system of terms;
- striving to determine the integrity and consistency of pedagogical knowledge during the period of historical development;
- a critical attitude to the "self-evident" situations in relation to the evidence lying in the plane of the usual pedagogical consciousness;

- personal knowledge activity is in progress reflection on the moment and results, as well as the movement of thoughts of other participants of the pedagogical process on the initial conditions;  
- understanding of worldview, humanitarian functions of pedagogy. By studying the methodology, the teacher begins to think based on its principles and becomes principled. At the level of private scientific methodology, the unity of education and social policy, the unity of the approach, the expansion of the unified subject of education, assimilation of the principles of the priority of educational goals in the whole pedagogical process are of particular importance. The first schools appeared in the ancient East (Babylon, Egypt, India), where children were taught the basics of administrative and economic management. In ancient times, schools functioned as an important component of the educational system of Sparta, Athens and Rome.

In ancient Greece, such places were called academies. The word "Academy" comes from the name of the legendary hero Akadema. Plato gave lectures to his students in the place known as Akadema near Athens in the 4th century BC, and later the place where education was organized started to be called by that name. In ancient Rome and Greece, educating children was entrusted to philosophers.

As a result of the stratification of society, in the system of slavery, slaves performed the task of taking and bringing children to educational institutions, and they were called "pedagogues". The meaning of this concept is "child leader".

In the later stages of historical development, people who are constantly engaged in imparting systematic knowledge to children began to be called by this name.

During feudalism, most schools were established under mosques (in Muslim countries) or temples (in India). In such schools, young people are taught religious knowledge as well as worldly knowledge.

During the Middle Ages, educational institutions in the form of academies also functioned in the East, such as the "House of the Wise" (9th century, Baghdad), "Ma'mun Academy" (early 11th century, Khorezm), observatories It was named after the societies under it (XV century, Samarqane). Encyclopedic scientists with strong knowledge in various fields of science were attracted to the academies, and they conducted extensive research in such areas as mathematics, geodesy, mineralogy, medicine, and astronomy.

In medieval and capital-based societies, academies (in the East, madrasahs) in the form of morally and morally mature pedagogues with excellent knowledge in various fields are of particular importance. For example, the famous scholars of their time - Ali Kushchi, Taftazani, Qazizada Rumi, Mawlana Muhammad, Ghiyosiddin Jamshid Koshi, Muiniddin Koshi and Mansur Koshi taught students in the madrasahs founded by Muhammad Taragai Ulug'bek.

The founders of the Jadidism movement that emerged at the end of the 19th and the beginning of the 20th century, well-known enlighteners - Mahmudhoja Behbudi, Munavvar Qori, Hamza Hakimzada Niyoz, Abdulla Avloni, Abduqadir Shakuri, Ismatulla Rakhmatullayev, Abdurauf Fitrat, Isohkan Ibrat and others are not only teachers among the population, but also gained a reputation as a spiritually mature person. Humanity's efforts to fight for survival and protection from various natural disasters served as the basis for the formation of educational ideas. Due to the fact that people live in groups in the system of primitive communities, the teaching of experiences in organizing livelihood activities (picking plant fruits, roots, hunting animals) is integrated by the members of the group. Knowledge, in most cases, is acquired in the processes of work and play. Due to the fact that the organization of labor activities has a sexual character, specific aspects are highlighted in the upbringing of boys and girls. The emergence of the family, private property and the state led to fundamental changes in the content of social education and the emergence of slaves. It is from this period that education began to be established based on the social demands and needs of the society. Discussions about the purpose, tasks, content and means of education of free citizens occupy an important place in the works of Democracies, Plato and Aristotle. In the works of thinkers, these ideas are expressed not as an independent pedagogical theory, but as a philosophical view or an important component of the project of organizing society. During this period, the initial foundations for the formation of the system of natural and social sciences were laid.

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