

DEVELOPMENT AND FOUNDERS OF PEDAGOGICAL SCIENCE

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Abstract: This study includes the history of the development of social pedagogy. Pedagogy is a science that studies the process of education and upbringing, personal development, the laws of these processes, as well as the foundations of the organization of the pedagogical process, the development of methods and technologies of teaching and upbringing.

Keywords: Social pedagogy, social theory, social function, intellectual development, philosophy, logical thinking, dogmatism, critical analysis, academia, ancient idealism, civilization, Renaissance.

PEDAGOGIKA FANINING RIVOJLANISHI VA ASOSCHILARI

Annotatsiya: Ushbu tadqiqotda ijtimoiy pedagogikaning rivojlanish tarixi kiritilgan. Pedagogika – ta’lim va tarbiya jarayonini, shaxs kamolotini, bu jarayonlarning qonuniyatlarini, shuningdek, pedagogik jarayonni tashkil etish asoslarini, o’qitish va tarbiyalash metod va texnologiyalarini ishlab chiqishni o’rganuvchi fan.

Kalit so'zlar: Ijtimoiy pedagogika, ijtimoiy nazariya, ijtimoiy funktsiya, intellektual rivojlanish, falsafa, mantiqiy tafakkur, dogmatizm, tanqidiy tahlil, akademiya, antik idealizm, sivilizatsiya, renessans.

РАЗВИТИЕ И ОСНОВОПОЛОЖНИКИ ПЕДАГОГИЧЕСКОЙ НАУКИ

Аннотация: Данное исследование включает в себя историю развития социальной педагогики. Педагогика — наука, изучающая процесс обучения и воспитания, развития личности, закономерности этих процессов, а также основы организации педагогического процесса, разработку методов и технологий обучения и воспитания.

Ключевые слова: Социальная педагогика, социальная теория, социальная функция, интеллектуальное развитие, философия, логическое мышление, догматизм, критический анализ, академия, античный идеализм, цивилизация, Возрождение.

Introduction

The development of social pedagogy dates back to a very ancient time, its antiquity is proven by the scientific views of thinkers, the development of social pedagogy as a science is divided into several stages: The first stage includes the period from the ancient era to the 17th century. During this period, facts were collected, educational experiences were understood, and pedagogical and social theories were formed. At this stage, education is characterized by the occurrence of social phenomena. As a result, various theories of education emerged. Such a periodic limitation of the first stage can be seen, first of all, from the fact that the problem of socialization existed even in the early stages of human history. Because there were social pedagogical ideas about education accumulated in the primitive community. Education arose as a social phenomenon with the separation of man from the animal world.

The development of pedagogy, in particular, its division into historical stages, helps to understand how it is inextricably linked with the spiritual and cultural development of society. The first stages of the history of the discipline of pedagogy begin with the ancient Eastern and European educational systems. In ancient Greece and Rome, education performed an important social function and aimed to prepare each member of society for enlightenment, morality and intellectual development. In these periods, pedagogy was considered more as spiritual and moral education, and its main goal was to teach the younger generation to adhere to moral standards. The founder of pedagogy in Ancient Greece is considered to be Socrates (5th-4th centuries BC) - one of the greatest philosophers of his time. He had many students, whom he taught to conduct a dialogue, polemics, logical thinking. Socrates was an opponent of dogmatism, believed that everything should be subjected to critical analysis, i.e. to think and reason, not accepting anything on faith, to doubt everything. Socrates' students, primarily Plato and Xenophon, wrote down the thoughts of their great teacher. Thanks to these texts, we have an idea of Socrates' teaching methods. Socrates' closest student was Plato. Being a philosopher, he also made a great contribution to pedagogy, writing many works in the form of dialogues and founding his own school in Athens. This school was called the Platonic Academy and played a significant role in the development of ancient idealism, and contributed to the development of mathematics and astronomy. The works of ancient Greek philosophers – Heraclitus (530–470 BC), Democritus (460 – early 4th century BC), Socrates (469–399 BC), Plato (427–347 BC), Aristotle (384–322 BC) and others – contained many profound thoughts on education. Chronologically, the stage of formation of pedagogy (pedagogical thought) lasted approximately 6–7 thousand years until the 17th century. Pedagogical thoughts during this period usually came from religion and philosophy, and its outstanding representatives known to us were most often great philosophers or clergymen. These are Confucius, Socrates, Plato, Aristotle, Quintilian, etc. The pedagogical thought of the slave system (Ancient China, India, Babylon, Egypt, and other cultures) has reached us in quite numerous texts, usually in sacred books. At the same time, in the countries of the Ancient East, the roots of educational and educational systems were located, which were the most important centers of knowledge of their time. In medieval pedagogy, education and upbringing were based more on religious ideas. The social pedagogical orientation of the pedagogical views and activities of great scientists is expressed in opening up the educational goal, which is considered their comprehensive preparation for life. Scholars such as Al-Khwarizmi, Farabi, Beruniy, Ibn Sina, Ulughbek pushed the idea of focusing the forces of influence that develop, nurture and educate in their scientific and pedagogical activities on the growing generation. In the Renaissance, which spanned more than three centuries (the 14th to 16th centuries), human civilization and, in particular, pedagogy owe their recognition of the intrinsic value of the individual, his or her right to respect and study. The socio-economic development of Western European society, primarily in Italy, led to the formation of a new worldview, in the center of which was man as an active personality capable of transforming the world. The desire to comprehend man's place in the world revived interest in ancient culture, which was perceived as a source of ideas for creating a new culture. It is with the establishment of continuity with antiquity that the name of the era is associated - the Renaissance. The main result of the searches of the Renaissance was

the idea of humanism. Humanism, carrying the potential of secularism and rationalism, opened the way to the knowledge of human nature and, in fact, became the leading ideological movement of the era.

Conclusion

In any social system, there are concepts such as education, spirituality, and enlightenment that ensure the spiritual growth of a person, and they require learning in connection with changes in the field of pedagogy and the development of society. Thus, pedagogy as a science was not established immediately. Pedagogical science is a clot of centuries-old experience in teaching and educating 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.

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