

## HISTORY OF THE FORMATION OF PEDAGOGICAL IDEAS

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### Abstract

This article provides information on the history of the formation and development of pedagogical ideas.

**Keywords:** Pedagogy, science, development, education.

In every social system, there are concepts such as education, spirituality and enlightenment that ensure the spiritual growth of a person, and their changes in the field of pedagogy require studying in connection with the development of society. The history of pedagogy studies the development of education, school and pedagogical theory in various historical periods from ancient times to the present day based on the needs of the times. Each social system, its future, the prospects of humanity, and the standard of living of people are directly related to the development of science and culture. [1,6].

According to sources, in the 5th century BC, children began to be educated in groups in ancient Greece (Greece), and this is how the school was formed.

In Athens, philosophy, art, literature, pedagogy developed in the 5th century BC. Intellectual, moral, aesthetic and physical education were carried out in an integral unity, with the main emphasis on raising a child as a spiritually and morally mature person. In this process, pedagogical theory developed as part of pedagogical philosophy.

The teachings of Socrates, Plato, Democritus, Aristotle and other thinkers played a great role in the development of pedagogical theory.

According to Democritus, children can be taught to write, music, and physical exercise only by being an example, influencing them through words, persuading and educating them with arguments, and accustoming them to work.

Socrates put forward the idea of knowing and understanding the truth through debate and conversation. According to Socrates, the expected goal of education is to make a person knowledgeable, to make him highly moral.

According to Socrates' teachings, a person should, first of all, understand the general moral criteria, the qualities that are sacred to man.

According to Aristotle's teachings, physical, moral, and mental education should be carried out in an integral unity, taking into account the age characteristics of children.

Aristotle emphasizes the need for child rearing to be at the disposal of the state and the community. Because the state sets a clear goal for itself in upbringing.

In his teachings, Confucius condemned any laws and rules that limit human activity, honored nature and the universe, and called on people to be natural. Confucius and those who defended

his teachings promoted the idea that in order to achieve humanism, each person should follow the standard of conduct and self-education, and on this basis achieve spiritual perfection.

One of the Eastern enlighteners, Saadi Shirazi, in his works “Gulistan” and “Boston”, puts forward the idea of the need for human contact between people. He considers humanity as a whole body, and considers each person a part of it.

According to Saadi, intellectual education is associated with the acquisition of knowledge and its application to life, intellectual education develops in the process of applying it to life and is used in experience.

Saadi noted that the family creates the foundation for the child's happiness and future. The main support in the family is the father. He is a responsible educator.

Mirzo Abdulkadir Bedil, in his work "Irfan", expressed his thoughts on issues of nature, society, literature, philosophy, and called people, and therefore young people, to knowledge and justice, praising crafts, art, personal freedom, friendship, love, loyalty, and justice. According to him, every person is worthy of respect, is worthy of respect, and needs kindness. At the same time, a person should be a loyal child of his Motherland, a caregiver for his country.

The upbringing of a perfect person also occupies a special place in the work of Western enlighteners.

The great Czech scholar Jan Amos Kamensky, in his works such as “Great Didactics” and “Prophecy about the Wisdom of Society”, puts forward the idea that in order to achieve a solid assimilation of knowledge, it is first necessary to ensure the emotional perception of students. He put forward the idea of general education in school and justified the essence of this work. Kamensky, summarizing the advanced educational and upbringing experiences of his time, scientifically develops a unified system of public education for the first time. This system is imbued with the spirit of democracy and reflects the desire of the masses for knowledge.

The great scholar Ismail al-Bukhari, in his work “Al-Adab al-Mufrat”, says that children become righteous by the grace of Allah Almighty, but it is the duty of fathers to teach them manners and ethics.

In Bukhari's views on education, ignorance is condemned as a fatal tragedy for a person. Ismail al-Bukhari, while demanding mutual friendship and compassion among people, compares those who possess these human qualities to the organs of the human body.

The thinker emphasizes the need to be compassionate towards the young and respectful towards the elderly in his centuries.

According to Abu Nasr Al-Farabi, one of the scholars of our nation, the main task of ethics is to teach people the rules of behavior, and the main goal is to show other people the ways to achieve happiness. Abu Nasr Al-Farabi developed a classification of teaching methods. [2,18]. Al-Farabi stated that a person has a strong interest in a certain profession or art. A person uses his innate and intellectual qualities to acquire this quality. The teacher should help the child to manifest this ability, to help him in every way to master the profession he loves.

According to Farabi, a person is knowledgeable, intelligent, virtuous, well-mannered, has a certain profession, is just and courageous, steadfast, steadfast and enlightened. The scientist said that when a person is born, his actions, deeds, thoughts, and activities are aimed at one thing. And that is, achieving happiness.

