

## HISTORY OF THE FORMATION AND STAGES OF DEVELOPMENT OF WESTERN PEDAGOGY

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**Abstract.** *This article analyzes the historical formation of Western pedagogy, its main stages and development factors. The article scientifically reveals the evolution of the Western pedagogical system and its impact on the current educational process.*

**Keywords:** *Western pedagogy, history of education, Renaissance, Enlightenment, progressive education, Montessori, Dewey, competency-based education, constructivism, digital pedagogy, inclusive education, educational system, pedagogical approaches.*

We know that Western pedagogy was formed in Europe and the United States, developed and developed with its unique and unique educational theory, methods, educational system, enlightenment stage, pedagogical approaches and unique universal values, and has served as a basis for other social and state systems. The educational traditions of ancient Greece and Rome, medieval religious schools, the ideas of the Renaissance and the Enlightenment, the impact of the Industrial Revolution on the education system, and modern pedagogical approaches of the 20th century are consistently covered. Also, scientific analyses are given of the main directions of modern Western education, such as the competency-based approach, constructivism, digital pedagogy and inclusive education.

The roots of Western pedagogy began to appear in Ancient Greece in the 5th-1st centuries BC. The enlightened scholars of this period, Socrates, Plato, and Aristotle, set as their main goal the development of education based on spiritual and educational perfection, the harmony of thought and physical education, and conducted extensive research on this.<sup>1</sup>

The main methods of the Greek enlightener Socrates are Irony (opening the mind through questions, learning), and Mayvetics (discovering the truth). Through these methods, Socrates tried to identify people's incorrect or superficial thoughts by asking simple questions. The main goal of this was to arouse doubt in the thoughts of the interlocutor who was not sure of them or to encourage him to think in a new way.

The "mayvetics" method is the same, in this method, Socrates also encouraged his interlocutor to generate new ideas. Through this method, Socrates said, "I also give birth like mothers, only I do not give birth to children, but to ideas." From these methods, it is clear that the wise Socrates attracted his people to be knowledgeable, intelligent, wise, responsive, and active, and he conducted a lot of research on this. Today, the Socratic method is also widely used in areas such as: critical thinking, problem-based learning, and interactive lessons. It is not for nothing that it is said that the universal values of Western pedagogy serve as the basis for all pedagogical directions, and we can see a clear example of this in the above thoughts.

In addition, the enlightened scientists of the new Renaissance: Ya. Amos Kamensky, J. Locke, J.J. Rousseau, A.L. Vives, E. Rotherham also conducted extensive research on humanism, person-oriented education. Jan Amos Komensky, a major enlightened scientist of the 14th-18th centuries, conducted a lot of research for the development of education of his time and introduced a number of useful and necessary innovations into science.

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<sup>1</sup> Sokrat Plato (1997) Complete Works. Indianapolis: Hackett Publishing.

The ideas he introduced, such as the classroom system, the gradualness of teaching, universal education, and demonstrative education, are still a useful resource for everyone even after so much time has passed. Taking into account the fact that he created such useful resources, he was given the status of the "father" of Western pedagogy.

Thanks to the unique work of the above-mentioned great thinkers and enlightened scientists of the West, Western pedagogy was formed and refined over the years.

In the 18th-19th centuries, the pedagogy of the Industrial Revolution was formed, and during this period the school system expanded and the period of further popularization of the education system began. In addition, the state management of education, the transition to a planned school system, and the formation of the pedagogical profession were widely promoted.

By this time, as a result of the spread of the industrial revolution, the development of science and the need for and attention to literacy increased, as a result of which the number of primary schools increased, compulsory education was introduced in many countries, attention to education increased among girls and representatives of the common people, and education gradually became an integral part of state and social policy.

Another enlightened scientist of this period, I. Gebart (1746-1827) and A. Distaverg, made a great contribution to the development of science. Gebart founded pedagogy as an independent science and divided the teaching process into 4 stages: accuracy, association, system, method. Distaverg put moral education and discipline in the central place among them, that is, he emphasized that a morally and disciplinarily mature person will be in the lead in all aspects. This study shows that a well-mannered, moral, and orderly student can sit in class with discipline, master all subjects perfectly, and achieve the high goal he has set for himself in the future.<sup>2</sup>

Distaverg, on the other hand, based on the teacher's activity and independent thinking, put forward the idea of a person who says, "A good teacher is one who teaches a student to learn." In this, the scientist makes the student the central figure, encouraging him to learn, to search for innovations, and shows the teacher as a guiding and motivating person. This idea of Distaverg is one of the most important principles of education, which means that the teacher's task is not only to impart knowledge, but also to turn the student into a person capable of learning throughout life.<sup>3</sup> In ancient times, the meaning of the word pedagogue was a person who accompanied the child on the way. We can see a clear example of how the Distaverg teaching was carried out in a similar way. This teaching has not lost its meaning for many years, and even now, in the 21st century, the student is a trusted person in the center, 70-80% active during the lesson, and the teacher is a motivator who guides the child and occupies 30-20% of the active position. That is why Western pedagogy, with its universal values, has not lost its relevance and value, becoming the foundation of modern pedagogy.

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<sup>2</sup> Adolf Diesterweg (A. Distaverg)

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