The great scholar Abu Rayhan Beruni, in his didactic views, emphasized that nature, society, and human nature are factors that express human nature, and said that people need to approach events independently and consciously. Beruni puts forward the idea that the main task of a person is to achieve the intended goal through work, to see goodness through goodness.

Expressing his opinion on the level of enlightenment and knowledge, the state of people's reasoning, he specifically teaches that everything should be studied and known in detail, and then come to a conclusion, and that this should be based on experience. [2,26].

The great scholar Abu Ali Ibn Sina, along with socio-philosophical, medical, and secular knowledge, also expressed enlightening thoughts in his century. He put forward the idea of developing a conscious attitude towards things and phenomena in a person. Because consciousness is the basis and foundation of human happiness. According to Ibn Sina, every person should be mentally, morally, and physically strong and mature. Every person can achieve perfection by possessing this quality.

Ibn Sina emphasized that logic, that is, correct thinking, correct use of reason, and avoidance of mistakes are necessary. Striving for science is one of the highest spiritual actions of a person. Because knowledge elevates a person to spiritual heights and serves as the main factor in the development of society.

Burkhaniddin al-Marginani, one of the great scholars of his time, pays special attention to legal and moral laws and regulations, religious beliefs, family and marriage issues in his work "Hidoya". He emphasized the goodness of people, emphasized the special importance of child upbringing, and advocated not to deprive a child of family upbringing by taking all necessary measures.

Burkhaniddin al-Marginani's rich spiritual and educational heritage serves to educate and bring up the youth of the present and future generations.

The famous scientist Mahmud Kashgari described the unique spiritual world of the customs, traditions, and values of the peoples in his work "Divanu lugatit turk". He teaches that freedom, independence, and independence have always called a person to active action. In his opinion, a person who wanted freedom and independence did not remain indifferent, but fought for it. Mahmud Kashgari emphasizes that the spiritual world and spirituality of a person are connected with science, enlightenment, and culture. He considers it a good quality to accept the advice of scholars and implement it, and emphasizes that their vast experience and advice are also factors influencing human spirituality.

In the 14th-15th centuries, science, art, literature, crafts, and youth education played an important role in the policy pursued by the independent centralized state established by Amir Temur in Central Asia.

The great commander Amir Temur led the state in his socio-political activities based on the idea of "Strength is in justice". This idea he put forward found expression in his global work for the peace and prosperity of the people and the Motherland, the development of culture, science, and the unity of peoples.

Amir Temur established a centralized state in Turkestan, ensured regional unity, organized a system of state administration, and brought the development of science and culture to a traditional level. The love for beauty and the sublime in his heart found expression in his great love and devotion to his Motherland and people.

During this period, the ideas and ideas expressed by poets, scientists, and statesmen in their works about human qualities, their teachings on education, and the teaching of ethics and logic in schools and madrasas became an important factor in the upbringing of the next generation. Muhammad Taragay Ulugbek, who managed to improve the quality of education in his time and revive the system of education in madrasas with his own efforts, gathered around him the advanced-thinking scientists of his time and demanded from them to conduct classes in madrasas at a high level. The scientists and teachers paid attention to the fact that each student learned something new in the lesson. They conducted the classes in accordance with Ulugbek's ideas that education should be at a high level, interesting, meaningful, and interconnected. Ulugbek called on them to develop students in all aspects, protect their rights, pay attention to their psyche, and raise them as conscious and truly literate people.

According to Ulugbek, young people should know the importance of knowledge, the purpose of acquiring it, ways to apply the knowledge they have learned in life, and acquire the necessary skills for the well-being of society and the people.

In his creative work, the great thinker Alisher Navoi puts forward the idea that the goal of education is to raise the next generation as people-lovers, patriots, knowledgeable people, and humanists. Emphasizing that the wealth and prosperity of society depend on labor, Alisher Navoi calls on young people to love and respect labor, glorifying labor as a factor of moral beauty.

According to Navoi, every person who is a member of society should serve his people, help, benefit, and put the interests of the people above his own. Navoi considers love for a person to be love for the Motherland and calls on people to love the Motherland, to live according to the principles of the Motherland.

In his work "Akhloqi Muhsiniy", Huseyn Voiz Kashifi put forward the idea that education is the basis for raising a person and developing his intellectual abilities. In his opinion, good behavior is a factor that determines the content of society, the content of human life. Accordingly, a person should be engaged in useful, meaningful work.

Kashifi calls on people to be just and pure, in his opinion, every work should be done conscientiously and with faith. Only then will the goal be achieved. Kashifi says that if a person is brave, just, and courageous, he is of good morals, that is, honorable, in a word, a

good person. If a person lives contentedly with his life, his goals and good intentions will be realized. For this, he must always strive to achieve happiness and be in motion.

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